



MODEL FLORIDA CHARTER SCHOOL APPLICATION

**Proposed Start-up Charter School:
Renaissance Charter High School of West Broward**

Submitted to:

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Broward Charter School Support
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Submitted on:

August 4, 2014



APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: **Renaissance Charter High School of West Broward**

NAME OF FLORIDA NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER: **Renaissance Charter School, Inc.**

The Corporation has applied for 501(c)(3) non-profit status: **Yes**

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: **Derek Kelmanson**

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NAME OF EDUCATION SERVICE PROVIDER: **Charter Schools USA**

Projected School Opening: **2015 or 2016**

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	9-12	600	1,200
Second Year	9-12	900	1,200
Third Year	9-12	1,200	1,200
Fourth Year	9-12	1,200	1,200
Fifth Year	9-12	1,200	1,200

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.



Ken Haiko, Chairman

August 4, 2014

Date

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I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission statement for the proposed charter school.

The Vision of the Charter School:

All children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive citizens in the local and global societies and in the 21st century workforce.

The Mission of the Charter School:

To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor for college and career readiness.

B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

Meeting high standards of academic achievement means that "every child can learn" given appropriate learning tools. The School proposes to meet high standards of student achievement by aligning its curriculum with the Next Generation Sunshine State Standards (NGSSS) and Florida Standards. When coupled with parental choice and community involvement, this combination is designed to meet high academic standards, which provides for the flexibility, and diversity envisaged by the Charter School Statute.

Parents will have the flexibility to choose among diverse educational opportunities within Florida's public school system by expanding educational choices for parents and students of the community with the creation of a school that has a keen focus on stakeholder satisfaction.

The School will be a diverse option in meeting high standards of academic achievement as it will implement an Academy Model. Providing small learning communities in which students can follow a college preparatory track with a career theme will equip students with the capabilities to not only graduate high school, but be ready for their post-secondary paths. This unique experience is just one of the key components of the educational model at the school that prepares students for academic success.

The Governing Board, Renaissance Charter School, Inc. (Renaissance), is responsible for ensuring that the School has adequate resources, which are used wisely, and most importantly, that high standards for academic performance are met. The School will be guided by the principle of promoting enhanced academic success by focusing on mastery of NGSSS and Florida Standards through offering a Guaranteed and Viable Curriculum (GVC). The School will also implement a research-based education model and Personalized Learning Plans; keep students and parents involved and informed through the use of the student information system; and ensure professional development and learning environment accountability by utilizing

QUEST visits and weekly walk-throughs. The School will also promote enhanced academic success by utilizing technology to foster inquiry and innovation; differentiating instruction through the use of laptops, computers, and flat screen televisions with interactive tablets; and building research abilities through discovery learning.

Meaningful parental engagement is an essential element of the School's culture. A Comprehensive Parental Involvement Program and Family-School-Community Partnership model is planned for the School, which also provides the foundation for meeting high standards of student achievement.

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of a their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship, aligned with integrated character education, which measures student performance based on conduct, participation, and effort. Please see a sample report card in **Appendix G**. The report card will be sent to students and parents quarterly and will also be available via the parent portal. Interim progress reports will also be distributed to parents at the midpoint of each quarter. Since each assignment and assessment is directly aligned to the NGSSS and Florida Standards and graded accordingly, a passing grade in the content area denotes that a student has attained an acceptable level of mastery. Families will also be notified after each benchmark assessment to inform parents of their child's progress towards mastery of reading, math, and science standards.

The School will follow a continuous improvement model allowing parents real-time access to their child's progress. This online access will inform parents, via a controlled access password, about their child's class work, test grades, and weekly progress towards meeting the standards. Parents will have significant information provided to them to schedule a conference, ask questions, or just be aware of their child's academic achievement. From there, parents will collaboratively develop a Personalized Learning Plan in conjunction with their child and the child's teacher to set periodic growth goals.

Benchmark assessments, administered by the Northwest Evaluation Association (NWEA), will take place three times a year. After administration of each benchmark, the data, in conjunction with students' scores from the Florida Standards Assessment (FSA), Florida Comprehensive Assessment Tests 2.0 (FCAT 2.0)¹ and any other state-mandated assessment will be communicated to parents at least quarterly after each test.

The School will promote financial efficiency by providing a rigorous academic program in a facility that will be less costly to construct than a comparable Broward County public school due to the ability, per F.S. 1002.33(18)(a), to elect not to follow the State Requirement for Educational Facilities. This is both a strong and financially efficient model that is responsible

¹ The School will implement the state-mandated assessments for each grade level as appropriate. The state of Florida is currently transitioning to Florida Standards Assessments. Any reference to FCAT 2.0 in this application with regard to school accountability, progress monitoring, or other state-mandated process will be adjusted in the future to meet the new requirements of the state.

and accountable by allowing us to provide an educational setting with the use of regularly allotted FTE dollars.

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

A purpose of the School is to produce high academic achievement for all learners, and thereby meet the statutory requirement of improving student learning and academic achievement. High academic achievement will be attained through utilization of a curriculum rooted in solid educational research aligned to the Next Generation Sunshine State Standards and Florida Standards; the Guaranteed and Viable Curriculum (GVC); continuous assessment of data related to student performance; and analysis of student learning gains through engagement and enrichment activities. The School will improve student learning and academic achievement through implementation of the educational principles that are detailed in the education model. To increase learning opportunities for all students, students will participate in quarterly goal setting sessions with teachers, and revisit these goals through regular meetings. The School also plans to improve student learning and academic achievement with the assistance of Personalized Learning Plans for each student; encouraging meaningful parental involvement; and providing ongoing professional development for teachers.

To achieve its goal of meeting high standards of student achievement, the School will use unique and innovative academic components to complement the comprehensive data-driven education model. The components, described in detail in the Educational Program Design section, include the following:

- Academy Model: small learning communities developed to help bridge the gap between middle school preparation and high school expectations, as well as prepare students for their post-secondary choices.
- School-Wide Goal Setting: at the year's onset, teachers and administrators analyze the previous year's data to set school-wide improvement goals for the new year.
- Personalized Learning Plans: designed for all students to track the individual student's strengths and weaknesses. The Plan is collaboratively developed between students, parents and teachers to empower students to track their own progress.
- Progress Monitoring and Assessment: tracks specific and measurable goals regarding attendance, test scores, graduation rates and teacher retention to inform data-driven decision making, with specific plans for students of concern and/or functioning below grade level.
- Focus on Academic Rigor/Innovative Learning Methods: utilizing critical thinking skills to prepare students to be college and career-ready.
- Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis: employs state-of-the art technology like a student information system, electronic grade book, and report card.
- Technology to Support Student Engagement: creating interactive classrooms and utilizing tablets, document cameras, etc. to further enhance the learning experience.
- Character Education Program: promotes an increase in citizenship and student motivation toward academic learning by incorporating student interest with real-world experiences.

- Academic Intervention and Enrichment: using diagnostic assessments and benchmark data, students receive additional instruction and practice on identified areas, with teachers instructing before and after school, through content area integration.
- Supplemental Programing: collaboration and community integration through which character and academic education are fostered in extracurricular and auxiliary activities.
- Meaningful Parental Engagement: through effective communication, it is an essential element of the School's culture, as support from the parent increases the likelihood of student success.

The education model encompasses all content areas with a primary focus on reading as well as increasing learning opportunities for *all* students in accordance with the prescribed purposes of a charter school found within F.S.1002.33(2)(b)(c). The School's desire is to teach children to understand what they read through systematic, direct instruction of the Language Arts Florida Standards which are aligned to the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. In order to make reading a "primary focus," all objectives from Florida's Reading Program Specifications will be implemented at the School:

- Specification 1: Professional Development
- Specification 2: Administrative Practices in Support of Reading
- Specification 3: High Quality Reading Instruction is a Dynamic System
- Specification 4: Reading Text Materials and Resources

A detailed description of how the school meets the objectives of the specifications listed above can be found in the Comprehensive Core Reading Program in the Curriculum Plan of this application. The Supplemental Reading Intervention Program and Comprehensive Reading Intervention Program are also described in detail in the Curriculum Plan to further outline how the school will meet the needs of students reading below grade level.

The School will utilize blended learning models, differentiation, and research-based interventions to increase learning opportunities for all students. Low-performing students will be identified through the use of diagnostic assessments. Students who score below grade level will be given extra instructional support outside of core classes to reach grade level and meet the standards within the classroom. The additional help will include small group instruction, differentiated instruction, and various opportunities for additional tutoring. Tutoring may be offered before school, after school, and on weekends. Tutoring is free to students and is included in the School's budget.

In order to ensure mastery of the standards, teachers will follow a spiral model of teaching where they are constantly reviewing skills that have not been mastered. The reading block includes time to review instructional focus content, direct instruction, modeling, guided practice, and independent practice. From there, teachers will assess students weekly on the standard and determine if re-teaching is necessary. This model ensures that all students, including low-achieving students, are given more than one opportunity to meet a standard. Students are instructed on each standard several times throughout the year until mastery is met. This repetition and differentiation is targeted towards catch-up growth for students by including an increased number of minutes in reading for low-achieving students.

Additional Instructional Support

Additional homework and classwork help will be offered during specific times throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside the instructional block. This additional contact with the student is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process both at home and in school.

Initiating and strengthening collaboration between school, home, and community provides the basis for support and reinforcement of student learning. Involving and engaging parents and students in a collaborative manner is critical to successful implementation of the education model. The plan for assisting remedial students involves continuous collaboration between all stakeholders.

Additional resources will be available to students who are not making adequate learning gains, as indicated on NWEA benchmark assessments or by not earning passing grades in class. For students who require additional intervention to bring them up to grade level expectations, tutoring will also be available at the School. Tutoring sessions can be before or after school, and are free to students as the funds to provide this assistance are derived from the operating budget. Teachers will use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. Tutoring opportunities and any other intervention plans are offered in addition to the required minutes for instruction that are specified in the sample schedule and curriculum plan.

Tutoring sessions will be targeted based on students' benchmark data to determine areas of re-teaching. The instructional strategies will be varied depending on the students' unique way of learning. The goal of tutoring sessions is to engage the student and re-teach the information in a new way.

As outlined in this application, the School will encourage the use of innovative learning methods and deliver educational best practices to the students within the framework of a research-based education model, which is innovative in its approach to data analysis for individual student learning. In addition, the School will have several unique and innovative academic components that will complement the comprehensive data-driven instructional delivery of the GVC to foster the development of well-rounded student-citizens and provide experiential learning opportunities. These components, described in detail in the Educational Program Design section include: research-based instructional strategies (the GVC); technology support for data-driven instruction and individual student goal setting; Personalized Learning Plans; and an integrated character education model. Specific learning methods, also described in the Educational Program Design, include, but are not limited to:

- Blended learning
- Marzano's Thirteen High Probability instructional strategies
- Cross-curricular instruction and learning
- Multiple intelligences
- Project-based learning
- Cooperative learning

Baseline assessment will provide all stakeholders with the information needed to identify students' strengths and weaknesses; to effectively target instruction; and to set school-level, classroom-level and individual student-level goals. Teachers will begin the school year by assessing the previous year's data and the data from the first benchmark administration to target and differentiate instruction and help students focus on learning as they work to master specific skills and content of the NGSSS and Florida Standards. Benchmark assessments, as well as Common Assessment data, will provide administrators and teachers with data for the measurement of learning outcomes for each individual student. Teachers will take ownership of their students' learning by understanding each student's data and how he/she learns best.

Throughout the year, school administrators will meet with teachers in Data Chats to measure learning outcomes of each student by reviewing results from the benchmark assessments and class assessments to further drive instruction. Areas of deficiency will be identified and a new strategy for addressing those skills will be developed at the classroom level. Teachers will revisit the skills and assess again, as needed, focusing on student academic gaps that must be mastered according to the GVC.

Progress monitoring for additional learning opportunities will be measured using resources aligned to the program in use. Programs for comprehensive intervention that meet the state's rigorous guidelines for scientifically based interventions will be measured according to the program guidelines. Overall success of the extended learning program will be measured through impact on student's state assessment score and benchmark scores.

D. Describe how the charter school will fulfill, the optional purposes of charter schools found in section 1002.33(2)(c), F.S. *This section is optional.*

Create innovative measurement tools.

The School will implement innovative reporting tools via a student information system, including the electronic grade book and the report card. These innovative measurement tools will assist the school staff in analyzing student assessment data and in monitoring student progress to ensure academic improvement. Described below, these tools will also assist the School in monitoring progress towards meeting and exceeding the school-wide goals and objectives outlined earlier.

The goal is to have one major data warehouse for a student information system with all forms of student data, including state assessment results, benchmark results, historical performance, demographic data and more. This would provide convenience for stakeholders of the School in being able to obtain all of this information from one source, as opposed to multiple providers and multiple reports. The School's student information system will track individual student data. The student information system will offer the School the capability of disaggregating data by individual student, by individual class, and by grade level. It will also offer teachers, parents, and students online access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of mastery of the NGSSS and Florida Standards more efficient. It will also provide students, parents, teachers and administrators information to make decisions about differentiating instruction for each student.

The electronic grade book was created to assist teachers in creating and recording daily assignments that are aligned to the NGSSS and Florida Standards within the GVC. Since all courses taught are aligned to the standards, each formative and summative assessment will be directly correlated and the data will be accessible to all relevant stakeholders via a student information system, currently provided by PowerSchool. Access to the system allows for real-time monitoring of student performance on the standards thereby allowing administrators, parents, teachers and students to track and compare rates of the student's academic progress throughout the year. When an assignment is created for a specific subject, the teacher will assign points to the most specific element of the standards covered in that particular lesson. When the assignment is completed by the students, the grades will then be logged into the electronic grade book by the teacher, creating a running record of the level of mastery each student has achieved on the related standards and benchmarks. Grades will automatically be calculated and various individual and class reports can be generated. This tool is an invaluable way for teachers to effectively evaluate an individual student's mastery of state-prescribed skills and content areas, as well as improve the overall effectiveness of classroom instruction in each subject.

The electronic grade book is an integral reporting tool that will empower parents to monitor and participate in their child's academic progress and improvement, as well as empower students to monitor and take responsibility for their own learning. The electronic grade book will also enable the School Principal to monitor coverage of the GVC's alignment to NGSSS and Florida Standards, which will be cross-referenced with teacher lesson plans to ensure implementation of the GVC with fidelity.

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a master grade. The report card identifies and evaluates a student's mastery of specific grade level content by recording a grade in each content area. By aligning state specific standards with each content area in the electronic grade book, teachers, parents, and students can identify the specific areas a student has mastered as well as those areas in which a student needs improvement and support. This subsequently translates into a grade on the report card. It also includes a component regarding citizenship, aligned with our integrated character education, which measures student performance based on conduct, participation, and effort.

The report card will be sent to students and parents quarterly and will also be available via the parent portal. Interim progress reports will also be distributed to parents at the midpoint of each quarter. Since each assignment and assessment is directly aligned to the NGSSS and Florida Standards and graded accordingly, a passing grade in the content area denotes that a student has attained an acceptable level of mastery.

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

The School recognizes that each school's learning environment is unique and must be supported in its quest for increased student achievement. The education model is a framework for

continuous improvement, with its foundation in the 35 years of research of Robert J. Marzano that focuses on school goals to increase student achievement. Every school administrator and faculty member will be trained in Marzano's research and Charter Schools USA's education model. They will be trained in data collection systems to provide continuous assessment toward school goals. Student and school performance data is collected regularly throughout the year and used by school administrators and faculty members to monitor progress in achieving the School's goals. Administrators and faculty evaluate, create, and revise instructional goals based on the instructional calendar and progress made.

The data-driven instruction model allows teachers to take ownership of the learning program with their own classrooms. The ESP provides the curriculum map, which is the core of instruction with its list of standards that need to be covered, but teachers have flexibility with their styles, strategies, resources, and materials as to how the core curriculum is delivered. The School will provide a list of approved resources and materials, for both texts and computer-based programs, from which the teachers may choose. Teachers take the time to study the curriculum maps, creating cross-curricular plans to provide for deeper understanding of content. They also create instructional focus plans to review previously taught standards that have not yet been mastered by all students, while still continuing to teach new content as well within the instructional block. Teachers have the responsibility of grouping students according to performance on particular skills for small-group instruction, as well as determining the most effective blended learning lessons and activities to supplement instruction.

Even outside of the classroom, teachers can have an impact on the learning program. Teachers are encouraged to observe peers in other classrooms to provide feedback regarding best practices, as well as learn more skills to improve their craft. To widen the reach of impact, teachers can be observers in QUEST visits as well. Some teachers may also have the opportunity to participate in providing input for curriculum mapping, increasing their ownership the instruction that occurs across the network of schools of the ESP.

At the end of the school year, administrators and faculty complete a survey to provide input on the current learning programs and resources used and the professional development provided throughout the year. Data chats are also an outlet for teachers to voice their opinions on resources and professional development throughout the year, ensuring that students' needs are addressed. In addition, there is a professional development needs assessment that administrators and staff complete at both the beginning and end of the school year. These results are analyzed and used along with student performance data to facilitate the school improvement process. The professional development schedule is created upon completion of data and needs assessment analysis. If analyzing different sources of student and teacher data throughout the year presents a need for additional professional development, the schedule is revised to include in-service to meet those training needs.

The National Reading Panel (2000) concluded that a quality professional development program increases teacher effectiveness and therefore, student achievement. The ESP provides or accesses professional development for school leadership, teachers, and paraprofessionals on a continuous basis. Professional development will be delivered through the Florida DOE, the Florida Center for Reading Research (FCRR), *Just Read, Florida!*, foundations, the district, textbook and

publishing companies, and the ESP. Efforts will be made to partner or work with colleges and universities for professional development opportunities, teacher internships, and/or educational research. A more extensive list of professional development opportunities can be found in section 12: Human Resources and Employment.

The ESP and Board value the development of teachers within the field of education, and encourage staff to reach beyond their current levels to improve. As such, the Leading Edge Program is offered to staff members looking to advance into leadership roles within the school and other areas of the network. Outside of the typical work schedule, teachers in the program participate in training and professional development activities to learn how to best perform in prospective positions, such as curriculum specialist, assistant principal, dean, or principal. Support is provided in applying and attempting to obtain these positions within the network as well.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

As specified in F.S. 1000.05(2)(a) and 1002.33(10)(a), the School will serve as an open enrolment school of choice for all Broward County students, regardless of race, gender, ethnicity, national origin, marital status, or disability. In an effort to more accurately reflect the target market that this school will serve, we have included in Table 2.1 profiles of all public high schools within a generally defined area east of the Sawgrass Expressway/I-75, south of W McNab Rd, and west of the Florida Turnpike. The data was culled from publicly available reports from the Florida Department of Education (FLDOE). All data is current as of 2013-14 unless marked with an asterisk, denoting information that is from 2012-13 due to reporting delays.

Based off the schools profiled, we can anticipate the following demographics at the High School:

- Students: 1,200
- Minority: 72%
- Free Lunch: 35%*
- Reduced Lunch: 9%*
- ELL/LEP: 12%
- ESE: 12%
- ESE (including Gifted): 13%

Broward County is the 2nd largest school district by enrollment in the state of Florida, and the district has seen 2.54% growth over the last five years (an addition of 6,505 students). Fifty-seven Broward public schools have been filled to 90% capacity or more as of 2013-14 (6 of which include high school grades). These schools are spread evenly throughout the county, but two of these overcrowded high schools are among the ones measured in Table 2.1. Of the charter schools listed on Broward's 2013-14 capacity report, 27 were over 90% capacity (up 10 from the previous year), and one of those was among the high schools measured in Table 2.1 as well (with an enrollment that is 143% of capacity).

School Name	Enrollment	2013 Grade	Free Lunch%	Reduced Lunch%	Minority%	ELL-LEP	ESE%	ESE & Gifted	2013-14 Capacity
Charter Schools	Enrollment	Score/Grade	F%	R%	Minority%	ELL-LEP	ESE%	E+G	Capacity
Ben Gamla Charter HS	124	-	28%	7%	-	15%	10%	13%	12%
City of Pembroke Pines Charter HS	1,716	A	13%	10%	75%	1%	5%	11%	143%
International School of Broward	294	B	46%	14%	78%	21%	4%	7%	37%
North University HS	384	-	59%	6%	-	6%	8%	8%	71%
Public Schools	Enrollment	Score/Grade	F%	R%	Minority%	ELL-LEP	ESE%	E+G	Capacity
Charles W. Flanagan	2,913	A	33%	13%	79%	4%	8%	14%	98%
Cooper City	2,140	A	18%	7%	44%	3%	12%	18%	63%
McArthur	2,210	A	58%	12%	82%	6%	11%	14%	90%
Nova	2,148	A	38%	13%	74%	1%	7%	17%	85%
Piper	2,491	B	49%	9%	79%	4%	10%	12%	74%
Plantation	2,186	B	52%	11%	84%	6%	10%	12%	83%
South Plantation	2,384	B	46%	11%	72%	5%	11%	16%	82%
Western	3,080	A	25%	8%	48%	4%	10%	16%	81%
Total	19936	B+	39%	10%	72%	6%	9%	13%	77%
Total Charters	384	B+	36%	9%	77%	11%	7%	10%	66%
Total Public	19552	B+	40%	10%	70%	4%	10%	15%	82%

B. Provide the following projection for each year of proposed operation.

The projected enrollment of the School is 1,200 students, but in no event shall enrollment exceed the maximum capacity pursuant to municipal code/ fire marshal. **Table 2.2** provides the projected student enrollment per grade for each year of the charter.

Table 2.2

Projected Student Enrollment										
	Year 1		Year 2		Year 3		Year 4		Year 5	
	students	class ratio	students	class ratio	students	class ratio	students	class ratio	students	class ratio
9 th Grade	300	22	300	22	300	22	300	22	300	22
10 th Grade	300	22	300	22	300	22	300	22	300	22
11 th Grade	0		300	22	300	22	300	22	300	22
12 th Grade	0		0		300	22	300	22	300	22
Projected Enrollment	600		900		1,200		1,200		1,200	

The School shall comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002, as it relates to charter schools. The School’s staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, our school design will be modified and our projections amended to reflect necessary compliance, which may include modification to staffing and enrollment. For the upcoming school year, charter schools are mandated to comply with class size at the school wide average.

C. Provide a description of how the student population projections were developed.

In order to calculate student population projections, a site-level analysis is done using ESRI mapping software to test the density of the local student market within certain measurement distances (usually within a drive time of 5, 10, and 15 minutes). Using the 17 years of experience of our ESP, their historical absorption rates (percentage of potential students enrolling in our school) were applied to our potential student base to determine the projected demand for the school. This projected demand was then aligned to the different school size models that have been developed by our ESP to allow the Governing Board to select the appropriate school size. Specific school sizes have been developed to ensure each grade level has a consistent size to allow students to matriculate over time and that there are an appropriate number of classes per grade level to allow optimal staffing of teachers, particularly elective courses (music, art, PE, etc.) and middle school.

Using these parameters, we found that a school size of 1,200 students yields an absorption rate of 3.33% of students within the general area defined above. This ratio is within the historical averages of schools operated by our ESP with similar demographics, geography, and school choice options in the community. Thus, we expect to meet our stated enrollment goal of 1,200 students.

Section 3: Educational Program Design

A. Describe the school's daily schedule and annual calendar.

The School will follow Broward County Public Schools' annual calendar, including the number of days. A sample annual calendar can be found at Appendix I The School's course offerings will reflect FLDOE course coding and the School's instructional day will accommodate a minimum of 300 minutes. The number of instructional days per year will be at least 180 as per Florida Statute. The School will determine the number of class periods to accommodate its core classes, as well as electives. See the sample bell schedule in table 3.1 below:

Table 3.1

Period	Start	End	Passing	Non-Instructional	Total Number of Instructional Minutes	Notes
1	7:40	8:30	8:30-8:35	5	50	
2	8:35	9:25	9:25-9:30	5	50	
3	9:30	10:20	10:20-10:25	5	50	
4	10:25	11:45	11:45-11:50	30	50	Period 4 & Lunch
5	11:50	12:40	12:40-12:45	5	50	
6	12:45	1:35	1:35-1:40	5	50	
7	1:40	2:30			50	Dismissal

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

The Educational Model is implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The development of the Educational Model was based on Robert J. Marzano's 35 years of research. Its structure enables administrators and teachers to better understand, better explain, and make better predictions regarding the elements needed to facilitate each student's mastery of the Florida Standards and Next Generation Sunshine State Standards. Educational best practices, technology, communication, and documentation tools are created and revised to support the implementation of the model and ensure that teachers have the support necessary to meet the needs of each student.

Education Model

The Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the ESP, which provides curriculum and educational strategy support the School, and school administration monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses; to effectively target instruction; and to set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students' scores from the state-mandated assessment of the previous school year. Baseline data is obtained throughout the year with standards-aligned pre-tests that are utilized prior to each new unit of instruction.

Component 2: Data-Driven Instruction

The School's leaders and teachers will analyze baseline data from the School's student information system, and then provide targeted professional development to support teachers' knowledge base of the best instructional strategies to employ, that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support within the Renaissance network around meeting the needs of each student, the School will ensure a culture of continuous improvement and increased student achievement.

Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth and will be used to continue to identify instructional priorities. Assessments will measure instructional effectiveness and student achievement and are an integral part of the education model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Further, timely and specific feedback, based upon formative assessments of student performance on grade level standards is given to establish individualized goals for all students (Marzano).

Component 4: Grading

Grading of formative assessments will be done through the electronic grade book in the student information system. Formative assessments will be graded at the most specific level of the NGSSS and Florida Standards to facilitate data collection. As the data is collected, it is displayed within the electronic grade book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

Component 5: Reporting

Reporting in the student information system will offer the School the capability of disaggregating data by individual student, by individual class, and by grade level. It will also offer teachers, parents, and students online access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of

benchmarks more efficient. It will also provide students, parents, teachers and administrators information to make decisions about differentiating instruction for each student.

Component 6: Decision

Decision is the final action. Teachers and administrators, based on the data, will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of this education model is the fact that the School does not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher will re-teach, either by whole-class or small-group instruction, until all students have mastered the standard.

Through professional development, teachers continue this decision-making process of best meeting the needs of the students. The educator's critical role is to be the designer of student learning. The three-stage design process from Jay McTighe's *Understanding by Design* supports teachers working within the standards-driven curriculum to clarify learning goals, devise assessments revealing student understanding, and craft effective and engaging learning activities, aligned with real world experiences. This three-stage process is further explained in section C, in which the research base for the education program is described.

The review of data, through the use of the education model, will guide the School's learning plan by identifying the professional developmental needs of teachers through both student and administrator observational data. Through the cycle of revisions to the GVC based on the needs of the students recognized through data and observation; the alignment of professional development to the needs of teachers; and the revision of functionality within the student information system, the education model is the foundation that will drive continuous improvement within the School.

The six steps of the School's education model as outlined above (baseline assessment, data-driven instruction, assessment, grading, reporting and decision) were designed to provide a process for improving student learning and academic achievement. These steps are designed to encourage teachers to reflect on the individual work of their students. The education model will be used to sustain a constant cycle of tracking progress for mastery of standards, so students are able to find success in their own methods of learning. Subsequently, each student is empowered through the creation of his/her own Personalized Learning Plan.

Another distinctive component of the education model is the constant connection within the network that supports the implementation of the model with fidelity. At each step, teachers, as well as administrators, have the opportunity to reach out to others to gain insight on best practices to provide the most effective instruction for students. This can range from lesson plan sharing, to model lessons, to professional development on instructional strategies, and many other tools that will be utilized within the School. This creates a sense of camaraderie and teamwork, with the intention of further motivating the staff to achieve the vision and mission of the School. These network components are further described in the "Supporting Tools of the Education Model" and "Monitoring and Evaluation" sections.

To achieve its goal of meeting high standards of student achievement, the School will use unique and innovative academic components to complement the comprehensive data-driven education model. The components include the following:

- **Academy Model:** small learning communities developed to help bridge the gap between middle school preparation and high school expectations, as well as prepare students for their post-secondary choices.
- **School-Wide Goal Setting:** at the year's onset, teachers and administrators analyze the previous year's data to set school-wide improvement goals for the new year.
- **Personalized Learning Plans:** designed for all students to track the individual student's strengths and weaknesses. The Plan is collaboratively developed between students, parents and teachers to empower students to track their own progress.
- **Progress Monitoring and Assessment:** tracks specific and measurable goals regarding attendance, test scores, graduation rates and teacher retention to inform data-driven decision making, with specific plans for students of concern and/or functioning below grade level).
- **Focus on Academic Rigor/Innovative Learning Methods:** utilizing critical thinking skills to prepare students to be college and career-ready.
- **Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis:** employs state-of-the art technology like the student information system, electronic grade book, and report card.
- **Technology to Support Student Engagement:** creating interactive classrooms and utilizing tablets, document cameras, etc. to further enhance the learning experience.
- **Character Education Program:** promotes an increase in citizenship and student motivation toward academic learning by incorporating student interest with real-world experiences.
- **Academic Intervention and Enrichment:** using diagnostic assessments and benchmark data, students receive additional instruction and practice on identified areas, with teachers instructing before and after school, through content area integration.
- **Supplemental Programing:** collaboration and community integration through which character and academic education are fostered in extracurricular and auxiliary activities.
- **Meaningful Parental Engagement:** through effective communication, it is an essential element of the School's culture, as support from the parent increases the likelihood of student success.

Academy Model

The School will utilize an academy model which will create small learning communities for students to take classes together, taught by a team of teachers from different disciplines. There will be a Freshman Academy for ninth graders, as well as options for different college preparatory/career themes. Partnerships with employers, the community, and local colleges will bring resources from outside the high school to improve motivation and achievement.

Freshman Academy

The School is aware that ninth grade is a pivotal year for students. In order to positively impact ninth grade students to successfully meet graduation requirements the School will develop a Freshman Academy that will create organizational structures to build student success, as well as student academic opportunities that will support students as they grow within the culture of a

high school. Throughout the first quarter of the school year special activities will be developed such as the following:

- Teacher advisor
- Student to Student Discussions: juniors and seniors will discuss with freshman what they would do differently in ninth grade if they had the opportunity to re-do the year.
- Self-awareness studies that help students build upon their middle school work of career choice.
- Personalized Learning Plans containing a high school graduation goal built upon intermediate goals.
- In-depth studies of life after high school, including college choices.

The Freshman Academy will also include organizational and administrative features to support the student body, such as the following:

- Rooms clustered together for a smaller community within the larger school population.
- Common planning for core content teachers to discuss specific needs of ninth grade students, academic achievement of individual students, classroom management and absenteeism.
- An administrative peer assigned to the ninth grade center to work with the students, parents, and teachers to quickly identify and take action on the specific needs of students. For example, changing a student's schedule to enhance performance.
- Common system of class rules, procedures and expectations.

College Preparatory/Career Academies

Students will choose an academy for 10th-12th grade that prepares them for college and career choices, enabling them to see relationships between academic subjects and the application to a broad field of work. Partnerships created with employers, community and local colleges/universities will help determine the academy options at the School. Students will have the option of participating in a Cambridge Academy, and depending on partnerships and student need, possibly a Leadership and Entrepreneurship Academy; Communications, Engineering and Technology Academy; Physical, Environmental and Medical Science Academy; and others.

Cambridge Program

The School will develop a Cambridge Program to support academic rigor throughout the programming of the School. The program will provide an international, pre-university, curriculum and examination for students who benefit from a rigorous academic program. For over 160 years the prestigious University of Cambridge has been setting worldwide curriculum standards through their examinations. The Cambridge curriculum is taught in over 150 countries worldwide. A Cambridge course combines the content of the Honors curriculum with the content students must learn to write the Cambridge papers successfully. Cambridge courses are demanding courses that emphasize higher order thinking skills, oral skills, writing skills, problem solving, teamwork and investigative skills. Highly motivated students who excel academically and are well rounded in their extracurricular activities are attracted to this program. Cambridge students are expected to have high academic expectations, be self-motivated, and have good study habits. They must demonstrate a commitment to succeed in this rigorous program.

Senior Project

The Senior Project is a culmination of a student's academic and community learning experience. Students are required to complete a synthesizing project in the second semester of their senior year. The senior project may be a comprehensive research paper, performance, exhibition, scientific demonstration, hands-on project, or other worthy endeavor that integrates the entirety of a student's learning experiences during their high school tenure. The student must submit a proposal including research, timelines, resources, and thesis to members of the faculty who serve on the Senior Project Committee. This Committee shall be interdisciplinary and approves all senior projects. Each project must have a faculty advisor who, with the Project Committee, interviews, reviews, and grades each student's project. Students must receive a passing grade on their senior project in order to graduate.

School-Wide Goal Setting

Teachers use a data retrieval system to analyze data for each student and class to begin the goal-setting process for their classroom. Table 3.2 describes how the system supports goal-setting and progress monitoring at the School.

Table 3.2

Progress Monitoring	
School Level	School leadership uses data reports to set and monitor school goals for overall proficiency, learning gains, with the lowest 25%, and growth within a specific body of knowledge.
Teacher Level	Teachers are able to utilize system reports for grading, as well as Florida Standards Assessment (FSA), FCAT 2.0, EOCs, and benchmark exams to determine instructional needs.
Student Level	Personalized Learning Plans are created for all students based on their performance on assessments. Students, in conjunction with parents and teachers, develop goals in order to attain the Florida Standards.

School goals will be communicated and monitored at every level so that each student and teacher understands how he or she can achieve success.

Goal-setting is viewed as a catalyst for the cohesion of the School as a team working toward the same goals. When walking down the halls, goals will be visible, as well as heard, as all students and staff are expected to be able to articulate their role in the mission of the School. After data chats, described further in this application, teachers meet with students to set personal goals. These goals are academically focused, and allow students to track their own progress. Goal-setting is also used after formative assessments as a means to track improvement and areas for growth with regards to academic standards. Teachers are encouraged to track progress on classroom walls to motivate students, both for students themselves and for each other. Knowing that the School is a family and everyone must do their share will serve as a source of inspiration to the students. Goal-setting is used in conjunction with the development of a student's Personalized Learning Plan. A measure of each student's rate of academic gains will be determined at the end of the year and a comparison of learning gains made throughout the year will also be conducted.

Personalized Learning Plan

Every child is unique, therefore the School will create a Personalized Learning Plan (PLP) for every student, designed to track an individual student's strengths, weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The PLP will empower students to track their own progress, which initiates student ownership of learning goals. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Teachers will act as facilitators and coaches for the plans, aiding in creating, monitoring, and challenging the students to push themselves. The parents' role is to be a cheerleader or mentor, motivating and guiding the students in their endeavors. Most importantly, students are the producers of the plan, faced with the responsibility of understanding their data, making good decisions as learners, and following through with expectations.

Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels are incorporated into each student's PLP, which is visible to the student, parent, and teacher within the student information system, as a starting point for determining future rates of academic progress. Students and parents are able to consider areas of mastery and deficiency based upon reports from NWEA, which provide detail regarding which skills the child has mastered, which skills need remediation, and which skills the child is ready to learn next. The student will set personal goals each quarter, which will be confirmed by teachers. Teachers will post formative data such as benchmark scores and reading diagnostic assessments to support student goal-setting. Each student's PLP will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with NGSSS and Florida Standards within the GVC. Students are expected, at a minimum, to achieve mastery of each standard for each grade level and the goals and objectives specified in their PLP.

The following information is considered when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment
- The results of any assessment testing and classroom assessments
- Non-assessed student work and project-based learning
- Student information about what the student likes to learn and parent information about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents and the student

Not only will the PLP include quarterly grade goals and NWEA benchmark goals, but also action steps to reach each goal, teaching students the valuable lesson of not just having a goal, but also knowing what it takes to reach that target. The action steps help guide both the child and the parent in implementing the PLP. The process of creating and monitoring the PLP is a life-skill that all students need to develop in order to become productive citizens. The ability to be self-aware of one's strengths and weaknesses, the ability to self-motivate to set and reach goals, and the ability to self-monitor progress will lead to successful completion of ambitions throughout life.

Progress Monitoring and Assessment

On-going progress monitoring will be the mark of success for the proposed School and will lead to achievement of the mission. Therefore, the School is committed to on-going academic reporting to the authorizer, parents, and students. The School will align school structures and processes through data-driven decision-making. Student progress will be determined by yearly academic growth, increasing the percentage of students scoring proficient or higher on the FSA and FCAT 2.0 assessments. Student progress will be measured by decreasing the percentage of students performing below grade level on the FSA or FCAT 2.0 assessments, averaged by subject.

Listed below are measurement tools that will be used for assessment purposes to monitor progress throughout the year. These are all used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on the FSA/FCAT 2.0/EOCs. The listed assessment tools do not preclude the School from incorporating other measures that may be determined necessary to support the mission of the School.

- Benchmark tests, which include three administrations in the areas of English/language arts, mathematics, and science. The Northwest Evaluation Association (NWEA) currently provides the Measures of Academic Progress (MAP).
 - NWEA MAP: tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
 - NWEA MAP for Science: Aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science disciplines. Administration of MAP for Science is required in grades 5 and 8, but the School will have the option of offering this assessment to other grade levels if necessary.
- Common Assessments: monthly assessments provided by the ESP which are created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to all schools in the network to monitor progress more frequently between benchmark assessments administered by NWEA.
- Instructional Focus Plan (IFP) Assessments: Tests aligned to specifications of Florida Standards and assessments that measure mastery of competencies within the GVC, given minimally every two weeks. IFP instruction and assessments match the skills and concepts each class needs to work on in order to reach mastery.
- Weekly Standards-Based Assessments: Formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. These can be teacher-created or from purchased resources and are used in all subjects.

- Other ongoing formative assessments: Teachers have the ability to utilize the assessments that best meet the needs of their students in monitoring progress. Sample assessments include, but are not limited to, journal entries, observations, anecdotal records, and tools within approved software programs.

The School will outline specific goals from the broad academic goals and objectives found in this application. All the goals and objectives of the School will meet Florida's state standards for school accountability. The School plans to accomplish this by: 1) being accountable for student learning, utilizing our student information system to track and monitor student performance data in order to meet or exceed the local and statewide proficiency averages with demographically-similar student populations; 2) ensuring the proposed curriculum is fully aligned with Florida Standards and NGSSS, and our goals provide guidance towards specific outcomes; and 3) guaranteeing that our specific student expectations meet requirements for annual growth, growth of student subgroups, attendance requirements and measure all students under the state's accountability plan.

Instructional Focus Plan

Teachers, in conjunction with the School administrative team, monitor progress by planning together and scheduling learning objectives aligned to a data-driven calendar called the Instructional Focus Plan. The calendar is developed based on the data provided by each Common Assessment report, which teachers analyze to determine what standards the students need to be re-taught, or taught more in-depth than previously expected. This constant spiral instruction not only helps students reach mastery, but also reinforces concepts for better retention of information. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students within the School while maintaining rigorous pacing and high expectations. Teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

Through the collection of data on each student and the inclusion of parents in the overall academic endeavor of their child, we believe that every student will recognize his/her individual potential and strive to meet and exceed the academic goals he or she has participated in setting.

Data Chats

Throughout the year, as part of professional development, a member of the School's leadership team will lead data chats by analyzing students' data to ensure that teachers have a clear understanding of the importance of providing data-driven instruction. The data chats pin-point what is needed in each classroom, including recognizing skills that each individual student needs to master. These meetings are at the helm of school-wide and classroom goal-setting. The teacher then uses the analyzed data to assist each student with individualized goal-setting and developing his/her Personalized Learning Plan. By analyzing their own data through data chats, teachers take ownership of their data and student gains. This is also the outlet for decision-making with regard to students who will be offered additional instructional time which may include tutoring, pull-out/push-in programs, and small-group instruction. Support from the ESP will be provided to ensure proper implementation of this tool in order to improve student performance.

Focus on Academic Rigor/Innovative Learning Methods

The education model itself is innovative in the sense that the core segments are consistent, but the instructional methods are dependent on the needs of the individual student. The School will not utilize a one-size-fits-all component in any aspect. With that said, innovative learning methods that are utilized can range from any or all of the strategies listed below:

- **Blended learning:** the School will also offer the unique experience of blended learning for students, in which the online programs can range on a continuum of a part time embedded supplemental program to load-bearing courses taken independently. Blended learning can support any level of students, as some students can participate in enrichment programs, whereas others can get remedial support. The School will use the following programs: Plato Courseware, Reading Plus, ThinkThroughMath, and Mathletics.
- **Marzano's Thirteen High Probability instructional strategies:** each of the thirteen strategies provides students with a learning opportunity that is academically rigorous, challenging, innovative, and focused on individual student learning needs. These strategies can be implemented across subject levels, and even throughout a lesson in various ways, as described in table 3.4.
- **Cross-curricular instruction and learning:** This method of instruction requires a high level of collaboration among teachers, as content is connected across subjects. Teachers align their studies in more than one subject area to best make connections for students, creating the opportunity for deepened understanding. For example, students can easily utilize the strategy of identifying a main idea (reading) when reading a newspaper article containing information on global warming (science), which can also tie into the citizen's role in preventing global warming (social studies). With the proper planning and teamwork, entire units can be implemented throughout the year connecting all subjects.
- **Multiple intelligences:** Howard Gardner's Theory of Multiple Intelligences is based on the idea that all students have different types of minds, therefore they all process and remember information in various ways. The general types of learners include: visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical. Teachers will plan and implement lessons with the various types of learners they have within their classes in mind. For example, for a lesson on the effect of earth's rotation, some students can be provided with a pictorial diagram (visual-spatial learners), whereas others can take part in acting out the rotation, with different students representing the sun, earth, and moon (bodily-kinesthetic learners).
- **Project-based learning:** This method provides students with the opportunity to learn content and master standards through real-world activities. Projects typically include activities in which students need to create, question, and revise knowledge, utilizing key critical thinking skills, which further prepare them for secondary and post-secondary studies. Often related to student interest, these activities can foster a higher desire for learning and develop better communication skills, as they frequently require students to work in teams or partnerships, though not necessarily for all projects. A specific project example and how cooperative learning is incorporated is described below.
- **Cooperative learning:** A strategy utilized by teachers to increase the rigor of an assignment, as it increases the expectations of students in completing a task. Within cooperative learning, teachers strategically group students to complete an assignment, designating roles so all students are held accountable for providing input and holding ownership of learning. To complete the task of planning a vacation under a

certain budget, for example, the roles can be designated as leader, recorder, time-keeper, task-manager, and presenter.

Lesson Planning

Teachers will follow an innovative method of lesson planning that includes research elements of Marzano. Teachers will incorporate several segments, such as prior knowledge, direct instruction/modeling, guided instruction, independent practice, centers/small-group instruction, and a closure activity. Assessments, homework, materials, and technology used are also designated in the plan. Teachers will also account for differentiation for all levels of learning, including students with disabilities and English Language Learners. This lesson-planning format was developed to ensure that all students have the opportunity to learn.

When planning for the year, teachers will study the curriculum map, along with the test specifications, in order to have an understanding of what their students are expected to learn that year. For each unit, suggestions are provide on the length of time that the content should be taught; however, the teacher has the flexibility to adjust this according to their knowledge of their students' levels when entering the class. From there, a cross-curricular plan will be created with a team of teachers in each grade level, and teachers will write lesson plans week-by-week to ensure that they are covering the standards necessary in each unit. Essential questions and objectives provide guidance as to the focus and purpose of learning for the students as they create their lesson plans. Furthermore, teachers will be requested to map their plans minute-by-minute to maximize instructional time throughout the day, increasing the level of rigor in the classrooms. Lesson planning is described further in the Curriculum Plan section of this application.

Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis

CSUSA has innovative reporting tools — a student information system, including the electronic grade book, and a proprietary report card, as well as a future data warehouse — to assist in analyzing student assessment data and in monitoring student progress to ensure academic improvement. Described in section D of the Mission, Guiding Principles, and Purposes section, these tools will also assist the School in monitoring progress towards meeting and exceeding the school-wide goals and objectives and aid in developing an Instructional Focus Plan.

Technology to Support Student Engagement

The use of technology in education is essential to real world application and is also an effective way to increase student engagement and interaction with learning. The School will leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment.

With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation at the School. Teachers and students will have technology integrated in the classroom through a variety of modalities.

For students, this will include:

- Flat screen televisions with interactive tablets
- Laptop Computers
- Computer Labs
- Tablets
- Document Cameras
- Audio Stations
 - Computers
 - Headphones
 - Microphones

Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student. The School will include a production room for filming, processing and streaming morning announcements; mobile and stationary computer labs; multi-purpose rooms outfitted with sufficient audio/video equipment for presentations; and will also utilize handheld tablets.

Wireless networking will also be employed throughout the School to allow students instant access to digital content, which will be provided by Safari Montage. This innovative program provides schools with access to preloaded educational videos tied to curriculum from reputable sources such as BBC, National Geographic, PBS, and more. The videos are preloaded to enable schools to stream content without having to spend time downloading videos, ensuring for protection of instructional time within lessons. The School will also have the ability to utilize Safari Montage to upload its own digital content and disseminate it to all classrooms, providing a new mode of communication, as well as engaging education, for 21st century learners.

In addition to technology being utilized for student engagement, it is also used for online testing. It is required that the school not only has sufficient numbers of qualified computers or devices to take tests, but also the infrastructure to enable those devices to work properly, including sufficient wireless connectivity and bandwidth. The School's technology plan will comply with online testing requirements. The technology plan can be found at **Appendix H**.

Character Education Program

Students must be taught how to be productive citizens, and the best way to teach them is to demonstrate how to be productive members of a community while achieving academic goals. Therefore, the School will implement an innovative integrated character education program that integrates a focus on academic rigor, good citizenship, and opportunities for real-world experiences, as aligned with the School's mission.

The character education program will serve as a cross-curricular strategy to instill strong character and citizenship in students. Teachers are encouraged to develop and access lesson plans aligned to character, which may include, but not be limited to:

- Literature rich in meaning
- Writing prompts
- Civics in life
- Incorporation of performance character into daily classroom instruction
- Historical content and examples
- Teaching for thinking
- Controversial issues discussion
- Cooperative learning

- Scientific issue discussions
- Assignments, lessons, discussions that highlight ethical performance, character and active citizenship

As students begin to understand these moral principles, they are encouraged to care enough to commit to performance character – those characteristics that will produce excellence such as perseverance, responsibility, industriousness, and self-control. Finally, students are challenged to be courageous in taking an active role in society and engaging the traits of service, community involvement, respect for authority, cooperation, patriotism and to choose to be a change agent - to make the world better.

The School will integrate the character education program into the academic courses by teaching character alongside academic content. The School will work with teachers and provide the necessary tools for teachers to be able to:

- Identify character curriculum components available within each lesson
- Access online media to supplement classroom instruction
- Access reading resources and writing prompts
- Access ideas on how to stimulate discussion and include inspirational stories

The goal of the integrated character education program is to instill strong character and citizenship within each student.

Academic Intervention and Enrichment

The School will accommodate the instructional needs of the students through various ways, depending on their ability levels. The school will implement the following approaches:

- Differentiated instruction
- Blending Learning
- Supplemental Intervention Reading Program
- Comprehensive Intervention Reading Program
- Response to Intervention
- Push-in/Pull-out Instruction
- Tutoring

Differentiated Instruction

Students will benefit through the use of innovative, differentiated instructional methods, which utilizes research-based instructional strategies, including but not limited to Marzano's Thirteen High Probability teaching strategies, to enhance the student's opportunity to learn the specific skills identified. Small-group instruction is utilized in different subjects, including ELA and math, in order to support the needs of students who are struggling with the content, as well as students who are above grade level and need more challenging tasks. The reading lesson segments will incorporate differentiated texts targeted to on-level, advanced, below-level, and ELL students. The school will also have a math resource that provides for enrichment, on-level, and re-teaching of each lesson.

Teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text yet still master the same standard as students reading on-level text.
- Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
- Grouping students differently depending on the activity and ability level.
- Integrating formative assessments throughout the activity to make adjustments.
- Continuously assessing, reflecting and adjusting content, process, and product to meet student needs.

Blended Learning

The School will also offer the unique experience of blended learning for students. Blended learning, as defined by the Innosight Institute, is “a formal education program in which a student learns at least in part at a supervised brick and mortar location away from home.” The dimensions of online programs can range on a continuum of a part time embedded supplemental program to load-bearing courses taken independently, according to the International Association for K-12 Online Learning (iNACOL).

Strategies for using blended learning include:

- Opportunity to learn content that may not be offered in a traditional brick and mortar classroom (i.e. students can take a variety of world languages or electives to meet student interest).
- Remedial and credit recovery programs that provide opportunities for students to work at their grade level learning fundamental skills to make academic gains.
- Unlimited access to work at the student’s pace and time.
- Accommodates “Flipped Learning” which allows students to learn the lesson at home and practice what is learned in the classroom.
- Additional programs might be available for advanced (enrichment) academics through programs such as Cambridge International Examinations.

Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program. Students and staff will have access to technology through multiple blended models. The School will use the following programs: Plato Courseware, Reading Plus, ThinkThroughMath, and Mathletics.

Supplemental Intervention Reading Program

Based on diagnostic assessments and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside the ELA block in situations such as during the RtI block, before and after school, through content area integration, during non-required specials periods, and during any other opportunity to support student achievement of individual learning goals. Resources used by the School are reviewed and

updated as necessary to best meet the needs of the students. Some research-based programs that the teachers will utilize are:

- **Reading Plus***²
- Read 180
- Failure Free Reading

*Denotes a computer-based program

Comprehensive Intervention Reading Programs

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction but may be pulled out during non-required electives. There will also be the opportunity for push-in support within the classroom. Resources used by the School are reviewed and updated as necessary to best meet the needs of the students. Some research-based programs that the teacher will use include:

- **Corrective Reading**
- Lexia Reading*

The following table describes the progressive plan to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

Table 3.3

9-12 On grade level Instructional Plan	9-12 Strategic Instructional Plan	9-12 Intensive Instructional Plan
50 minute language arts class	50 minute language arts class	50 minute language arts class
	50 minute reading class	50 minute reading class
	30 minute intervention session 3x per week	30 minute intervention session daily
		60 minute tutoring session

Response to Intervention

Between diagnostic assessment periods, teachers will administer a variety of assessments to students in need of intervention.

- Standards Assessments – used to measure mastery of Performance Standards. Standards assessments are formative assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. Each standards assessment measures the academic performance of each student on a particular standard that has been introduced and practiced multiple times.
- Common Assessments – utilized to determine progress of students on mastery of the standards within the curriculum. The ESP will provide these assessments using questions from a data-bank aligned to NWEA assessments.

² Intervention programs in bold are required for purchase in all schools. Depending on budget and the needs of the students, the other intervention programs are an option.

- Instructional Focus Plan (IFP) Assessments: Tests aligned to specifications of Florida Standards and assessments that measure mastery of competencies within the GVC, given minimally every two weeks. IFP instruction and assessments match the skills and concepts each class needs to work on in order to reach mastery.
- Other ongoing formative assessments: Teachers have the ability to utilize the assessments that best meet the needs of their students in monitoring progress. Sample assessments include, but are not limited to, journal entries, observations, anecdotal records, and tools within approved software programs.

All elements of progress monitoring will be shared with parents through the report card and data conferences, conducted at least quarterly. Parents will have the option to schedule conferences as needed with the teacher. This connection between home and school will enhance students' ability to achieve annual progress. The School's Student Support Team/Response to Intervention/504 models are aligned with all federal and state laws to ensure all students, including students with disabilities, receive a free appropriate public education using a guaranteed and viable curriculum to ensure learning gains. The RtI model includes:

- Tier 1 – Standards-Based Classroom Learning. All students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Florida Standards and NGSSS through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.
- Tier 2 – Needs-Based Learning. In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.
- Tier 3 – SST-Driven Learning. In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resource; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

The School's curriculum resources for ELA, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with each RtI tier. The increased instructional minutes for Tiers 2 and 3 are described in table 3.4 regarding the progression plan for reading instruction. The Supplemental Intervention Reading Program and Comprehensive Intervention Reading Program, both described above, are aligned to meet the needs of the students in each tier and describe the resources used.

Tutoring

When students are not making adequate learning gains, as indicated on NWEA benchmark assessments or by not earning passing grades in class, there are additional resources available. Help with schoolwork is offered during specific office hours throughout the week to assist students in need of extra practice. For students requiring additional intervention, after school tutoring will also be available at the School. These sessions are derived from the operating budget and are applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. This plan for assisting remedial students involves continuous collaboration between all stakeholders. Initiating and strengthening collaboration between school, home, and communities provides the basis for support and reinforcement of student learning. Involving parents and students and engaging them in a collaborative manner is critical to academic success.

Push-in/Pull-out

One way that students receive targeted instruction based on their needs that aligns with our RTI model is through push-in/pull-out instruction. Certified teachers will be available to pull-out or push-in with students who are below grade level. As described in the RTI model, students will also receive extra instructional time to meet the demands of the curriculum. This additional time for instruction outside of class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as stated in *Annual Growth for All Students and Catch Up Growth for Those Who Are Behind*. (Fielding, Kerr, Rosier 2007).

Supplemental Programming

At the heart of the School is collaboration and community integration and is aligned with the School's mission. The School will emphasize a culture of student safety and success while focusing on academic rigor, citizenship, and experiential learning where teachers and students apply character education, civic responsibility, and community engagement throughout the School and across the community.

The table below represents a snapshot of some of the possible proposed programs, activities, and potential partnerships that align to the aforementioned areas of extracurricular or auxiliary programs as identified by stakeholders.

Table 3.4: Extracurricular and Auxiliary Programs

Component	Potential Partnership/Collaboration Opportunities
Integrated Character Education and Citizenship	Facilitate partnership opportunities with local businesses, chambers, and their members, local and state governmental entities, and local service clubs and organizations for volunteer/ mentoring opportunities as well as demonstration, internship, career exploration, and citizenship opportunities. Structured opportunities for local and regional Institutions of Higher Education (IHEs) where students, faculty, and staff are involved in both curricular and mentoring/volunteering components of Character Education Program. Identify other partners through stakeholder input and feedback.
Increased Cultural Competency and Foreign Language Options	Identify and foster a network of community-based partners essential to the foreign language and cultural studies options to be outlined by the school leadership, parents and other key stakeholders. This would include employment of qualified staff and the development of relationships with area postsecondary partners for foreign language/cultural education partnerships.
Enhanced Academic and Enrichment Activities	<p>Comprehensive Career Exploration through Community Partnerships The School envisions, over the course of its initial 3-5 years, working with partners such as the local technical colleges, career academies, chambers of commerce, and major local business and industry during and after-school to develop a comprehensive career exploration and planning experience for students with an emphasis on self-knowledge through personal and career exploration and investigation. The goal is to empower students to discover for themselves the relevance of self, education, and the world of employment.</p> <p>Club and Activity Days: Planned to foster the academic and social growth of the students. Clubs will be organized by interest of the teacher as well as the students. Concepts for clubs may include: Student Council, Student Government, Ecology/Science, Peer Counseling, Math, Art, Sign Language, Reading/Literature, Ambassadors, Robotics, Yearbook, and others as identified by stakeholders.</p> <p>Interscholastic Competitions: As a component of the academic health of the students, an “exhibition” component of their daily academic program will be added to each subject area. When students are required to demonstrate their knowledge in an exhibition or presentation format, the level of the work produced by the student increases to a much higher level. The students may participate in academic games/exhibitions in any of the following areas: Social Studies and Literary Fair, Newspaper, Literary Magazine, Science Fair, Math Olympics, Spanish Games, Spelling Bee, and others as identified by stakeholders.</p> <p>Interscholastic Athletics: As identified by stakeholder opportunities and partnerships will be created to develop athletic programming to meet the needs of the students.</p>

Meaningful Parental Engagement

Because parent participation is integral to the success of the School and each student, it will be solicited for the development of School goals and objectives. In addition to the role parents play in governance, all parents are encouraged to sign a parent commitment form to volunteer a minimum of twenty hours per school year. When two or more children from the same family are enrolled, parents are asked to commit to volunteering a total of thirty hours per school year. Parent volunteering opportunities are individualized to meet the needs, demands, and capabilities

of the individual student/family. This volunteer plan has the intention of providing increased parent visibility in the School, which will show students that they are supported in their academic endeavors. A strong connection between parents and school has proven to enhance student achievement, as teachers need the parents' support in providing motivation outside of school with daily homework, independent reading, and any other aspect of the child's education. According to a study by the Southwest Educational Development Laboratory, students with involved parents are more likely to: earn higher grades and test scores; pass their classes and be promoted; attend school regularly; have better skills to adapt socially and improve behavior; graduate and advance to postsecondary programs (*A New Wave of Evidence, 2002*).

Parental involvement is also fostered through access to information and communication provided by the School's student information system, provided by PowerSchool. Parents will receive real-time updates on their child's status to ensure timely and effective feedback, which has proven to be effective in improving student performance. A convenient way to keep parents informed is through ParentLink, which allows the teacher or administrator to record and send a mass message to any number of parents through a phone call, e-mail, or text. Parents will also have the ability to engage in two-way communication with school administrators and teachers, and will be encouraged to e-mail, call, or schedule conferences to keep lines of communication open between parents and teachers. Parents will also be required to sign Personal Learning Plans and Progress Monitoring Plans to encourage the acceptance of responsibility for being aware and being a part of the academic success of their child.

In order to ensure that parents are informed as how to best support students with their learning goals, the School may provide Curriculum Nights to disseminate information regarding various education issues, such as testing requirements, strategies for motivation, or other topics as needed by the School. Teachers will be encouraged to attend these meetings to provide more personalized training for the parents and to develop a more meaningful relationship between the family and the School.

Other Supporting Tools of the Education Model

Guaranteed and Viable Curriculum Workshop

Based on the work of Jay McTighe, within *Understanding by Design*, teachers will work to develop unit lessons. The units will contain learning outcomes that are measured by Standards Assessments, which encompasses each learning unit. Through diary mapping on curriculum maps, teachers are will constantly evaluate and reflect on the lessons and their effectiveness. Lessons can be adjusted on a weekly basis, depending on the progress made by the students as demonstrated by assessments. The monthly Common Assessments provide further detail to be able to evaluate the effectiveness of the GVC. These assessments are then tracked within the student information system. As a culminating event for each school year, teachers meet to review the implementation of the GVC along with the data by grade level and subject area. After this period of review, any changes to the curriculum are finalized, thereby ensuring that the needs of every student are being met.

New Teacher Induction (NTI)

All new teachers, including those who are new to CSUSA's network of schools, not just to the field of teaching, will receive comprehensive training that ensures their understanding of the GVC and education model. Trainings will include a wide range of topics including, but not limited to: *Art and Science of Teaching* and *What Works in Schools*, Classroom Management, Planning Questions and Curriculum Mapping, Lesson Planning, Targeted Instruction, Differentiated Instruction, Formative and Summative Assessments, Grading Philosophy, Tracking Progress, and many more. New Teacher Induction will be modified annually based upon the needs of the School and to reflect new strategies and innovations in effective teacher preparation. This training is in addition to more professional development sessions that occur at Returning Teacher Orientation for all teachers at the School.

Curriculum Cadre

Throughout the school year, training sessions will be provided on various professional development topics such as Differentiated Instruction, Observation and Feedback, Common Assessments and NWEA training, Cross-Curricular Instruction, Data Analysis and Data Chats, and many more. Curriculum Resource Teachers (CRTs) at each school in the network will attend monthly sessions, and then disseminate the information to faculty at the schools. Each year, the focus of the Curriculum Cadre will change to meet the School's current educational needs.

Curriculum Specialists

The ESP's curriculum specialists are experts in the field of education and are assigned to schools within each region to provide support, as needed, to improve performance of the school, with regard to proper instruction and implementation of the education model. They provide professional development; feedback via walk-throughs and observations; assistance with curriculum mapping; and many other tasks with regard to school support. They also facilitate the Curriculum Cadres and CRT Bootcamp to provide training for CRTs on how to best serve their schools and prepare for their highly supportive roles.

Teacher Learning Communities

Teacher Learning Communities support teachers throughout the year by focusing on research-based teaching methods. A master teacher leads the Teacher Learning Communities at the School. New teachers meet at least once a month with a master teacher to receive support and training, as well as have the opportunity to share best practices, conduct observations, or view model lessons. In addition, both the master teacher and new teachers receive support from the ESP through quarterly training sessions, and monthly web-based video training sessions.

Ongoing Professional Development

A model of continuous growth and improvement drives the Governing Board and CSUSA. Not only are our students learning, but our teachers and administrators are always looking to grow in their craft. In order to ensure that our teachers and administrators are using the most current research-based practices, the School will be supported through ongoing professional development to improve student learning and academic achievement.

In compliance with educator certification requirements, all professional development opportunities are aligned with Florida's Educator Accomplished Practices. Teachers attend summer professional development sessions designed by the ESP to focus on understanding and identifying a guaranteed and viable curriculum, aligning instruction with the standards, data-driven instructional planning, and the use of effective assessment feedback. The Curriculum Cadres combined with needs assessments and student data analysis are the basis for professional development throughout the year. Teachers will meet in professional learning communities regularly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons. Team leads will participate in monthly leadership meetings with administrators as well.

As mentioned above, new teachers participate in an annual New Teacher Induction, as well as various professional development sessions throughout the school year. These sessions include orientation and training for *What Works in Schools*, the student information system, Child Abuse Recognition Training, Code of Ethics for Professional Educators in the state of Florida, Classroom Management, and many more.

The ESP will provide returning principals and new principals with their own professional development institutes each summer to best prepare for the upcoming year. These institutes will include information regarding best practices, new regulations, and any other expectation within their role. Principals and assistant principals will also attend monthly meetings to receive support within their positions. This support is increased for administrators needing extra assistance in improving the performance of their schools.

During the school year, needs and opportunities for staff training are identified according to analysis of student performance data, classroom observations, and teacher requests. The School will design or select professional development programs based on the School's needs with input from administrators, staff, and the community. Below is a sampling of professional development that is available:

- Charter Schools USA Education Model
- Understanding by Design
- Collection and Interpretation of Student Performance and Achievement Data
- Alignment of Curriculum, Instruction, and Assessments to the NGSSS and Florida Standards
- Theory of Multiple Intelligences
- Assessment and Evaluation
- What Great Teachers Do Differently: 14 Things that Matter Most
- Units of Study: An Interdisciplinary Approach (cross-curriculum)
- Classroom Instruction that Works: 13 High-Probability Strategies
- Standards-Driven Instruction
- Safe and Civil Schools
- CHAMPs (Conversation, Help, Activity, Movement, Participation): A Proactive and Positive Approach to Classroom Management
- Technology in the Classroom
- Response to Intervention
- English for Speakers of Other Languages Regulations and Procedures

- Exceptional Student Education Regulations and Procedures
- Research-Based Innovative Learning Methods
- Positive Behavior Support Models

Professional Development Provided by Subject Area or Content

Available options:

- Writing Workshops
 - ✓ Six Traits of Effective Writing
 - ✓ Writing in the Content Area
- Math Workshops
 - ✓ Creating Effective Standards-Based Math Lessons
 - ✓ Targeting Multiple Intelligences in Math
 - ✓ Using Manipulatives in Math
 - ✓ Singapore Math
- Reading Workshops
 - ✓ Creating Effective Standards-Based Reading Lessons
 - ✓ Reading in the Content Areas
 - ✓ Florida State Standards
- Science Workshops
 - ✓ Classroom Instruction That Works: Focus on Science

Professional development will be held at least once per month in addition to the New Teacher Induction training and Teacher Learning Community trainings for new teachers. The professional development selections will be based upon the needs of the teachers as demonstrated by the administrator walk-throughs, site visit data, benchmark data, and standards assessments.

Monitoring & Evaluation

School Site Visit Observation (Quality Educators Supporting Teachers - QUEST)

The School will participate in the QUEST process, which will occur four times in the first year of the School and twice yearly (at a minimum) in subsequent years. The QUEST process is a full day, in-depth process, in which members of the ESP's network who have had proven success in their roles (principals, master teachers, curriculum specialists, and CRTs) observe teachers and provide feedback on instruction. The purpose of the QUEST process is to support the School with the implementation and monitoring of the education model.

The QUEST process examines three critical factors: classroom management, student motivation, and instructional strategies. The observer, a member of the ESP's network who completes a training session, observes a lesson for 30-45 minutes to examine how the teacher is integrating educational best practices within his/her lesson to promote student learning.

The QUEST process is two-fold. The first part is a preparedness piece that is completed prior to the visit. Included in the preparedness section are the areas of classroom curriculum design, classroom management, and student motivation. Classroom curriculum design examines the teachers sequencing and pacing of content along with the experiences students have with that content. Classroom management examines the teacher's action in establishing and enforcing

rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management. The actual environment of the classroom is also considered to be the place where a student can feel safe and nurtured. The last piece of the preparedness section focuses on student motivation, or what “drives” student behavior. Scoring for the preparedness section is based on evidence displayed in the classroom or in the evidence binder kept by the teacher.

After visiting all classrooms, the QUEST Team reflects on their day and reviews the data collected. Recommendations and commendations, derived from the data, are compiled into a presentation and delivered to the staff. This includes a one-on-one discussion with each teacher to provide support with his/her professional development. Based on the recommendations and commendations, the leadership team refines its professional development focus for the school year.

Regional Director

The role of the ESP’s regional director is to monitor the School’s leadership team, providing support as necessary to ensure that the School is adhering to its mission, vision, and values. The regional director is an experienced leader who has previously led successful schools and who is able to share his or her expertise among the leadership team within the region, which is especially useful for schools in which student performance is not meeting expectations.

Classroom Walk-Throughs

The Principals within Renaissance’s charter school network have clearly articulated their dedication to teacher support by initiation of the “Walk-Through Challenge.” Through this challenge, an administrative team member will visit each teacher every week. The walk-through form will be used as a non-evaluative way to communicate areas of strength that the teacher possesses, as well as possible opportunities for growth. Teachers will also be encouraged to complete walk-throughs as often as possible to not only enhance their craft but to provide feedback to peers as well.

Teacher Performance Evaluation

The Teacher Performance Evaluation will support the monitoring of the education model by evaluating the use of evidence-based research strategies that the teacher has been exposed to through professional development and through the QUEST process. Also, supportive feedback is provided to teachers during classroom walk-throughs. All new teachers receive a “practice” teacher performance evaluation in the fall to prepare them for the spring teacher performance evaluation.

School-Wide Academic Monitoring

After each QUEST visit and each benchmark test, the ESP meets with School leadership to discuss strengths and opportunities for growth for the School. Based on these discussions and the data collected, the ESP makes recommendations such as professional development training, individualized professional development, opportunities, targeted mentoring, and increased observations. School benchmark and state assessment testing results may also be posted throughout the School to further motivate students and staff to meet their goals.

Strategic Plans

The School will develop a strategic action plan focused on its mission, vision, and values. Through analysis of assessment results, observations, surveys, and any other feedback items, the School will create key intended outcomes in each of the following five priority areas: academic excellence, financial health, growth, operational performance, and culture of excellence. The School will then create initiatives and monitor the implementation of these throughout the year. The strategic plan is intended to improve the School's performance in each of the five areas mentioned, which will, in turn, provide the best environment for student success.

Flash Reports/Strategic Intervention Plans

Flash reports are distributed periodically from the schools to the ESP as monitoring tools for targeted schools that need more support in reaching their performance goals. Information on the School's performance is based on school-level reports, benchmark assessments, and results from feedback instruments, which provide hard data that is utilized to create a Strategic Intervention Plan. Implementation of the activities described in the intervention plan will be consistently monitored. Appropriate resources will be distributed as necessary to support the School in the execution of the education model and adherence to the school's mission, vision, and values.

Parent, Student, and Staff Surveys

Surveys will be conducted throughout the year to gain input into the performance of the School in various areas, including, but not limited to, culture, teacher performance, administrative support, and school climate. These can be completed anonymously online or in paper form. Results from these surveys will be used to guide initiatives within the strategic plan and other school improvement plans.

C. Describe the research base for the educational program.

The School will use the research of Robert J. Marzano on effective schooling, in conjunction with Jay McTighe's work on curriculum development, as the basis for the educational program. The educational program provides curriculum design and implementation aligned with ongoing assessment of student achievement. Marzano provides a framework for creating schools that positively affect student achievement. He has categorized 35 years of effective schools research into three general factors that influence student academic achievement: (1) school-level factors, (2) teacher-level factors, and (3) student-level factors. This research provides remarkably clear guidance as to the steps schools can take to be highly effective in enhancing student achievement.

The following information is intended to address the school-level factors of the GVC - Challenging Goals, and Effective Feedback. This information outlines a framework of how the School will implement the effective schools research for increased student achievement.

Guaranteed and Viable Curriculum (School Level Factor, Marzano)

The first school-level factor is a Guaranteed and Viable Curriculum. A GVC is primarily a combination of the factors "*opportunity to learn*" and "*time*." Both have strong correlations with academic achievement. The concept of opportunity to learn is a simple but powerful one - if students do not have the opportunity to learn the content expected of them, there is little chance

that they will. Opportunity to learn addresses the extent to which the curriculum in a school is “guaranteed.” This means that there must be clear guidance given to teachers regarding the content to be addressed in specific courses and at specific grade levels. It also means that individual teachers do not have the option to disregard or replace assigned content (Marzano).

The School will implement a GVC, which is designed to meet the NGSSS and Florida Standards, through the process outlined in *Understanding by Design*, (Wiggins & McTighe). As affirmed by Wiggins and McTighe, curriculum should lay out the most effective ways of achieving specific results. The GVC outlines the specific learning outcomes within the NGSSS and Florida Standards and was created in three stages: 1) identifying desired results, 2) determining acceptable evidence, and 3) planning learning experiences and instruction. Through professional development, teachers will continue this process and use of the GVC map gives educators the ability to provide students with optimal learning opportunities based on individual student needs. The educator’s critical role is to be the designer of student learning, and *Understanding by Design* supports teachers working within the standards-driven curriculum to clarify learning goals, devise assessments revealing student understanding, and craft effective and engaging learning activities aligned with real world experiences that will prepare students to achieve the NGSSS and Florida Standards. The *Understanding by Design* process and the GVC allows educators to center the curriculum and assessments by establishing goals (content standards, course or program objectives, learning outcomes), big ideas (what specific understandings about the big ideas are desired), essential questions (what provocative questions will foster inquiry, understanding, and transfer of learning), and authentic performance tasks (the type(s) of performance tasks that learners demonstrate the desired understandings).

The content that teachers are expected to address must be adequately covered in the instructional time teachers have available. The ESP has developed a proprietary yearly scope and sequence within each curriculum map for all subjects, for each quarter, aligned to the Florida Standards and NGSSS standards, which helps guide teachers toward meeting and exceeding the standards in the instructional time teachers have available. This ensures that the curriculum is both *guaranteed* and *viable*. This is revisited and adjusted each year as necessary.

Challenging Goals and Effective Feedback (School-Level Factor, Marzano)

According to Marzano, the second school-level factor is “challenging goals and effective feedback.” This factor is a combination of effective monitoring and pressure to achieve. Challenging goals is defined as high expectations and pressure to achieve. Monitoring refers to feedback and tracking the extent to which goals are met. Mark Lipsey and David Wilson examined hundreds of studies and found that, on average, the act of setting academic goals or defining clear learning goals translated into higher student achievement. The reported impact of setting goals on student achievement ranges from a low of 18 percentile points to a high of a 41 percentile-point increase. Also, research shows that setting academic goals for an entire school has a powerful, coalescing effect on teachers and administrators.

Based on the above Marzano research, the School will develop a school goal plan that will identify specific academic goals to be met during the year. Student achievement data will be collected throughout the year to provide School administrators the opportunity to evaluate classroom instruction and make sure the School’s goal is achieved.

How do we know if goals are being met if effective feedback is not in place? Again, the results of several research studies show that academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where it is not. John Hattie reviewed about 8,000 studies and found that “The most powerful single modification that enhances achievement is feedback.” The simplest prescription for improving education must be ‘dollops of feedback.’ However, feedback has two very specific characteristics. One, it must be timely. Timely feedback provided throughout a learning experience is referred to as “formative” assessment as opposed to “summative” assessment that occurs at the end of a learning experience. Two, effective feedback must be specific to the content being learned (Bangert-Drowns). For example, teachers are expected to reinforce specific strengths in a content area as well as address specific areas of need. George Madaus and colleagues found that tests that are not specifically designed to assess a particular school’s curriculum frequently underestimate the true learning of the student. Teachers will be encouraged to provide feedback to the students as soon as possible after each assessment, update tracking displays within the classroom on a regular basis, and update the gradebook as soon as possible after assessments.

The educational framework founded upon the works of Robert Marzano, outline many research-based instructional strategies that are implemented in the classroom. The effective and systematic use of the thirteen research-based instructional strategies provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

The research-based instructional strategies listed below are in conjunction with the implementation of the research of Robert J. Marzano and Mark Haystead³ on the effectiveness of utilizing these strategies. These strategies can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and instructional strategies implemented in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the strategies provides students with a learning environment that is academically rigorous, challenging, innovative, and focused on individual student learning needs. Table 3.5 outlines various strategies and their applications.

³ *Meta-analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies.* Haystead, Mark W., & Marzano, Robert J., (2009).

Table 3.5

Category	Applications
Tracking Student Progress and Using Scoring Scales (Yields a 34 percentile gain)	<ul style="list-style-type: none"> Determine current level of performance Identify achievement goals and establish a rate of progress Track progress visually Adjust instruction to improve learning Provide more intensive instruction to reteach the material if goals are not being met
Setting Goals/Objectives (Yields a 25 percentile gain)	<ul style="list-style-type: none"> Set a core goal, and let students personalize it Make sure goals are achievable Teachers help with strategies to achieve goals Teachers and students monitor progress and celebrate success
Building Vocabulary (Yields a 20 percentile gain)	<ul style="list-style-type: none"> Use strategies before, during, and after lessons Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions
Identifying Similarities and Differences (Yields a 20 percentile gain)	<ul style="list-style-type: none"> Teacher-directed activities focus on identifying specific items Student-directed activities encourage variation and broaden understanding Include activities that involve comparing and classifying, analogies and metaphors, graphic organizers, etc.
Interactive Games (Yields a 20 percentile gain)	<ul style="list-style-type: none"> To use in addition to effective teaching Define the objectives of the game to set a purpose Should be challenging, but not frustrating Can foster teamwork and social interaction Provides opportunities for success and positive reinforcement
Summarizing (Yields a 19 percentile gain)	<ul style="list-style-type: none"> Requires analysis of text to determine what's important Students use key words and phrases while summarizing content Students constantly refine their work to determine the most essential and relevant information
Note Taking (Yields a 17 percentile gain)	<ul style="list-style-type: none"> Use teacher-prepared models/templates to teach basic principles and expectations Give time to practice note-taking and provide feedback on the skills Students become familiar with content, jot down main ideas, and write down questions
Nonlinguistic Representations (Yields a 17 percentile gain)	<ul style="list-style-type: none"> Incorporate words and images to represent relationships Use physical models, dramatization, and movement to represent information Have students explain their rationale and meaning behind the nonlinguistic representation
Student Discussion/Chunking (Yields a 17 percentile gain)	<ul style="list-style-type: none"> Set expectations for classroom discussions and try in small-groups first Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding Organize content into small, related segments that are more manageable for understanding in daily lessons
Homework (Yields a 15 percentile gain)	<ul style="list-style-type: none"> Establish and communicate a homework policy Provide specific feedback on all assigned homework and vary the way the feedback is delivered

Category	Applications
Practice (Yields a 14 percentile gain)	<ul style="list-style-type: none"> • Ask questions that require students to process and rehearse the material • Give feedback on the practice while circulating and monitoring work • Provide additional explanations and several examples • Cooperative learning is an effective strategy to utilize practice
Effort and Recognition (Yields a 14 percentile gain)	<ul style="list-style-type: none"> • Personalize recognition and give praise for individual accomplishments • Provide suggestions to help students improve if they are struggling, then praise the improvements
Graphic Organizers (Yields a 13 percentile gain)	<ul style="list-style-type: none"> • Use various types to expose students to information before the learn it • Examples include maps, diagrams, timelines, clusters, flowcharts, and structures

The aforementioned strategies have been research-proven to yield positive results in student learning. From there, professional development, specific to the grade level is provided to help teachers create and implement an instructional framework that guides them as to the most appropriate use of the research-based instructional strategies and innovative learning methods. As new research is released and updated, professional development and teaching strategies are continuously updated to meet the needs of students.

In addition to the instructional strategies, teachers will employ four planning questions that frame the thirteen instructional strategies and provide a guide for effective classroom curriculum design:

- What will students learn?
- Which strategies will provide evidence of student learning?
- Which strategies will help students acquire and integrate learning?
- Which strategies will help students practice, review, and apply learning?

Having teachers reflect on classroom practices, procedures, and instructional strategies that they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. The four planning questions help guide the teacher in making good decisions about when it is appropriate to use certain strategies.

Table 3.6

The Four Planning Questions and Corresponding Instructional Strategies	
Planning Questions	Instructional Strategies
What will students learn?	<ul style="list-style-type: none"> • Setting goals/objectives
Which strategies will provide evidence of student learning?	<ul style="list-style-type: none"> • Tracking student progress and using scoring scales • Effort and recognition
Which strategies will help students acquire and integrate learning?	<ul style="list-style-type: none"> • Building vocabulary • Nonlinguistic representation • Identifying similarities and differences • Note taking • Student Discussion/chunking • Graphic Organizers
Which strategies will help students practice, review, and apply learning?	<ul style="list-style-type: none"> • Interactive games • Summarizing • Homework • Practice

The effective and systematic use of the thirteen research-based instructional strategies in correlation with the research of Jay McTighe provides students with a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

According to Marzano, there are many research-based instructional strategies that can be implemented in the classroom that have shown to positively impact student learning. The innovative learning methods listed here are applicable to 9-12 education. The implementation of each strategy is associated to specific behaviors to be exhibited by teachers appropriate to the grade level and course. Each behavior is adaptable and guides teachers as to the most appropriate use of research-based instructional strategies to meet the needs of students at each grade level. Teachers at the School will utilize these strategies within their classrooms during the school year. The principal will monitor planning and instruction to ensure implementation of the appropriate instructional strategies. The School will provide professional development, data analysis, and feedback based upon school visits, to support effective classroom instruction. The School will be supported through professional development in order to be able to successfully apply the innovative learning methods listed.

Research Basis for Instructional, Operational and School Leadership

Professional development for the principal begins with the Principals Institute, which focuses on student achievement and Marzano's 21 responsibilities of a school leader from *School Leadership That Works* (2005). These responsibilities are based on the analysis of 69 studies, conducted since 1970 and compiled by the authors. The responsibilities form the basis for the leadership-focused professional development. Principals are trained through various workshops, such as targeted instruction, assessments, code of ethics, safety, and many others, including training on new programs to be implemented at all schools within the network. The ESP will implement a mentorship and professional development program for new school leaders so that they receive support and training prior to opening a new school. All principals and assistant principals will also meet monthly for trainings and additional professional development.

Action Steps

The Governing Board and ESP have applied a series of action steps that utilize the research of *What Works in Schools* synthesized by Marzano to design effective schools that will optimize the educational opportunities of all students. In support of the implementation of the education model at the School, and use of formative assessments according to Marzano's framework, the ESP provides the following services:

- Analysis of student data
- Creation and articulation of school-wide goal(s) based on student data
- Development of a "Guaranteed and Viable Curriculum"
- Professional development on implementing the "Guaranteed and Viable Curriculum"
- Baseline assessment using NWEA Benchmarking
- Classroom Instruction
- Classroom Assessment
- Analysis of student data and academic progress
- Discussion of data with teachers and students
- Progress monitoring toward the School's goal

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

The Vision of the Charter School:

All children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive citizens in the local and global societies and in the 21st century workforce.

The Mission of the Charter School:

To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor for college and career readiness.

Research-Based Curriculum

The educational program aligns with the School's mission, as the School will implement a Guaranteed and Viable Curriculum as its "research-based" curriculum aligned to Florida Standards, along with Houghton Mifflin Connections as the Common-Core aligned textbook resource program. The research behind the GVC comes from the work of Marzano, who articulates that the GVC is primarily a combination of the factors "*opportunity to learn*" and "*time.*" Both have strong correlations with academic achievement. The concept of opportunity to learn is a simple but powerful one - if students do not have the opportunity to learn the content expected of them (in this case, the Florida Standards), there is little chance that they will. Opportunity to learn addresses the extent to which the curriculum in a school is "guaranteed." This means that there must be clear guidance given to teachers regarding the content to be addressed in specific courses and at specific grade levels. It also means that individual teachers do not have the option to disregard or replace assigned content.

Culture of School Safety and Success

The School will hold high expectations for students, not just with academics, but with regard to behavior as well. Student safety will be a priority, as a highly structured behavior plan focused on procedures and order will be set in place to prevent any unsafe issues from arising. Graduated techniques will be utilized to promote a fair, objective system. Bullying prevention is key, and teachers will create a culture in the beginning of the year that has a zero-tolerance policy on the issue. Administrators, parents, and students alike will monitor bullying prevention, allowing students to have the right to report any incidences confidentially. The School will adopt an “every student is your student” policy, in which teachers are aware of expected behaviors and address all issues they witness. Professional development will be provided in the beginning of the year to properly train teachers on the culture of the School, which may include CHAMPs, student hall-monitor duties, or other bullying prevention and safety strategies that can be implemented. Parent, staff, and student surveys will include a component on safety to receive feedback on the perception of the School with regard to this matter.

The culture of high expectations of student success will be seen throughout the School, as monitoring of progress will be posted and tracked throughout the entire School. School-wide goals will be posted for all stakeholders to see when they enter the School. Teachers will post excellent work, class goals, progress on IFP assessments, and the Reading Challenge, further motivating students to succeed. The constant reminder of progress and success creates an environment of healthy competition and expectation of success, as well as team-building, as the students can get a sense that the entire school is working together to achieve goals. This is particularly advantageous for the target population of at-risk students, who need the community of support and motivation.

Academic Rigor

The School will focus on rigor in more than one way—through teacher expectations, student support, and student work. Teachers are expected to hold themselves and students to a high standard, teaching minute-by-minute, bell-to-bell, in order to maximize learning. Purposeful tasks and higher order thinking activities will be conducted, not just rote memorization work. All students will be expected to be engaged and participate, to ensure for accountability in learning. If a teacher poses a problem, all students persevere and attempt to solve it in journals or white boards, not just wait for one student to explain the answer. The teacher may call on several students to provide answers, then the class can evaluate and determine the correct one and how it is correct. Teachers will be there to support the students, scaffolding learning to make sure that students are able to complete the more critical thinking tasks that are being implemented. Teachers will be constantly observing and providing help, as well as taking students in small-groups, to further aid those who need more support. The assignments will require more higher-order thinking skills and real-word application, such as justification, analysis, and communication, to better prepare the students to be college- and career-ready.

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

The School proposes to meet high standards of student achievement by aligning its curriculum with the NGSSS and Florida Standards and the educational requirements of the *No Child Left Behind* Act. The School will follow the timeline for the implementation of the NGSSS and Florida Standards set by the FLDOE.

The education model's six steps outlined above were designed to provide the process for improving student learning for academic achievement. The steps help teachers reflect upon the work of each of student individually, and then follow up with the implementation of strategies and supplementation to help the student. Meeting high standards at the School means that "every child can learn" given appropriate learning tools, measurable progress supported by consistent data, and a variety of teaching strategies that match a student's learning style. These services are designed to help students attain state standards as required by section 1002.33, F.S.

The GVC ensures that students have both the time and opportunity to learn and master the content expected of them within the State Standards. The GVC combined with implementation of the education model, through continuous assessment of student performance data and analysis of student learning gains, are imperative to improving student learning and achieving the academic goals set forth in this application. Progress monitoring allows teachers to make changes and determinations for the child throughout the year based on their progress to ensure that the target of at least one year of growth is being met. The data obtained from progress monitoring is discussed at Data Chats and weekly team meetings to make the best decisions as to which intervention(s) will be provided for students who are not mastering the content. Progress Monitoring Plans are created and/or adjusted accordingly, in order to align with the RTI process.

Teachers, in conjunction with the School administrative team, plan together and schedule learning objectives aligned to the Instructional Focus Plan (IFP), which is a data-driven calendar. This calendar is developed based on the data provided by each benchmark assessment, which teachers analyze to determine which standards need to be re-taught, or taught more in-depth than previously expected. The IFP is a spiral review and has a designated section of time within each instructional block, which doesn't take away from the instructional time designated for new content. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of students while maintaining rigorous pacing and high expectations. Teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

To determine one year of growth, the School will use statewide assessment results from the new Florida Standards Assessment for ELA and math, and End of Course Assessments. The School will analyze students' scores on the assessments to determine whether a student gains a year's worth of learning. A similar system is used to determine a year's worth of growth throughout the benchmarking process. This data is communicated to the parent after each benchmark. From

there, achievable goals are made for the student and areas of growth are targeted for further individualized instruction. The academic data is also reviewed during the creation of a strategic plan. The strategic plan includes goals in core-content areas, school operations, and parent satisfaction.

The School will provide the following supports to help students obtain Next Generation Sunshine State Standards and Florida Standards, as required by section 1002.33, F.S.:

- **Differentiated instruction** - Students will benefit through the use of innovative, differentiated instructional methods, which utilizes research-based instructional strategies, including but not limited to Marzano’s thirteen high-probability teaching strategies, to enhance the student’s opportunity to learn the specific skills identified. Small-group instruction will be utilized in different subjects, including ELA and math, in order to support the needs of students who are struggling with the content. The reading lesson segments will incorporate differentiated texts—for on-level, advanced, below-level, and ELL students. The school will also have a math program resource that provides for enrichment, on-level, and re-teaching strategies for each lesson.

Teachers will be able to differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught (activities may be different, but the objectives are still the same for each activity). For example, students may read higher-level text yet still master the same standard as students reading on-level text.
 - Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
 - Grouping students differently depending on the activity and ability level
 - Integrating formative assessments throughout the activity to make adjustments
 - Continuously assessing, reflecting and adjusting content, process, and product to meet student needs
- **Push-in/Pull-out** – Certified teachers will be available to pull-out or push-in with students who are performing below grade level. As described in the RTI model, students will also receive extra instructional time to meet the demands of the curriculum. This additional time for instruction outside of the regularly scheduled class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as stated in *Annual Growth for All Students and Catch Up Growth for Those Who Are Behind*(Fielding 2007).
 - **Tutoring** - For students that require additional intervention, tutoring will also be available at the School. These sessions will be derived from the operating budget and be applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers will use a set curriculum in a small group setting, targeted to

students' skill deficiencies, as determined by diagnostic and formative data. Tutoring sessions will be targeted by using students' benchmark data to determine areas of re-teaching. The instructional strategies will be varied depending on the students' unique way of learning. The goal of tutoring sessions is to engage the student and re-teach the information in a new way. Sessions can take place before or after school, and the School may have the opportunity to have Saturday sessions as well.

- **Blended Learning** - Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program to support content that was provided within the lesson. This is also an opportunity for students to receive varied levels of instruction to best suit their needs for a particular subject, as well as practice content that was previously taught. This provides supplemental instruction for enrichment, as well as remediation. Students and staff will have access to technology through multiple blended models, using approved providers. The School will use the following programs: Plato Courseware, Reading Plus, ThinkThroughMath, and Mathletics.

To determine one year of growth, the school will use statewide assessment and its determination of one year's growth. Currently, we are following the FCAT determination of one year's growth. After FSA implementation, we will move to the FSA scale.

The School will also use data from EOCs to determine students' college and career readiness. After each benchmark is administered and data chats take place, the teacher meets with the students to determine achievable goals with each student. The academic data is also reviewed during the creation of a strategic plan, i.e., school improvement plan. The strategic plan includes goals in core-content areas, school operations, and parent satisfaction.

Pursuant to Section 1003.428, F.S., high school students who score at Level 1 on FCAT 2.0 Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. High school students who score at Level 1 or Level 2 on FCAT 2.0 Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). In addition, these students must be served by teachers with evidence of success, as determined by Broward County Public Schools. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This reading intervention course should include on a daily basis:

- Whole group explicit instruction;
- Small group differentiated instruction;
- Independent reading practice, utilizing classroom library materials, monitored by the teacher;
- Integration of NGSSS benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);

- A focus on informational text at a ratio matching FSA; and
- Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

Student placement will be based on the Just Read, Florida Student Reading Placement Chart http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf. The following tables demonstrate the decision making process through which students are identified for strategic or intensive support.

Table 3.7

**Student Reading Placement, 9th Grade Cohort
Just Read, Florida! 2013-2014**

Status of Student's Independent Reading Capacity	Reading Intervention Required?	Intensive Reading or Intensive Language Arts Required?	Extended Time in Reading Intervention Required?	May Districts Offer Content Area Reading Intervention in lieu of Intensive Reading/ Language Arts?	Teacher Certification/ Professional Development Required
L1 No decoding or text reading efficiency issues	Yes	School Determined	No	Yes	RE RC CAR-PD NGCAR-PD
L1 Decoding or text reading efficiency issues	Yes	Recommended	Yes	Not recommended to replace intensive reading/ language arts	RE RC
L2 No decoding or text reading efficiency issues*	Yes	School Determined	No	Yes	RE RC CAR-PD NGCAR-PD
L2 Decoding or text reading efficiency issues	Yes	Yes	Yes	Does not replace required intensive reading/ language arts	RE RC

Table 3.8

**Student Reading Placement, Grade 10
Just Read, Florida! 2013-2014**

Status of Student's Independent Reading Capacity	Reading Intervention Required?	Intensive Reading or Intensive Language Arts Required?	Extended Time in Reading Intervention Required?	May Districts Offer Content Area Reading Intervention in lieu of Intensive Reading/ Language Arts?	Teacher Certification/ Professional Development Required
L1 No decoding or text reading efficiency issues	Yes	Yes	No	Does not replace required intensive reading/ language arts	RE RC
L1 Decoding or text reading efficiency issues	Yes	Yes	Yes	Does not replace required intensive reading/ language arts	RE RC
L2 No decoding or text reading efficiency issues*	Yes	School Determined	No	Yes	RE RC CAR-PD NGCAR-PD
L2 Decoding or text reading efficiency issues	Yes	Yes	Yes	Does not replace required intensive reading/ language arts	RE RC

Table 3.9

**Student Reading Placement, Grades 11-12
Just Read, Florida! 2013-2014**

Status of Student's Independent Reading Capacity	Reading Intervention Required?	Intensive Reading or Intensive Language Arts Required?	Extended Time in Reading Intervention Required?	May Districts Offer Content Area Reading Intervention in lieu of Intensive Reading/ Language Arts?	Teacher Certification/ Professional Development Required
L1 Graduation Requirement Not Met No decoding or text reading efficiency issues	Yes	Yes	No	Does not replace required intensive reading/ language arts	RE RC
L2 Graduation Requirement Not Met No decoding or text reading efficiency issues	Yes	School Determined	No	Yes	RE RC CAR-PD NGCAR-PD
L1 or L2 Graduation Requirement Not Met Decoding or text reading efficiency issues	Yes	Yes	Yes	Does not replace required intensive reading/ language arts	RE RC
L2 FCAT, Graduation Requirement Met through FCAT score of 1926-2067 or Concordant Score	Yes	No	No	Yes	School Flexibility
L1 FCAT, Graduation Requirement Met through Concordant Score	Yes	Yes	No	Does not replace required intensive reading/ language arts	RE RC

If the school intends to replicate an existing school design⁴:**F. Provide evidence that the existing design has been effective and successful in raising student achievement.**

Renaissance Charter School, Inc. has been designated by the FLDOE as a high-performing charter school system pursuant to s. 1002.322, F.S (see Appendix A). Renaissance Charter School, Inc. currently serves grades K-12 with a student population of over 14,000 in districts including Broward, Duval, Leon, Miami-Dade, St. Lucie, Orange, Osceola, and Palm Beach. Table 3.10 represents the schools in the Renaissance network as of 2013-2014.

Table 3.10

School	2013-14 Grade	2012-13 Grade
Hollywood Academy of Arts & Science Elementary	A	B
Hollywood Academy of Arts & Science Middle	A	A
Keys Gate Charter High School	Pending	B
North Broward Academy of Excellence Elementary	A	B
North Broward Academy of Excellence Middle	A	B
Renaissance Charter School of Coral Springs	A	B
Renaissance Charter School of Plantation	B	B
Renaissance Charter School of St. Lucie	A	C
Renaissance Elementary & Middle Charter School	A	A
Duval Charter School at Baymeadows	A	A
Baymeadows Charter High School	Pending	B
Duval Charter School at Arlington	C	D
Renaissance Charter School at Chickasaw Trail	B	F
Renaissance Charter School at Hunter's Creek	Pending	--
Renaissance Charter School at Poinciana	A	D

⁴ An applicant is considered to be replicating an "existing school design" if:

- The proposed school is substantially similar *overall* to at least one school, and
- The individuals and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s).

School	2013-14 Grade	2012-13 Grade
Renaissance Charter School at Summit	D	--
Renaissance Charter School at Palms West	C	--
Renaissance Charter School at West Palm Beach	C	D
Renaissance Charter School at Tradition	A	--
Renaissance Charter School at Cooper City	A	A
Renaissance Charter School at University	A	C
Governor's Charter Academy	C	C
Duval Charter School at Westside	F	--

Table 3.11 depicts an approximation of the demographic population of students in the Renaissance Charter Schools, Inc. family of the schools.

Table 3.11

Renaissance Charter Schools, Inc. Network	
Hispanic	35%
Black	30%
White	30%
Other	5%

The school design in place throughout the Renaissance Charter Schools, Inc. network of schools was developed by Charter Schools USA (“CSUSA”). School grades for the 2013-14 school year, released by Florida’s Department of Education, are evidence of the success of the CSUSA education model in Florida and evidence that CSUSA’s education model has been effective and successful at producing results and in raising student achievement. As a network, CSUSA schools measure success not only in levels of proficiency, but also in growth of students over the course of the year. At CSUSA, the average proficiency rates and rate of growth exceeded that of the state of Florida in reading, math, science and writing for 2013-2014. Each school in CSUSA’s Florida network exceeded the net growth of the district in which it operates (the LEA). Additionally, CSUSA’s net proficiency growth in reading, math, writing and science is almost 10 times higher than the state of Florida.

The strong overall performance in CSUSA’s Florida network can be attributed to a commitment to raising student achievement by teachers and administrators, along with implementation of several academic components of CSUSA’s education model, including differentiated instruction, tutoring, push-in/pull-out support, blended learning, and research-based instructional materials.

Table 3.12	Proficiency	Growth From 2013 To 2014
READING		
CSUSA FL Schools	60%	+2
State of Florida	58%	+1
MATH		
CSUSA FL Schools	63%	+5
State of Florida	58%	0
WRITING		
CSUSA FL Schools	65%	+8
State of Florida	58%	0
SCIENCE		
CSUSA FL Schools	61%	+4
State of Florida	57%	+1
AVERAGE PROFICIENCY & GROWTH		
CSUSA FL Schools	62%	+5
State of Florida	58%	+ <1
NET GROWTH		
CSUSA FL Schools		+19
State of Florida		+2

All values in Table 3.12 are based on the average FCAT 2.0 and EOC performance across all grades for the indicated entity. Values are obtained from <http://fcat.fldoe.org/resultsEOC/> and <http://fcat.fldoe.org/resultsFCAT2/default.asp>.

CSUSA Network Highlights

- The CSUSA network of schools exceeded Florida’s average proficiency and rate of growth in reading, math, science and writing for 2013-2014
- The CSUSA network of schools exceeded the net growth of every district in which CSUSA operates
- On average, proficiency at CSUSA schools increased by almost five percentage points per subject in 2013-14
- CSUSA’s net proficiency growth in reading, math, writing and science is almost 10 times higher than FLDOE schools statewide. The 19 percentage point increase is the estimated equivalent of a 19 point school grade increase from the previous year.

Table 3.13

Reading				Math				Writing				Science			
School-wide Average				School-wide Average				School-wide Average				School-wide Average			
Year	2013	2014	Growth	Year	2013	2014	Growth	Year	2013	2014	Growth	Year	2013	2014	Growth
CSUSA Avg	58	60	2	CSUSA Avg	58	63	5	CSUSA Avg	57	65	8	CSUSA Avg	57	61	4
Florida	57	58	1	Florida	58	58	0	Florida	58	58	0	Florida	56	57	1
New	--	54	--	New	--	44	--	New	--	62	--	New	--	40	--
Existing	59	61	3	Existing	56	62	6	Existing	54	66	12	Existing	49	56	7
New	--	54	--	New	--	44	--	New	--	62	--	New	--	40	--
2nd Year	51	54	3	2nd Year	46	53	7	2nd Year	49	72	23	2nd Year	42	48	6
3rd-4th year	55	56	1	3rd-4th year	52	56	4	3rd-4th year	58	63	5	3rd-4th year	42	51	9
5+ years	63	66	3	5+ years	62	68	6	5+ years	55	65	10	5+ years	55	60	5

Table 3.13 above shows that proficiency rates increase the longer schools and students are part of the CSUSA network:

- While school proficiency increases with school tenure, the year-over-year growth is elevated in developing schools. Second year schools did especially well in 2014, particularly in writing where they had an average 23 percentage point increase from 2013 to 2014 and a proficiency advantage over CSUSA veteran schools.
- The CSUSA family of schools made gains in every subject, all of which exceeded state level gains throughout Florida.
- Every one of CSUSA's second year schools in Florida exceeded its district's rate of growth from 2013 to 2014 in math and writing.
- Eighty-eight percent (7 of 8) of second year schools exceeded the writing proficiency levels of their districts.
- Eighty-four percent (16 of 19) of CSUSA schools that have been open at least five years exceeded their district's reading proficiency.

2013-2014 FCAT 2.0 SUBJECT RESULTS WITH REGIONAL HIGHLIGHTS

WRITING

Every CSUSA school in Broward County exceeded the state and Broward's averages in writing performance and growth. The average percent proficiency in CSUSA schools in Broward is 77%, which is 13 percentage points higher than the district and almost 20 percentage points higher than the state writing average. The average growth from 2013 to 2014 at CSUSA's Broward schools was 19 percentage points, while Broward County, on average, did not show growth in writing.

Table 3.14 FCAT WRITING AVERAGE PROFICIENCY			
YEAR	2013	2014	Growth
Florida DOE	58	58	0
Broward District	65	64	-1
Renaissance Charter School at Cooper City	87	94	7
Coral Springs Charter School	63	74	11
Hollywood Academy of Arts & Science (Elementary)	47	75	28
Hollywood Academy of Arts & Science (Middle)	59	68	9
North Broward Academy of Excellence (Elementary)	65	79	14
North Broward Academy of Excellence (Middle)	39	76	37
Renaissance Charter School at Coral Springs	60	67	7
Renaissance Charter School at Plantation	59	77	18
Renaissance Charter School at University	43	82	39

MATH

While Duval County's average FCAT 2.0 Math scores fell by two percentage points, each of the CSUSA-managed schools in Duval County which were open two or more years made proficiency gains exceeding both state and district wide proficiency growth.

Table 3.15 FCAT MATH AVERAGE PROFICIENCY			
YEAR	2013	2014	Growth
Florida DOE	58	58	0
Duval District	54	52	-2
Duval Charter High School at Baymeadows	42	52	10
Duval Charter High School at Arlington	37	40	3
Duval Charter School at Baymeadows	71	79	8
Duval Charter School at Westside	N/A	37	N/A

SCIENCE

CSUSA-managed schools in Hillsborough County demonstrated growth that far exceeded that of the district or state in FCAT science (5th and 8th grade). Among the three CSUSA-managed schools in Hillsborough County, the average proficiency growth from 2013 to 2014 was 20 percentage points, which is more than 10 times the average district rate and over 15 times that of the state.

Table 3.16 FCAT SCIENCE AVERAGE PROFICIENCY			
YEAR	2013	2014	Growth
Florida DOE	56	57	1
Hillsborough District	54	55	1
Henderson Hammock Charter School	45	62	17
Winthrop Charter School	50	70	20
Woodmont Charter School	13	25	12

Further evidence that the existing educational model has been effective and successful in raising student achievement can be found in the growth and proficiency metrics throughout the state. Seven CSUSA-managed schools exceeded their district's proficiency and growth school-wide in every subject.

Table 3.17

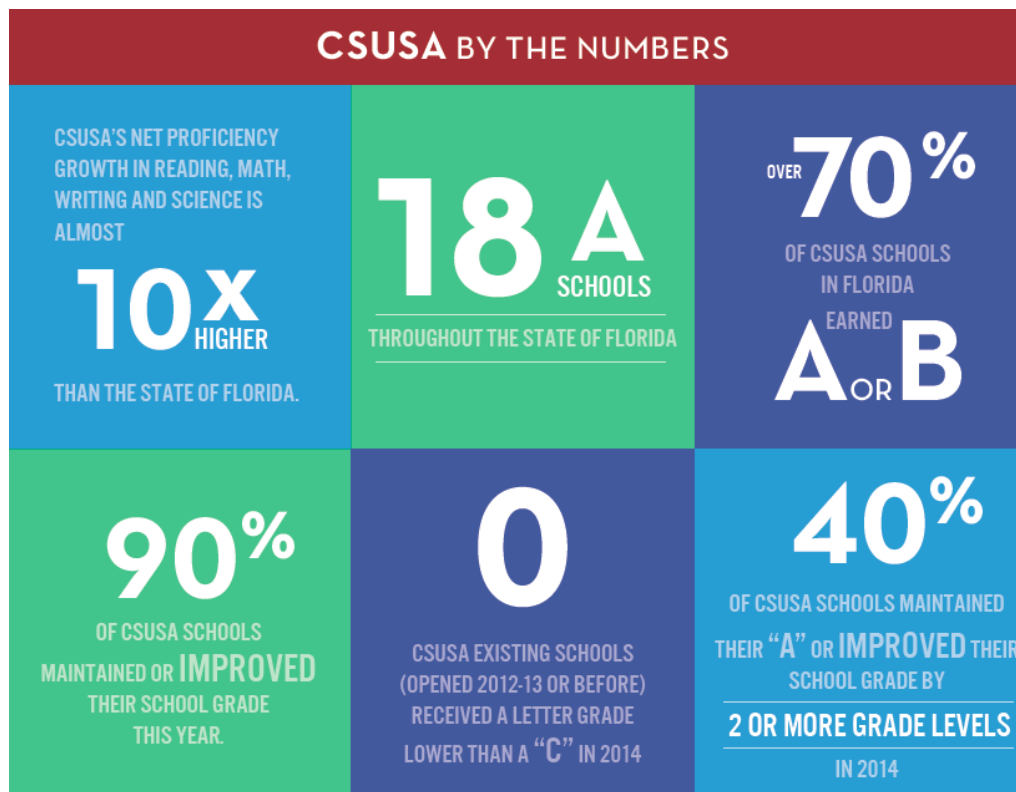
Year	Reading			Math			Writing			Science		
	Average	Average	Growth	Average	Average	Growth	Average	Average	Growth	Average	Average	Growth
Florida	57	58	1	58	58	0	58	58	0	56	57	1
Broward	57	58	1	58	58	0	65	64	0	54	54	0
Renaissance Charter School at Cooper City	71	77	6	70	78	8	87	94	7	68	75	7
Hollywood Academy of Arts & Science	67	72	5	60	73	12	47	75	28	47	64	17
Hollywood Academy of Arts & Science Middle	58	66	8	75	79	4	39	76	37	33	79	46
Renaissance Charter School at Coral Springs	66	68	2	62	71	8	60	67	7	55	60	5
Dade	56	57	2	56	57	1	58	57	-1	52	54	2
Renaissance Charter Middle School	73	77	4	67	78	11	57	58	1	67	70	3
Duval	53	52	-1	54	52	-2	58	55	-4	54	54	0
Duval Charter High School at Baymeadows	50	64	14	42	52	10	54	68	14	69	70	2
Duval Charter School at Baymeadows	74	77	3	71	79	8	68	85	18	60	68	8

Table 3.18

CSUSA Established Schools								
District	School	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	FRL (%)
Broward	City of Coral Springs Charter	Pending	A	A	A	A	A	31%
Broward	Hollywood Academy of Arts & Science	A	B	A	A	A	A	48%
Broward	Hollywood Academy of Arts & Science Middle School	A	A	A	A	A	A	51%
Broward	North Broward Academy of Excellence	A	B	A	A	A	B	74%
Broward	North Broward Academy of Excellence Middle School	A	B	A	A	A	A	76%
Broward	Renaissance Charter School at Coral Springs	A	B	A	N/A	N/A	N/A	50%
Broward	Renaissance Charter School at Plantation	B	B	B	N/A	N/A	N/A	70%
Dade	Aventura City of Excellence School	A	A	A	A	A	A	16%
Dade	Downtown Miami Charter School	Pending	A	A	B	D	C	88%
Dade	Keys Gate Charter School	B	C	B	B	A	A	72%
Dade	Renaissance Elementary Charter School	A	A	A	A	A	A	23%
Dade	Renaissance Middle Charter School	A	A	A	A	A	A	45%
Dade	Keys Gate Charter High School	P	B	A	N/A	N/A	N/A	68%
Duval	Duval Charter School at Arlington	C	D	C	C	N/A	N/A	90%
Duval	Duval Charter School at Baymeadows	A	A	A	N/A	N/A	N/A	23%
Duval	Baymeadows Charter High School	Pending	B	A	N/A	N/A	N/A	26%
Hillsborough	Woodmont Charter School	C	F	D	N/A	N/A	N/A	83%
Hillsborough	Winthrop Charter School	A	B	C	N/A	N/A	N/A	41%
Lee	Bonita Springs Charter School	C	B	A	A	A	A	47%
Lee	Cape Coral Charter School	B	C	B	B	A	C	76%
Lee	Gateway Charter Elementary School	C	B	A	A	A	A	68%
Lee	Gateway Charter High School	Pending	B	A	A	B	B	56%
Lee	Gateway Charter Intermediate School	C	B	A	A	A	A	54%
Lee	Six Mile Charter Academy	B	B	A	B	B	A	57%
Osceola	Canoe Creek Charter Academy	A	C	B	A	A	B	24%
Osceola	Four Corners Charter School	A	A	A	A	A	A	23%
Osceola	P. M. Wells Charter Academy	A	C	B	B	B	B	34%
St. Lucie	Renaissance Charter School of St. Lucie	A	C	B	A	C	N/A	10%

¹A school is considered "established" if it has been open for at least three years.

The graphic below provides a few additional highlights of CSUSA’s network in Florida and further evidence that the existing education model and design has been effective and successful in producing results and raising student achievement.



G. Describe the applicant’s capacity to replicate an existing school design.

Renaissance’s record of not only operating high-quality charter schools, but also in replicating and expanding, is reflected in the success of its schools in closing historic achievement gaps and in significantly increasing student academic achievement for all students—including educationally disadvantaged, low-income, and minority students. The Renaissance schools’ portfolio includes a National Blue Ribbon Award winner and the #1 middle school in Broward County and four schools earning “A’s” for 4 to 7 years in a row. Renaissance schools have had such outstanding historical performance that if rated as a district, Renaissance would have maintained the highest school grade rating of an “A” for the past 7 years. Renaissance’s commitment to ensuring increased student achievement for all students is also reflected in the fact that 100% of Renaissance schools made adequate progress with the lowest 25th percentile in both reading and mathematics.

A rigorous process for determining readiness for replication consisting of four components is used:

1. Track record of outstanding performance;
2. Systemic implementation of the Educational Model;
3. Support and infrastructure for replication; and
4. Vision alignment for the replicated school.

Track record of outstanding performance – The first component in determining readiness for replication is ensuring a track record of outstanding performance in both the academic and operational aspects of the existing school. School performance is measured across five strategic priorities; *Academic Excellence*; *Financial Health*; *Growth*; *Operational Performance*; and *Culture of Excellence*. As such, Renaissance has a track record of outstanding performance as illustrated above.

Systemic implementation of the Educational Model – The second component in determining readiness for replication is ensuring that the systems and processes that yielded outstanding performance results were implemented systemically. The Educational Model provides a comprehensive process and feedback loop for identifying and addressing gaps in students' learning and teachers' instruction using a six step educational model outlined in Sections 3 and 4. The entire process depends on teachers having a GVC to ensure that skills and content can be covered in the time available for instruction.

Support and infrastructure for replication – The third component in determining readiness for replication is ensuring that the necessary support and infrastructure for replication is in place. A comprehensive plan is created to: ensure strong, stable, and effective governance and leadership; evaluate governance and leadership capacity and to ensure succession and leadership development plans are in place; allocate sufficient human resources for a successful replication without putting existing schools at a disadvantage; ensure a financial plan is in place for addressing the needs of starting a new school; and that the educational program, professional development and data systems can be replicated.

Vision alignment for the replicated school – The fourth component in determining readiness for replication is ensuring vision alignment for the replicated school to the local community needs, target population and accredited practices. Demonstrated support for replication in the School community is critical to the success of the replicated School, as well as clearly defining the target population to be served to ensure educational programming meets their specific needs. Additionally, incorporating replication into the School's mission, vision, and/or strategic plan helps to ensure successful replication of high-quality practices of the existing school.

Section 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-Common Core Standards.

The School will develop a Cambridge Program. The University of Cambridge Advanced International Certificate of Education (AICE) Program at the High School will be an international, pre-university curriculum and examination system for students who benefit from a rigorous academic program. A Cambridge course combines the content of the Honors or AP curriculum with the content students must learn to write the Cambridge papers successfully.

Cambridge courses are demanding courses that emphasize higher order thinking skills, oral skills, writing skills, problem solving, teamwork and investigative skills. Cambridge students are expected to have high academic expectations, be self-motivated, and have good study habits. They must demonstrate a commitment to succeed in this rigorous program.

The Cambridge Program offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced study for academically able students. The Cambridge curriculum aims to encourage the skills of independent research and investigation, the use of initiative and creativity and the application of knowledge and skills. A range of assessment techniques is used. Emphasis is placed on the use of externally marked examination papers by the University of Cambridge International Examinations (AICE) and on compulsory practical work where appropriate. An important principle of this examination system is that students are rewarded for positive achievement -what they know, understand, and can do- rather than being penalized for an accumulation of errors. This requires students to demonstrate a high level of literacy and the ability to organize knowledge and ideas to produce reasoned, written responses.

A common academic core prepares all students not only for State assessment tests but also for post-secondary endeavors. Graduation requirements are as follows:

The Academic Core

Students entering grade nine as of 2014-2015 need to complete the requirements below from the Florida Department of Education in order to graduate. Students will be offered the 24 credit standard diploma option, as well as the Advanced International Certificate of Education (AICE) curriculum.

Table 4.1

CREDIT REQUIREMENTS	
English Language Arts (ELA) – 4 credits	ELA I, II, III, IV
	ELA Honors, Advanced International Certification of Education (AICE) and/or Advanced Placement/AP courses may satisfy this requirement
Mathematics – 4 credits	Must include Algebra 1 and Geometry
Social Studies – 3 credits	1 credit in World History
	1 credit in U.S. History
	.5 credit in U.S. Government
	.5 credit in Economics with Financial Literacy
Science – 3 credits	Must include Biology 1 , and two equally rigorous science courses
	Two of three required credits must have a laboratory component
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts 1 Credit Physical Education (to include the integration of health) 8 Elective Credits 1 Online Course Students must earn a 2.0 grade point average on a 4.0 scale	

The School will offer courses made available by Florida Department of Education. The courses listed will be connected with course codes out of the Florida Department of Education course code directory as provided on their website at <http://www.fldoe.org/articulation/CCD/files/1415CCDBasic9-12.pdf>.

Ninth Grade Plan of Academic Courses

Because students in grade 9 benefit from sustained skill development, which builds upon and consolidates the skills acquired in grades K-8, the 9th grade academic program is highly prescribed. All 9th grade programs focus upon the consolidation of skills, a core of common learning, and the development of higher level thinking skills. The 9th grade program includes the following courses:

English I or English through ESOL I – Emphasizes basic skills in reading, in writing clear, coherent exposition, and in developing a more varied and stronger vocabulary. Texts include a Shakespeare play, anthologies of short fiction, poetry, and at least one novel per semester. Students in Honors level classes will read a minimum of 1 novel per quarter. English through ESOL I content is the same as English I but with the addition of ESOL Strategies for English Language Learners.

Mathematics – Algebra I provides a program of study that acknowledges students' different levels of achievement. Normally the typical 9th grade program will be Algebra I, then Geometry. Students who have completed these courses may continue in the next appropriate sequence of mathematics courses.

World History – Ancient World History serves as an introduction to the study of world history from ancient civilizations to the 15th century. It examines a wide range of early societies from Africa and Western Europe to China. Readings focus on the effects of geography and climate on the growth of civilization, the interaction of cultures, the evolution of social and political

institutions, religion, and philosophy. Students read a significant number of primary sources as well as secondary accounts and interpretations. Analytic thinking, reading, and writing skills are emphasized. A major research paper in conjunction with another academic discipline is required in the spring semester.

Science – Typically students will begin their 9th grade study of science in Physical Science if not taken in Grade 8. However, students who have completed Geometry and are enrolled in Algebra II or its equivalent may take Physics. The recommended sequence of Biology, Chemistry, and Physics is preferred, but for students planning to take all three of these courses and have met the Mathematics requirements, the progression of Physics, Chemistry, and Biology may be available. This is available because Physics leads to a more thorough understanding of Chemistry and both of these subjects lead to a better understanding of Biology. According to both the American Association of Physics Teachers and the National Teachers of Science Association, “Physics is the basic science. In many schools today physics is offered only after students have completed a Biology and a Chemistry course; however, there is a growing trend in the United States to offer Physics as the first high school science course followed by Chemistry, Biology, and Earth Science (American Association of Physics Teachers, Guidelines for High School Physics Programs, 2002). This trend has been particularly evident in schools or districts where there is evidence of high achievement in science standardized tests (National Association of Science Teachers, Report on Standards). However, students may choose any sequence of science courses after completion of the 9th grade.

Intensive Reading or Math – remedial courses required for students who score at or below a level 2 on the FCAT 2.0 in the previous year. Intensive reading courses emphasize basic reading, comprehension, and analytical skills. Intensive mathematics courses emphasize basic computational and arithmetic skills.

Senior Project

As a culmination of a student’s academic and community learning experience, each senior completes a Senior Project that is a graduation requirement. This project is required in the second semester of the students’ senior year. Included within the project is a submittal of a proposal, research, timelines, and thesis to an interdisciplinary faculty committee, which approves all Senior Projects. Each project must have a faculty advisor who, with the Project Committee, interviews, reviews, and grades each student’s project.

Determining Effectiveness

Additional learning opportunities are allocated and measured using a Response to Intervention (RtI) model. This model is a multi-tiered approach to providing services and interventions through the Collaborative Problem Solving Team (CPST) to our students at increasing levels of intensity based on progress monitoring and data analysis, which is aligned with all Federal and State of Florida laws. The Schools Response to Intervention (RtI) correlates with the FLDOE Statewide Response to Instruction/Interventions Implementation Plan, to ensure all students are educated using a guaranteed and viable curriculum to ensure learning gains.

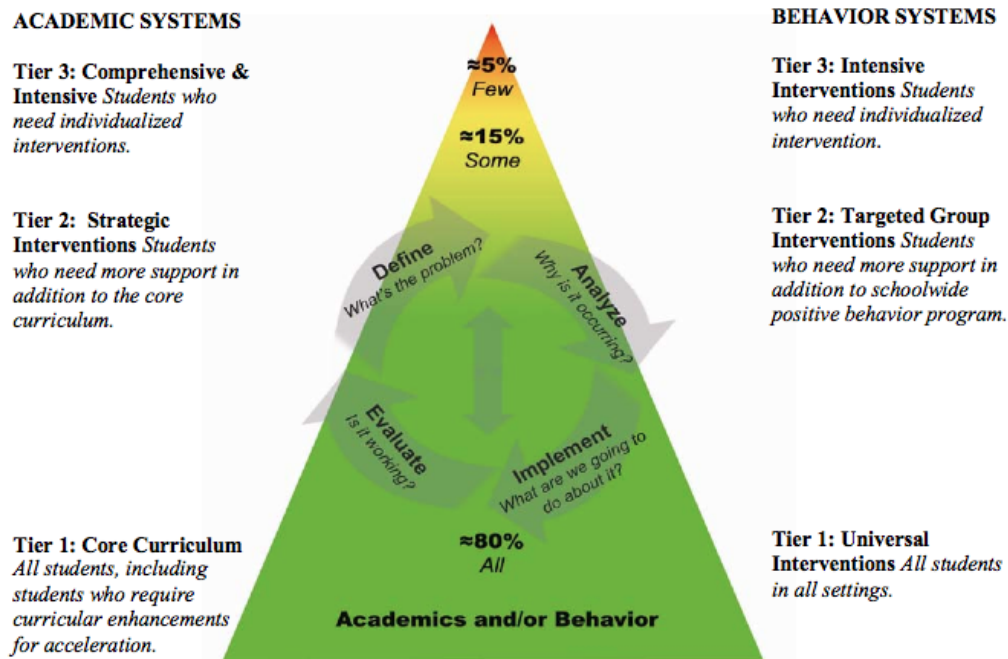
The School’s RTI model includes:

Tier 1 – Core, Universal Instruction & Supports: all students will participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Next Generation Sunshine State Standards and Florida Standards through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.

Tier 2 – Targeted, Supplemental Interventions & Supports: targeted students participate in learning that is different by including: a standard intervention protocol process for identifying and providing research-based interventions based on student need; on-going progress monitoring to measure student response to intervention; and guided decision-making aligned with the core academic and behavior curriculum. This includes additional instructional time within the subject area of need.

Tier 3 – Intensive, Individualized Interventions & Supports: increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need, provided in addition to and aligned with Tier 1 and 2 academic and behavior instruction and supports, specialized programs, methodologies, or instructional deliveries. There is also a greater frequency of progress monitoring of student response to intervention(s). Students are provided instruction using a curriculum resource that is different from their core instruction.

Figure 1: Three-tier model of school supports incorporating the problem-solving process.



RTI is centrally about optimizing language and literacy instruction for the particular students in each tier, therefore administrative monitoring for effective instruction will maximize instructional time. Differentiated instruction, based on instructionally relevant assessment, is

essential. Depending on the tier, students will receive instruction from the classroom teacher, pull-out/push-in teacher, or tutoring teacher. The School's reading curriculum ensures that instruction will address the needs of all students, including those from diverse cultural and linguistic backgrounds. The Supplemental Intervention Reading Program and Comprehensive Intervention Reading Program are aligned to meet the needs of the students in each tier. The RtI block on the sample schedule is included to provide time for differentiated instruction to students in small-groups based on their ability levels and needs. Using the education model and data collected from the classroom, School, and state –mandated assessments, the teacher can work with all stakeholders in developing an effective plan for covering learning gaps.

Progress monitoring for additional learning opportunities will be measured using resources from the Progress Monitoring and Reporting Network. Programs for comprehensive intervention that meet the state's rigorous guidelines for scientifically-based interventions may come from the Florida Center for Reading Research. Overall success of the extended learning will be measured through impact on student's annual state test results and the benchmark scores.

The classroom teachers will remain in continual contact with all stakeholders by updating the PLP, electronic gradebook, progress reports, and report cards, using data derived from Common Assessments, ongoing progress monitoring, and the benchmark testing results. Teachers will collaborate with resource professionals and administrators to continue the process while devising and executing a successful plan for the remedial student.

Involving parents and students, and engaging them in a collaborative manner, is critical to successful implementation of the education model. Initiating and strengthening collaborations between school, home, and communities, provides the basis for support and reinforcement of students' learning. The plan for assisting remedial students accounts for continued collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process. Both parents and students will take part in the Personal Learning Plan process and the Progress Monitoring Plan process. Parents will be required to sign both, to provide evidence of awareness of current student level and the plan for improvement.

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

In *What Works in Schools*, Robert J. Marzano discusses three types of curricula: the intended curriculum, the implemented curriculum, and the attained curriculum. The intended curriculum is the NGSSS and Florida Standards--the content specified by the state of Florida to be addressed in a particular course or grade level. The implemented curriculum is the content actually delivered by the teacher, and the attained curriculum is the content actually learned by the students. The School's GVC is mapped to the NGSSS and Florida Standards and is designed to eliminate the possible discrepancy between the intended curriculum and the implemented curriculum for all students.

The GVC, the proven framework behind *What Works in Schools*, provides for teachers the intended curriculum sequenced and organized in a manner to ensure the essential content is

addressed in the instructional time available, thereby creating for students the greatest opportunity to learn the content expected of them at each grade level or subject. Curriculum planning begins with a decision about what students need to learn. The content that is considered essential for all students for college and career readiness is identified and communicated to teachers. A month-by-month scope and sequence within each curriculum map is created for all subjects aligned to the NGSSS and Florida Standards. The GVC also includes essential questions, objectives, evidence of learning, item specifications, vocabulary, and resources to provide further guidance on how to effectively ensure students master the curriculum. Implementation of the GVC is supported through the following:

- **Instructional Focus Program (IFP):** Teachers, in conjunction with the School administrative team, plan together and schedule learning objectives aligned to a data-driven calendar. The calendar is developed based on the data provided by each benchmark assessment, which teachers analyze to determine what standards the students need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment, as well as thoughts on the instruction or activities to be considered for revision. Classroom teachers will develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students within the School while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers will be encouraged to post and track results within the classroom to motivate and challenge their students.
- **Evidence of Understanding:** To ensure mastery, students will complete carefully designed higher-order, real-world performance tasks to demonstrate an understanding of the critical content and skills within a unit of instruction. These can include assessments from the designated textbook series or other research-based resources the School utilizes. Projects, presentations, and teacher-created tasks will also be used. All assessments that are used are designed to require students to employ critical thinking skills to increase rigor, as the School's mission is to create academic rigor within the classroom. These performance tasks are reflected on the gradebook, which provides teachers, parents, students, and school leadership visibility to the level of progress within the GVC.
- **Common Assessments:** In addition to the aforementioned assessments, the ESP will provide monthly "common assessments" which are created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to monitor progress of mastery of grade level standards more frequently between benchmark assessments administered by NWEA.
- **Data Chats:** Student work and data are considered collaboratively in weekly data chats with school leadership and teacher cohorts. The level of student mastery of standards within the GVC is analyzed in order to drive instruction. Instructional focus plans, progress-monitoring plans, and any other instructional facet are discussed at these meetings to ensure needs of all learners are met. Decisions can also be made at these meetings regarding students who will participate in push-in/pull-out, tutoring, or any other additional support period.

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 School’s reading plan includes a reading curriculum based on a foundation of real texts and text exemplars, per the high rigor put forth by Florida Standards. The curriculum for the reading program is included in the curriculum maps (please see samples in **Appendix G**). The GVC, which is the Florida Standards grouped and arranged in a particular way to ensure all grade level standards can be taught within the school year, will be used as the core curriculum for reading, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. As referenced in *Just Read, Florida!*, an effective program incorporates a wide range of diverse texts. The basis for the reading materials used will be the text exemplars and reading program, Houghton Mifflin Collections for ELA. This proposed program is aligned to the rigor, depth, and intent of Florida Standards and includes a range of diverse print and media. Within the program there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. The program provides support in building a strong foundation in reading and utilizing critical thinking skills within the reading activities.

The School will approach reading from a holistic view as students learn to read and read to learn. The high school reading program will approach each student’s needs with this in mind and utilize the following research to bring students to proficiency and accelerate students for advancement in the content areas. This curriculum is a balanced reading approach that incorporates a combination of reading and teaching strategies realizing that students need to use multiple strategies to become proficient readers.

The focus of the School’s reading program is to develop students who:

- Are able to use reading as a primary method of learning
- Are able to learn from increasingly complex content area reading materials
- Are able to communicate effectively using reading and writing
- Are prepared for reading demands beyond high school and in the workplace
- Acquire the habit of reading for enjoyment as a life-long pursuit

The School’s reading curriculum includes the expectation that all secondary level students should master the basic skills of reading in terms of:

- decoding
- fluency (pace, rate, flow)
- comprehension (vocabulary and text comprehension)

There is also an expectation that students experience literature in age appropriate genres to understand the purpose of reading. High school students will focus on building higher level skills of close reading and literary analysis through a variety of genres. Close reading requires that the student develop reading skills around four central approaches to literature: critical, biographical, chronological, and thematic. Literary analysis directs the students towards the ways in which literature can be understood by itself; as a reflection of its author; as influenced by its context

(historical, scientific); and as a projected series of dominant ideas (philosopher, writer's perspective, fate and free will, appearances and reality, etc.).

Adequately addressing struggling readers' needs in the high school years clearly requires a multi-faceted approach with specialized reading instruction. Specialized reading instruction must begin with teachers who understand and are capable of teaching reading strategies. Students who are struggling with reading or who are below grade level must be quickly identified and referred for academic review. Once struggling readers are referred, they will be assessed using a diagnostic, such as the Diagnostic Assessment of Reading 9-12 (DAR) as well as formative assessments. DAR provides individual diagnostic information in essential areas of reading and language: word recognition, word analysis, oral reading, silent reading comprehension, spelling, and word meaning. By incorporating a student's academic record, DAR and FSA/FCAT results of the previous year and formative assessments, the teacher will create Personal Learning Plans for each student. The plans will be created at the beginning of the year and modified through ongoing monitoring of students' strengths and weaknesses. Additionally, the diagnostic assessment of the students' strengths and weaknesses will guide the formation of the Progress Monitoring Plans (PMP) created in accordance with the guidelines of State Standards.

Also, parents of students who have been identified with reading deficiencies must be notified in writing. The notification must include a description of current and proposed supplemental intensive intervention. Scientifically research-based intervention programs/strategies will be used. Interventions will interface with the core curriculum and be aligned to student deficiencies as identified by diagnostic assessment.

If a student should need multiple specialized plans, such as PMPs, Individual ELL Student Plans, Educational Plans for Gifted Students, or Individual Education Plans (IEP) for ESE students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

The School will support the teaching of reading through the implementation of the following guidelines:

- All ninth through twelfth grade students who are not meeting the minimum FSA requirements (scoring at or below a level 2) will be placed in an intensive reading class
- All ninth through twelfth grade students who have below a 2.0 grade point average in their language arts or English class will be placed in an intensive reading and/or writing class

Comprehension is a critically important piece in the development of children's reading achievement. According to the findings and determinations of the National Reading Panel (2000) reading comprehension is a complex cognitive process that cannot be understood without a clear description of the role that vocabulary development plays in the process of understanding what has been read. A student who can decode a written word into speech and add to his/her vocabulary has a better chance of comprehending what they read. If that word is not part of his/her vocabulary the student will have to use other strategies to determine the meaning of the word. Therefore, the size of a student's vocabulary (either oral or print) will significantly impact the degree of a student's reading comprehension.

To develop vocabularies students need to read as much as possible. Teachers must encourage students to attend to the meanings of new words by giving explicit information about the word's definition coupled with attention to their usages and shades of meaning across contexts.

Strategies for vocabulary development include but are not limited to the following:

- repetition
- multiple exposure
- computer technology
- study roots and affixes
- study topics
- student glossaries
- oral story telling

According to Durkin (1993) comprehension has come to be the “essence of reading,” essential not only to academic learning in all subject areas but to lifelong learning as well. The following are types of instruction that research has shown to be effective in improving reading comprehension:

- cooperative learning, where students learn reading strategies together
- use of graphic and semantic organizers
- use of story mapping
- question answering with immediate teacher feedback
- story sequence and structure review
- summarization
- discussion

An example of a proposed intervention program that has been reviewed by the Florida Center for Reading Research and meets the State Standards:

- The McGraw Hill Corrective Reading program for high school students was designed and written for students who experience difficulty reading accurately and fluently and who have failed to learn in other programs. The program embraces students who have little recall and limited attention spans, who fail to remember and follow instructions, and who read without understanding. Corrective Reading allows students to work in a comprehension strand, a decoding strand, or both strands thus meeting the individual needs of students. The fast-paced program provides a unique blend of teacher-directed instruction and high frequency practice to accelerate progress. This proven, research-based intervention program progresses smoothly and quickly from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance allows students and teachers to consistently monitor progress and inform instruction.

The primary goal of the reading program is to teach children to understand what they read, through systematic, direct instruction of the Florida Standards and aligned to the six (6) components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. In order to make reading a “primary focus,” all objectives from Florida’s Reading Program Specifications will be implemented at the School:

Specification 1: Professional Development

- 1.1 Comprehensive Initial Professional Development
- 1.2 Professional Development for Everyone
- 1.3 Frequent and Continuous Professional Development
- 1.4 Professional Development to Impact Change
- 1.5 Professional Development Led by School-site Expertise

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

Specification 4: Reading Text Materials and Resources

- 4.1 Materials Aligned with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

Specification 1: Professional Development

The School will provide professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development based on school improvement goals. Teachers will meet in professional learning communities regularly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons. Team leads participate in monthly leadership meetings with administrators as well. Based on administrative walk-throughs, QUEST visit feedback, and student performance, teachers will be provided specific, differentiated professional development from mentor teachers, administration, curriculum specialists, or curriculum resource teachers. At least one CRT might be on staff at the School, and a regional curriculum specialist will be assigned for support. Professional development will be provided at least monthly, in addition to weekly grade level meetings, as well as on designated teacher professional development days. Teachers will meet for data chats with mentor teachers and administrators, after benchmark assessment periods, to analyze student progress and develop an action plan for professional development, which can include reading intervention strategies, teaching reading in content areas, and many other literacy development opportunities.

In preparation for their highly supportive roles within the School, CRTs attend boot camp each year to provide training on how to best serve the School. In order to provide accurate and effective professional development to the teachers throughout the year, CRTs attend monthly Curriculum Cadres as well as weekly webinars, provided by curriculum specialists.

Returning principals and new principals both have their own professional development institutes over the summer to prepare for the coming year, with regard to best practices, new regulations, and any other expectation within their roles. Principals and assistant principals attend meetings monthly to receive support within their positions.

The ESP also has a professional development plan for New Teacher Induction. This event occurs over the span of at least a week, network-wide, prior to orientation at the school level. Additional opportunities for NTI will be provided throughout the year as teachers are hired. Returning teachers receive one full week of professional development prior to the start of the new school year for Returning Teacher Orientation (RTO).

In addition, teachers and administrators are encouraged to exemplify the commitment to lifelong learning, as stated in the mission, by seeking professional development outside of the requirements of the School. Teachers also have to complete required coursework to obtain proper ESOL endorsement, as well as follow state guidelines for professional certificate renewal.

Specification 2: Administrative Practices in Support of Reading

School leaders will set high expectations for student achievement in reading and will develop a culture of excellence with a focus on reading. The weekly administrative walk-throughs and QUEST visit feedback will be targeted to track teachers' mastery of high-probability instructional strategies. These measures ensure that teachers implement the reading plan with fidelity and that resources are allocated and used to deliver the strongest impact on student achievement in reading.

High-quality reading programs and materials will continuously be chosen to meet the needs of students. Feedback from teachers can be gathered at each biweekly data chat, as well as from results from each Common Assessment and benchmark assessment to evaluate the effectiveness of each chosen instructional program. Novels and other fiction and nonfiction texts will also be purchased for students to read within classroom instruction, as well as for personal reading pleasure, to increase motivation and foster a love for reading in students.

The principal will clearly articulate the vision, mission, and expectations that all children can read, and assist in establishing that reading is the primary priority by spearheading the Reading Challenge. All students will be expected to read a specific number of books at their independent level throughout the year. The table below is a suggestion for requirements for the number of books read by each student:

Table 4.2

Grade Level	Number of Books
9th – 12th Grade	30 novels

Teachers will monitor students' independent reading through a variety of methods and celebrate progress toward the school-wide goal. This is tracked on hallway or classroom displays. This challenge will also provide for a home-school connection with reading, in addition to their regular daily homework assignments from core courses. Parents will be required to sign a reading log or tracking system to monitor students' independent reading at home. Parents can facilitate deeper understanding of texts by being the "teacher" at home, asking their children

questions about what they are reading and providing support for any book reports or projects that may need to be completed. Students are encouraged to use their local library or borrow from the leveled classroom libraries in order to fulfill the requirements of the reading challenge. Students may have the opportunity to use tablets or eReaders as well.

Staff members also have a reading challenge in which they are expected to read a specified number of books throughout the year. This further promotes the School's vision of creating the desire for students to be life-long learners because students will see their teachers as role models, demonstrating their love for learning through reading.

The School may also have a Literacy Committee or similar group in order to develop programs and activities that will promote reading throughout the School.

Specification 3: High Quality Reading Instruction is a Dynamic System

Reading process and literary analysis skills will be taught through direct instruction of content cluster skills, and modeling of metacognitive, comprehension strategies (Keene and Harvey & Goudvis). This is supported through guided reading with leveled texts. By providing direct, systematic instruction for all six components of reading, the School will ensure that all students achieve annual growth in reading.

To build academic vocabulary, teachers will be guided in choosing the most important vocabulary words to teach, and following a six-step process to teach new words so that students develop a deep understanding of the word (Marzano). Students are first provided a description or example of the word (verbally and in non-linguistic form). Students then restate this description in their own words, and also create a picture or symbol to represent the word. Students interact with this new word in various higher-order activities throughout the week, as well as with each other. They may also participate in games with the word for further motivation and connections.

Efficient Use of Instructional Time

In order to maximize instructional time, teachers are requested to map out their lessons minute-by-minute. This ensures for "bell-to-bell" instruction, with strategies implemented to engage students within learning the entire time. These plans are approved by administrators and implemented with fidelity throughout the year. With administrative approval, teachers may adjust their plans as the year progresses to best fit the needs of students. These minutes are posted in the classroom for all students, as well as visitors, to see. This makes all stakeholders aware of what's happening in the classroom, and help keeps instructional pacing appropriate.

Teachers are also expected to map out their lesson plans in a very structured manner, following the guidelines of using an introduction, modeling, guided practice, independent practice, and closure within every lesson and every subject. The introduction is intended to hook and engage the students, previewing content in a meaningful way, as well as discuss the essential question and objective for the lesson. Teachers then model the skill they are trying to teach, explaining step-by-step in an explicit manner. Guided practice is used for students to apply the skill under guidance from the teacher, who is there to further explain misunderstandings or reinforce correct actions. Students move into independent practice when they have proven they have understood the concept, and the purpose is to master the objective. This is a time in which teachers can pull a

small-group to provide extra assistance to those who are not ready to move on to the independent practice stage and hone in on particular deficiencies. Lastly, a closure activity is conducted, whether it is in the form of an exit-slip, or turn-and-talk response, in order to gauge final understanding of the concept taught within the lesson.

Assessment

At the beginning of every school year, teachers will analyze previous year's state testing scores and assess each student's reading level through a variety of assessments, such as NWEA and DAR. This data will be shared with parents and will be the basis for Personalized Learning Plans.

In order to monitor progress toward achieving Personalized Learning Goals, teachers will administer a variety of assessments. Teachers will administer weekly standards assessments to measure mastery of Florida Standards. Weekly standards assessments are formative assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. Monthly Common Assessments provide a uniform tool to the School to measure mastery of the GVC. The benchmarks, administered every quarter, as well as monthly Common Assessments will provide data regarding progress toward the state-mandated assessment.

All elements of progress monitoring will be shared with parents through the progress reports, report cards, and data conferences. This connection between home and school will enhance students' ability to achieve annual progress.

Differentiated Instruction: As mentioned in the Educational Program Design, teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text yet still master the same standard as students reading on-level text.
- Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
- Grouping students differently depending on the activity or based on ability level.
- Integrating formative assessments throughout the activity to make adjustments.
- Continuously assessing, reflecting and adjusting content, process, and product to meet student needs.

Students will be screened at the beginning of the school year using DAR, NWEA, and others to determine reading level and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. The reading

lesson segments can incorporate differentiated texts—for on-level, advanced, below-level, and ELL students.

To further enhance learning for those students who are higher-level, the School will emphasize using higher-order thinking skills and higher-order tasks to challenge the students. These tasks are utilized as students master concepts and deepen their understanding, and ultimately will benefit all levels of learners. The activities are to enrich college-ready skills, such as problem-solving, critical thinking, synthesizing, analysis, connections, creativity, metacognition, evaluation of decision-making, and transferring knowledge. Not only can these be applied within the reading program, but also across all content areas. Examples of higher-order activities that can be utilized include, but are not limited to:

- Cooperative learning groups
- Student-created artifacts
- Cross-curricular projects
- Inductive learning
- Real-world application projects (i.e. Budgets)
- Circle of knowledge
- Evaluations and Critiques
- Research projects
- Debates
- Mock trials

Specification 4: Reading Text Materials and Resources

The Comprehensive Core Reading Program (CCRP) Materials: the School will use the GVC to teach all Language Arts Florida Standards. The GVC, which includes the Florida Standards mapped in a way to guide instruction, is the core curriculum for the School, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. Teachers will have as a resource Houghton Mifflin Collections in ELA. As all of the resources are consistently reviewed and evaluated, this choice may change in the future if new, more effective resources are determined. As stated previously, this proposed program includes a range of diverse print and media aligned with the rigor of Florida Standards. Within the program there are tools for planning and assessing, intervention and supplemental resources, as well as various sources of texts and other features to meet the needs of all students. Novel studies will be incorporated using exemplar texts. The increase in complexity will be accomplished by exposing students to genuine texts. Blended learning will be utilized for all learners, and will include the following resources: Plato, Read 180 and Reading Plus. Classroom libraries and/or digital libraries are also available to meet the diverse needs of students' reading levels and cultural backgrounds. Students will have the opportunity to utilize these resources at school and at home.

Supplemental Intervention Reading Program (SIRP) Materials: the School will meet the individual needs of students during the school day, by the adding to the core ELA instruction through the Supplemental Intervention Reading Program. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the ELA block in times such as before and after school, through content area integration, during enrichment activities, and any other opportunity, to

support student achievement of individual learning goals. Materials and resources that will be used are:

- **Reading Plus***⁵
- Read 180*
- Failure Free Reading

*Denotes computer-based program

Comprehensive Intervention Reading Programs (CIRP) Materials: The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level. Students will be given additional instructional minutes using a research-based intervention program. Students will receive this additional instruction outside of the core ELA block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Research-based programs that the teacher will utilize are:

- **Corrective Reading**
- Lexia Reading*

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

All students entering the School, particularly those who enter below grade level, will benefit from the implementation of the education model. The School's education model, which includes the GVC, is aligned to specific state standards and grade-level expectations, is the framework of what is taught at each grade level, and allows for modifications to the instruction in the classroom to meet the students' needs. Students will be engaged by the innovative curriculum, which is designed to introduce core concepts that are further developed and expanded as students progress through each grade level. This process allows them to develop the skills necessary to: 1) comprehend and interpret texts, including written as well as audio and visual texts; 2) compose a variety of types of texts, including critical real world concepts; 3) effectively communicate and interact in cooperative learning groups; and 4) communicate information through different modes of presentation.

Baseline assessments from the previous year or grades from the student's previous school will be utilized to target students who are performing below grade level. The School will analyze Common Assessments, previous benchmark assessment, and state assessments to determine which interventions would best suit the needs of the students. Even after the decision is made to place students into intervention programs, the process will be monitored by administration via data chats and observations. Teachers will monitor progress within each of the programs to ensure fidelity of implementation, as well as effectiveness of the program, with formative assessments. The Progress Monitoring Plan is a tool created by the teacher that lists the accommodations and goals made for students below grade level. This is signed by the parent to

⁵ Intervention programs in bold are required for purchase in all CSUSA-managed schools. Depending on budget and the needs of the students, the other intervention programs are optional.

ensure accountability and revisited periodically to make adjustments if students are still performing below grade level.

The School will provide the follow accommodations for students below grade level:

- Differentiated instruction - Students will benefit through the use of innovative, differentiated instructional methods, which utilizes research- based instructional strategies, including but not limited to Marzano’s thirteen high-probability teaching strategies, to enhance the student’s opportunity to learn the specific skills identified. Small-group instruction is utilized in different subjects, including ELA and math, in order to support the needs of students who are struggling with the content. The reading lesson segments can incorporate differentiated texts—for on-level, advanced (enrichment), below-level, and ELL students. The school can also have a math resource that provides for enrichment, on-level, and re-teaching of each lesson.

Teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text yet still master the same standard as students reading on-level text
 - Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
 - Grouping students differently depending on the activity
 - Integrating formative assessments throughout the activity to make adjustments
 - Continuously assessing, reflecting and adjusting content, process, and product to meet student needs
- **Push-in/Pull-out** – Certified teachers will be available to pull-out or push-in with students who are below grade level. As described in the RtI model, students will also receive extra instructional time to meet the demands of the curriculum. This additional time for instruction outside of class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as stated in *Annual Growth for All Students and Catch Up Growth for Those Who Are Behind*. (Fielding, Kerr, Rosier 2007).
 - **Tutoring** - For students that require additional intervention, tutoring will also be available at the School. These sessions will be derived from the operating budget and be applied to those students requiring extra intervention to bring them up to grade level expectations. Certified teachers will use a set curriculum in a small group setting, targeted to students’ skill deficiencies, as determined by diagnostic and formative data. Tutoring sessions will be targeted by using students’ benchmark data to determine areas of re-teaching. The instructional strategies will be varied depending on the students’ unique way of learning. The goal of tutoring sessions is to engage the student and re-teach the information in a new way. Sessions can take place after school, and the School may have the opportunity to have Saturday sessions as well.

- Instructional Focus Plan (IFP):** Teachers, in conjunction with the School administrative team, plan together and schedule learning objectives aligned to a data-driven calendar. The calendar is developed based on the data provided by each benchmark assessment, which teachers analyze to determine what standards the students need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students within the School while maintaining rigorous pacing and high expectations. Teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

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

The following are possible courses that may be offered as electives at the School, depending on teacher certification and student population. All courses at the School will be consistent with the courses made available by the FLDOE via

<http://www.fldoe.org/articulation/CCD/files/1415CCDBasic9-12.pdf>

Table 4.3 Language Core Options

Foreign Language/Classics:	Spanish I-IV Latin I-IV German I-IV American Sign Language I-IV
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Table 4.4 Suggested Sequence of Language Courses

Grade	Option 1 Spanish	Option 2 Latin	Option 3 German	Option 4 American Sign Language
9 th	Spanish I	Latin I	German I	American Sign Language I
10 th	Spanish II	Latin II	German II	American Sign Language II
11 th	Spanish III	Latin III	German III	Elective
12 th	Spanish IV	Latin IV	German IV	Elective

Table 4.5 Fine Arts Core Options

The Fine Arts:	1. Art-Visual Arts -2-D Studio Art -3-D Studio Art -Art History 2. Music -Band -Orchestra -Chorus -Vocal Ensemble
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Table 4.6

Suggested Sequence of Fine Arts Courses		
Grade	Option 1 Visual Arts (from list above)	Option 2 Music (from list above)
9 th	Visual Arts I	Music I
10 th	Visual Arts II	Music II
11 th	Visual Arts III	Music III
12 th	Visual Arts IV	Music IV

Table 4.7

Physical Education

Physical Education Options		
Option 1	Option 2	Option 3
.5 credit in Physical Education and .5 credit in Personal Fitness and .5 credit in Health	1 credit HOPE Core course	1 credit HOPE Physical Education Variation course

Table 4.8

Technology Core Options

Technology	Courses
(Elective)	AICE Computing – Grades 9-11
(AP)	Advanced Placement Computer Science - Grades 10-12
(Elective)	AICE Applied Information and Communication Technology- Grades 10-12
(Elective)	AICE Design and Technology – Grades 9-11

Ninth Grade Plan of Academic Courses

Foreign Language – (Introductory Spanish, German, or American Sign Language) – The study of foreign languages opens doors to a greater understanding of the world and its cultures. The goal of studying languages is to achieve a level of proficiency that enables students to use the language to communicate and appreciate different ways of seeing the world. The 9th grade program builds students basic skills in reading, writing, speaking, and understanding the cultural roots of the language.

Physical Education – It is recommended that students complete their Physical Education requirement in grades 9 or 10. The A++ Secondary Reform Act, a bill signed into law by the Governor on July 1st, 2006, requires students entering high school in 2007-2008, and all those who follow, to complete one full credit of Physical Education to integrate Health. A new course was written to comply with this new statute language. Called “Health Opportunities through Physical Education” (HOPE), this new course will include some of the health information formerly taught in the Life Management Skills course. Under this new plan, Life Management Skills (0800300) is no longer required for graduation and becomes an elective.

Arts – Art classes expose students to a varied program in which students explore basic elements of music, the visual arts, and performing arts. All arts disciplines benefit from instruction that

combines individual attention with small and large group learning experiences. Arts instruction builds understanding by connecting arts and non-arts content. The instruction will include hands-on activities, student interest exploration, and historical perspectives taught by highly qualified teachers certified in the corresponding subject area. One of the highest benchmarks for quality art instruction is a well-trained certified arts teacher.

Curriculum Enhancements

In order for curriculum to be current and relevant, the High School will strive to provide learning experiences which reflect today’s dynamic times. The High School founders and staff view its curricular programs holistically as including in-school instruction as well as out-of-school activities. The School encourages and offers experiential learning opportunities. The experiential opportunities may include “school to work” programs, internships, and apprenticeships. For students to develop all their talents, skills, and intelligence, there must be social and emotional experiences in which to interact. Athletics will focus on traditional athletic teams but will also emphasize lifelong sports for adult participation. Athletic teams will be available to males and females and will be phased-in pending facility, coaching staff availability, and student preference. Sample athletic teams can include but are not limited to the following:

Table 4.9

Basketball	Track & Field	Cheerleading
Baseball	Swimming	Tennis
Volleyball	Cross country	Softball
Wrestling	Soccer	Football

Sample extracurricular activities can include but are not limited to the following:

Table 4.10

Art	Newspaper
Student Government	Ecology Club
Chess	Yearbook

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

Within the student information system, teachers can track in real time, the results of formative assessments, the extent to which they have covered each standard, as well as the level of mastery attained by students. Teachers write notes and track on the curriculum map how the students perform on each unit and standard, which is an important reflective piece when evaluating the curriculum. Common assessments will also be administered monthly, which are aligned with curriculum maps tied to the standards to track mastery of the grade level standards of the curriculum. Resources are continuously reviewed and updated by the ESP based on several components such as effectiveness, cost, etc.

School administrators monitor the effectiveness of the implemented curriculum throughout the year by conducting weekly informal walk-throughs, as well as up to four QUEST visits, in which every teacher is observed and coverage of the curriculum is examined. This creates a continuous feedback loop where each teacher and administrator is provided specific feedback on the all the elements of *What Works in Schools*, specifically on ensuring a GVC.

Ultimately, the effectiveness of the GVC will be evaluated by the attained curriculum, primarily measured by students' performance on the FSA, FCAT 2.0, and EOCs. The School will monitor, review, and revise all resources and materials based on data and student needs. If the school is not reaching its goals based on student performance then administration, along with the ESP, will make decisions on how to adjust the GVC or curriculum resources to best ensure that students are reaching their goals.

Section 5: Student Performance, Assessment and Evaluation

A. State the school's educational goals and objectives for improving student achievement.

Goal-setting will align to the Florida School Performance Grades accountability system. Subsequently, changes to the Florida School Performance Grade accountability calculation will prompt a revision to the school's goals in the affected year(s). Per the Florida A+ School Grading system, each school evaluates individual student success and effectiveness of the curricula by their performance on the State Assessments and State Alternative Assessments (currently the FCAT 2.0, End of Course Assessments and the FAA). The individual student performance data are then combined to measure the school's progress over the last year. Schools accumulate points for both achievement and growth on both state assessments and state alternative assessments. The state calculates the percentage of students meeting high standards in Reading,⁶ Mathematics, Science, Social Studies and Writing; the percentage of students making annual learning gains in Reading and Mathematics; and the percentage of the lowest 25% of students making annual learning gains in Reading and Mathematics. High school grades also include "Other" components, such as graduation rates, college readiness and student participation in and performance on college and career coursework. Once a school's points are totaled, they are placed on a 1600 point grading scale where 1120 or more points earned is an A. According to the most recent Florida School Grade Model (2013-2014), fifty percent of the Florida high school grade is based on student performance and learning gains on state assessments. The remaining fifty percent includes points for graduation and college and career readiness.

On the assessment components of the school grade students will demonstrate academic improvement and success by meeting high standards and making annual learning gains as defined by the State of Florida. Currently proficiency, or the meeting of high standards, is defined as those students who score an achievement level of three or higher in Reading, Mathematics, Science and/or Social Studies, and a 3.5 or higher in Writing. On the FAA, students must score a level 4 or higher to be classified as meeting high standards.

Students will demonstrate a year's worth of learning, or a "Learning Gain" on the FCAT 2.0 in one of three ways:

⁶ We recognize that with the adoption of the Florida Standards, subsequent references to FCAT 2.0 and reading assessments will soon be replaced by the Florida Standards Assessment (FSA) and ELA assessments. As a charter school, we are subject to state testing and accountability requirements, and we are prepared to make such adjustments as required by the State of Florida.

Table 5.1a

Current FCAT 2.0 Learning Gain Requirements													
1. FCAT 2.0 Achievement Level	Improve one or more levels (e.g. from 1-2, 2-3, 3-4, 4-5)												
2. Maintain a Proficient Level	Maintain level 3, 4, or 5 without dropping from a previously higher score												
3. Adequate Vertical Scale Score Growth	<p>Show growth within a level 1 or level 2, according Florida’s required Vertical Scale Score increases for Math and Reading.</p> <p style="text-align: center;"><i>One Year’s Growth – Reading</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">Adequate Reading Gains</th> </tr> <tr> <th>Grade</th> <th>8-9</th> <th>9-10</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>6</td> <td>8</td> </tr> <tr> <td>Level 2</td> <td>5</td> <td>7</td> </tr> </tbody> </table> <p>Learning gains on the Algebra 1 and Geometry End of Course Assessments are determined by the statewide sample of EOC testers using the “Common Scale Score.” Learning gains results are not reported to schools at the grade or assessment level. Goals will reflect improving the school-wide math learning gains and school-wide learning gains for the lowest 25%.</p>	Adequate Reading Gains			Grade	8-9	9-10	Level 1	6	8	Level 2	5	7
Adequate Reading Gains													
Grade	8-9	9-10											
Level 1	6	8											
Level 2	5	7											

Students demonstrate a year’s worth of learning or a “Learning Gain” on the Florida Alternative Assessment in one of three ways:

Table 5.1b

Current FAA Learning Gain Requirements	
1. FAA Achievement Level	Improve one or more levels (e.g. from 1-2, 2-3, 3-4 etc.)
2. Maintain Proficiency	Maintain level 4 or higher without dropping from previous level.
3. Adequate Vertical Scale Score Growth	FAA students who remain at performance level 1, 2 or 3 are credited with gains if their score improves by at least 5 points from the previous year.

The data displayed in tables 5.1a and 5.1b above are based on the latest information provided by the FLDOE at the time the application was submitted.⁷ Any changes made by the FLDOE after submission will be adjusted accordingly for the School, as needed.

The School understands and is dedicated to ensuring that all students have a fair, equal, and significant opportunity to obtain a high-quality education and will continually strive for

⁷ <http://schoolgrades.fldoe.org/pdf/1314/SchoolGradesCalcGuide2014.pdf>

academic excellence on challenging state academic standards (NGSSS and Florida Standards) and the state academic assessments. In compliance with the Elementary Secondary Education Act Wavier (ESEA), school proficiency and learning gain calculations include Students with Disabilities and English Language Learners with more than one year of English instruction.

School's Goals

By the 2014-2015 school year, Florida Standards and corresponding assessments will be fully implemented in the subject areas of ELA and Mathematics. In its initial charter year the school will aim to meet or exceed the performance of comparable Broward schools on the eight assessment elements of the Florida School Performance Grade. After establishing the baseline student performance in year one, the School may revise and document its multi-year goals in the school's annual Strategic Plan. Currently, the state evaluates 9-12 buildings on a single scale for purposes of accountability calculations. Therefore, to maintain a level of transparency with our students, parents and the community at large, the School will align its goals to publicly available data calculated school-wide and published annually by the Florida Department of Education.

Calculations to meet the school's minimum goal requirements in year two and beyond are detailed below for Proficiency, Growth, Closing the Achievement Gap and the Florida School Performance Grade. These S.M.A.R.T. goals comply with current AMO requirements as required by Florida's ESEA Flexibility Waiver, specifically the safe harbor provision. The state of Florida met 1 out of 18 (6%) AMO Reading and Math targets in 2012-2013 using the safe harbor calculation. Therefore, the School acknowledges that these are rigorous goals and is prepared to effectively target instruction to meet these high expectations and achieve student success.

While the School's mission is to prepare students for college and post-secondary endeavors, the state of Florida's high school calculation is expected eliminate six College and Career Readiness components from the school grade calculation. As such, in addition to the assessments goals presented below, the school will also meet or exceed comparable Broward schools' graduation rate and all "Other" components current each year of the charter.

Proficiency Goal

Specific: Each year, on the State Assessments (currently FCAT 2.0, End of Course and FAA,⁸ but in 2014-15, Florida Standards-aligned assessments are set to replace many FCAT 2.0 tests in Math, Reading, and Writing) the School will see a significant increase in the percentage of "Proficient" students (as defined currently by those scoring Level 3 or above in Math, Reading, Science and Social Studies and level 3.5 or above in Writing).

Measurable: Student Math, Reading, Science and Social Studies scores will reflect at least a 10% reduction in the number of students who are NOT "Proficient" relative to the previous year or meet or exceed the performance of Broward's demographically similar schools. The

⁸ The school will outline goals on alternative assessments in any year where the number of students participating in the FAA exceeds ten. In those years the school will meet or exceed District performance on the alternative assessment. A student group of ten or more was chosen to provide meaningful targets and to protect the privacy of individual students.

assessment scores in Year 1 of the charter will establish the baseline for measuring this goal. Assessment scores in the *second* year will be the initial comparison to the baseline. If in any prior year, proficiency is at or above 90%, the School will increase said proficiency by 1%, or meet or exceed the performance of Broward's demographically similar schools.

Attainable: We believe this goal is attainable, given that our students will have the appropriate resources and access to high quality teachers.

Relevant: This goal is relevant to the School's mission, highlighting the importance of student success and academic rigor.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be evaluated and assessed annually, after the release of state assessment results in the spring.

Growth Goal

Specific: Each year, on the State Assessments the School will see a significant increase in the percentage of students making learning gains in Reading and Mathematics.

Measurable: Student Reading and Mathematics scores will reflect at least a 10% reduction in the percentage of students NOT making learning gains relative to the previous year or meet or exceed the performance of Broward's demographically similar schools. School-wide learning gains in Year 1 of the charter will establish the baseline for measuring this goal. Learning gains in the second year will mark the initial comparison to the baseline. In 2014-15, Florida Standards-aligned assessments are set to replace many FCAT 2.0 tests. Upon their replacement, the School will adhere to the new learning gain calculations provided by the State of Florida.

Attainable: This goal is attainable with the programmatic, financial and human resources that will be available at the School.

Relevant: This goal is relevant to the School's mission as students must experience growth and development annually.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be assessed annually, after State Assessment results are released in the spring.

Closing the Achievement Gap Goal

Specific: Each year, on the State Assessments the School will see a significant increase in the percentage of its lowest 25% of students making learning gains in Reading and Mathematics.

Measurable: Student Reading and Mathematics scores will reflect at least a 10% reduction in the percentage of the School's lowest 25% of students NOT making learning gains relative to the previous year or meet or exceed the performance of Broward's demographically similar schools. School-wide learning gains for the lowest 25% in the first year of the charter will establish the baseline for measuring this goal. Learning gains among the lowest 25% in the second year will

allow for the initial comparison to the baseline. In 2014-15, Florida Standards-aligned assessments are set to replace many FCAT 2.0 tests. As stated above, upon their replacement, the School will adhere to the new learning gain calculations provided by the State of Florida.

Attainable: This goal is attainable given the School's focus on individualized and personalized learning plans.

Relevant: This goal is relevant to the School's vision that every student can learn and actualize his/her potential.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be assessed annually after State Assessment results are released in the spring.

Florida A+ School Grade Goal

Specific: The School will meet or exceed Broward's performance on all Florida A+ School Grade model components, such as proficiency, learning gains, and graduation rate⁹, among district schools with comparable student demographics.

Measurable: The School will meet or exceed Broward's performance, among schools with comparable student demographics.

Attainable: The School will have the academic, financial and human resources necessary to meet or exceed the performance of its peer schools.

Relevant: As a school of choice, we recognize that comparative school performance is crucial to our ability to attract and retain students as well as maintain parent confidence.

Time Bound: School grades are reported annually in the summer by the State of Florida.

The goal setting procedures described above represent a comprehensive list of performance targets aligned to the current Florida school grade calculation. Baseline values on each metric will be established at the end of the School's first academic year. The tables below represent an application of the goal setting procedures to a *sample* baseline year of data; goals in year two and beyond will be based on meeting or exceeding the baseline achieved in year one (or the year prior), with the goal of reducing the percent of students who are not proficient or not making gains by 10% each year of the charter. Year two, three, four and five goals are shown with baseline values from the average of a sample¹⁰ of west Broward area schools' School Performance Grade results, published in June of 2014. Since the actual student population of the School is unknown, the sample average among the west Broward area schools' performance is a best approximation of the average west Broward area student's performance. When the student

⁹ The sample graduation rate baseline has been estimated with the most recent data available (2012-13).

¹⁰ The schools used in this sample include: Charles W Flanagan High School, City of Pembroke Pines Charter High School, Cooper City High School, International School of Broward, McArthur High School, Nova High School, Piper High School, Plantation High School, South Plantation High School, and Western High School.

population of the sample schools does not contain the minimum number of students required for reporting, the district average is substituted and notated with a ^D.

Table 5.2

Sample Goals: Renaissance Charter High School of West Broward							
Goal Area	Assessment	Subject	Sample 2014 Baseline Results	Year 2	Year 3	Year 4	Year 5
Proficiency	FCAT Grades 9-10	Reading/ELA	58	62	66	69	72
	Algebra and Geometry EOC	Math	65	69	72	75	77
	FCAT Grade 10	Writing	75	78	80	82	84
	Biology EOC	Science	67	71	74	76	79
Growth	FCAT Grades 9-10	Reading	65	69	72	74	77
	Algebra and Geometry EOC	Math	66	70	73	76	78
Closing the Achievement Gap	FCAT Grades 3-10	Lowest 25% Reading	66	69	73	75	78
	Algebra and Geometry EOC	Lowest 25% Math	67	70	73	76	78

Goal Area	Assessment	Subject	Expected Baseline Results	Year 2	Year 3	Year 4	Year 5
Proficiency	High School EOCs	Algebra ^D	68	71	74	77	79
		Geometry ^D	65	69	72	74	77
		Biology ^D	65	69	72	74	77
		History ^D	62	66	69	72	75

Goal Area	Assessment	Subject	Sample 2014 Baseline Results	Year 2	Year 3	Year 4	Year 5
	Graduation Rate		89	90	91	92	93

* Preliminary points include Proficiency (Reading, Math, Science and Social Studies), Growth (Reading and Math) and Closing the Achievement Gap (Reading and Math). Grade estimation is determined by available points.

^D indicates the district average has been used in place of the local schools' average.

Each year reflects a 10% reduction in the number of students who are NOT Proficient, or did not make learning gains relative to the previous year.

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

The School will follow the pupil placement and promotion standards set by CSUSA's Student Progression Plan (which can be found in **Appendix G**) in accordance with the Florida statutory requirements and the FLDOE guidelines. This includes all grade level promotion requirements of the State.

C. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

At the high school level, this extends to student progress towards graduation. As every credit is crucial to the success of the School's students, teachers take ownership of a student's path towards graduation. During the data chats, teachers will discuss students that may be in danger of not graduating and discuss individualized solutions for the students. Students are then provided guidance on creating a graduation plan that describes the types of courses they will take each year in order to graduate.

In order to satisfy graduation requirements, students must receive credits in all required coursework and maintain a passing grade point average of 2.0 or higher. Students must also pass the following state assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments and the results constitute 30 percent of the final course grade:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

The chart below outlines the credit requirements for graduation.

Table 5.3

24 - CREDIT OPTION	
English Language Arts	4 credits (ELA I-IV)
Mathematics	4 credits (must include Algebra I and Geometry)
Science	3 credits (must include Biology I)
Social Science	3 credits (1 credit World History, 1 credit United States History, 0.5 credit United States Government, and 0.5 Credit Economics with Financial Literacy)
Performing Arts, Speech and Debate, or Practical Arts	1 credit
Physical Education/ Health	1 credit (to include integration of health)
Electives	8 credits
Online Course	1 course

While we have listed the minimum graduation 24-credit requirements in the chart, we recommend and encourage our students to strive beyond the minimum requirements. Our suggested program of study, which will be finalized by the school leadership team, will encourage students to take more credits and vary their programs of study based on their vision for the future.

Students also have the opportunity to take advanced placement (AP) courses. Once student's needs have been determined, the School's course offerings will reflect AP courses.

Preliminary Scholastic Achievement Test (PSAT) is a standardized test that provides firsthand practice for the Scholastic Achievement Test (SAT) Reasoning Test™. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The SAT Reasoning Test is a measure of the critical thinking skills students will need for academic success in college. The SAT assesses how well students analyze and solve problems—skills you learned in school that you'll need in college. The PSAT's is typically taken by high school sophomore, but juniors are also encouraged to take it. The American College Testing (ACT) Program is a widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. Based upon student request, the School will either offer and/or serve as a resource for gathering more information regarding PSAT, SAT and ACT preparatory classes and the application process.

During the initial year of operation, the School will be eligible to apply for accreditation from the Southern Association of Colleges and Schools. The accreditation process aligns with the Charter Schools USA Educational Model. The SACS process has three major components: to meet the standards for accreditation, to identify and implement an improvement process, and to provide quality assurance. SACS accreditation will support the school's commitment and capacity to engage in ongoing improvement, and in meeting local, state, and federal requirements.

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.

With the GVC at its core, the School will administer assessments as outlined below and follow administration with in-depth analysis to establish current baseline levels of mastery of specific skills, and identify specific areas of need for all students.

Baseline achievement data will be collected from previous year's FSA/FCAT 2.0/EOC scores, benchmark 1, and numerous diagnostic assessments. This data will be used to generate the PLP, which is created by compiling prior rates of academic progress in order to identify students' current strengths and areas of need to effectively target instruction. Broward County Public Schools will provide the School, prior to the beginning of each school year and upon request during the school year, all student performance data electronically (in .txt, .csv, mdb, or .xls format) and cumulative records for all incoming students. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about instructional focus and strategies to best meet the needs of each student.

Benchmarking

The School will use NWEA benchmarks that are nationally-normed, simulated state standardized tests in order to provide administrators, teachers, and students with information on individual student achievement based on a specific set of criteria including NGSSS and Florida Standards. Utilizing research on feedback, these exams will be openly discussed with students to assist them in understanding what they have successfully mastered and what is needed for continuous improvement. Benchmarking is administered three times a year, prior to the state standardized test, providing teachers with an updated evaluation of student learning. The ESP will assist the School in compiling this student assessment data, by individual student, by individual skill, by class and by grade level. This will give the School administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

Personalized Learning Plans

All students will have a PLP, as mentioned in previous sections. The PLP is designed to track an individual student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning, at a specific grade level. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. PLPs are updated quarterly, at a minimum.

Teachers will consider the following information when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment
- The results of any achievement testing
- Examples of the student's work
- A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress. A measure of each student's rate of academic gains will be determined at the end of the year via his/her individual portfolio and the comparison of FSA/FCAT 2.0/ EOC learning gains. Teachers will be trained on the use of the PLP. Administrators and teachers will compare the data within the PLP with that of students within the county in comparable populations. Based on the instructional implications of the data, teachers will differentiate instruction to remediate any skill deficiencies and provide enrichment to extend learning for students who demonstrate mastery.

The School will use baseline data to identify professional development needs for the school and school-wide instructional goals.

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

The School considers evaluation and assessment to be a broad and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. To ensure efficient collection and transfer of student performance data, the School will cooperate with all schools in obtaining all necessary records and student information. Listed below are measurement tools that will be used for assessment purposes. The assessment tools listed below do not limit the School from incorporating other measures that we might determine necessary to support the mission of the School.

Criterion-Referenced Assessments

The School will administer assessments that mirror the state-mandated assessments in order to ensure adequate progress and preparation for every student.

- State-Mandated Assessments – Students will participate in the administration of the FSA/FCAT 2.0/EOC annually, as appropriate. ELL students will participate in any state or district mandated assessments such as CELLA. Third grade students will have the opportunity to take the state approved alternative assessment for good cause exemption or mid-year promotion.
- Common Assessments: The ESP will provide monthly “common assessments” which are created from a data bank and disseminated to the School to gauge students’ progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform

tool to monitor progress towards mastery of grade level standards more frequently between benchmark assessments administered by NWEA.

- Weekly Standards Assessments include objective-based questions that are used for quick check of content material as well as essay questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.
- Instructional Focus Plan (IFP) Assessments: Tests aligned to specifications of Florida Standards and assessments that measure mastery of competencies within the GVC, given minimally every two weeks. IFP instruction and assessments match the skills and concepts each class needs to work on in order to reach mastery.

Project-Based Performance Tasks

- Inquiry-Based Projects – Students will participate in problem solving tasks, hands-on experiments, and other inquiry-based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano).
- Real World Application – Teachers will ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure that students apply knowledge to real world scenarios.
- Student Portfolios – Student work samples that focus on the development of reading, writing, and communication skills.

Ongoing Formative Practice Assessments

- Achievement of goals and objectives in the student's PLP
- Quarterly progress summaries
- Journals
- Teacher observations
- Anecdotal records of the student's performance
- Attitude inventories
- Tools within software programs

Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken at different time intervals throughout the year. For students entering the School from a Broward County public school, past test results and cumulative records will be requested from the district to provide baseline data and student academic levels.

Students' strengths and areas of growth will initially be identified after administration of the first benchmark assessment. Continual monitoring of student achievement data will be provided by administering additional benchmarks two more times during the school year. The NWEA benchmark assessment test will be administered periodically prior to the FSA or FCAT 2.0, thereby providing teachers with an updated evaluation of student learning. Though a formative assessment is not used for norm referencing or as an assessment of a student's overall academic achievement, it does play an integral part in monitoring student growth and in modifying instruction.

Through analysis and evaluation of data, administrators, teachers, parents, and students will be able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student's PLP as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, students' PLPs will be modified. Goals will be set for each student, skill areas will be identified, and student grouping, based upon academic needs will be adjusted. Each student's PLP will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the NGSSS, Florida Standards and the GVC. Students are expected, at a minimum, to achieve the benchmarks of the NGSSS and Florida Standards for each grade level and the goals and objectives specified in their PLPs.

The following is a list of the formal testing methods, which will be used by the School as part of its plan to assess student performance.

Baseline Assessment

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to MAP, DAR and other diagnostic assessments, as well as previous performance on FSA or FCAT 2.0.

Benchmark Tests

Benchmark tests are simulated high-stakes standardized tests that are meant to provide administrators, teachers, parents, and students information on individual student achievement based on a specific set of criterion. These exams are meant to be "formative" in nature. The School will use NWEA benchmark tests. These exams will be openly discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve. The ESP will assist the School in compiling this student assessment data by individual student, by individual skill, by class and by grade level. This will give the School administrator an understanding of what each student has mastered and will allow for professional discussion about data-driven instruction in the classroom.

Florida Standards Assessment (FSA) and Florida Comprehensive Assessment Test (FCAT 2.0)

The School will follow the state of Florida's transition to Florida Standards. As such, the School will utilize the FSA, in addition to FCAT 2.0, as appropriate, which are the foundation of the statewide assessment and accountability program. The FSA includes grades 3-11 assessments in ELA and mathematics. FCAT 2.0 is used to assess grades 5 and 8 in Science, in addition to retakes of the FCAT 2.0 Reading and Math tests for retained 10th grade students. Student achievement data is used to report educational status and annual progress for individual students, schools, districts, and the state. Standards articulate challenging content that Florida students are expected to know and master. The administration of the FSA and FCAT 2.0 is "summative" in nature. The results are distributed to schools and the parents and are the basis for the Florida A+ Plan.

End of Course Assessments (EOC)

The Florida End-of-Course Assessments are computer-based tests designed to measure student achievement in mastering the NGSSS for specific middle- and high-school level courses, as outlined in their course descriptions. These assessments are part of Florida's Next Generation Strategic Plan. They were created for the purpose of increasing student achievement and improving college and career readiness in the areas of Algebra 1, Geometry, Biology I, and, US History and Civics. Student achievement data is used to report educational status and annual progress for individual students, schools, districts, and the state.

The table below outlines the state's testing requirements, current as of 2014-2015 from the Department of Education:

Table 5.4

Florida Standards Assessments (FSA)	
Assessment	Grade Level
FSA English Language Arts	3-11
FSA Mathematics	3-8
FSA End-of-Course Assessments	
Algebra 1, Geometry, Algebra 2	
Next Generation Sunshine State Standards (NGSSS) Assessments	
Assessment	Grade Level
FCAT Mathematics Retake and FCAT 2.0 Reading Retake	Retained 10-AD
FCAT 2.0 Science	5 and 8
NGSSS End-of-Course Assessments	
Algebra 1 Retake, Biology 1, Civics, Geometry Retake, U.S. History	

Student Rights and Responsibilities

Grades are only an indicator of the students' knowledge or skill at any particular time. Grades are not necessarily an accurate gauge as to whether learning has taken place. However, since much emphasis is placed upon grades, a student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement.

Table 5.5

Rights:	Responsibilities:
<p>Students have the right to be informed of the teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period.</p> <p>Students have the right to receive an academic grade that reflects their achievement. Students have the right to be notified anytime during the grading period when it becomes evident that the student is performing unsatisfactorily in academics, conduct, or effort; or prior to the seventh week of a grading period, if an unanticipated reduction in performance becomes evident in academics, conduct, or effort.</p> <p>Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.</p> <p>Students have the right to achieve academic success based upon their own initiative and ability without interference from others.</p>	<p>Students have the responsibility for asking teachers in advance of a graded assignment, for an explanation of any grading criteria or practice which they may question or which may need clarification.</p> <p>Students have the responsibility for maintaining reasonable standards of academic performance commensurate with their ability.</p> <p>Students have the responsibility for making every effort to improve their performance upon receipt of notification of unsatisfactory performance.</p> <p>Students have the responsibility for conducting themselves in each class in ways that are conducive to the learning process.</p> <p>Students have the responsibility for earning grades based upon their performance while guarding against cheating by other students.</p>

The School considers evaluation and assessment to be a broad and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. To ensure efficient collection and transfer of student performance data, the School will cooperate with sending schools, including district schools, in obtaining all necessary records and student information. This process begins with parents signing a release of records form, which is sent to the sending school with a request for records. With the release of records, the student is withdrawn from the sending school, entered into the student information system, and also entered into the district computer system as enrolled in the School. In cases where a student has an IEP, articulation or review meetings will be scheduled with appropriate district personnel in accordance with the student's IEP. The School would welcome an opportunity to participate in any other student articulation or migration processes conducted by the district, to ensure a smooth transition of students and parents from a district school to the School.

Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student's Personalized Learning Plans as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, students' Personalized Learning Plans will be modified. Goals will be set for each student, skill areas will be identified, and student grouping, based upon academic needs, will be adjusted. Each student's Personalized Learning Plans will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the Florida Standards and Next Generation Sunshine State Standards incorporated within Guaranteed and Viable Curriculum.

Students are expected, at a minimum, to achieve the benchmarks of the Florida Standards and Next Generation Sunshine State Standards for each grade level and the goals and objectives specified in their Personalized Learning Plans.

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

The School addresses four components of data-driven instruction:

1. Culture
2. Assessments
3. Analysis
4. Action

The use of student assessment and performance data is vital to the culture of the School, as evidenced by the Education Model, a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action is indispensable for increasing student achievement. It will be deeply embedded in the School's culture and will be a top priority for school-wide improvement. The School leader will use a simple but highly effective yearly data calendar, which will be displayed publicly and referred to constantly, so that everyone in the School community—including students and families—knows when important steps in the data cycle will take place. The School Principal will carve out time for the assessment, analysis, and action, through scheduled data chats with mentor teachers and administration as well as any professional development teachers need to succeed in each part of the cycle. (Fenton and Murphey).

Teachers will use the data from the benchmark process and Common Assessments to differentiate instruction of specific skills through various instructional and regrouping strategies in order to ensure that individual student needs are addressed. To evaluate student learning and the effectiveness of instruction, the teacher will give students formative assessments on those specific skills. After itemized analysis of each assessment, the teacher will report feedback to students and parents verbally, as well as through the student information system, in order to update each student's PLP. Based on the results of the assessment, the teacher will decide whether to re-teach specific skills that have not been mastered or go back to baseline assessment in order to activate students' background knowledge on the new skill to be introduced.

Progress Monitoring Plan (PMP)

The Progress Monitoring Plan was designed to provide students, parents, teachers, and administrators with specific academic intervention information for students who are performing below grade level in each grade. This is included as part of the RTI process. The PMP lists students' areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science. Each student meeting the criteria above must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area.

Student data will be compiled which identifies the lowest 25% in the School from benchmark data and individual student FSA and FCAT 2.0 scores. The lowest 25% in reading is generated in order to assist teachers in targeting students who need remedial instruction. This is not meant to identify the lowest 25% in the school grade calculation but is meant to identify students who need academic support. The benchmark test will be given within the first month of school so that individual student strengths and weaknesses can be identified quickly and a PMP generated in order to make sure classroom instruction is geared toward meeting the needs of every student. This allows students, parents, teachers, and administrators to re-evaluate individual student’s academic achievement in a more time efficient manner. Recognizing areas of strengths and weaknesses in a timely manner is vital to ensure students have enough instructional time and practice to solidify their understanding before reassessment occurs. If a student should need multiple specialized plans, such as PMPs for reading intervention, Individual English Language Learner Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

Table 5.6

Progress Monitoring		
School Level	<p><i>Goal Setting</i> The School sets strategic goals to achieve overall success according to Florida School Improvement Plan and Florida School Grades.</p> <p>School leaders set collaborative instructional and achievement goals annually as part of the culture of continuous improvement.</p>	<p><i>Monitoring</i> Individual data chats held quarterly to review areas of strength and opportunity based on benchmark results. Data from the student information system supports creation of school action plans.</p>
Teacher Level	<p><i>Goal Setting</i> Proficiency and learning gain goals are broken down into grade level and classroom level targets.</p>	<p><i>Monitoring</i> School leadership holds bi-monthly data chats with teachers to analyze overall classroom strengths and opportunities, identify students or standards in need of remediation, and develop classroom action plans.</p>
Student Level	<p><i>Goal Setting</i> Student data from FSA/FCAT 2.0/EOC, academic grades, benchmarks and other formative assessments are compiled on the PLP. With guidance from teachers and parents, students generate goals for each academic area as well as conduct and effort. Teachers explain defined learning gain targets to support student goal setting for FSA/FCAT 2.0.</p>	<p><i>Monitoring</i> In quarterly data chats, teachers analyze the data within the PLP with students and set goals for each academic area as well as conduct and effort. Goals and progress monitoring data are visible to parents, students, and teachers through the student information system.</p>

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

Student assessment and performance information will be shared with students and parents in multiple ways. Teachers will update PLPs and/or PMPs, as well as reflect data on the report card, and discuss student progress via student/teacher and teacher/parent data chats. Parents can

schedule conferences and communicate with teachers as often as necessary, but report cards will be distributed quarterly as a formal communication tool. Progress reports will be sent home mid-quarter for parents to monitor progress.

In addition, parents will have access to the student information system, as mentioned in previous sections. This online access will inform them, via a controlled access password, about their child's class work, test grades, and weekly progress towards meeting the NGSSS and Florida Standards. Parents will have significant information provided to them to schedule a conference, ask questions, or just be aware of their child's academic achievement. From there, parents will collaboratively develop a PLP with their child and the child's teacher to set periodic growth goals.

Benchmark assessments, administered by NWEA, will take place three times a year. After administration of each benchmark, that data, in conjunction with students' scores from the Florida Standards Assessment and FCAT 2.0 will be communicated to parents at least quarterly after each test.

Section 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.

- ✓ 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.

The School's admission policy welcomes and encourages the enrollment of students of all learning profiles. Students with disabilities shall have an equal opportunity of being selected for enrollment in the School per Florida Statute §1002.33(10)(f). The School will provide services to students with disabilities by providing a continuum of services including consultation, collaboration and support facilitation in the regular classroom environment (at least 80% of instruction will occur in a class with non-disabled peers). Students with disabilities whose Individual Education Plan (IEP) demonstrates the need for special education or related services in areas including speech therapy, language therapy, occupational therapy, physical therapy, and/or counseling will be served in the regular classroom or Exceptional Student Education (ESE) setting, as determined by the IEP team through consideration of the least restrictive environment based on the individual student's need. Through consultation, the special education teacher and general education teacher will meet on a regular basis to plan, implement and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general education classroom. Within this level of service, the special education teacher serves in a consultative role to the general education teacher who is endorsed in the core content area and who is primarily responsible for instruction. Through consultation, the special education teacher confers with the general education teacher on areas including but not limited to a specific student's IEP accommodations, application of skills in the general education setting, and tracking goal progress. Through collaboration, the special education teacher also works in partnership with the general education teacher toward a common output that will serve the needs of the given student. For example, this may include changing the presentation of an assignment to allow the student additional spacing between questions, adjusting the number of problems or pages assigned to match the student's capabilities, or creating guided models that the student can refer to when practicing new skills independently in the classroom. Through support facilitation, the special education teacher is present in the regular classroom to provide direct service to the students with disabilities for part of the instructional block and as indicated by the student's IEP. This allows the special education teacher to support the learning and progress of students with disabilities through strategy and skill instruction, remediation, pre-teaching, or re-teaching, as needed.

The School will employ a Student Services Coordinator who will oversee ESE and 504 Plan processes and compliance. This individual will work with special education and regular education staff to build provision of service schedules to ensure that all students receive their special education and related services as indicated on their IEP. All special education and related services providers will consult with general education teachers at the start of the school year, or following identification of a newly eligible student, to review the student's IEP and confirm that

the general education teachers understand their role in implementing the IEP, designing instruction for the student, and progress monitoring of the student's IEP goals. The Student Services Coordinator will maintain a school year calendar reflecting each ESE student's annual IEP date as well as reevaluation dates that will come due during that school year. This will allow the School to schedule and hold meetings in a timely manner.

The Student Services Coordinator will also ensure compliance with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment, which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate "any person who, because of a disability, needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the School will develop and implement the delivery of needed services and/or accommodations. The determination of what services and/or accommodations are needed will be made by a group of people knowledgeable about the student. Appropriate accommodations for 504 eligible students will be implemented in general education classes and throughout the School building to meet the student's needs.

The School will use a Response to Intervention model based on a Multi-Tiered System of Support to provide high quality instruction and interventions matched to the needs of each individual student and each student's performance will drive future instructional decisions. This will be in place for regular education students, as well as students who have previously been identified as having a disability. Through a collaborative problem solving model, the School's multi-disciplinary team (which may include school counselor, teacher, curriculum resource teacher, administrator, School's district-assigned school psychologist, if warranted) will systematically review performance data of all students and identify interventions as needed to improve student performance. This team will work with teachers on implementation of these interventions with fidelity and progress monitoring. The team will meet regularly to discuss how to better enable learning for students at each of the three intervention tiers. Should the team determine, based on student intervention/progress monitoring data, that a student may have a disability and require special education services, upon receipt of parent consent, the School will follow Broward County Public Schools' procedures for referring that student to the appropriate evaluator(s), which may include but is not limited to the School's district-assigned School psychologist for a psycho-educational evaluation or related-services providers.

Should parents request an evaluation of their child prior to the completion of the general education interventions, the School will obtain consent to conduct the evaluation and continue to provide the general education interventions concurrently or provide the parent with written notice of its refusal to conduct the evaluation. The School will work with Broward County Public Schools to ensure that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) of which the student is in attendance after the School's receipt of the parental consent for evaluation.

After the district-assigned School psychologist completes a formal evaluation of the student, results will be shared with the IEP team which is comprised at a minimum of an ESE teacher,

general education teacher, evaluation specialist, LEA representative, the student's parent, and student (if over 13 years of age).

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 School's admission policy welcomes and encourages the enrollment of students of all learning profiles. Students with disabilities and students served in English for Speakers of Other Languages (ESOL) programs shall have an equal opportunity of being selected for enrollment in the School per Section 1002.33(10)(f). The School's enrollment application does not request information on disability status. The School will accept any student residing within the district who submits a timely application, unless the number of applications exceeds the School's enrollment capacity for the given grade level. In such cases, all applicants shall have an equal chance of being selected through a random selection process. The School does not discriminate or limit enrollment based on race, religion, or disability. Furthermore, the School's marketing strategy materials will reflect that it is a "tuition-free" public charter school and that it serves students with "exceptionalities," "disabilities," and "limited English proficiency."

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 School will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all state and federal special education guidelines and regulations as provided in the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The School will implement the same identification, evaluation, placement, and due process procedures as other traditional schools in Broward County. The School recognizes that the services offered to students with disabilities fall within the full continuum of services offered by Broward County Public Schools. As such, the School will work with the district to determine the proper placement for students with disabilities within the full continuum of services that Broward County Public Schools offers.

The School will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. The IEP team will determine the least restrictive environment, as well as the special education and related services and supplemental aids that will be needed for the student with a disability. The IEP team will determine the educational placement for the student with a disability and this placement decision will be based on the student's IEP. Should the IEP team determine that a student requires services outside of the continuum of services offered by the School, the School will collaborate with Broward County Public Schools on behalf of the student to determine the most appropriate placement based on the student's needs.

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.

The School will utilize the regular School facilities and adapt them to the needs of exceptional students by adhering to Section 504, IDEA, and ADA to ensure that the School provides a FAPE within the least restrictive environment. The School will implement the Universal Design model, accommodating to the maximum extent possible for individuals with special needs.

The School is aware that special education spaces should not be clustered or isolated in a single area of the building. While some special education functions clearly need to be adjacent or in proximity to one another, the balance will be dispersed throughout the School. The design of the School will respect the distance students travel throughout the building. If elevators are required in the design of the building, they will be centrally located and never placed at the far ends of the building.

The School's Universal design sanctions that school furniture should maximize comfort and minimize the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges and no glare surfaces. Likewise, pedestrian walks, bus circulation, car circulation, service deliveries, and parking will be physically separated. The clear delineation of these traffic patterns enhances everyone's safety. Pedestrian routes, including those to and from parking areas and bus loading and drop-off areas, will be supervised during school hours as well as well-lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

For students with disabilities whose needs can be met in a regular classroom environment, provisions of supplementary supports and services and/or modifications and accommodations will be provided as outlined in their IEP. The School is aware that some students' IEPs may necessitate the need for assistive technology, environmental adaptations, specialized instructional strategies, peer supports, curricular adaptations or modifications, and collaborative teaching. The extent to which an individual student participates in the general education setting with the use of such supplementary aids and services and/or modification and accommodations is determined on a case-by-case basis by the IEP team.

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

The School's effectiveness in serving exceptional education students will be evaluated on a continuous basis in several ways. The School will ensure that procedures for collecting and reporting to the district and the FLDOE are in place and all required school-based designees are aware of the procedure. The School will have designated a minimum of two individuals responsible for collecting data within the school. Performance data of all students will be reviewed, including students with disabilities and gifted students.

ESE teachers and the general education teachers will collaborate with lesson planning and implementation, as well as to review progress monitoring data on the students that they serve to

determine if students are meeting the goals and objectives of their IEPs. Teachers of gifted students will collaborate with general education teachers related to differentiation of instruction and curriculum compacting for the School's gifted students as well as implementation of their EPs. This will ensure that the focus will be on each student's progress, by all teachers who serve exceptional education students within the School. School based administrators, faculty, and staff of the School will review all exceptional education student data to ensure that the entire ESE program is focused on student achievement (i.e., both on learning gains as well as maintaining high levels of performance). Additional ways to evaluate the progress of the School's special education students include a review of their performance data from the annual state mandated assessment (Florida Standards Assessment [FSA] / End of Course [EOC] Assessment). For ESE students with significant cognitive impairment who may participate in the Florida Alternate Assessment (FAA) as deemed necessary by the student's IEP team, this assessment data will also be used to evaluate the effectiveness of the School's ESE program.

Additionally, the effectiveness of the School's exceptional education program will be monitored and evaluated by providing and requiring participation of all teachers in professional development opportunities that focus on writing quality IEPs/EPs, the use of research-based instructional strategies for exceptional education students, implementing accommodations for students with disabilities in the regular education classroom, and modeling how to use progress monitoring data to analyze whether students are effectively meeting their IEP/EP goals. Furthermore, all teachers at the School will be observed throughout each school year by the School's administrative team as well as by visiting teams through the QUEST process. All observations are aligned to Marzano's teacher level factors and timely, constructive feedback is provided to teachers following each observation.

The School will follow the sponsor's processes related to quarterly reporting of each student's IEP/EP goal progress to their respective parents. In addition, the School will review promotion/retention rates of students with disabilities and discipline data for students with disabilities. Each of these data sources will provide an additional indication of the School's effectiveness in serving ESE students.

The families of exceptional education students will be invited and encouraged to participate in the School's Open House events that occur twice annually. At these events parents will be provided with an opportunity to meet all teachers and staff members who provide services to their exceptional education students and visit their student's classrooms. Parents will also have the opportunity to see work samples on a continuous basis, check student progress through the web-based student information system, contact teachers by phone or through email, and provide input through parent meetings and surveys.

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

When exceptional students enter the School, the Student Services Coordinator will advise the ESE team of the student's enrollment. The team will review the student's IEP and the Student Services Coordinator will ensure that all services indicated on the student's IEP are in place. The ESE teacher will collaborate with the student's general education teacher to ensure

understanding of the IEP and to offer support related to the provision of supplemental aids and/or instructional modifications as outlined in the IEP.

When providing instruction in the classroom, teachers will use scaffolding and provide students with direct instruction, modeling, guided practice, and independent practice. Small groups will be used for more individualized instruction when necessary with additional support provided by ESE staff when needed. If students enter the School reading below grade level, for example, they may have the opportunity to receive extra reading minutes to increase their growth throughout the year, as it is the intention of the School to meet the individual needs of students during the school day. Based on Common Assessment and benchmark data, students may receive additional instruction and practice on identified skills. Teachers will provide additional instruction beyond the standard instructional block in times such as before and after school, through content area integration, during enrichment activities or lunch, and any other opportunity, to support student achievement of individual learning goals. The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the ELA block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. These instructional opportunities developed around a student's unique needs help to increase their engagement in the learning process.

The School will use a Response to Intervention model, as indicated in section 6A, based on a Multi-Tiered System of Support to provide high quality instruction and interventions matched to the needs of each individual student and each student's performance will drive future instructional decisions. Please see the Educational Program Design of this application for details regarding the Response to Intervention model.

The School's classroom teachers will remain in continual contact with all stakeholders, by updating the student's Personal Learning Plan, using data derived from benchmarks and Common Assessments, ongoing progress monitoring, report card, and the benchmark testing results. Involving parents and students, and engaging them in a collaborative manner, is critical to student success. Initiating and strengthening collaborations between school, home, and communities, provides the basis for support and reinforcement of students' learning. The plan for assisting remedial students accounts for continued collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process.

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

Based on the collective experience of the Governing Board and the ESP, the School expects that the population of students with disabilities will average approximately 12% of the student population. For purposes of projections, the Educational Model and budget are based on this percentage of the ESE population.

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

For ESE students who enter the school with an IEP, the IEPs are implemented. In addition, the Governing Board is knowledgeable of the placement and service delivery of students with disabilities. Appropriately certified teachers will serve students meeting the eligibility criteria for special education in the educational program, as specified in students' IEPs. Based on the enrollment of students with disabilities, the School will hire and train the appropriate number of teachers/para-professionals to ensure adherence to the federal and state guidelines for class size and caseload and ensure all necessary IEP services are being implemented. Special education staff will include a Student Services Coordinator who oversees ESE compliance as one of the position's responsibilities, as well as ESE certified teachers based on student's IEPs. ESE staffing will be adjusted based on actual enrollment. Specific information regarding the five-year staffing plan for the School is included in the budget.

The School will also contract with appropriately licensed vendors to provide special education clinical services including speech therapy, language therapy, occupational therapy, physical therapy, and counseling based on need reflected on students' IEPs. During the summer prior to the School's opening, IEPs of enrolled students will be reviewed to determine which of these special education clinical services will be needed and to finalize contracts with vendors to allow services to be in place at the start of the school year. These positions collectively form the School's ESE Department and will allow for the provision of a continuum of services including consultation, collaboration, and support facilitation in the regular classroom environment (at least 80% of instruction will occur in a class with non-disabled peers). The Student Services Coordinator will ensure that students are scheduled in a manner that allows for implementation of the services identified on each student's IEP. The School will also include among its staff, teachers who will be gifted certified/endorsed and who will participate in staff development opportunities with the state and with district schools to ensure that guidelines and procedures established by the district related to meeting the needs of gifted students are implemented and followed.

The School will provide a comprehensive professional development program for its teachers, but will also participate in the necessary training provided by the district for data systems, compliance, reporting, and implementation of necessary Exceptional Student Education services and to foster clear communication on behalf of its students.

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

Gifted learners are defined as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities" (No Child Left Behind). Students who demonstrate the need for a special program for gifted students, who demonstrate a majority of characteristics of gifted students based on a standard scale or checklist and who have 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 would

meet eligibility criteria for gifted services at the School. In addition, students from underrepresented groups as defined in Rule 6A-6.03019, F.A.C. who meet Broward County Public Schools' eligibility criteria for gifted services under Plan B, would also be served by the Academy. Students who have been identified and qualify for a Gifted Education Program and whose parents have given consent, each have an Educational Plan (EP) written at least every two years, which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, identified criteria, evaluation procedures and evaluation schedules for determining whether the goals are being achieved, and a statement of the specific services to be provided to the child.

Development of the EP process will build parent/School relationships; provide a forum for discussing student needs beyond the general curriculum, facilitating changes in instruction and classes and determining appropriate service options. The EP will be reviewed during the year to determine if a goal has been met and/or should be rewritten. Educational Plans will be reviewed and rewritten as often as needed, but no less than the frequency identified by Broward County Public Schools' gifted services policy manual. Participants at an EP meeting will include the student's parents, at least one teacher of the gifted, one general education teacher, a school-based LEA representative, and an evaluation specialist if evaluation results are being discussed. Whenever appropriate, the student would attend the EP meeting as well.

The School's gifted students will receive enrichment through regularly scheduled gifted consultation provided by a gifted endorsed teacher and/or gifted seminars. The gifted endorsed teacher will also collaborate with the student's general education teachers to support the teachers in the extension of the student's learning. All gifted students are responsible for mastering the Florida Standards, however, differentiated instruction will be provided to allow for more enrichment and curriculum compacting opportunities in areas of particular strength. The goal of the program is to further develop the student's cognitive, learning, research and reference, and metacognitive skills at each grade level.

Each quarter, teachers will analyze the benchmark assessment results of their students. For gifted students, teachers will use this benchmark assessment data to help identify enrichment areas. Within the framework of the school's GVC, teachers will determine the instructional focus, strategies, and curriculum resources to be used for enrichment during the six weeks between benchmark assessments. At the end of the year, several sources of data will be considered in evaluating the services offered to gifted students. Florida Standards Assessment [FSA] / End of Course [EOC] Assessment data, benchmark testing data and classroom assessment records will be analyzed to determine areas in which students need challenging goals and higher levels of enrichment. Tracking enrollment and successful completion of high school Advanced Placement (AP) classes for these gifted students will also be used as a measure of effectiveness as well as results from EOC/AP assessments. This data will be used to further motivate, challenge and prepare gifted students.

In addition, the school's gifted instruction as a whole is built upon an academic foundation and centered on interdisciplinary enrichment activities. Through differentiated activities, students' studies may include holistic projects that include components such as the development of advanced research skills, complex creative thinking and problem-solving, communication skills

for a variety of audiences, and use of technology to promote the desire for learning on self-selected and/or teacher selected topics.

An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths and weaknesses. An effective gifted education program will focus on writing goals that are high but achievable, continuously reviewed, created with student and parent input, evaluated for successful completion, and build on each student's strengths and weaknesses.

Section 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.

The mission of the English for Speakers of Other Languages (ESOL) program is to prepare and successfully equip all English Language Learners (ELLs) with different levels of limited English proficiency with the academic and communication skills needed to meet the same curriculum standards as non-ELLs. Staff with ESOL certification/endorsement in accordance with the policies and procedures of the state of Florida and Broward County Public Schools will serve students identified as having limited proficiency in English. The School will adhere to Broward County's ELL Plan for assessment, reporting, and programmatic procedures, as outlined in this section.

ESOL Identification and Placement Procedures

ELLs are identified through the registration process. At the time of registration, parents are given a Home Language Survey to identify potential ELLs. The three questions on the Home Language Survey include:

- Is a language other than English spoken at home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

Those students whose parents respond affirmatively to any of the questions are referred to the principal's designee for ESOL for language screening. The assessment instruments used will follow the established guidelines and procedures of Broward County Public Schools. The student is then assessed using the IDEA Language Proficiency Test (IPT) at the school within 20 days of registration to determine his or her skill levels in listening and speaking. If the student is not assessed within these 20 days, this period is extended an additional 20 days, as long as parents are notified in writing in their native language.

The Date Entered a United States Schools (DEUSS) is required for all students with affirmative responses to the Home Language Survey and who are coded LY, LF, LP, or LZ on the element English Language Learners, PK-12. This includes the month, day, and year on which the student entered the United States (any of the 50 states, excluding U.S. territories and possessions).

Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL program. The ESOL designee at the School will then be responsible for administering the IPT. If the assessment is delayed beyond the 20-day period, the following documentation will be provided for each student, stating:

1. Reason for the delay in assessing the student
2. Evidence that the student is being provided ELL accommodations until the assessment is complete
3. Timetable to complete the assessment within 20 days after initial enrollment

4. Notification of the above documents to parent/guardian, preferably in their primary language

Students who score non-proficient on the IPT will be classified as ESOL students. The information will be entered into the data system, TERMS, and all respective parties will be notified. The student's ELL plans (ELLSEP) will be updated on the system at least in the beginning and end of each school year, on the anniversary date of the student's entry into the ESOL program, as well as any other time updates need to be made (change in ESOL level, instructional program, assessment data, etc.) in order to ensure documentation of the student's current services.

Students who score as English proficient on the IPT in grades 9-12 will then be assessed on reading/writing using the Kaufman Test of Educational Achievement II. Those who score non proficient will placed in the ESOL program. Those who score proficient on the reading/writing assessment will not be eligible for ESOL program services, unless recommended by the ELL committee. Those students are placed into regular mainstream classes. The initial testing documents for students who do not qualify for ESOL services are stapled to their registration form and filed in their cumulative folders. The person responsible for ELL data entry enters the oral category on the student's demographic screen to indicate that appropriate language assessment has been completed.

Information that is included in the student's ELLSEP includes demographics, parent signature, initial placement information, language classification, instructional program recommendations/continuation of program service letter, programmatic assessment and academic placement review, annual reviews, categorical programs, reevaluations, ELL committee meetings, program exit information, and post exit information.

Parent Notification

The parent/guardian will be notified after the assessment has been completed only if the student qualified for ESOL services. The letter will include information regarding the student's ESOL level, ESOL program information, date tested, and will include the principal's signature, and School's information should the parent have any questions or concerns.

Parents will be also be notified of any LEP/ELL Committee meeting, official documentation of CELLA testing, AMAO letters, or any other appropriate documentation. This will be sent to the parents in their home language when applicable.

ELL Committee

The ELL committee will be created in the School to help service the ESOL student population. The ELL committee will review files and can conduct the following services:

- Review instructional programs and lack of progress
- Address parental/teacher concerns
- Retention of ELLs¹¹

¹¹ The School will adhere to the promotion and retention policies for ELLs as outlined in the Student Progression Plan.

- Review instructional program of former ELLs
- Reclassification of former ELLs
- Review academic progress for extension of ESOL services
- Review all available data when exiting a student from the ESOL program
- Request evaluations/support when needed

The members of the ELL/LEP committee include the ESOL designee for the School, the general education teacher, ESOL teacher (middle school), the parent/guardian, and a member from the administrative team. As soon as an ELL/LEP meeting is scheduled, the parent/guardian is notified and invited. During the meeting the recommendations are made and recorded in each student's cumulative folder for documentation purposes. All members of the committee sign to acknowledge recommendations. A log of the school's ELL/LEP committee meetings documenting the information on a yearly basis will be maintained. Teachers will view the documentation each year to ensure that proper accommodations are being made within the classroom.

Programmatic Assessment

Steps are taken to determine the academic levels of incoming ELL students prior to placement into the ESOL program. The School will obtain all prior ESOL program and state assessment records from other schools to review, as well as conduct parent/student interviews, classroom assessments and teacher observations. This information is documented in the ELLSEP.

Instruction

In order to promote both literacy and proficiency, the ESOL program will provide ELLs with English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not only listening, speaking and reading, but also writing skills. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

The School will offer ELL students instructional services through a Sheltered English Model and Mainstream/Inclusion delivery model for all other subjects. ELL students will take English Through ESOL and Developmental Language Arts Through ESOL within the Sheltered English Model. Mainstream/inclusion instruction provided to ELL students will be equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels. Instruction will be supported through the use of ESOL instructional strategies, which are monitored by the ELL/LEP committee and documented in lesson plans. In addition, the curriculum, textbooks and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided.

Instruction is supported through the use of ESOL instructional strategies, such as, but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare students for any changes

- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ESOL students guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

ELL students will work with their teachers to create and maintain a PLP to track. The PLP will be used to show the areas of success and growth that the student maintains. It will further identify the type of assistance needed to equip the student with the ability to achieve high standards of proficiency and to comprehensively communicate in English. In addition, all ELL students who show academic difficulties will be referred to RtI, where a team will meet to discuss interventions and strategies to support the ELL student's continued academic success. The ESOL strategies will be documented in the teacher's lesson plan and in the student's PLP and ELL folder. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk-throughs, data chats, QUEST visits, and district fidelity checks.

Please see section 7C for more details on instruction for ELLs.

Accommodations for State Wide Assessments

ESOL students will receive the necessary accommodations for all state wide assessments, as mandated. Some accommodations include, but are not limited to, additional time for assessments, oral presentation of test directions, flexible setting, and small group for testing as well as others.

Exiting ESOL and Post Program Review

The School will utilize the Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as ELL students on a yearly basis. The CELLA assesses the students on four modalities: speaking, listening, reading, and writing. If the student does not show proficiency on CELLA, the student will continue to receive ESOL services. The ESOL designee will inform teachers of students who have completed three years in the ESOL program. If the student does not meet criteria for exit after three years, the ELL committee

convenes to determine whether the child will received extended services for the fourth, fifth, and sixth year. This recommendation will be documented in the ELLSEP folder.

In compliance with Florida Administrative Code 6A-6.0903, ESOL students in grade 9 and above, who show proficiency in all four modalities of the CELLA, and receive an FCAT (or new state-mandated assessment) score of 3 and above in the reading portion will exit the ESOL program.

The student's academic progress will be monitored through the Post Program Review for a period of two years. Documentation, which includes the monitoring form and monitoring tool, will be placed in the student's ELL file. The student will be reviewed after the first grading period, after the first semester, after the first year, and after the second year of exiting the program. The Language Arts teacher will indicate if the student is making appropriate progress or if the student is not performing due to language deficiencies, at which time an ELL committee meeting will need to convene. An ELL committee review is required when a former ELL student's performance is unsatisfactory. During the ELL committee meeting, recommendations regarding the student's progress can be made that include whether the student should re-enter the ESOL program if necessary.

Re-entry of ELL Students

Students who enter the district from another district in Florida will need to provide appropriate ESOL documentation and CELLA testing results to determine their ESOL status. Students who provide documentation will be placed in the ESOL program accordingly. Students, who do not provide any documentation regarding their current ESOL status, will be assessed using the previously mentioned screenings.

Students Entering From Other Districts

Students who enter the district from another district in Florida will need to provide appropriate ESOL documentation and CELLA testing results to determine their ESOL status. Students who provide documentation will be placed in the ESOL program accordingly. Students, who do not provide any documentation regarding their current ESOL status, will be assessed using the previously mentioned screenings.

Interventions for ELL students

ESOL students who present academic difficulties will be included in the RtI process, previously described in the Educational Program Design section. Interventions that will be provided include push-in/pull-out support, tutoring, and small-group instruction. Progress Monitoring Plans will be created for ELL students to properly document types and frequency of interventions. The LEP committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress, based on performance of class and benchmark assessments. See Section C for additional information regarding support for ELL students performing below grade level.

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

In compliance with Florida law, META requirements, and the META Consent Decree, the School's teachers will be required to participate in training when they have an ELL assigned to their class. The School will provide adequate staffing of certified ESOL teachers based on the student population. An ESOL designee and an ESOL aide will be included among the School staff, if fifteen or more students of the same language are registered. Teachers will adhere to the following state requirements:

Category I Teachers:

- Certification in another subject appropriate to the teaching assignment
- Complete 300 in-service points, or 15 semester hours of college credit through the courses listed below
 - Methods of Teaching ESOL
 - ESOL Curriculum and Materials Development
 - Cross-Cultural Communication and Understanding
 - Testing and Evaluation of ESOL
 - Applied Linguistics
- Experienced Teachers have 6 years for completion of ESOL Endorsement
- Beginning Teachers have 6 years for completion of ESOL Endorsement

Category II Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 60 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category III Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 18 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category IV Administrators and Student Services Coordinator:

- 3 semester credit hours or 60 in-service points
- Experienced School Administrators and Student Services Coordinator hired prior to September 9, 2003, have three calendar years to complete from date of hire
- Beginning School Administrators and Student Services Coordinator hired after September 9, 2003, have three calendar years to complete from the date hire. The school-based administrators will utilize a spreadsheet to keep track of all certification and professional development, in order to ensure that teachers are taking the necessary courses to become ESOL endorsed.

C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

For ELLs that are performing below grade level, provisions of supplementary supports and services and/or modifications and accommodations will be provided, as described below, to ensure that they benefit from the curriculum. It is understood that students who have been in the ESOL program for more than three years may need additional support, and the LEP committee will convene to make such accommodations. Students will be provided with English instruction designed to develop integrated language skills through the use of specific ESOL curriculum strategies and instructional delivery models for both Basic ESOL and content subject areas such as mathematics, science, social studies, and computer literacy. Instructional time and curriculum will be equal to instructional time and curriculum provided to non-ELLs in basic or categorical programs as established by Broward County Public Schools, state, and/or federal guidelines appropriate to those courses. Teachers of ELLs will be appropriately certified and ESOL endorsed, making use of appropriate instructional strategies in the delivery of the course or program curriculum. Teachers will include designated ESOL instructional strategies and accommodations, such as visual aids and audio tools, in lesson plans and will have a master list of possible ESOL instructional strategies within their lesson plan binder.

ELL components are included within the reading program such as ELL leveled texts, to supplement the lesson and provide differentiated support to ELL students. Students who are performing below grade level will also be referred to the RtI process as described in the Educational Program Design section of this application, and the ELL/LEP committee will make appropriate decisions based on the needs of the student. ELLs will receive extra instructional minutes and proper intervention programs, which will be indicated on their PMP, as necessary, in order to support their growth and learning in the School.

Plato is one online program that will be utilized that adjusts according to needs of ELL students. Plato offers language instruction courses, and students can record their speech to be assessed. Texts can be translated into various languages, and they can read definitions in both English and Spanish. Reading Plus is an adaptive program tailored to each student, and provides audio support in which students can hear words in either English or Spanish to connect oral language to written word. Additional visual supports are provided within the program to help with vocabulary acquisition and comprehension, which otherwise would have been difficult utilizing just context clues. To further provide support in math, another program, ThinkThroughMath, provides live support from bilingual teachers. Additional resources will be identified and provided based upon the needs of the students.

Depending on the number of ELL students enrolled, ELL students will be grouped in the same courses as much as possible within scheduling in order to provide an environment that is more comfortable for these students and they are able to communicate and collaborate with each other. It is the intent of the School to hire a bilingual teacher in order to provide additional support in the students' home language.

Section 8: School Climate and Discipline

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

The School will maintain a safe learning environment at all times. The School's discipline plan is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment, thus enhancing the opportunity for exemplary academic achievement and personal development.

The School may implement the Restorative Justice program, or similar program, as its approach to classroom management. The program will increase accountability for students, strengthen their relationships with peers, and allow them to make more positive choices. Based on guidelines from the program, the purpose is to provide opportunities for students to:

- Become aware of the impact of their behavior
- Understand the obligation to take responsibility of their actions
- Take steps toward making things right

The School will utilize the Broward County Code of Student Conduct for discipline, suspension, dismissal, and recommendation for expulsion. Attendance and dress code policies will be in the Student Progression Plan and Student Handbook, respectively.

The School will work collaboratively with Broward County Public Schools on severe disciplinary matters in order to ensure that the correct discipline process has been followed as well as any referrals to alternative learning environments. Copies of the Broward County Code of Student Conduct will be distributed to each student and parent at the beginning of the school year. Additional School specific procedures will be published in the student handbook.

Teachers will attend summer professional development sessions provided by the ESP prior to the start of the school year. Parts of the professional development sessions are designed with a focus on understanding the school-wide discipline plan, the Broward County Code of Student Conduct, and classroom management. Teachers are also encouraged to attend classroom management professional development sessions, which are offered by Broward County Public Schools where applicable.

New teachers participate in an annual New Teacher Induction session, as well as in various sessions offered throughout the school year. These supplemental sessions are primarily designed to assist with classroom management. Below is a sampling of professional development sessions related to classroom management and student discipline that will be provided:

- Restorative Justice
- What Great Teachers Do Differently: 14 Things that Matter Most
- Safe and Civil Schools
- CHAMPs: A Proactive and Positive Approach to Classroom Management
- Response to Intervention
- Exceptional Student Education Regulations and Procedures

- Positive Behavior Support Models

The School will comply with the legislative requirements for charter schools that are deemed a “persistently dangerous school,” and any student who is a victim of a violent criminal offense (as defined by the FLDOE) will have the option to transfer from the School, as it is a school of choice.

Students who become violent or disruptive shall, when safety permits, be removed from other students. If safety does not permit the removal of the student, staff will immediately remove the other students from the area and relocate them in a safe area. The disruptive student’s parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and appropriate disciplinary action shall be taken.

With the assistance of parents at home working with the School, a strong bond is created that will help stop bullying in schools. Communication among parents, students and teachers concerning incidents of bullying will be used to help prevent acts of violence and possible tragedies. Schools and parents must educate children about bullying behaviors to help create a safe and secure school environment. Children who bully need to be taught empathy for others’ feelings in order to change their behaviors and the School must adopt a zero-tolerance policy regarding bullying.

The "Jeffrey Johnson Stand Up for All Students Act" (F.S. 1006.147) prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee. All school employees are required to report allegations of bullying and/or harassment to the Principal or the Principal’s designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may constitute bullying or harassment anonymously or in-person to the Principal or Principal’s designee. This required communication among parents, students and teachers concerning incidents of bullying will mitigate risk in this area. Schools should be a safe place for teachers and children to teach and learn. The School will follow the Broward County policy in order to meet these required standards.

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

In accordance with F.S. 1002.33(7) (a) 7, the School will utilize the Broward County Code of Student Conduct for discipline, suspension, dismissal and recommendation for expulsion. Copies of the Broward County Code of Student Conduct will be distributed to each student and parent at the beginning of the school year.

Discipline

The School will follow the Administrative Discipline Matrix to determine appropriate consequences for the incidents listed. As stated on the matrix, the School principal has the discretion to deviate from the guidelines by assessing an appropriate consequence other than stated in the Matrix. As such, the School will not utilize In-School Suspension, but rather

detention, Out of School Suspension, or other school-specific consequence, depending on the level of severity of the incident.

Suspension/Expulsion

The School will follow the Broward County Consequences of Serious Misbehavior Leading to Suspension and/or Expulsion. Behaviors in this section include:

- Medications: Use, Possession, Sale, and/or Transmittal
- Drug and Substance Abuse Offenses
- Other Offenses (Non-Drug and Non-Substance Abuse Offenses)

Dismissals

Student Dismissals will be coordinated with Broward County Public Schools to ensure proper handling with the Broward County Code of Student Conduct. Broward County's policy for dismissal is as follows:

“Expulsion or dismissal of a student from any in-state or out-of-state public, private, charter, or research school will be honored by the Broward County School Board if the act committed is one that would be grounds for expulsion under this policy.

If a student who has been expelled or dismissed from another district, charter school or private school wishes admission, he/she shall be placed in an appropriate expulsion abeyance program or a program designated by the Superintendent/designee for a period of time commensurate with the terms of the original expulsion.”

II. ORGANIZATIONAL PLAN

Section 9: Governance

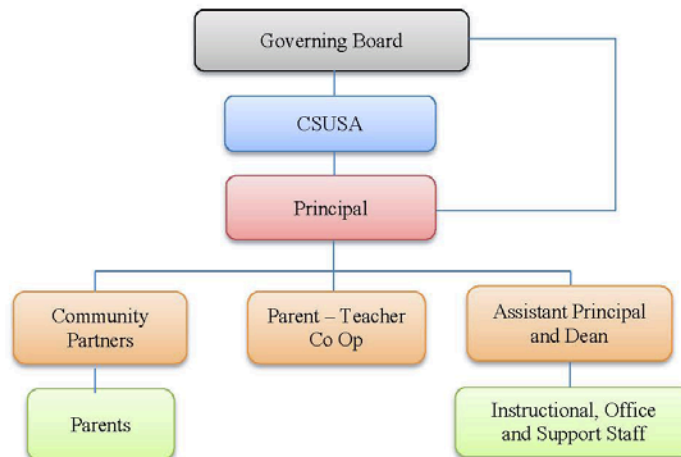
A. Describe how the school will organize as or be operated by a non-profit organization.

Renaissance Charter School, Inc. (Governing Board) is a Florida not-for-profit corporation. The Governing Board has been designated as a 501(c)(3) recognition by the IRS and is organized exclusively for the purpose of governing charter schools. Board history: Ryder System Charter School, Inc. was created on August 19, 1998; Name change to Renaissance Elementary Charter School, Inc. on June 1, 2004; Name change to Renaissance Charter School, Inc. on September 24, 2004. The current Governing Board members are: Ken Haiko, Chairman; Dennis Clark, Vice Chairman/Secretary; Margaret Wells, Treasurer; Thomas Wheeler, Director; and John O'Brien, Director. Appendix A contains corporate documents including IRS Letter of Determination, Articles of Incorporation and By-Laws.

The Governing Board is governed by the general philosophy that the Governing Board is an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality and effectiveness of the School. The Governing Board has ultimate authority over and responsibility for School operations.

B. Provide an organizational chart for the school and a narrative description of the chart.

Figure 9.1



Meetings of the Governing Board are open to the public and held in accordance with the Sunshine Laws. Although the School will be managed by CSUSA, parents, community partners, and members of the public are encouraged to attend such meetings and share any comments, questions, or concerns regarding the School with the Governing Board during that time.

The Governing Board leads the organization and has ultimate authority and responsibility for School operations.

- The Governing Board has contracted with the ESP to manage the day-to-day operations of the School.
- The Governing Board has authority to oversee the ESP via a performance-based contract.
- The School Principal will be an employee of the ESP.
- The School Principal is responsible for managing all School staff, parent organizations and community partners.

The relationship between the Governing Board and the ESP provides clear accountability for the services provided by the ESP. The organization as a whole is responsible for the School's performance and the ESP will be actively involved in managing the School's operations in order to ensure successful outcomes. A strong relationship will exist between the School Principal and the Governing Board. The School Principal will provide monthly status reports for the Governing Board and participate in all board meetings. During board meetings, the School Principal will present the School's status report and field any questions of the Board. The ESP maintains primary responsibility for reporting to the Governing Board and conducting follow-up action items.

As per the management agreement, the ESP shall consult with the Governing Board with respect to the hiring of the Principal and will have the ability to provide input on the School Principal's performance. The Governing Board will hold the School Principal accountable primarily through the performance expectations defined in the management agreement between the Governing Board and the ESP. A comprehensive and rigorous performance evaluation process has been developed by the ESP, which aligns expectations to the Educational Model and the specific mission of the School.

C. Provide a description of how the governing board will fulfill its responsibilities and obligations.

The primary role of the Governing Board is to:

- Determine the organization's mission and vision
- Create the organization's policies
- Ensure effective organizational planning
- Ensure adequate resources
- Manage resources effectively (approve/monitor budget and financials)
- Determine, monitor and strengthen programs and services
 - Assure programs and services are consistent with the mission
 - Assess the quality of program and services
- Hold the charter contract
- Enhance public standing
- Ensure legal and ethical integrity and maintain accountability
- Recruit and orient new board trustees and assess board performance
- Monitor school academic performance and ensure adequate progress is made
- Select ESP
- Perform operational oversight of the ESP

The Governing Board will hold the Charter for the School. The Governing Board is comprised of respected Florida leaders that are committed to providing quality educational options for the citizens of Florida. The Governing Board is responsible for developing and outlining the mission, vision, and values of the School and developing the appropriate policies to ensure those fundamentals are maintained and effectively and properly managing public funds.

The Governing Board is responsible for the legal and financial obligations of the School. The Governing Board establishes policy consistent with the School’s mission and ensures that the School’s programs and operations are faithful to the terms of the Charter, including compliance with statutory and regulatory requirements. The Governing Board will annually adopt the School’s budget and provide continuing oversight over charter school operations including the following:

- Communicating the mission and vision to the School community
- Holding the ESP accountable for achieving results as outlined in the management agreement
- Leading by example in their personal and professional endeavors

The Governing Board will present an annual progress report to the district. This report will include:

- The School’s progress towards achieving the goals outlined in the Charter
- The information required in the Annual School Report, pursuant to F.S. 229.592
- Financial records of the Charter School, including revenues and expenditures
- Salary and benefit levels of School employees

The School will maintain a website that provides information about the School’s academic performance and state accountability grades(s), the names of the governing board members, school programs, the ESP, the School’s annual budget and annual independent fiscal audit, and, on a quarterly basis, the minutes of governing board meetings.

Table 9.1

School’s Organizational Goals	Measurable Objective
Properly manage and govern the School	Set policies including: <ul style="list-style-type: none"> • Operational policies • Academic and financial accountability • Report the School’s progress annually to FLDOE • Establish policy consistent with the School’s mission and ensuring the School’s programs and operations are faithful to the terms of the Charter including compliance with statutory and regulatory requirements
Oversee operational policies	<ul style="list-style-type: none"> • Conduct regularly scheduled board meetings in a manner compliant with Open Meeting Laws
Ensure financial accountability	<ul style="list-style-type: none"> • Annually adopt, maintain and amend (if necessary) the annual operating budget • Create or adopt policies for internal controls • Review and approve financial statements on a consistent basis • Ensure that the School has contracted with a certified public accountant for the annual financial audit

School's Organizational Goals	Measurable Objective
	<ul style="list-style-type: none"> • Review and approve the audit report, including audit findings and recommendations
Accountability for performance	Implement required reporting policies for the ESP. Review the following performance reports from the ESP on a periodic basis (monthly, quarterly, or annually as appropriate): <ul style="list-style-type: none"> • Financial Reports • School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the School) • Satisfaction Surveys • Strategic Plan • Annual Accountability Report

D. Describe the proposed policies and procedures by which the governing board will operate.

The corporate By-laws contained in **Appendix A** specify the Governing Board’s operational policies and procedures. The business and property of the School shall be managed and controlled by the Governing Board. The Governing Board will be accountable to the district, parents and students through regularly scheduled board meetings (which will be publicly advertised and noticed in advance and held in the manner consistent with Florida law) working sessions, professional management reports, and parent/teacher assessments. The Governing Board will be responsible for developing and implementing all policies related to general practices of the School.

Further, the Governing Board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and to help resolve disputes. The representative will reside in Broward County. Once selected the Governing Board representative’s contact information will be provided to parents and will be posted on the School’s web site. At least two meetings per school year will be held at the School with the board-appointed representative present.

The Governing Board may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Governing Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Governing Board.

Number of Directors

The initial Governing Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased to no more than nine (9) and decreased to no fewer than three (3) by a majority vote of the Governing Board.

Election and Term of Office

All officers of the Governing Board shall be elected by a vote of the Governing Board at the annual meeting of the Governing Board. A duly elected officer shall hold office for a term of one

(1) year, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Duties

Chairman: The Chairman of the Governing Board shall preside at all meetings of the Governing Board and shall perform such other duties as may be assigned to him by the Board. The Chairman also fulfills the duties of President, as listed below.

President: The President shall be the principal executive officer of the Governing Board and, subject to the control of the Governing Board, shall in general supervise and control all of the business and affairs of the Governing Board. He/she shall act as a duly authorized representative of the Governing Board in all matters in which the Governing Board has not formally designated some other person to act. He shall report as directed to the Governing Board at each meeting. He may sign, with the Secretary or any other proper officer authorized by the Governing Board, deeds, mortgages, bonds, contracts or other instruments which the Governing Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Governing Board or by the By-laws to some other officer or agent of the Governing Board, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Governing Board from time to time.

Vice-President: The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Governing Board.

Secretary: The Secretary shall keep or cause to be kept all of the records of the Governing Board, record or cause to be recorded the minutes of the meetings of the Governing Board, send out or cause to be sent out all notices of meetings of the Governing Board and all committees, attest to the seal of the corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each director. The Secretary shall perform such other duties as may be prescribed by the Governing Board.

Treasurer: The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Governing Board is made and that such accounting is presented to and made available to the Governing Board. The Treasurer shall perform such other duties as may be prescribed by the Governing Board.

Resignation or Removal of Directors

A director of the Governing Board may resign at any time by tendering his/her resignation in writing to the Governing Board, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Governing Board at its principal place of business. Any elected director may be removed at any time, with or without cause, by a majority vote of the other directors.

Vacancies

Vacancies occurring in an elected directorship, however caused, shall be filled as soon as practicable by election. Except for a director elected due to the natural expiration of his predecessor's one-year term, a director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Compensation of Directors

Directors will not receive compensation for services rendered in their capacities as directors, and no loans shall be made to any director.

Conflict of Interest

The purpose of the conflict of interest policy is to protect the Governing Board's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Governing Board or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. See Appendix B for signed board member conflict of interest policy.

Public Meetings and Minutes

The School's governing body shall conduct regularly scheduled meetings, provide reasonable public notice of the date, time and place of its meetings including a teleconference number (in accordance with FLDOE requirements and Florida Sunshine Laws), and make minutes of its meetings available for public review in accordance with Florida's Public Records Law, Chapter 19, and Florida Statutes. The School's regularly scheduled meetings shall include sufficient member attendance to constitute a quorum of the governing body for the official conducting of School business. The meeting minutes will be posted on the School's website.

Meeting Schedule

The Governing Board will hold meetings at regularly scheduled intervals, during which they will be presented information at minimum regarding the School's monthly financial expenditures, enrollment, personnel issues and changes, facility updates, and any additional issues related to the School. The tentative meeting schedule for the 2014-15 school year will be provided to the district as part of the pre-opening checklist. All meetings will be publically noticed in advance on the Schools website and physically posted at the School.

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

Not Applicable.

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

The Governing Board has already complied with Section 1002.33(6)(f), Florida Statutes, which requires charter school applicants to participate in training after approval of an application but at least 30 calendar days before the first day of classes at the charter school.

New Governing Board members will be nominated by existing members through a nominating committee. The Board may appoint a nomination committee to consist of no fewer than two Governing Board members. The nomination committee will compile and submit to the Governing Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations for each person named. Persons shall be offered a position on the Governing Board contingent upon a favorable vote of the Governing Board.

All Governing Board members will complete initial and ongoing governance training in accordance with Rule 6A-6.0784. Each Governing Board member will complete a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), F.S. After the initial four (4) hour training, each member will, within the subsequent three (3) years and for each three (3) year period thereafter, complete a two (2) hour refresher training on the four (4) topics above in order to retain his or her position on the Governing Board. Any member who fails to obtain the two (2) hour refresher training within any three (3) year period will take the four (4) hours of instruction again in order to remain eligible as a Governing Board member. New members joining the Governing Board will complete the four (4) hour training within 90 days of their appointment to the Governing Board. Governing Board members will participate in training that is offered by a trainer who delivers governance training consistent with a governance training plan that has been approved by the FLDOE.

Topics to be covered as specified in Section 1002.33(9)(k), Florida Statutes, will include:

- Conflicts of Interest
- Models of Governance and Leadership
- Charter School Law in Florida
- Ethics
- Basic Understanding of Parliamentary Procedures
- Government in the Sunshine Law
- Financial Responsibility
- Guided Questions for Mission Statement and Strategic Planning
- Drafting Board Policies

Each Governing Board member will also receive a comprehensive binder containing copies of the Governing Board By-laws, charter contract, management agreement, minutes from previous year's meeting, contact information and other pertinent information.

G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled.

The Governing Board's current board members include: Ken Haiko, Chairman; Dennis Clark, Vice Chairman/Secretary; Margaret Wells, Treasurer; Thomas Wheeler, Director; and John O'Brien, Director. See Appendix B for copies of Governing Board member's resumes and conflict of interest forms.

Kenneth Haiko serves as Chairman of the Board and has been a strong advocate of charter schools for many years. Ken has worked with over a dozen charter schools overseeing all aspects of finance and operations. A successful businessman in South Florida for over 40 years, Ken brings many years of business, finance, and charter school experience to the Governing Board. Dennis Clark is Vice-Chairman of the Board. Dennis is a broadly experienced, results oriented banking executive with strong leadership and critical thinking skills. A banking executive for many years, Dennis currently owns and operates Risk Assessment Solutions, a company that provides assistance to non-profit organizations and small businesses. Dennis brings a wealth of knowledge and expertise to the Governing Board in the area of finance.

Colonel Tom Wheeler serves as Treasurer of the Governing Board. Currently serving as Executive Director of the Department of Professional Standards, Colonel Wheeler is a 26-year veteran of law enforcement, most recently as Chief of the Florida Department of Law Enforcement. Colonel Wheeler serves on numerous boards and commissions both locally and state-wide. Colonel Wheeler holds a high interest in promoting and changing the needs of the K-12 student population. His past experience as Policy Director with the Florida Department of Education is an added asset to the governing board.

Margaret I. Wells is a member of the Governing Board. Ms. Wells is employed by Homestead Hospital in Data Analysis & Performance Improvement. She is a graduate of Baptist Bible College, Springfield, MO and has her Associates degree in Art History. Ms. Wells is an active member of the Homestead Little League/Youth Baseball Program, AWANA Ministries, and the Parent Teacher/Student Organization at Keys Gate Charter School. Ms. Wells brings her educational background to the Governing Board as a former teacher and athletic coach.

John O'Brien has been an educator for over 30 years. He has taught at both the elementary and middle school level. Until his recent retirement, he was the Principal of Gateway Charter School in Fort Myers, Florida. Under his leadership, Gateway Charter School achieved an A+ rating from the FLDOE. John brings a wealth of educational knowledge and school leadership expertise to the Governing Board.

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

Procedure for Student/Parent/Guardian Complaints:

The Governing Board believes in just, fair and equitable treatment of ALL students and in providing a learning environment that is free from unfair or discriminatory practices. Procedures for addressing grievances and complaints from students, parents, and teachers and resolution of discriminatory practices have been established.

It is the belief of the Governing Board that school-based concerns and complaints are best handled at the school level. In general, when a parent complaint or concern is received, we will first ensure that the parent has contacted the appropriate school administrator about the concern, and that the School has had an opportunity to address this issue. If this has not been successful, we will then generally refer them to the ESP or address the issue directly. It is the belief that it is

the Governing Board's responsibility to make every effort to address all such complaints and concerns and not that of the district.

Rights: Students/Parents have the right to report, and seek redress for unfair treatment, discriminatory practices or harassment.

Responsibilities: Students/Parents have a responsibility to know and follow procedures for filing complaints.

There may be times when students feel they have been treated unfairly. In most cases, problems can be resolved if students/parents speak with the teacher or staff member involved. If the student/parent does not resolve the problem or feels uncomfortable addressing the issue directly to the teacher or staff member, the student or parent may request a conference with the Principal or Assistant Principal.

The student/parent may also request the presence of a third party, such as a counselor, resource teacher or other staff person. The parent may also be present. If the problem is not resolved at this level, the following steps should be followed:

1. The student/parent must present a written and signed statement to the School Principal within five school days. The statement should include the following information: (a) description of the incident; (b) date and time of the incident; (c) persons involved and/or witnesses; (d) location of the incident; and (e) attempts made to resolve the issue.
2. The School Principal shall respond, in writing, within five school days of the receipt of the statement. The Principal shall make every effort to resolve the matter.
3. If the problem still has not been resolved or the Principal fails to respond in a timely manner to the student's statement, the student/parent may submit the grievance to the ESP for resolution.
4. A meeting will be scheduled within five school days of receipt of the student's request for such a meeting. This meeting will include the person involved in the original action, the Principal, the student, the parents, and representative from the ESP. If a decision is made at this meeting, documentation of the agreed upon actions will be forwarded to all parties within five school days.
5. If the student or parents are not satisfied with the outcome of the decision, they may contact the Governing Board for their input. This may be done at any point of the process.

Section 10: Management

A. Describe the management structure of the school.

The relationship between the Governing Board and the ESP will be codified with a performance-based management agreement. The proposed management agreement between the Governing Board and ESP outlines the duties and responsibilities of each party and the specific performance requirements of the ESP.

The Governing Board shall independently adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and all expenditures. Amendments to the budget will require the approval of the Governing Board. On a monthly basis, the ESP will provide to the Governing Board an accounting of all school revenues and expenditures. In addition, the ESP will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list, if any. The School will make available monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The ESP will be responsible for the day-to-day financial management of the School, subject to the budget and oversight of the Governing Board. The Governing Board will be responsible for overall policies regarding school governance, academic, personnel, discipline and grievance. It is the Governing Board's responsibility to hold the ESP accountable for the successful operation of the School and its ability to deliver academic results.

The Governing Board intends to contract with the ESP for the provision of certain management services, including personnel services. All administrators, teachers and staff at the School will be solely employed by the ESP.

Job Descriptions:

The knowledge, skills and qualifications required for key members of staff are specified in the job descriptions. See **Appendix E**.

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

The principal is responsible for the administration of the School staff. The selection criterion includes the following, at a minimum:

- Educational Leadership Certification
- Educational Background - Degree in Education with appropriate school grade level background; experience as an educational leader
- Teaching experience
- Knowledge of the needs of the School's population
- Knowledge of curriculum for appropriate grades of student body
- Experience in working with governing school boards
- Skills in using technology as a tool for learning and monitoring student progress
- Ability to work with community organizations, agencies and resources
- Motivation to establish innovative and creative learning programs

- Dedication to providing supplementary programs to enhance student learning
- Commitment to professional development programs for faculty and school concepts
- Ability to implement staff development and training
- Ability to promote a positive school climate
- Commitment to enabling each student to reach his/her personal best

Process used to select the School Leaders

As per the management agreement, the ESP shall consult with the Governing Board with respect to the hiring of the School leader. The ESP uses a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. All candidates for Dean, Assistant Principal and Principal participate in the one-day event. Leadership Assessment Center activities consist of:

Technology Activity – Desegregating Data (60 Minutes)

This activity evaluates a candidate's ability to access raw data through the FLDOE (Internet) and compile it into a useable spreadsheet and convert it into a graph (Excel). Finally, the candidates transfer the graphs into a presentation (Power Point).

- Each technology component is intended to gauge a candidate's level of basic computer skills.
- Assessors of this activity look for mastery of a cohesive and complete data analysis presentation.

Essay Writing Sample (60 Minutes)

This activity is used to assess the candidate's writing ability as well as their overall philosophy of education.

- The subject of the essay forces the candidate to read an education article, reviewing the subject and asserting a personal view point.
- Assessors of this activity look for congruence with the education model as well as the candidate's ability to articulate his/her viewpoint in writing.

Group Presentation (40 Minutes)

This activity is used to determine the candidate's ability to work collaboratively with a group as well as his/her ability to present in front of a group.

- Group topics are decided by assessors. The group of candidates use chart paper and markers to brainstorm topic solutions. The group uses cluster techniques to prioritize and synthesize solutions and to develop an implementation plan.
- Assessors will look for specific behaviors observed in terms of group interaction.
- Assessors also look for the presentation results, communication, clarity, voice and other leadership traits.

Interview (60 Minutes)

Each candidate is interviewed by the ESP. Interview templates are prepared in advance and include the following topics:

- The candidate's philosophy of education
- The candidate's understanding of his/her role
- The candidate's use of data including understanding of any state-mandated assessment(s)
- The candidate's familiarity with charter schools, knowledge of and accountability to governing boards and other key information relevant to being a building leader in a charter school environment.
- The candidate's grasp of specific responsibilities relevant to his/her role such as: interviewing, creating a school-wide culture, discipline, outreach, instructional leadership, supervision, etc.
- For scenarios that may come up at a school, interviewers use behavioral interviewing techniques to gain insight into the candidate's past behavior, which is the best predictor of future behavior.
- Each question is scored; a minimum score must be achieved to be considered a serious candidate.

Candidates that participate in the event may be invited into the pool of approved candidates. As the organizational demand for talented leaders arise, candidates in the pre-approved pool are offered positions within their preferred regional areas. Care is also given to match each school leader to the school environment that best matches his/her leadership strengths. The Governing Board is consulted about leadership candidates in an effort to support a positive working relationship between the Principal and the Governing Board. The ESP will remove the Principal if the Governing Board is reasonably dissatisfied with his/her performance.

Setting Performance Expectations (School Principal)

Performance expectations are communicated in August of each year.

- **Criteria on Performance Evaluation Tool:** All criteria on which the Principal will be evaluated is communicated in August. Given the range of responsibilities for which Principals are accountable, this communication in August ensures that specific expectations are set. The ESP clearly defines "what good performance looks like." Performance within each criterion is used to determine merit increases.
- **School Principal Goals:** The School will have a Strategic Plan as well as a School Improvement Plan. School-wide goals will be developed from these two documents. The Principal in conjunction with the ESP will jointly determine the performance goals. The Principal's goals are developed in the following five areas:
 1. Academic Excellence
 2. Operational Performance
 3. Superior Culture
 4. Financial Health
 5. Growth

Achievement of these goals are evaluated at the end of the year and linked to an incentive bonus.

Monitoring Performance and Providing Feedback

Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance. Monitoring methods include:

- School site visits conducted semiannually
- Staff surveys conducted in November and April
- Parent surveys conducted in November and April
- Monthly Principal meeting and reporting
- Benchmark tests
- Regular conversations and visits with the ESP

Performance Management – School Principal Evaluation Tool

A formal evaluation is conducted at the end of the year. The School will use an approved evaluation tool. The following are the categories included in the School Principal Evaluation Tool. For each factor, specific criteria have been identified in terms of what performance is expected.

Table 10.1 School Principal Evaluation

Academic Excellence	Operational Management	Superior Culture	Financial Growth	Growth
<ul style="list-style-type: none"> • GVC • Challenging goals and effective feedback • Parent and community involvement • Safe and orderly environment • Collegiality and professionalism • Teacher-level factors • Technology 	<ul style="list-style-type: none"> • Registration and student record keeping • Customer service • Governing Board relations • Following ESP guidelines for facility operations • Supports ESP communication s functions • Compliance with district and state regulation 	<ul style="list-style-type: none"> • Leadership • Human resources • Performance and planning • Compensation management • Staff Recognition • Hiring • Fellowship 	<ul style="list-style-type: none"> • Budget development & management • Business manager relations • Fundraising • Risk management 	<ul style="list-style-type: none"> • Enrollment • Succession Planning • School Opening Team

C. Provide a staffing plan for each year of the charter term.

The proposed staffing plan for each year of the Charter, aligned with the School’s projected enrollment is included in the Budget Documents found in Appendix F.

D. Explain the school’s plan for recruitment, selection, and development.

Recruitment

All employees must be committed to the high academic standards of the School. Faculty must have the ability to work cooperatively and collaboratively with fellow faculty members, parents,

community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and to make a difference in the educational experience of each student.

If students are to succeed to their maximum potential, having a quality teacher working with every student is paramount. The Governing Board and the ESP are committed to recruiting, selecting, inducting and retaining highly effective teachers. It is recognized that hiring talented people who continue to develop skills and increase their value to the School and to students is critical and that high-performing educators are the School's most important asset. The purpose of the employment procedures and policies is to recruit employees who contribute to the School in a way that aligns with the School's mission, and behave in a way that is consistent with the School's values.

The No Child Left Behind Act of 2001 simplifies the process of identifying and hiring "highly qualified" teachers. The ESP provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

The School will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- School's website
- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover.
- Search resume databases and scan social networks
- Job Fairs: hold education job fairs to seek teaching professionals.
- College Recruiting: Identify colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
- On-line Job Posting Boards: Utilize select educational and job recruitment websites to advertise teaching openings.
- Minority Organizations: Work closely with minority referring organizations to help ensure that the work force is reflective of the diverse community served.

The ESP will manage job advertising, conduct applicant screening, and refer qualified applicants to the School Principal and administration to ensure that the School's staffing needs are met. A consistent process of screening, interviewing and selecting employees is essential to the School's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

The School will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners ask questions of applicants that focus on their abilities, skills and experiences in an initial screening interview. Then, as the applicant pool is narrowed, successful applicants advance toward a more in-depth building-level interview with the School Principal and/or interview team.

The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective.

The interview process for hiring instructional staff uses a panel or team interview approach, assembled by the School Principal. Final candidates progress to an interview with the School Principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate their responses.

Selection

The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. Research-based data on interviewing and the qualities of effective teachers provides the foundation for the teacher selection process. According to research, six quality indicators of teacher effectiveness ultimately influence student achievement.

They are:

- 1) pre-requisites of effective teaching;
- 2) the teacher as a person (i.e., personal attributes);
- 3) classroom management and organization;
- 4) planning for instruction;
- 5) implementing instruction (i.e., instructional delivery); and
- 6) monitoring student progress and potential (i.e., student assessment and student expectations).

These quality indicators are explicitly linked to core qualities of effective teachers, and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants as shown in the table 10.2:

Table 10.2 Teacher Selection Process

Prerequisites of Effective Teaching	Teacher as a Person	Classroom Management and Organization	Planning for Instruction	Instructional Delivery	Assessment
<ul style="list-style-type: none"> • Verbal ability • Content knowledge • Education coursework • Teacher certification • Teacher experience 	<ul style="list-style-type: none"> • Caring • Fairness and respect • Interaction with students • Enthusiasm • Motivation • Dedication to teaching • Reflective practice 	<ul style="list-style-type: none"> • Classroom Management • Organization • Student Discipline 	<ul style="list-style-type: none"> • Importance of instruction • Time allocation • Teacher expectation • Instructional planning 	<ul style="list-style-type: none"> • Instructional strategies • Content and expectations • Complexity • Questioning • Student engagement 	<ul style="list-style-type: none"> • Homework • Monitoring of student progress • Response to student needs and abilities

The School will comply with F.S. 1002.33(9)(1)4, the minimum and preferred qualifications for each instructional and student service position applicable to the School will be available for review. Qualification information will include: degree(s) held, past teaching experience, certification, years of experience, and any other relevant information.

Upon selection, education credentials will be verified by the ESP. The verification process includes checking for clearance of disciplinary actions. All employees will be fingerprinted and have background checks conducted as required by 1012.56 (2)(d), Florida Statute. The School will contract with the district to process fingerprinting and background checks. The support staff will include cafeteria staff, custodians, paraprofessionals, secretaries, and substitute teachers, and others approved to support the School's programs. All support staff will be required to be fingerprinted and have background checks prior to employment.

Processes are in place to ensure hiring is consistent with all state and federal law and supports the School's budget. Approval processes are followed that include school requirements, human resources consistency, and financial accountability. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended.

Upon acceptance of the offer, a New Hire Packet is presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed within 3 days of employment), W-2, Employee Handbook (and acknowledgement page), and information related to company-offered benefits.

Every hired employee will sign an offer of employment. Staff will be hired "at will" on a year-to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12-month period. Instructional personnel will begin approximately two weeks prior to the start of school and work about one week after the end of school. According to Florida statutes section 1012.315, a person may be ineligible for employment within the School based on specific criteria. The School will adhere to the parameters of such statutes.

Interviewed applicants are required to complete an employment application and a Release of Information form. The Release of Information form allows the School to conduct a background check and verify the candidate's employment history.

The School will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. The hiring policy is to offer an equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability, physical or mental handicap, or any other characteristic protected by law. The School's hiring policies will comport with all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1967, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal

Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Worker's Compensation and Unemployment Compensation.

Teachers' certification status will be actively monitored throughout their career with the School. The Human Resources department will maintain a file for every teacher (and staff member) and ensure that their certification is current. Teachers who do not possess current certification will be separated from employment until such certification may become current. It is the responsibility of the ESP to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. Non-renewable certificates and five year renewable requirements will be actively monitored for compliance by the ESP.

Once the above requirements are satisfied and the candidate is hired, new employees participate in a mandatory Human Resource Orientation geared to familiarize new employees with the School, company history, vision and mission, and to review key areas of the Employee Handbook. The first 90 days of employment are considered an orientation period, during this period new teachers go through a Teacher Induction Program.

Professional Development

Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-yield research based instructional strategies the ESP will provide professional development trainings as outlined in Table 12.2.

Professional development is a strategic tool for the School's continued growth, productivity and ability to retain valuable employees. Short-term plans are implemented to create projects; long-term plans are implemented for the organization; career development plans are implemented for the employee; and skill-building is used for immediate improvement in employee performance in areas of deficiency. All of these components are part of professional development.

Section 11: Education Service Providers

A. Describe the services to be provided by the ESP.

The ESP will provide the Governing Board with assistance in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. The ESP's scope of services, as outlined in Table 11.1, includes, but is not limited to:

Table 11.1

ESP Services	
Educational Management	<ul style="list-style-type: none"> • Provide customized curriculum designed to meet national, state, and local standards • Provide continuous program evaluation • Accountability • Sustainable performance • Curriculum material selection • Student data analysis • Student individual education plans, assessments, records, etc. • Professional/school development • Teacher instructional support, coaching, and mentoring • Assistance in coordinating parent, teacher, and student organizations
Development and Operations Management	<ul style="list-style-type: none"> • Assist in Charter Application preparation and Charter Contract negotiations • Ensure state, local, and school board compliance • Develop project timelines • Negotiate contracted services (food, transportation, security, custodial, etc.) • Assess demographic and market needs • Develop enrollment marketing plan
Financial Management	<ul style="list-style-type: none"> • Establish accounting systems and internal controls that allow for safeguarding of assets and financial viability • Budgeting and forecasting • Preparation of financial statements • Submission of financial reports to external entities as required by charter • Submission of financial reports to governing board • Audit management • Prepare application for grants and loans
Facilities Management	<ul style="list-style-type: none"> • Strategic financing and construction partnerships • Assist in site acquisition and/or lease negotiations • Liaison with building and/or renovation team to ensure quality and design standards are met • Operational design of classrooms and school space and programmatic input for functionality purposes • Procure furniture, fixtures, equipment, and supplies • Secure basic utility services (phone, water, electric and disposal service)
Human Resource Management	<ul style="list-style-type: none"> • Employee benefits, Worker's Compensation and 401(k) • Compensation planning & performance evaluations • Personnel administration: hire principals, teachers and other staff • Personnel procedures and ongoing staffing assistance • Manage School payroll

ESP Services	
	<ul style="list-style-type: none"> • Government compliance and reporting • Professional back-office services
Technology Management	<ul style="list-style-type: none"> • Design and development of technology labs and student stations • Local and wide area network installation • Remote access and software integration • Technology support • Purchasing of technology • Maintenance of student information system • Maintenance of school websites • Email hosting

The ESP will not own any items purchased with public funds. All purchases made with public funds will be the property of the School. Funds for operating and capital expenditures will come from school revenues. The ESP is responsible for facilitating the transactions to acquire necessary property for the School. The ESP will only make spending decisions based on the approved operating budget. The ESP will provide detailed monthly financial statements (income statement, balance sheet, cash flows) to the Governing Board showing a comparison of budget-to-actual results throughout the year. The ESP is paid management fees per the School budget, as approved by the Governing Board. The ESP will receive payment on a monthly basis as revenues are received and school expenditures are processed. An independent auditor will provide audited financial statements to the Governing Board on an annual basis.

General Functions of the ESP according to the Management Agreement;

- Perform day-to-day management of the School, in accordance with the Management Agreement, the non-profit purpose of the Governing Board, the Charter Contract and subject to the direction given by the Governing Board.
- Implement and administer the Educational Program, including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Governing Board.
- Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Governing Board upon its request.
- Manage personnel functions, including professional development for the School Principal and all instructional personnel, as well as the personnel functions outlined in the Management Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the ESP and as approved or requested by the Governing Board.
- Manage the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related.
- Working with the Governing Board for budget modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Governing Board and be consistent with staffing and education models.

- Market to and recruit students.
- Implement pupil performance evaluations that permit evaluation of the educational progress of students and administer all standard assessments, as required.
- Provide other functions and services as necessary or expedient for the successful administration of the School.

B. Provide a draft of the proposed contract between the school and the ESP.

Please refer to **Appendix C** for the contract to provide services for the School, between the Governing Board and the ESP.

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected.

The Governing Board selected the ESP, Charter Schools USA, because of CSUSA's successful track record of managing schools in the Governing Board's network, including several that have earned the FLDOE's designation of "High-performing." The Governing Board believes CSUSA has the right resources, education model, human resources and overall capacity to successfully operate additional schools for the Governing Board. The following includes several reasons the Governing Board continues to partner with CSUSA to bring high performing charter schools to the community:

- **High academic standards** – as a member of the CSUSA network of schools, the School will be eligible for AdvancED accreditation in its first year (under SACS or NWAC). CSUSA was the first ESP in the nation to receive the AdvancED accreditation seal at the corporate level, meaning that all of its current schools are accredited and new schools are immediately eligible for accreditation in year one.
- **Financial Health** – Ethical use of public funds is a necessary condition for effectively managing a charter school, but it is not a sufficient condition. It takes more than just goodwill to maintain financial health in a charter school. All CSUSA schools carry a fund balance. A positive fund balance demonstrates the School is financially viable. Eighty percent of the schools managed by CSUSA meet the recommended threshold of a fund balance of at least 3% of the school's annual total expenses.
- **Customer Satisfaction** – Annually more than 93% of parents re-enroll their child(ren) for the next academic year.
- **Longevity** – CSUSA has been a pioneer in the charter school movement, opening its first charter school in 1998 and experiencing steady growth ever since.
- **Diversity** – CSUSA operates successful charter schools in both urban and suburban communities. Approximately 70% of students in CSUSA-managed schools are non-white. Approximately 50% of CSUS-managed schools are Title I schools and approximately 55% of students qualify for Free or Reduced Lunch. Throughout the network of CSUSA-managed schools – especially in Florida - there are many students who are English Language Learners.
- **Systematic Processes and Tools** – CSUSA has developed a comprehensive service delivery model supported by processes, methods, systems and tools that ensure consistency and address the requirements of each stakeholder group – students, parents, staff, the Governing Board and Broward County. Examples include:

- Monitoring and evaluating performance (academic, financial, internal/external customer satisfaction, vendor, etc.)
- Online help desk systems for general IT support, student information system, and facilities maintenance
- Red Carpet Customer Service
- People First and Leading Edge Professional Development for staff
- Budget process and financial reporting, (e.g. Finance Dashboards)
- **Innovative** – Deploying blended learning to enhance individualized instruction at all levels, piloting state of the art paperless classrooms, while also maintaining a comprehensive curriculum (music, arts, character education, foreign language, sciences) despite funding inequities.
- **Building Capacity** – CSUA has developed over 2mm square feet of public school space with \$500mm of private capital through existing partnerships for facility acquisition/development and long-term low-interest financing.

The Governing Board believes that CSUSA can further its mission by ensuring the development of a charter school with a research based, data-driven curriculum, that can be individualized to meet the needs of every student in addition to ensuring the School has the operational, financial and human resources required for success in a high school. The Governing Board is impressed with the academic performance and growth CSUSA's network of Florida schools saw in 2014.

Each time the Governing Board plans to open a new school, we use that as another opportunity to evaluate the ESP and its ability to serve the needs of students, parents and the Governing Board. As Renaissance Charter Schools, Inc. expands, it becomes increasingly important for us to work with an ESP that has a proven ability to support our growth and help us scale our model to new sites and locations. The Governing Board has explored alternative ESPs and charter school networks, such as Mosaica Education and Academica; however, we believe that CSUSA is the ESP that is best positioned and able to help us expand and scale our model. CSUSA's disciplined, innovative culture and research-based education model is crucial as we strive to expand while continuing to provide quality results.

D. Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

In compliance with F.S. 1002.33(9)(h), the Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures. The ESP may make purchases on behalf of the Governing Board based on the approved budget. If purchases outside of the approved budget are required, the Governing Board will need to approve those purchases and amendments to the budget.

The ESP maintains internal control policies which are adopted by the Governing Board via the Management Agreement. These internal controls include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets and Payroll.

The ESP views internal controls as a means to reduce risk of asset loss, ensure reliability of financial statements as well as compliance with laws and regulations. There are several components to internal control which included control environment, risk assessment, control activities information and communication and monitoring. The ESP uses these components to establish its internal control policies and procedures.

The ESP will provide to the Governing Board, on a monthly basis, an accounting of all School revenues and expenditures as well as a balance sheet. In addition, the ESP will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list, if any. The ESP will also provide a budget vs. actual report and forecast which shows the School's anticipated results at year-end.

The ESP will be responsible for the day-to-day financial management of the School. All accounting and reporting follows the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book), as required in F.S. 1002.33(9)(h).

In compliance with F.S. 1002.33(9)(j), the School will obtain an annual financial audit to be performed by an independent certified public accountant. The School's audited financial statements will be comprised of three components: 1) entity-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. In addition, the audit will consider internal controls in place and will note any significant deficiencies or material weaknesses in internal controls. This report will also contain other supplementary information in addition to the basic financial statements themselves. Please refer to Section 18 for a more detailed explanation of the financial management processes.

E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.

The relationship between the Governing Board and the ESP is codified with a performance-based contract. The Management Agreement outlines the duties and responsibilities of each party and the specific performance requirements of the ESP. The Governing Board has complete authority to oversee the ESP and can terminate the Management Agreement for non-performance.

The Governing Board will fulfill its duties as indicated in the controlling charter school statute "the governing body of the charter school shall exercise continuing oversight over charter school operations." Fla. Stat. § 1002.33(9)(i).

All members of the Governing Board will comply with the conflict of interest policy. In addition, no member of the Governing Board will be employed by Charter Schools USA. No employee of Charter Schools USA will serve as members of the Governing Board. At no point in time is a member of the Governing Board permitted to simultaneously work for Charter Schools USA.

The Governing Board has the authority to approve the budgets and Charter Schools USA will only make expenditures on behalf of the School that are approved and authorized by the

Governing Board. CSUSA will receive compensation for its services in the form of a management fee. Any fees paid to CSUSA will be approved by the Governing Board during the annual budget development process. As per the Management Agreement, the customary fee for the comprehensive services provided is 15% of revenue; however, CSUSA may reduce its fee as a contribution to the School budget to ensure the School's overall financial viability in the event the full management fee cannot be paid. In such cases, the reduced fees do not create any liability or obligation to the Governing Board to repay CSUSA in the future.

F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

CSUSA has unparalleled experience and qualifications in charter school management, including team members with direct oversight to plan, design, develop, staff, operate, equip and maintain the facility and programs. Charter Schools USA has an experienced and talented management team led by Jonathan K. Hage, President and Chief Executive Officer. Mr. Hage founded Charter Schools USA in 1997 and the organization has emerged as one of the nation's fastest growing and most successful education companies, with more than 5,000 employees educating nearly 50,000 students in 58 schools across seven states as of the 2013-14 school year. For the 2014-15 school year that number is set to grow to approximately 60,000 students in 70 schools. Under Mr. Hage's leadership, Charter Schools USA started the nation's first charter school in the workplace, the first municipal charter school, and operates the largest municipal charter middle-high school.

CSUSA is one of the longest standing, largest, and fastest growing companies in public education reform. CSUSA's rare combination of being amongst the largest and fastest growing organizations is the result of a disciplined, yet entrepreneurial, culture that has built a research-based education model that can be replicated. A commitment to the education model is definite, however, there is also a dedication to constantly improving through innovation.

CSUSA was the first education management organization in the nation to receive the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accreditation seal at the corporate level, meaning that each CSUSA-managed school is accredited. New schools, including the proposed School, will be immediate candidates for accreditation in the first year of operation. The accreditation process involves three ongoing components: 1) meeting high quality standards; 2) implementing a continuous process of improvement; and 3) engaging in quality assurance through internal and external review. The corporate accreditation is for a five-year term with regular monitoring of progress and reporting occurring during the term. CSUSA will be reviewed for continuous improvement every five years with a team returning for a site visit. CSUSA's corporate staff of approximately 450 employees will dedicate hands-on guidance and support for all aspects of operations for the School.

The School's educational philosophy is rooted in the belief that every child can learn when provided the right academic resources and learning environment. CSUSA creates a learning environment that is founded upon the following traditional educational methodologies and current research: Howard Gardner's *Theory of Multiple Intelligences* and Robert J. Marzano's

What Works in School: Translating Research into Action. Measurable progress will be supported by consistent data and a variety of teaching strategies that match a student's learning style. The philosophy is the belief that all children can learn, function as responsible citizens and actualize their potential as productive members of the workforce. The mission of the ESP stems from this core philosophy and values the relationship between teacher and student and the role the family plays in a child's academic and social development. The mission is to build a rigorous and productive learning environment where students can reach their academic potential and where teachers set clear educational goals.

CSUSA demonstrated success in significantly increasing student academic achievement and attainment for all students—particularly minority and low-income students—is a direct reflection of the quality charter schools it operates. CSUSA takes a hands-on approach with each one of its network schools through all aspects of development, implementation, and management. This approach is geared toward building strong long-lasting relationships with governing boards and the School community, as well as ensuring the quality expected from all stakeholders in a CSUSA-managed school.

G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

Appendix D contains a complete list of CSUSA-managed schools including their location, grades served and 2013-14 student performance data and 2012-13 audited financial performance data.

Section 12: Human Resources and Employment

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

Performance-Based Compensation: Research supports the notion that people are motivated through achievement and growth. Both internal and external research has validated that School employees believe it is very important to be eligible for pay differentiation based on performance. Moreover, studies indicate that not only does this contribute to the retention of high-quality staff, but also positively impacts student achievement. Principal and teacher performance evaluations will comply with Florida's Student Success Act. Consequently, the School will have a performance-based compensation plan that includes the following:

- Merit increases for administration and teachers based on robust evaluation tools, when funding allows.
- Performance bonuses for administration based on pre-determined goals.
- Participation in various programs, such as American Board for Certification of Teacher Excellence, to provide incentive bonuses for teachers based on student achievement.
- School-wide performance incentive goal provided to faculty and staff at each school that achieves predetermined school-wide goals.

As allowed in Section 1002.33(12)(i), the School will operate as a private employer and will reflect an employment practice that will seek to mirror the diversity of the community and student population.

The Governing Board believes that it is in the best interest of both the School and its employees to fairly compensate its workforce for the value of the work provided and have, structured the compensation system in a way that rewards high performers based on criteria linked to student achievement. Pay scales have been established by which job families can grow with merit increases. How quickly an employee moves toward the maximum is determined by the budget and the level of individual performance through an annual performance appraisal process. Incentive bonuses are provided that link to the School strategic plan. Examples of these are: student achievement and school enrollment criteria. The Governing Board will establish budget criteria, incentives, and other motivating factors that will attract, reward and retain the best employees. When determining an employee's starting salary several factors are considered, including but not limited to:

- Base Pay which is the start of the salary band
- Years of experience the candidate brings with him/her
- Higher education degree of a Masters or Ph.D.
- Critical shortage area: Science, Math, etc. (as needed)

The School's salaries are comparable to the District but structured differently. The School will use a salary worksheet to calculate starting salaries in a fair and consistent manner. As an example of how the School determines starting salaries, table 12.1 provides the basic criteria:

Table 12.1 Position Title	Teacher		
Base Salary	Average Salary = \$40,000		
	Min \$37,000	Mid \$40,000	Max \$43,000

The budgeted average base teacher salary assumes that approximately half of the teachers start at the beginning of the salary band and the other half will have varied levels of teaching experience or require adders as needed to recruit qualified candidates. In order to prepare a conservative budget, the average salary for instructional staff was used; however the school fully understands that differentiated pay is required according to the Student Success Act and each teacher’s actual compensation will be based on merit pay calculated at 50 % Student Growth Measure; 30% Teacher Performance Evaluation Score; and 20% Deliberate Practice Score.

Once the starting salary is determined, the employee moves through the band depending on how well he/she performs. The band is assessed annually based on local market analysis, cost of living adjustments, budget and other factors that might justify adjusting the salary band. The above does not include additional bonus opportunities that teachers are eligible for through School and goal achievement.

The ESP works hard to provide performance incentives to supplement base pay and to reward high-performing staff. Each year a percentage increase will be built into the budget for merit increases, as funding allows. During the initial years of operation as enrollment in the School is growing, it is a challenge to build additional incentives into the budget. However, there is always a strong focus on differentiated pay to attract and retain top talent and on identifying funding sources to support this strategy. Incentive strategies include but are not limited to:

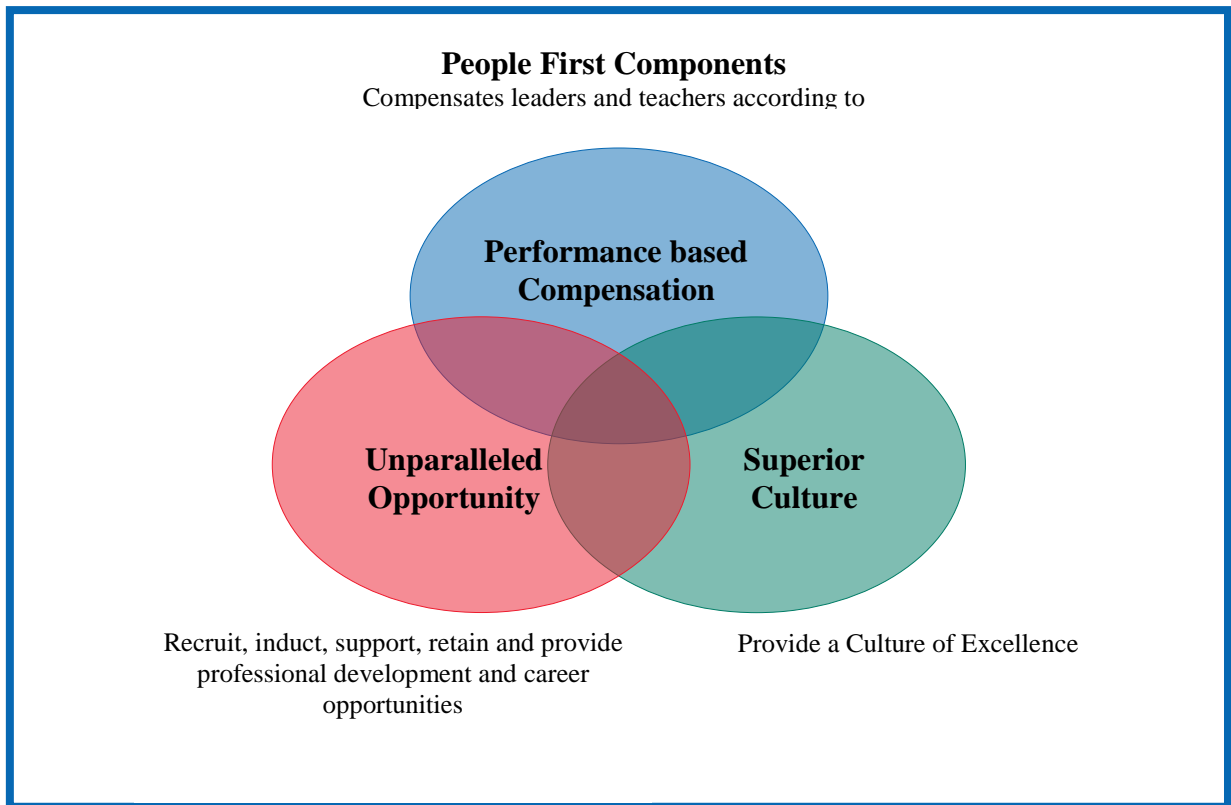
- Merit increases: Merit increases are built into the budget and awarded based on performance on formal evaluations. In many cases, this allows high-performing staff to meet or exceed what they might earn in the district.
- School-Wide Incentive Bonus: The Governing Board works diligently to manage costs so that budget surplus funds can be allocated towards a School-wide incentive bonus to reward all team members for the achievement of specific goals.
- Recognition Programs: The ESP provides network-wide recognitions such as Teacher of the Year, New Teacher of the Year, and Team Member of the Year. These are awarded at an individual school level, as well as overall winners. The recognition is accompanied by a cash award.

B. Describe the proposed 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.

The Governing Board will work directly with the ESP to implement the School’s employment procedures and policies. The ESP has conducted extensive internal and external research to

determine the most important elements in designing a work environment and culture to support employee performance, build morale, and promote student achievement. The following describes the School’s People First Plan which is the framework for all employment policies and procedures.

Figure 12.1



The School will implement the People First Plan as outlined below:

All School staff will participate in a Human Resources Orientation Program where policies will be reviewed in detail and each employee will acknowledge his/her responsibility to adhere to School policies. Some of these policies will include harassment, discrimination, workplace violence, EEOC, safety, company ethics and conduct and other policies, as outlined in the Employee Handbook. The complete employee handbook can be found in **Appendix E**. Part of each employee’s performance evaluation will be based on how well they perform their job and how well they demonstrate the values and principles of the School. Each employee will be accountable for a safe and positive work and learning environment for the students and staff.

Professional Development

Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-probability research based instructional strategies the ESP will provide the following professional development trainings found in table 12.2:

Table 12.2

Required Trainings	Other Offerings
<p>New Teacher Induction – Three-week seminar that includes instructional methods for data-driven instruction and research based classroom management and student motivation.</p> <p>Returning Teacher Orientation – One-two week seminar that includes instructional methods for data-driven instruction and research based classroom management.</p> <p>Teacher Learning Communities - An on-going community for new teachers that include monthly meetings to review and enhance the teacher’s knowledge of high-probability instructional strategies.</p> <p>Curriculum Cadre – Curriculum Resource Teachers from CSUSA’s network of schools meet to discuss innovative classroom strategies that support student achievement once a month, as well as to monitor the success of past strategies, in order to share and implement the most effective strategies within their schools.</p> <p>Curriculum Mapping - although the process of monitoring and editing curriculum maps occurs throughout the school year, once a year teachers meet to discuss the notes they have taken throughout the year to see how they can improve the curriculum maps for each subject area. Master teachers then take this information to the classroom teachers to ensure that they have a successful year by notifying them of any changes to the curriculum map, and adjusting instruction accordingly</p> <p>Data Analysis - staff development is provided to teachers to ensure that they are analyzing their students’ data for maximum student achievement.</p>	<ul style="list-style-type: none"> ● Writing Effective Lesson Plans ● Formalization of the Instructional Program ● Development of a Comprehensive Assessment Plan ● Collection and Interpretation of Student Performance and Achievement Data ● Theory of Multiple Intelligences ● Harry Wong: The Effective Teacher ● Assessment and Evaluation ● What Great Teachers Do Differently: 14 Things that Matter Most ● Classroom Instruction that Works: 13 High-Probability Strategies ● Six Traits of Effective Writers ● Using Manipulatives in Math ● Strategies for Successful Test Taking ● CHAMPs: A Proactive and Positive Approach to Classroom Management (CHAMP: Conversation, Help, Activity, Movement, Participation) ● “Best Practice” Strategies for the Classroom ● Centers in the Classroom ● Technology in the Classroom ● The Interdisciplinary Curriculum ● English for Speakers of Other Languages Regulations and Procedures ● Exceptional Student Education Regulations and Procedures ● Research-Based Innovative Learning Methods

Professional development is a strategic tool for the School’s continued growth, productivity and ability to retain valuable employees. Short-term plans are implemented to create projects; long-term plans are implemented for the organization; career development plans are implemented for the employee; and skill-building is used for immediate improvement in employee performance in areas of deficiency. All of these components are part of professional development.

Teacher Evaluation System

The purpose of the Teacher Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services. The TES will include the Teacher Performance Evaluation (TPE) instrument, the Non-Classroom Instructional Personnel Performance Evaluation (NCPE), and the Strategic Support Observation Tool (SSOT) that are based on the research of Robert J. Marzano, with clear connection to the Florida Educator Accomplished Practices (FEAPs), and the Florida adopted Marzano Evaluation Model (the state of Florida's Model).

The TPE and NCPE will be used for teachers' and non-classroom instructional personnel's formal performance evaluation(s). The SSOT will be used throughout the year to provide feedback on performance, with outcomes used for the deliberate practice score for the academic year.

Where applicable, the School will employ various assessments that will be used for evaluation purposes, including the consideration of district and statewide assessments as they become available. Assessments will be aligned to the NGSSS and Florida Standards transitioning to Florida Standards in accordance with the State's timeline.

The School will base at least 50 percent of the performance rating on data and indicators of student learning growth assessed annually by statewide assessments. The metrics that are used to determine the final rating, along with each metric's weight in the formula, are as follows:

- Student Growth Measure: 50%
- Teacher Performance Evaluation Score: 30%
- Deliberate Practice Score: 20%

The School will utilize a state-approved Teacher Evaluation System. All observation results will be calculated electronically via the School's local instructional improvement system, a process that will be overseen by the School's principal and the ESP.

The CSUSA Teacher Evaluation System is in compliance with the Race to the Top (RttT) requirements. The final teacher evaluation score will be comprised of the combined scores from the above three metrics. The final TES scores will be used to help determine human capital decisions including merit pay increases. Teachers that score Highly Effective (HE) may be eligible to receive the top tier, teachers who score Effective (E) may be eligible to receive the middle tier and Developing teachers that do not score HE or E may be eligible to receive the lower tier.

Student Learning Growth (SGM) or (VAM)

Student learning growth will be determined by the State's growth model (SGM) based on students' performance on the Florida Standards assessment. Including students who met Surveys 2 and 3, the School will utilize three years of value-added model (VAM) scores and assign quality points (4, 3, 2, or 1) for each year. The quality points for all three years will then be averaged to arrive at the student growth quality rating $((2012+2013+2014)/3)$ for the current year. Cut scores to identify the appropriate quality points will be determined by using a 65% confidence interval (CI) to ensure teachers rated Highly Effective and Unsatisfactory are in the

correct group. Teachers' value-added-model estimates will then be subject to 95% and 80% confidence intervals. Teachers whose two CI scores are completely above the 65% interval will be rated Highly Effective. Conversely, teachers whose two CI scores are completely below the 65% confidence interval will be rated Unsatisfactory. Teachers whose confidence interval straddle the 65% interval will be divided into either the Effective or Developing/Needs Improvement group based on the location of their VAM estimates and approximate 95% and 80% confidence intervals.

- Effective: At least 30% of students met expectations
- Developing/Needs Improvement: Less than 30% of student met expectations

When 2015 scores are received, the School will reevaluate the calculations and may choose new cut points. This will be a recurring process each year to ensure the most accurate and effective approach for determining SGM quality ratings for teachers. For non-departmentalized elementary teachers, VAM scores will be an equal weighting of reading and mathematics scores. For courses that do not have statewide assessments, cut scores to determine quality points (4, 3, 2, or 1) will be developed based on 2015 standards-based EOC scores. By 2015-16, for subjects and grades not assessed by the statewide assessments, the School will use FLDOE models upon availability, to measure student learning growth using equally appropriate formulas, and/or use the District's formulas where applicable and available. For courses for which there are no appropriate assessments, the School's principal will collaborate with CSUSA to determine established learning targets. All students at the school are required to participate in statewide assessments.

Teacher Performance Evaluation (TPE)

The process to assign a final TPE rating is as follows:

- Step 1: Rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing/Beginning (2), and Not Observed (1).
- Step 2: Count the number of ratings at each level for each of the 5 strategic priorities (Academic Excellence, Financial Health, Growth, Operational Performance, and Culture of Excellence).
- Step 3: For each strategic priority, determine the percentage of the total each level represents.
- Step 4: For each strategic priority, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher's experience level):
 - Category I: 1-3 years
 - Category II: 4-7 years
 - Category III: 8+ years

This is a strategic priority proficiency score and will be a number between 1 and 4.

- Step 5: Compute the weighted average of the 5 strategic priorities proficiency scores and find the resulting number on the scale.

The scale is as follows:

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

All observation results will be calculated electronically via the School's local instructional improvement system (when fully implemented), a process that will be overseen by CSUSA's Human Resources Department, and with final determination by the School's principal.

Deliberate Practice Plan (DPP)

The Deliberate Practice Score will serve as an additional metric evaluation element for all teachers. It will include three primary Focus Strategies developed as specific goals in each teacher's Deliberate Practice Plan (DPP). The DPP will be created, reviewed and completed in conjunction with school administration. Progress will be monitored via additional observations and classroom strategy reviews by school administration and/or mentors assigned to the teacher.

The evaluator will determine a proficiency rating for the deliberate practice score by rating performance on the identified goals for each of the three primary Focus Strategies during formal observations. The rubric for the rating will be based on Marzano's scale: Innovating (4), Applying (3), Developing/Beginning (2) and Not Using (1). The school administration will conduct a formal observation during the first quarter of the school year to determine the initial data point for each Focus Strategy. The number of growth levels from the initial data point to the final data point will be determined for each element. Based on a final, formal observation conducted during the fourth quarter of the school year, a growth level will be determined for each Focus Strategy. The growth level will be compared to a scale to determine the Deliberate Practice Score for each Focus Strategy. The Deliberate Practice Scores for the three Focus Strategies will be averaged for the final Deliberate Practice Score.

Superior Culture

The culture of the School is integral to the attraction and retention of high quality staff. The following are cultural elements that will be built into the School:

- Uniforms
- Parent involvement
- Strong discipline plans
- Classroom management expectations
- Action plans based on semi-annual staff surveys
- Action plans based on semi-annual parent surveys
- Strong focus on the 21 Responsibilities of a Leader that, according to research, drives student achievement
- Recognition programs (corporate and school based)
- Summits and conferences that celebrate success, involve staff in planning and provide motivation and excitement about our mission
- Teambuilding and recreational events that build camaraderie and a sense of belonging
- Character education programs that supports an Ethical Learning Community and positive school culture
- Other factors that support a positive culture include:
 - Safe and orderly environment
 - Collegiality and professionalism
 - Parent and community involvement

Unparalleled Opportunity

From New Teacher Induction for new teachers to the Leading Edge Program aimed at high performers, there are numerous opportunities provided to allow staff to learn, grow and adjust their career path according to their professional goals. One example is the QUEST process that will allow the ESP to not only monitor the School's progress, but it also allows staff throughout the network to gain an opportunity to visit other schools and be involved in the continual improvement process. Conferences, seminars and other professional development activities are all opportunities that are provided.

Section 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.

Understanding that the School is indeed a “school of choice,” the Governing Board recognizes the importance of marketing and recruiting to parents and students of Broward County. In general, the extent or degree of marketing efforts depends primarily on the targeted population. In order to promote a neighborhood school environment, the marketing strategy starts in the immediate area and then broadens to the mass market.

Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a “wait-list” application pool, marketing will occur to all appropriate populations (geographic, ethnic, age). Utilizing the School’s student information system, applicants will be tracked and ordered appropriately. This method will provide an opportunity for all students applying to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels.

The School will conduct a three phase marketing campaign: Identification, Awareness, and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

Phase I: Identification

First, the School will identify eligible students as identified in the Charter. Second, the ESP will identify the target recruitment area based on a detailed and thorough analysis of the area and compliance with the Charter. Some of the indicators to identify a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance
- Perform scientific surveys for interest areas (e.g. programs, transportation, etc.)

Phase II: Awareness

Beginning approximately one year prior to School opening or upon approval of this Charter Application, the School will conduct a broad marketing campaign throughout the targeted areas that educates and publicizes to the community information about the charter school movement and more specifically the opportunities and benefits available at the School. Publications and media clips will be produced as needed to match the demographics of the community.

These efforts will include, but not be limited to:

- Local print media
- Development of a school website accessible via the internet, with email options
- Distribution of brochures and flyers about the School and the programs offered
- Participation in “town hall” type meetings with local organizations
- Direct mailings and targeted cable television advertisements to the community
- Local television public service announcements
- Announcements in Human Resources Newsletters for area businesses

Phase III: Recruitment

Enrollment will take place until the School is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive hands-on marketing strategy will be implemented.

These efforts will include, but will not be limited to:

- Targeted Direct Mail, cable television and newspaper advertisements
- Continued distribution of brochures and flyers about the School and the programs offered
- Presentations/information sessions to the local community, neighborhood clubs, libraries, and other organizations
- Display signs and flyers throughout the immediate and surrounding communities
- Open houses and information sessions at the School
- Internal company email advertisements through local businesses

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 is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Fla. Stat. §1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

Marketing strategies to announce the opening of the School to “hard to reach” populations will include, but not be limited to the following:

- Production of marketing materials and school applications in languages other than English, such as Spanish and Haitian-Creole, as needed, to accommodate the needs of the community
- Availability of bilingual staff to answer questions
- The website will have enrollment applications in multiple languages
- Radio public service announcements in multiple languages
- Posting of information (in appropriate languages for the community) in local public areas (i.e., libraries, grocery stores, YMCA, centers, etc.)
- Advertising in magazines, newspapers, including free community publications
- Distribution of information to local businesses’ human resources departments
- Advertise Open House Information Sessions in a variety of locations and languages throughout the community

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

The proposed High School will function in conjunction with the proposed Renaissance Charter School of West Broward (K-8), Renaissance Charter School at University, Renaissance Charter School at Plantation, and North Broward Academy of Excellence Middle School which are free public schools of choice for parents and students who live in Broward County. The Schools will form a continuous feeder pattern of K-12 education for students of Broward County. The majority of eligible students matriculating from the proposed Renaissance Charter School of

West Broward (K-8), Renaissance Charter School at University, Renaissance Charter School at Plantation, and North Broward Academy of Excellence Middle School, are expected to continue their education at the High School, with the purpose of the school feeder pattern to be the production of high academic achievement for all learners.

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to Fla. Stat. §1022.33(10)(b), the School shall enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. Enrollment will also follow FS 1002.33(15)c, which includes enrolling students according to racial/ethnic balance provisions in 1002.33 (7)(a)8. In accordance with 1002.33 (10)(d), the School may give enrollment preference to the following populations:

- students who are articulating from the proposed Renaissance Charter School of West Broward (K-8), Renaissance Charter School at University, Renaissance Charter School at Plantation, and North Broward Academy of Excellence Middle School.
- students who are siblings of a student enrolled in the School
- students who are the children of a governing board member of the School
- students who are the children of a School employee
- students who are the children of an active-duty member of any branch of the United States Armed Forces

Student applications will be made available online through the student information system, accessible on the School website, and in paper form at local distribution sites. The student information system accepts student applications and monitors the number of applications submitted for each grade level. The student information system is the only system designed specifically to meet the unique needs of charter school's application management needs. The student information system manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. If, at the end of the open enrollment period, there is an over subscription for any grade level a lottery will be conducted.

All accepted applicants will be provided with written registration requirements. Documentation required by Broward County Public Schools is collected for review and verification. The following items are generally required for all students:

- social security number (optional)
- birth certificate
- report card, transcript
- current immunization/medical history

Reports detailing status of student registration items are produced using the student information system. Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications will be accepted on an ongoing basis and maintained on a waiting list. Communication with perspective students will be generated as appropriate. The tentative timetable below will be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the program capacity.

Table 13.1

Year 1	
Open enrollment	February - March
Application verification	April
Notification of lottery	April
Lottery	May
Student enrollment/ waitlist notice sent	May
Registration	May - ongoing
Year 2	
Recommit letters to current students	January
Open enrollment	January - February
Application verification	March
Notification of lottery	March
Lottery	April
Student enrollment/ waitlist notice sent	April
Registration	May - ongoing

Early Registration: Prior to opening, an open enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to the School or assigned a lottery number in the event that applications exceed capacity. If capacity is not reached after the established enrollment period, subsequent applications will be accepted on a first-come, first-serve basis until capacity is reached.

In subsequent years, applications will be accepted each year during an open enrollment period and continuously thereafter to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who re-commit minus the capacity. This is in compliance with Fla. Stat. §1002.33(10)(b). The lottery will be system generated. Once all open seats have been randomly filled, the remaining applicants will be placed on a waitlist. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. Parents will be notified in writing of their child's acceptance no later than twenty-one (21) days after the acceptance period deadline and will have a specific timeline to respond to the School in writing of their decision to attend. If an accepted applicant decides not to attend the School, the slot will be given to the first person on the waiting list.

In compliance with Fla. Stat. §1002.33(7)(a)8, the School will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. The School will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves or within the racial/ethnic range of other public schools in the district. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Lottery Rules and Procedures

Rules: General

1. For the purposes of the following rules,:
 - All references to dates are defined to mean **WITHIN THE HOURS OF OPERATION** on the date indicated.
 - Manual lottery refers to the selection of applicant names by a random method such as the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
 - Student information system lottery refers to the process whereby all eligible applicants are assigned a random number by the student information system and sorted, by grade, in order of the randomly assigned number, and preference.
2. All Applicants who applied within the open enrollment window (students not already attending the School) participate in the lottery irrespective of preference status.
3. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
4. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excludes declines) will be moved to the end of the waitlist.
5. Only one lottery shall be conducted by the School to include all grades in which the number of applicants exceeds the number of expected seats available.
 - At the end of the open enrollment window, if the number of applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. However, the computer system shall assign each applicant a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, ALL offers shall be rescinded and applicants shall be offered admission based upon the system assigned numbers.
 - Siblings of applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer SHALL maintain the seat accepted and the sibling whose offer, which has been rescinded, shall be considered to have a preference of an applicant with a sibling applying for the same academic year.
6. ALL offers of enrollment shall be made in the order of the lottery results and established waitlist. **NO OFFER SHALL BE MADE TO A STUDENT NOT PROPERLY ENTITLED TO THE NEXT AVAILABLE SEAT.**

Rules: Preferences

1. All preference categories shall be published prior to the conduct of the lottery
2. All applicants entitled to receive a placement preference shall be identified PRIOR to the lottery
3. Preference status entitles an applicant to be offered an available seat ahead of applicants without a preference status.
4. Preferences granted are subject to review and verification. The School reserves the right to rescind acceptance offers if the preference status is not verified or validated (i.e. of residency, proof of legal guardianship).
5. Siblings who are applying for the first time will receive preference only after one of the siblings has been selected in the lottery and accept their seat.

Procedure:

The open enrollment period must be published in advance of the lottery date regardless of the type of lottery.

Student Information System Based Lottery Process:

1. The School selects the applicants eligible to participate in the lottery.
2. The School will select the grade levels that require a lottery.
3. The School office will run the lottery process.
4. The lottery results module of student information system will highlight the students eligible for "offer" letters, along with noting the siblings.
5. Letters will be generated to offer students acceptance into the School.
6. The remaining students will move to a waitlist based on their lottery number.

In the event an applicant who should have been included in the lottery but wasn't due to an error by the School, an offer may be extended if space is available. In the event an applicant was offered a seat in the lottery and provided incorrect information that led to a selection, the applicant's offer will be rescinded and placed back on the waitlist according to their lottery pool number.

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.

In furtherance of the School's mission and purpose, which includes developing well-rounded, engaged students, active parental participation will be required at the School. We have determined that active parental participation is essential to the delivery of our educational goals and is the key to the success of the overall program.

Parents will be asked to sign a "parent contract" agreeing to volunteer a minimum of twenty hours per school year. When two or more children from the same family are enrolled, parents will be asked to volunteer a total of thirty hours per school year. The School Principal or other school designee verifies the completion of the hours and credit is applied to the family's account. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours. Parents are

provided with numerous volunteer opportunities which can be completed at the School or at their home, thereby alleviating any possible hardship that may be created for parents that may not be able to complete volunteer hours at the School.

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

Parental involvement is a combination of commitment and active participation on the part of the parent to the School and to the student. Parent participation will be encouraged at the School. Parent/Teacher Co-ops (PTC) will be established to provide an opportunity for parent and community input that can be used in the development of new schools and programs. PTCs will be organized each school year at the School and will participate in and provide input for fundraising, volunteering, and operations (i.e. bus loop). The PTC shall be comprised of parents of enrolled students, administrators, and teachers. Parental participation in the School's operations and governance will be fostered by a parent's obligation between the parent, student, and School. Annual surveys will be distributed to parents to receive input for school improvement and satisfaction. Moreover, the student information system supports continual and meaningful parental involvement in each student's education.

Parents will be notified via routine postings regarding the time and place of Governing Board meetings, and they will be invited to attend and participate. The School Principal and the ESP will be represented at the Governing Board meetings to discuss all issues pertaining to the management of the School. Issues to be discussed will include school finance, student achievement, benchmark results, institutional focus, personnel issues, facility issues, and/or ancillary services issues. Parental participation in the School's operations and governance will be fostered by:

- Attendance and participation in Governing Board meetings that will be open to the public and notification disseminated per Sunshine Law.
- Parent/teacher conferences held to provide a forum for open discussion and to build parent/teacher understanding and support.
- Semi-annual surveys distributed to parents to receive input for school improvement and satisfaction.
- A parental obligation between the parent, student, and School.

Upon approval of this Charter Application, the School will work to develop community partnerships that are in the best interest of both the School and the community. These community partnerships will enhance the integration of public entities that are charged with the welfare of our children and increase the quality of services provided at the School. Examples of the type of partnerships we expect to develop include:

- Law Enforcement Agencies
- Other Public Safety Entities
- Health & Human Services Agencies
- Not-for-Profit Organizations with Child Focused Missions
- Youth Programs / Organizations (e.g. YMCA)
- Chambers of Commerce
- Local Businesses (e.g. United Way)

III. BUSINESS PLAN

Section 14: Facilities

If the site is not acquired:

A. Explain the school's facility needs, including desired location, size, and layout of space.

The exact location for the School facility has not yet been identified. However at this time several sites are being evaluated. The site will be compatible with existing neighborhoods and with local municipal and county planning efforts. The Governing Board's intent is for the School to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. Regardless, the facility layout will be based on previous plans that have been successfully deployed by the ESP for charter schools serving similar populations. The facility is expected to be 70,000 - 100,000 square feet in size, occupying one to three floors. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests. The District shall not be responsible for costs in the areas of facility construction or maintenance.

B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

The ESP has extensive experience acquiring and developing properties to operate charter schools. In addition, the ESP has been actively engaged in developing the cost model for this School. Estimates have been derived based on the following:

- Industry Experience
- Historical Projects
- Detailed Spreadsheets/Models Defining Cost Factors
- Actual Cost Data, as applicable
- Cost Estimates from Proposed Contractors, as applicable

Using the tools described above, the cost of a newly constructed facility can be estimated, exclusive of land but inclusive of site work, facility construction, and furniture, fixtures, and equipment to outfit the School. Table 14.1 provides a more detailed breakdown of this cost estimate.

Table 14.1

Cost Element	Estimated Cost (low)	Estimated Cost (high)
Due Diligence / Legal	\$ 50,000	\$ 100,000
Land Purchase Cost	TBD	TBD
Architectural & Design Fees	\$ 200,000	\$ 250,000
Engineering	\$ 150,000	\$ 200,000
Site Work	\$ 750,000	\$ 1,000,000
Construction Expenditures	\$ 9,450,000	\$ 10,000,000
TOTAL	\$ 10,600,000	\$ 11,550,000

Pending approval of this Charter Application, the proposed school facility will be built using one of the following sources of financing: 1) Developer financing that has been bank approved based upon the developer's financial capability, anticipated FTE funding, and the success of the Governing Board's other charter schools. This is a traditional financing and development structure that has been used across the state of Florida and has been reviewed and vetted by several legal teams as well as by the attorneys for the developer/builder and in their professional opinion, meets all applicable law; 2) Third party private real estate investor financing; or 3) Tax-exempt bond financing.

Regardless of the source of funds, the School will make rent payments for the facility adequate to cover the cost of servicing the associated debt/lease costs. Please refer to the "building lease/rent line item in the budget in **Appendix F**. Historically, the Governing Board and ESP have been successful at securing long-term, low-interest financing for charter schools. In addition, the financing is typically structured to allow the repayment schedule to accommodate the gradual enrollment growth.

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

Pending approval of this Charter Application, the School facility will be developed. It is anticipated that the facility will be owned and constructed by a private developer, who will then lease the facility to the Governing Board. The School will make rent payments for the facility. The facility lease will be developed and executed as a component of the school development project plan. Before the School begins operations, the district will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, health and accessibility for the disabled as per Fla. Stat. §1002.33(7)(a)(13).

The facility will meet all applicable building codes, including the Americans with Disabilities Accessibility Guidelines for new building construction. In accordance with §1002.33(18)(a), the School will not elect to follow the State Requirement for Educational Facilities. The facility will comply with all building code standards and regulations adopted by city and county in which the School is located.

The facility project will be managed by the ESP, who is a leader in the design and development of charter schools in the state of Florida, and has developed schools in a variety of settings including: urban, suburban, rural, and commercial centers. The ESP has opened charter schools ranging in size from 45,000 to 155,000 +/- square feet. The ESP will design a superior learning environment to achieve thematic and specialty programs inclusive of school technology, academic communities, and arts and sciences. The ESP has an extensive network of architectural firms experienced in designing schools, which provide a safe learning environment and operate efficiently and effectively. The design process is accomplished by a team of experts, both in-house and contracted, whose disciplines include: education, licensed general contracting, and project management.

Refer to Section 19, Action Plan, for a schedule of the key milestones for the development of the School. Detailed project plans will be built for each phase of the project. All construction and renovation projects undertaken prior to the opening of the School or during the term of the Charter will be carried out by experienced and appropriately licensed and insured construction professionals who will perform all work in accordance with the construction specifications, drawings and other documents, as directed by the design professional.

D. Describe the back-up facilities plan.

The School is evaluating several potential locations. Once a primary site has been selected, the remaining options will be considered a backup if the development of the primary location becomes unavailable.

Once construction begins on a site, it will be the long-term facility solution. In the rare event that issuance of the Certificate of Occupancy is not delivered in a timely fashion, the Governing Board intends to direct the ESP to locate short-term alternative facilities options. Any such alternate facility shall be suitable for school use, until such time as the School is able to open. In the unfortunate event that an adequate school facility or alternative short term facility cannot be secured, the approved application will request deferral of opening for one year until the facility plan can be carried out fully ensuring safety and compliance in all areas.

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

The School shall comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002 as it relates to charter schools. The School's staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, our school design will be modified and our projections amended to reflect necessary compliance, which may include modification to staffing and enrollment. For the upcoming school year, charter schools are mandated to comply with class size at the school-wide average.

Section 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.¹²

The School may provide transportation through an agreement or contract with Broward County Public Schools, a private provider, or parents. One bus has been included in the budget for transportation at an average rate of \$302 per day. If necessary, the School will contract with a district-certified and licensed school bus company, to provide transportation. The provider shall furnish proof that it meets or exceeds all applicable district, state, and federal rules and regulations governing student transportation. The School shall receive its portion of categorical funds relating specifically to transportation of students.

If transportation is offered, the School will restrict transportation of students to those who live within a reasonable distance from the School, generally considered to be within a 2-4 mile walkout radius of the School, and those students subject to a hazardous walking condition. The School may provide transportation to students outside of the reasonable distance when transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available. Transportation will be provided for students with disabilities enrolled in the School, as required by the student's IEP.

At the request of the parent, the School shall provide transportation pursuant to the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431, et. seq.) for each child of a homeless individual and each homeless youth.

During the enrollment process, the applicants are asked whether they will desire transportation. All students are accepted without regard as to whether transportation is requested. The School and the District shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter (Fla. Stat. §1002.33(20)(c)).

¹² The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

Section 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.

If offered and available, the School would be willing to pursue a contract with the District's Food and Nutrition Department to become an additional site under their NSLP sponsorship. Under this type of agreement, the School would rely on District staffing and resources for their food service program and would not retain any of the NSLP reimbursements or student payments.

In the event that the District does not provide vended meals to charter schools, the Governing Board will appoint a person, usually the NSLP Director, to be responsible for completing all necessary NSLP paperwork and/or applications in advance of the school year on behalf of the School. If for any reason the School's application for participation in this program is not accepted, the School will amend its operating budget to reflect the reduction in revenues associated with reimbursement from the NSLP.

Each year, or as required, an Invitation to Bid (ITB) will be announced for each Governing Board/NSLP Sponsor as per the NSLP regulations. Once a vendor is selected their contract can be renewed for four additional years.

The School will require vendors to provide a quality unitized meal program that includes all the "components" of a full service operation. The "component meal system" consists of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners. In addition to providing these items, the chosen vendor shall also provide the following services to the School: delivery of all items to the School; menu planning; nutritional analysis; all necessary kitchen equipment (ovens, refrigeration, freezers, milk coolers, etc.); equipment maintenance; commodity utilization; food service training; marketing and promotions.

Prior to the beginning of each school year, training personnel are sent to the School to work with the food service staff on how to properly run the food service program, including: ordering, inventory, food preparation, serving procedures, and clean up. During the school year, the cafeteria staff will prepare all of the required meal components following the directions provided by the vendor.

Depending on the size of the School's enrollment, there will be up to two serving lines for the students. The serving lines are set up with the point of service station at the end. This set up ensures that the cafeteria personnel can see students are receiving all of the required components to make up a reimbursable meal. The School will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and NSLP claiming. All students are assigned an account number at the beginning of the school year and can add funds to their account in the cafeteria office. Regardless of account balance, no child is ever denied a meal.

At the end of each month, the cafeteria staff will be responsible for sending the monthly historical edit check report to the NSLP Director which will be used in the submission of the NSLP reimbursement claim.

The facility plan will include a multipurpose room which will mainly be used a spacious cafeteria. All students will eat meals in the cafeteria. The room will also be used for student gatherings and school wide assemblies.

Section 17: Budget

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.

A copy of the School’s projected five year Budget is included in Appendix F and contains all revenue projections, expenses, and anticipated fund balances.

B. Provide a start-up budget.

The planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. All initial startup cost for planning and development of the School will be paid by the ESP and reimbursed by the school upon operation. Charge-backs will be limited to direct costs only. These costs are incorporated into the school's first year's budget.

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

Revenue assumptions:

- FEFP funding per student is assumed at \$6,002 per student. This is from the latest funding worksheet provided by the FL DOE.
- Capital outlay (eligibility based on accreditation) is assumed at an average rate of \$419 per student each year.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program.

			Breakfast	Lunch
Food Service Revenue	Participation	All	15%	57%
		Breakout	Full	50%
	Reduced		10%	10%
	Free		40%	40%
	Revenue	Full	\$ 1.50	\$ 2.85
		Reduced	\$ 0.30	\$ 0.40
		Free	\$ -	\$ -
	Government Revenue	Full	\$ 0.29	\$ 0.37
		Reduced	\$ 1.62	\$ 2.66
		Free	\$ 1.93	\$ 3.07
	Expense	All	\$ 1.28	\$ 2.48

Expense Assumptions

- Average teacher wage is assumed at \$40,000.
- Management Fees are calculated at 0% in year one, .5% in year two, 2% in year three, 2% in year four and 2.25% in year five.
- Rent is included in the budget at 15% of revenue for all years.

- Capital expenditures for computers, software and furnishings are included in the budget. Since year one will be the initial year for these purchases, the amount of \$852,500* is higher than subsequent years for these items, Subsequent years include these items for additional enrollment and replenishment of existing items. *Note – 100% of FF&E, capital purchases, and textbooks, in the first year, and just FF&E and capital purchases in the second year will be financed over five years.
- Cumulative fund balance of at least 3% of total revenue is achieved by year three with a balance of \$769,143 by the end of year five. These funds will be maintained for the school and used at the Governing Board's discretion.

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The Board shall adopt a comprehensive and balanced budget on an annual basis, which shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget will require the approval of the Board. The budget will be prepared conservatively and with viability and sustainability of the School in mind. Any amendments to the budget will require the approval of the Board.

The spending priorities of the School are as follows: personnel expenses; instructional resources, facilities costs; furniture fixture & equipment lease payments; all other operating expenses; excluding the management fee.

The Board has a rigorous budget management process to ensure that the Academy achieves the desired positive financial results. The Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of monthly financial statements which are prepared by the ESP. To supplement the financial statements, the ESP provides monthly dashboard reports which summarizes the monthly activity of the School, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate.

As budget variances arise and are managed, new forecasts are developed each month. These forecasts allow leadership to make timely management decisions to ensure the financial health of the School, and are presented to the Board on a quarterly basis.

The Governing Board proposes a school design that is both efficient and effective for providing a high quality charter school. The objective is to fill the school to capacity. The financial projections show an enrollment ramp that we believe is conservative and maintains a positive fund balance. We will manage the budget based on actual enrollment and deliver high quality results. In the event that revenue shortfalls due to lower than expected enrollment occur, a revised budget will be created and submitted to the district. Staff and associated expenses will also be reduced as required comparable to the reduced enrollment. The ESP will stand behind the School to ensure its viability, up to and including reducing its fees for services to zero.

E. Provide monthly cash flow projections for the school's start-up period through the first year of operation.

A copy of the School's monthly cash flow projections is included in Appendix F.

F. Describe the school's fundraising plan, if applicable.

The School budget is designed so that all of the ordinary and necessary costs of operating the School, including capital needs, will be met primarily by the State FEFP. Although fundraising amounts are not included in the budget, fundraising may be provided from the School's PTC and/or student fundraising campaigns as needs are identified. Currently there are no fundraising efforts taking place.

Section 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 Governing Board will contract with the ESP to provide financial management services to the School. The Governing Board will adopt the established processes and procedures of the ESP to ensure fiscal responsibility and sound internal controls as discussed in Section 11.

The ESP will manage the day to day accounting and financial reporting function for the School. There will be several layers of oversight internally between employees performing finance-related tasks at the School and at the ESP's corporate support center. The ESP's Finance Department consists of several CPAs including the Chief Financial Officer, Controller, Assistant Controllers and Staff Accountants. This sets the tone for the control environment to ensure that financial resources are properly managed.

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

The Governing Board shall adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and all expenditures. In addition to preparing a conservative budget, the Governing Board has a rigorous budget management process to ensure that the School will achieve positive financial results.

The Governing Board's approach to budget management is a three-part process including: (1) review of financial statements, (2) review of budget vs. actual variances, and (3) forecasting of future results. The first part of the process is the preparation of the school's monthly financial statements. These financial statements are prepared by the ESP and are distributed to both school leadership and the Governing Board. Monthly financial statements will be prepared using Generally Accepted Accounting Principles specific to governmental entities. The School will also follow the guidelines in the "Financial and Program Cost Accounting and Reporting for Florida Schools" (Red Book). Monthly financial statements will also include a comparison of actual results to the approved budget to facilitate the second part of the process. Through forecasting, the third part of the process, the Governing Board will be able to make timely decisions to ensure the financial health of the School.

In compliance with F.S. 1002.33(9)(j)(1), the School will obtain an annual financial audit that is performed by an independent certified public accounting firm. The Governing Board may select an audit committee to oversee the audit of the School. The Governing Board will use the auditor selection procedures as outlined in F.S. 218.391. The audit shall be performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General, State of Florida. Audited statements will be submitted to the Sponsor no later than September 1 of each year.

In addition to the process described above, the School will provide monthly dashboard reports. The dashboard report summarizes the monthly activity of the School, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate.

As budget variances arise and are managed, new forecasts are developed each month to ensure the School stays on track financially throughout the year. These forecasts allow school leadership to make timely management decisions to ensure the financial health of the School and are presented to the Governing Board.

The School will employ a school-based Business Operations Manager who will act as a liaison to the ESP for human resource, payroll, and financial matters relating to cash collection. The Business Operations Manager will also work with the Principal to ensure adherence to the Governing Board-approved budget. Below is a summary of the finance and accounting functions that the Business Operations Manager will perform:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to company policy
- Submit documentation for all receipts and disbursements made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit instructional related purchase orders according to company policy
- Prepare and submit check requests for certain invoices
- Review and approve expenditure invoices with School Principal
- Maintain reconciliation of internal funds account

The ESP's financial management services include:

- Processing of accounts payable
- Preparation of the monthly financial statements for the School
- Processing of payroll
- Budget preparation, maintenance and forecasting
- Financial reporting to internal and external parties
- Audit management

The ESP's financial management team includes:

- Accounts Payable Coordinator: Pays approved expenditures for the School
- Staff Accountant: Prepares the monthly financial statements for the School
- Assistant Controller : Oversees the work of the Staff Accountant
- Controller: CPA; oversees the Accounting Department
- Financial Analyst: Prepares the School's annual budgets; reviews the financial performance of the Schools on a monthly and quarterly basis, focusing on budget variances; conducts monthly dashboard reviews with school leadership
- Senior Financial Analyst: Oversees the work of the Financial Analyst Prepares the School's annual budgets; reviews the financial performance of the Schools on a monthly and quarterly basis, focusing on budget variances; conducts monthly dashboard reviews with school leadership

- Manager of Financial Planning and Analysis: Oversees the work of the Financial Analyst and Senior Financial Analyst
- Senior Director of Financial Planning and Analysis: Oversees the Financial Planning and Analysis team

Professional training for the School Principal and school-based Business Operations Manager will be provided by the ESP. On an annual basis, these school administrators will be required to attend the School's Summer Leadership Institute, which will include training on relevant subjects such as budgeting, financial management and human resources and educational best practices. In addition, ongoing training will be provided in the form of quarterly meetings, at a minimum, which will focus on current developments in industry best practices.

If the School is found to be in a state of deteriorating financial condition or meets one or more of the conditions in §218.503, F.S., *Determination of Financial Emergency*, the School's Governing Board and the Sponsor shall develop a corrective action plan and file the plan with the Commissioner of Education within 30 business days after notification is received in accordance with §1002.345, F.S.

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

Accounting records will be stored in the accounting information system, utilizing the Microsoft Dynamics SL accounting software. Journal entries and the appropriate back up documentation will be maintained in a secured environment. Information system backups are completed daily in order to ensure data is secured.

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

Student records shall be maintained in a limited access area and shall be locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a locked waterproof and fireproof cabinet. Access to the records shall be confined to required school personnel (i.e. clerical personnel). Records shall not be made available to anyone outside the School except in accordance with the guidelines for public records or in the event of a lawful court order. Records shall be made available to district staff for the purpose of monitoring and oversight.

Financial records will be maintained at the ESP corporate support center, in a secured environment, with limited access to pertinent staff. However, should the district request or require an examination of financial records, the ESP will either accommodate the district at its Fort Lauderdale location, or will arrange to bring the requested documentation to the School for the district's review.

E. Describe the insurance coverage the school will obtain.

The School will comply with all insurance requirements specified by Broward County Public Schools, or applicable state statutes regarding insurance and liability coverage. Table 18.1 is a sample of the School's insurance coverage:

Table 18.1

Coverage Type	Coverage	
Commercial Property Insurance	Based on value of property	
Commercial General Liability	Up to:	
	Each Occurrence	\$1,000,000
	General Aggregate	\$3,000,000
Commercial Automobile Liability	Each Accident	Combined Single Limit
	Bodily Injury Property Damage	\$1,000,000
Commercial Umbrella Liability	Each Occurrence	\$20,000,000
	General Aggregate	
Educators Professional Liability	Each Claim	2,000,000
	Aggregate	\$2,000,000
Director’s and Officer’s Liability	Each Loss	\$5,000,000
Employment Practices Liability	Each Loss	\$5,000,000
	Each Loss	\$1,000,000
Fiduciary Liability	Policy Aggregate	\$5,000,000
Fidelity Crime		\$2,000,0000
Workers’ Compensation and Employer’s Liability	Workers Compensation	Statutory Limits
	EL Each Accident	\$500,000
	EL Disease Occurrence	\$500,000
	EL Disease Limit	\$500,000
Student Accident Insurance	Basic Each Occurrence	Reimburses Out-of- Pocket Expense
	Catastrophic	Excess of Basic – Aggregate Benefit Maximum \$5,000,000

The insurance companies that provide coverage to the School will have a rating of “A-” or better and a financial size category of “VI” or better, according to A.M. Best Company, a national insurance rating company.

Section 19: Action Plan

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

The construction project will be managed by the ESP. The ESP has developed charter schools in a variety of settings including: urban, suburban, rural, and commercial centers. The development team of project managers coordinates the creation, implementation, and adherence to school opening milestones and benchmarks. All project-related schedules are tracked and accessible via the Internet to ensure the most up-to-date information is available at all times. The development team will guide the project to successful completion by leading: weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.

The overall planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. The startup costs of planning and development of the School will be recovered by the ESP through the management fee it collects in future years. A model project timeline for school opening would include, but not be limited to, the following milestones/benchmarks. Each represents broad areas of activity. Detailed project plans will be built for each phase of the project. The ESP has developed a proprietary comprehensive checklist detailing over 1,000 items to be completed to ensure a successful and safe school opening.

Table 19.1

Period	Projected timetable for Key Project Tasks
8/14– 3/15	<ul style="list-style-type: none"> • Approval of Charter Application • Management Agreement Executed • Approval of Charter Contract • Construction Drawings/Plans Approval • Site Selected and contract executed • Site Review <ul style="list-style-type: none"> ○ Facilities–Use for Programs (e.g. Athletics, Sciences, etc.) ○ Site Plan–Ingress/Egress, Transportation, Fields, Parking, Signage ○ Zoning • Site Plan Approval • Land Development Permit • Construction Financing • Finalize Architectural Design
10/14 – 3/15	<ul style="list-style-type: none"> • Apply for General Building Permit • Land Development • Facility Development • Open Enrollment Period • Enrollment – Finalize School Budgets/Forecasts • General Community Awareness/Information Marketing • Technology Planning • Identify Potential Leadership Candidates
3/15 – 6/15	<ul style="list-style-type: none"> • RFP’s for Vendors <ul style="list-style-type: none"> ○ Services ○ Furniture, Fixture, and Equipment listing (FF&E) ○ Technology • Community Activities • Open Enrollment Period • Facility Lease Executed • Construction (Ongoing) • Faculty Recruiting and Hiring • Direct Marketing for Student Enrollment • Student Enrollment/Registration (Ongoing) • Lottery, if necessary • Complete Construction
6/15 – 8/15	<ul style="list-style-type: none"> • Certificate of Occupancy • Governing Board training • Installation of FF&E • Technology Installation • Staff Move-in • Staff Training • Teacher Professional Development • “Open House” Sessions for Parents/Students • Student Enrollment/Registration (Ongoing) • First Day of School • Direct Marketing for Student Enrollment

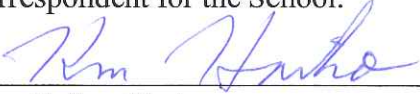
IV. STATEMENT OF ASSURANCES

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 Renaissance Charter School, Inc. 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 Ken Haiko, Chairman to sign as the legal correspondent for the School.


Ken Haiko, Chairman

August 4, 2014
Date

V. APPENDIX

Appendix A	Governing Board's Corporate Documents
Appendix B	Governing Board Member Resumes and Signed Conflict of Interest Statements
Appendix C	Proposed Management Agreement with ESP
Appendix D	ESP Profile
Appendix E	Key School Staff Job Descriptions and Employee Handbook
Appendix F	Five Year Projected School Budget and Financial Plan
Appendix G	Curriculum Samples/Sample Personal Learning Plan/Sample Report Card/ CSUSA Florida Student Progression Plan
Appendix H	Technology Plan
Appendix I	Annual Calendar/Code of Conduct

State of Florida

Department of State

I certify from the records of this office that RENAISSANCE CHARTER SCHOOL, INC. is a corporation organized under the laws of the State of Florida, filed on August 19, 1998.

The document number of this corporation is N98000004768.

I further certify that said corporation has paid all fees due this office through December 31, 2013, that its most recent annual report/uniform business report was filed on March 1, 2013, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

*Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this
the Eighteenth day of June, 2013*



Ken DeFina
Secretary of State

Authentication ID: CU3853468036

To authenticate this certificate, visit the following site, enter this ID, and then follow the instructions displayed.

<https://efile.sunbiz.org/certauthver.html>

Internal Revenue Service

Date: June 17, 2004

Joy Yoder
6245 N. Federal Hwy. 5th Floor
Ft. Lauderdale, FL 33308

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Paul Perry 31-07423
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 8:30 p.m. EST
877-829-5500
Fax Number:
513-263-3756

Dear Sir or Madam:

This is in response to your request of June 17, 2004, regarding affirmation of the tax-exempt status of Ryder System Charter School Inc.

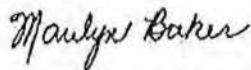
Our records indicate that a determination letter issued in June 2003 granted this organization exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified this organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in section 509(a)(1) and 170(b)(1)(a)(ii).

Donors may deduct contributions to this organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to the organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Marilyn Baker, Manager, TE/GE
Customer Account Services



FLORIDA DEPARTMENT OF STATE
Glenda E. Hood
Secretary of State

September 20, 2004

RENAISSANCE CHARTER SCHOOL, INC.
6245 N. FEDERAL HWY., 5TH FLOOR
ATTN: BRAD HACKER
FORT LAUDERDALE, FL 33308

Re: Document Number N98000004768

The Articles of Amendment to the Articles of Incorporation for RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC. which changed its name to RENAISSANCE CHARTER SCHOOL, INC., a Florida corporation, were filed on September 20, 2004.

The certification requested is enclosed. To be official, the certification for a certified copy must be attached to the original document that was electronically submitted and filed under FAX audit number H04000187789.

Should you have any question regarding this matter, please telephone (850) 245-6050, the Amendment Filing Section.

Michelle Milligan
Document Specialist
Division of Corporations

Letter Number: 204A00055391

Division of Corporations - P.O. BOX 6327 -Tallahassee, Florida 32314

**AMENDED AND RESTATED
BYLAWS OF
RENAISSANCE CHARTER SCHOOL, INC.
(A Not-For-Profit Florida Corporation)**

**ARTICLE I
NAME**

Section 1.1. Name. The name of the Corporation shall be Renaissance Charter School, Inc. formerly known as Renaissance Elementary Charter School, Inc., and Ryder System Charter School, Inc. (the "Corporation").

**ARTICLE II
ORGANIZATION**

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Florida Not For Profit Corporation Act, to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 2.2 Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE III
MEMBERSHIP**

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Directors of this Corporation serving from time to time.

**ARTICLE IV
BOARD OF DIRECTORS**

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under

the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present. The affirmative vote of a majority of the Board at a meeting in which a quorum is present shall be necessary for all actions by the Board relating to the following:

4.1.1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;

4.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws;

4.1.3. Organization of a subsidiary or affiliate by the Corporation; and

4.1.4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2. Number of Directors. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased to no more than nine (9) and decreased to no fewer than three (3) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3. Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than three (3) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.4. Election of Directors. Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees, constituting of at least two (2) nominees for each position open.

Section 4.5. Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 4.6. Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.7. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors, and no loans shall be made to any Director.

Section 4.8. Meetings of the Board. All meetings of the Board and its committees are subject to the Florida Open Meetings Law, FL Stat. Chapter 286, and notice of meetings shall be provided as required therein.

4.8.1 Annual Meetings. The annual meeting of the Board shall be held without on April 1st of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings.

4.8.2 Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

4.8.3 Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting.

Section 4.9. Quorum and Action of the Board. In the case where there are nine (9) members appointed to the Board of Directors, five (5) Directors must be present in person or by other electronic means at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least three (3) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. In the event there are less than nine (9) members appointed to the Board of Directors, a quorum of the Directors present in person or by other electronic means shall mean a majority of those directors present in person or by other electronic means. A majority of the Directors present in person or by other electronic means, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present in person or by other electronic means at the time of adjournment.

ARTICLE V **OFFICERS**

Section 5.1. Number. The Corporation may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be United States citizens, residents of the State of Florida or of Broward County. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.1 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall

become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 hereinabove.

Section 5.5. Chairman. The Chairman of the Board shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board.

Section 5.6. President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.7. Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.8. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.9. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.11.1. The Treasurer shall perform the services of the Chairman.

5.11.2. The Chairman shall perform the services of the Secretary and the President.

5.11.3. The Secretary shall perform the services of the Treasurer.

Section 5.12. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation.

ARTICLE VI
COMMITTEES OF THE BOARD

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII
INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE VIII
CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the

Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7. Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE IX
CERTIFICATES FOR MEMBERS AND THEIR TRANSFER

Section 9.1. Certificates for Members. The Board shall not initially issue Certificates of Membership. The Board may elect to provide for the issuance of certificates evidencing membership in the Corporation. The form of such certificates shall be determined by the Board. The certificates will be signed by the President or a Vice President and by the Secretary or an Assistant Secretary. The certificates shall be sealed with the corporate seal and shall be separately numbered. The name and address of each member and the date of issuance of the certificates shall be recorded in the corporate records. If a certificate is lost, mutilated or destroyed, it may be reissued in the manner determined by the Board. The certificates shall be non-transferable.

ARTICLE X
FISCAL YEAR

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall end on June 30 of each year.

ARTICLE XI
CORPORATE SEAL

Section 11.1. Corporate Seal. The Board shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE XII
NOTICE

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by delivering the same to a telegraph company for transmission by wire, the cost thereof being prepaid, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered to the telegraph company shall be deemed to be the time of the giving of such notice.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the

person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE XIII
AMENDMENTS

Section 13.1. By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

KENNETH J. HAIKO, CHAIRMAN

Kenneth Haiko serves as Chairman of The Renaissance Charter School, Inc. (RECS) and The Lee Charter Foundation, Inc. (LEE). His association with Charter Schools USA goes back many years and as a strong advocate for charter schools, Ken volunteers his time as chairman of two charter school boards. He is a strong believer in parental school choice for all students. As a not-for-profit entity, the RECS Board operates twelve charters in four counties in the state of Florida, with a population of over 7,500 students in grades K through 12. These schools are successfully managed by Charter Schools USA and provide innovative and comprehensive educational opportunities as an alternative to traditional public schools.

Ken also serves on the Board of Directors for Space Florida, the state's space agency. Appointed in June of 2007 by Governor Charlie Crist to serve out a vacancy, he was reappointed in June of 2008 to serve a full four year term. Space Florida is chaired by the governor, and was created to strengthen Florida's position as the global leader in aerospace research, investment, exploration, and commerce. In his capacity as board member, Ken chairs the Education, Research and Development, and Workforce Committee. He also serves on Space Florida's Executive Committee.

Prior to his appointment to Space Florida, Ken served on the legacy organization, The Florida Space Authority. Appointed by, then Governor Jeb Bush in June of 2000, Ken served for two years as Chairman, and three years as Vice Chairman to Lt. Governors Frank Brogan and Toni Jennings.

Ken has been active in local politics for over thirty years, serving as Vice Chairman, Finance Chairman, Director of Candidate Development and Precinct Committeeman for the Broward County Republican Executive Committee. In 1999, he was honored as Broward County Republican of the Year. Ken has been a delegate to the Republican National Convention and was closely involved in the election campaigns of Senator Bob Dole, Congressman E. Clay Shaw, Florida Senator Jeff Atwater,



Governor Jeb Bush, and Presidents George H.W. Bush and George W. Bush.

His other community activities include serving on the Area 14 Committee of the Employer Support of the Guard and Reserve, or ESGR. ESGR is an agency of the Department of Defense that educates employers and the general public of the important role that the guard and reserve plays in our national defense. In addition to Ken's military, space, educational, and political involvement, he has also served as a board member of the Angels of the Red Cross and was honored by the Cystic Fibrosis Foundation.

In his professional life, as a successful businessman in South Florida, Ken has been in the custom packaging design and manufacturing business since 1974. Currently he is employed as an account manager for Packaging Corporation of America. Originally from Connecticut, Ken served aboard the USS Lynde McCormick, a guided missile destroyer, and was involved in two tours of operation in the Vietnam War zone. Following completion of his enlistment in 1968, Ken settled in Fort Lauderdale, Florida, where he resides with his wife Paula. Ken has two children and five grandchildren, all of whom reside in Florida. He has maintained his alliance with the Navy as a member of the Board of Directors of Broward Navy Days.

DENNIS P. CLARK, VICE-CHAIRMAN FOR THE RENAISSANCE CHARTER SCHOOL, INC.

Dennis Clark is the current Vice-Chairman for The Renaissance Charter School, Inc. and The Lee Charter Foundation, Inc. He has been on the Board of Director's, serving in the past as Treasurer, and now in the role of Vice Chairman. Dennis brings a wealth of knowledge and expertise to the Board of Director's and his past financial experience brings a much needed focus to the Governing Board. He is a strong advocate of charter schools.



Dennis is a broadly experienced, results oriented banking executive with strong leadership and critical thinking skills. Dennis has experience in all phases of banking with an emphasis on Administration. His strengths are good judgment and human relations skills.

Dennis' professional and community involvement included President of Florida Association of Goodwill's; a member of the Broward County Workforce Development Board; a member of American Mensa; President of Goodwill Industries of Broward, Board of Director's; President of Broward County Bankers Association; President of Kiwanis Club of Coral Ridge, Fort Lauderdale; and President of American Institute of Banking (AIB) Broward.

In his professional career, Dennis currently owns and operates Risk Assessment Solutions, a company that provides assistance to non-profit organizations and small businesses in establishing a stronger, control-oriented infrastructure. Primary services include development of comprehensive policies and procedure manuals, supported by periodic risk identification reviews.

Prior to Risk Assessment Solutions, Dennis' former business career has been with BankUnited, FSB, where he managed 40 branch offices in South Florida. Prior to Bank United, he worked for Goodwill Industries as President/CEO. That organization provided all phases of rehabilitation programs serving 1,600 adults with disabilities annually, supported by a seven store retail store operation. Prior business experience was as President of the Southeast Bank-Galt Ocean Mile, in Fort Lauderdale.

Dennis graduated from Broward Community College with an AS degree in Banking and graduated with a Degree from the Banking School of the South at Louisiana State University. Personally, Dennis is a member of ArtServe, Fort Lauderdale. He enjoys sports and plays golf regularly.

COLONEL THOMAS P. WHEELER,

Colonel Tom Wheeler currently serves as Treasurer on The Renaissance Charter School, Inc. and The Lee Charter Foundation, Inc. He is an active member of the local and state, Florida communities, and has served in various positions throughout each.. Colonel Wheeler has professionally and personally holds a high interest in promoting and changing the needs of the K-12 student population. He is a strong believer in parental school choice for all students.

Colonel Tom Wheeler currently serves as Executive Director of the Department of Professional Standards, which includes Internal Affairs, Staff Inspections, Accreditation, the Institute for Criminal Justice Studies/Training and Grants Management. Col. Wheeler earned a bachelor's degree in Criminology from Florida State University and is a graduate of the prestigious FBI National Academy.

A 26-year veteran of law enforcement, he began his career with the Plantation Police Department, Plantation, Florida, and then joined the Florida Division of Alcoholic Beverages and Tobacco (ABT) where he worked his way up through the ranks to become chief of the agency. In recent years, Col. Wheeler served as a special agent for the Florida Department of Environmental Protection, as policy director for the Florida Department of Education, as director of law enforcement relations for the Florida Attorney General's Office and, most recently, as chief of the Florida Department of Law Enforcement.

Colonel Wheeler has served on numerous boards and commissions, including the Florida FBI National Academy Graduates Association, Dade County Police Chiefs Association, Florida Criminal Justice Standards and Training Commission and the Florida Violent Crime and Drug Council.



Margaret I. Wells

533 NW 14th Street
Homestead, FL 33030

786-261-1231
gregpeg2@bellsouth.net

OBJECTIVE

To obtain a volunteer position with an organization focused on serving and administering to the development of children.

WORK EXPERIENCE

Data Analyst, Performance Improvement

Homestead Hospital, Homestead, FL, 10/2002 – present

- Provide statistical data for various improvement projects
- Maintain and processes reimbursement to physicians for patient care

High School Teacher/Athletic Coach

Colonial Christian School, Homestead, FL, 8/2000 – 10/2002

- Taught various subjects from History, Health and Physical Education
- Coached girl's Volleyball, Basketball, Softball
- Coordinated sport's program for school

Data Specialist

Amann & Associates, Richmond, VA, 2/1999-8/2000

- Developed a database of magazines, journals and other publications for public relations uses
- Supported account managers for projects such as Reynolds, Home Depot and Tetra Pet Products

Data Coordinator

HEALTHSOUTH Corporation, Richmond, VA, 7/1994-2/1999

- Managed Data department with up to 25 associates.
- Maintained database related to patient treatment charges and insurance reimbursement.
- Supported IT needs for regional business office including LAN/WAN systems

EDUCATION

Baptist Bible College, Springfield, MO
Associates of Arts in History

COMMUNITY ACTIVITIES

AWANA Ministries

First Baptist Church of Homestead, 8/2003 – present

- Director of Truth & Training (3rd thru 6th grade students)

Homestead Little League/Youth Baseball

Homestead, FL, 5/2004-present

- Softball Coach (1st thru 6th grade girls)
- Coach Administrator – Softball Division – 2010

Parent, Teacher, Student Organization

Keys Gate Charter School, Homestead, FL

- Member – 8/2003-present
- Secretary – 8/2010 – present
- 2nd Vice President – 2009-2010
- Parliamentarian – 2007-2009

Homestead Charter Foundation/Local School Governing Council

2006-present

Director

JOHN J. O'BRIEN

15649 Beachcomber Avenue
Fort Myers, Florida 33908

EMPLOYMENT

Gateway Charter School, Fort Myers, Florida *2003-2009*

Principal (2005 – 2009)

Assistant Principal (2003 – 2005)

- Helped school achieve A-plus rating from the Florida Department of Education
- Oversaw expansion of school from 800 students to 2,100 students including physical expansion of facilities

Woonsocket Middle School, Woonsocket, Rhode Island *1994-2001*

Assistant Principal

- Served as liaison with Rhode Island Family Court to establish the state's first middle school truancy court
- Spearheaded auditorium restoration project
- Coordinated hiring, programming, safety, discipline and student recognition

Woonsocket Middle School, Woonsocket, Rhode Island *1992-1994*

In-School Suspension Coordinator

- Coordinated the production, distribution and monitoring of staff and student identification badges
- Developed, implemented and coordinated the In-School Suspension program

Woonsocket Education Department, Woonsocket, Rhode Island *1975-1992*

Teacher

- Taught at both the elementary and middle school level

State of Rhode Island *1974-1975*

Law Enforcement Officer

EDUCATION

Providence College , Providence, Rhode Island	M. Ed. Administration	1995
Rhode Island College , Providence, Rhode Island	M. Ed. Urban Education	1980
Roger Williams University , Bristol, Rhode Island	B.A. Education & Sociology	1974

AWARDS

Outstanding Community Leader Award, Connecting for Children and Families, Inc., *2000*
Exemplary Contribution Award, Woonsocket Task Force on Substance Abuse, *1999*
Start Right Award, Rhode Island Department of Health and Human Services, *1999*

COMMITTEES

Chaired committee to establish Woonsocket Middle School Alternative Learning Program, *2000*
Woonsocket Comprehensive Strategy Steering Committee, *1997-2001*
Truancy Committee, *1996-2001*
Woonsocket School Department System-wide Safety Committee, *1996-2001*

**CONFLICT OF INTEREST POLICY
FOR
Renaissance Charter School, Inc.**

Article I
Purpose

The purpose of the conflict of interest policy is to protect the Renaissance Charter School, Inc. (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

Article II
Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insignificant in value.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

- a. is not, and has not been for a period of at least three years, an employee of the Organization or any entity in which the Organization has a financial interest;
- b. does not directly or indirectly have a significant business relationship with the Organization, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of the Organization's executive officers or employees serve on that corporation's compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of the Organization or who holds a position that has a significant financial relationship with the Organization.

Article III **Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Recusal of Self

Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more

advantageous transaction or arrangement from a person or entity that would give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **Compensation**

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly,

from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI **Annual Statements**

1. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Board shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement

1. Name: Ken Hailo Date: 7/19/13

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

Chairman / President

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.

K/H (initial)

I have read and understand the policy. K/H (initial)

I agree to comply with the policy. K/H (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. K/H (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?



Signature of Director

Date: 7/19/13

Director and Officer Annual Conflict of Interest Statement

1. Name: DENNIS CLARK Date: 7/22/13

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

VICE CHAIRPERSON & SECRETARY.

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.

DC (initial)

I have read and understand the policy. DC (initial)

I agree to comply with the policy. DC (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. DC (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?

Dennis Clark
Signature of Director

Date: 7/22/13

Director and Officer Annual Conflict of Interest Statement

1. Name: Thomas P. Wheeler Date: 7-22-13

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:
Treas

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.
TD (initial)

I have read and understand the policy. TD (initial)

I agree to comply with the policy. TD (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. TD (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

N/A

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

N/A

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?

Thomas P. Whith

Signature of Director

Date: 7-22-13

Director and Officer Annual Conflict of Interest Statement

1. Name: Margaret I. Wells Date: July 19, 2013

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

Treasurer

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.

MW (initial)

I have read and understand the policy. MW (initial)

I agree to comply with the policy. MW (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. MW (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?


Signature of Director

Date: July 19, 2013

Director and Officer Annual Conflict of Interest Statement

1. Name: John J O'Brien Date: 7/00/13

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.

JOB (initial)

I have read and understand the policy JOB (initial)

I agree to comply with the policy. JOB (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. JOB (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?


Signature of Director

Date: 7/20/13

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the ___ day of _____, 20__, by and between Charter Schools USA at _____, a Florida Limited Liability Company (“CSUSA”), and Renaissance Charter School, Inc. doing business as Renaissance Charter School at _____, a Florida non-profit corporation (the “Charter School”).

RECITALS

WHEREAS, the Charter School has an approved charter application (the “Charter Application”) for the operation of Renaissance Charter School at _____, located at _____, FL _____ with the School Board of Broward County (the “Sponsor”) to operate a public charter school; and

WHEREAS, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

WHEREAS, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

WHEREAS, the Charter School wishes to hire CSUSA, and CSUSA wishes to be hired by Charter School to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

ARTICLE I CONTRACTING RELATIONSHIP

A. Authority. The Charter School represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Charter School further represents that it has a Charter Application which has been approved by the Sponsor to organize and operate a public charter school. The Charter School either has already or will enter into a charter contract with the Sponsor (the “Charter Contract”). The Charter School is therefore authorized by the Charter Application, Charter Contract and the Sponsor to supervise and control such charter school, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Charter School hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum,

methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School's Board of Directors (the "Board") and included in the Charter Contract between the Charter School and the Sponsor. CSUSA's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being CSUSA's responsibility shall remain the Board's sole responsibility.

C. Designation of Agents. The Board designates the employees of CSUSA as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes CSUSA to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

D. Status of the Parties. CSUSA is a Florida limited liability company, and is not a division or a part of the Charter School. The Charter School is a Florida non-profit corporation or a Limited Liability Corporation with 501(c) (3) IRS designation (pending) authorized by the Charter Contract, and is not a division or part of CSUSA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in this Agreement, no agent or employee of CSUSA shall be deemed to be the agent or employee of the Charter School. CSUSA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CSUSA and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between CSUSA and the Charter School.

ARTICLE II TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. After the initial term, then the term of the Agreement shall be extended (i) to the extent CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

ARTICLE III FUNCTIONS OF CSUSA

A. Responsibility. CSUSA shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. CSUSA's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither CSUSA nor the Charter School shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget. There is nothing in the Agreement which shall delegate the ultimate authority of the Charter School.

B. Educational Program. CSUSA agrees to implement the Educational Program. In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the Educational Program are their flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and CSUSA are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, CSUSA will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. CSUSA shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School;
2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the school;
4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including

drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by CSUSA and as approved or requested by the Charter School;

5. Management of the business administration of the Charter School;
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and;
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

D. Purchases. Purchases made by CSUSA on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. CSUSA shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Charter School. CSUSA's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

E. Subcontracts. CSUSA shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board. CSUSA reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School.

F. Place of performance. CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Ongoing Student Recruitment. CSUSA shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter School. Students shall be selected in accordance with the procedures set forth in the charter Contract and in compliance with applicable laws. CSUSA shall present a

plan to the Charter School to solicit and recruit enrolment of students by various means, which may include but shall not be limited to the following: paid and unpaid media advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.

H. Due Process Hearings. CSUSA shall, at the Board's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Charter School's own obligations, and if necessary retain counsel on behalf of the School. The Board shall retain the right to provide due process as required by law.

I. Legal Requirements. CSUSA shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

J. Rules and Procedures. CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

K. School Year and School Day. The school year and the school day shall be as required by law and as determined annually by the Board.

L. Pupil Performance Standards and Evaluation. CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

M. Services to Disabled Students and Special Education. CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and CSUSA mutually agree to adjust the Annual Budget as deemed necessary with respect to the

provision of services to disabled and special needs students under this paragraph, as required by law.

N. Contract between the Charter School and the Sponsor. CSUSA will not act in a manner that will cause the Charter School to be in breach of its Charter Contract with the Sponsor.

O. Unusual Events. CSUSA agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Charter School in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are Charter School property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.

R. CSUSA Performance Goals.

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and
- c) Such performance goals contained within the Charter Contract and the Charter Application

S. Educational and Other Services. Upon Board approval, CSUSA shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools as well as school development services which may be provided by CSUSA, its affiliates or third party entity.

ARTICLE IV OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the

recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA's ability in implementing the school design as set forth in the Charter Application, CSUSA shall have the option of terminating this Agreement.

B. Assistance to CSUSA. The Charter School shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Charter School agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.

D. Retained Authority. The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.

E. Food Service. The Charter School shall be managed, operated and administered by or shall otherwise provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

ARTICLE V FINANCIAL ARRANGEMENTS

A. Revenues. Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and CSUSA. The signatories on the account shall only be the Board members or designated CSUSA employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to special education students in the Charter School.

3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to At-Risk students in the Charter School.
5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School startup funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Charter School (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the "Revenues").

The Board may advance funds to CSUSA for the fees or expenses associated with the Charter School's operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by CSUSA in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA's option, deposit funds into the Charter School Operating Accounting ("Operating Advances"). Operating Advances can only be made in accordance with the approved Annual Budget. The Charter School shall reimburse CSUSA all Operating Advances, together with interest earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

B. Budget. CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board.

CSUSA shall prepare and submit to the Charter School for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the School Facility or portions thereof. CSUSA shall obtain approval from the Charter School to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of funding per year for both the reserve and fund balance.

(i) CSUSA shall submit to the Charter School for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before May 31st of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Charter School a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Charter School must notify the CSUSA in writing that it approves the Annual Budget within thirty days of submission by CSUSA, which approval shall not be unreasonably withheld or delayed. If the Charter School does not approve the Annual Budget, the Charter School shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Charter School does not approve the Annual Budget within thirty days of submission by CSUSA, Charter School shall be deemed to approve the Annual Budget. CSUSA and the Charter School acknowledge that a Final Budget shall be completed no later than June 30.

(iii) CSUSA may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. CSUSA shall report any changes upon which the Annual Budget was based within fifteen days after CSUSA becomes aware of any such change.

(iv) CSUSA shall operate and manage the Charter School according to its Annual Budget.

(v) CSUSA shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. Fee. As and for compensation for its services, CSUSA shall be entitled to an amount not to exceed 15% of "Revenues." Said amount shall be determined by the Governing Board and set forth within the Governing Board's approved Annual Budget.

D. Availability of Funds. CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Financial Reporting. CSUSA shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

G. Access to Records. CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all of the said records for a period of time as may be required by the Charter Contract. CSUSA and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by CSUSA.

I. Annual Audit. The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Charter School's independent auditor.

J. Start-up Operating Losses. With Charter School approval, CSUSA may, in its sole discretion, provide funds for operating losses for the Charter School during the startup period. CSUSA advances shall be budgeted and shall be in amounts acceptable to CSUSA. CSUSA shall be reimbursed from the Revenues as and when funds are available.

K. Marketing. Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School.

ARTICLE VI PERSONNEL & TRAINING

A. Personnel Responsibility. CSUSA shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of CSUSA, unless otherwise agreed by CSUSA and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of CSUSA to the Charter School is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall consult with the Board with respect to the hiring of the School Administrator, and CSUSA shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

C. Teachers. CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA.

E. Training. CSUSA shall provide training in its methods, curriculum,

program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

ARTICLE VII DEFAULT

A. Default. An event of default (“Event of Default”) by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed for more than sixty (60) days.
4. If CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.
5. If CSUSA materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School’s operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) if the health, safety, or welfare of the students is threatened, (v) violation of law,

(vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by CSUSA, and (vii) the revocation by the sponsor of the Charter Contract solely as the direct result of an act or failure to act CSUSA. In the event of a material breach, CSUSA shall have (60) days after receipt of written notice to remedy said breach.

B. Remedies. Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, CSUSA may, for a fee reasonably acceptable to CSUSA, provide the Charter School reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non-proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement;
- Transferring and/or assigning to the Charter School all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at CSUSA's option, assignment of contracts for Personnel.

ARTICLE VIII INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and the Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

ARTICLE IX INSURANCE

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

ARTICLE X WARRANTIES AND REPRESENTATIONS

A. Charter School Warranties and Representations. The Charter School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. CSUSA Warranties and Representations. CSUSA warrants and represents that it is a limited liability company authorized to conduct business in the State of Florida. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Charter School agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The Charter School and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and CSUSA.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Florida, and subject to venue in Broward County. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Charter School against the other.

D. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Charter School shall be sent to the current address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:

Charter School:

Renaissance Charter School, Inc.
6278 North Federal Highway, #384
Ft. Lauderdale, FL 33308
Phone: 954-562-1671

with a copy to:

Fertig & Gramling
200 S.E. 13th Street
Ft. Lauderdale, FL 33316
Phone: 954-763-5020
Fax 954-763-5412

CSUSA:

Chairman, Chief Executive Officer
6245 North Federal Highway, 5th Floor
Ft. Lauderdale, FL 33308

Phone: 954-202-3500

Fax: 954-202-2047

with a copy to:

Tripp Scott, P.A.

Attn: Edward J. Pozzuoli

110 S.E. Sixth Street, 15th Floor

Fort Lauderdale, FL 33301

Phone: 954-525-7500

Fax: 954-761-8475

F. Assignment. Either party may assign this Agreement with the written consent of the other.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President or Chairman of the Board and the CEO of CSUSA.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to CSUSA powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter Contract. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

SIGNATURE PAGE TO FOLLOW

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Charter Schools USA at _____, LLC

By: _____
Name: Jonathan Hage
Title: Chief Executive Officer
Date: _____

Renaissance Charter School, Inc. doing business as Renaissance Charter School at _____

By: _____
Name: Ken Haiko
Title: Chairman
Date: _____

DRAFT



7665 South Research Drive
Tempe, AZ 85284

advanc-ed.org
888.41 EDNOW (888.413.3669)
480.773.6900
480.773.6846 fax

March 2, 2011

Charter Schools USA
6245 North Federal Hwy, 5th Floor
Ft. Lauderdale, FL 33308

Dear Mr. Hage:

I am pleased to inform you that Charter Schools USA has been awarded AdvancED[®] Corporation Accreditation under our District Accreditation Protocol. This action was taken at the AdvancED Accreditation Commission meeting held on February 2, 2011. The AdvancED Accreditation Commission, a national panel, reviews and takes action on all accreditation recommendations.

AdvancED is the parent organization of the *Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)* and the *North Central Association Commission on Accreditation and School Improvement (NCA CASI)*. An accreditation certificate which indicates the term of your corporation's AdvancED Accreditation is enclosed. A certificate for each of your schools showing their SACS CASI or NCA CASI accreditation is also enclosed. Throughout this term of accreditation your corporation must continue to engage in the tasks required of all school systems to maintain accreditation as outlined in *AdvancED Accreditation Policies and Procedures for NCA CASI and SACS CASI Accreditation* available at www.advanc-ed.org/policies-procedures.

Accreditation provides your corporation with deserved recognition for demonstrating its continuing commitment to quality assurance and success for all students. To help you celebrate Corporation Accreditation, we are providing you with a press release that you may share with your local media. You can access the press release by visiting www.advanc-ed.org/communicationskit.

Again, congratulations on your Corporation Accreditation. If you have questions regarding the enclosed certificates, please feel free to contact Dr. Claudia Carter, Associate Vice President for Accreditation, at ccarter@advanc-ed.org. We look forward to serving you now and in years to come.

Sincerely,

A handwritten signature in black ink that reads "Mark A. Elgart".

Mark A. Elgart, Ed.D.
President/CEO AdvancED

Renaissance Charter High School of West Broward

STATE	CHARTER SCHOOL	2013-2014 SCHOOL GRADE	2012-2013 SCHOOL GRADE	2011-2012 SCHOOL GRADE	FY13 AUDITED FUND BALANCE	FY13 FUND BALANCE AS A % OF TOTAL EXPENSES	FY12 AUDITED FUND BALANCE	FY12 FUND BALANCE AS A % OF TOTAL EXPENSES
Florida	Aventura City School of Excellence	A	A	A	\$ 1,881,569	24.5%	\$ 2,105,419	28.2%
Florida	Bonita Springs Charter School	C	B	A	150,734	2.0%	274,427	2.7%
Florida	Canoe Creek Charter Academy	A	C	B	221,100	7.0%	86,910	2.7%
Florida	Cape Coral Charter School	B	C	B	65,859	1.0%	10,067	0.3%
Florida	Coral Springs Charter School	Pending	B	A	4,497,287	46.0%	5,086,657	46.3%
Florida	Downtown Miami Charter School	Pending	A	A	454,680	9.0%	752,485	15.1%
Florida	Duval Charter High School	Pending	B	A	116,473	9.0%	138,565	35.7%
Florida	Duval Charter School at Arlington	C	D	C	371,748	7.0%	463,868	9.9%
Florida	Duval Charter School at Baymeadows	A	A	A	1,220,186	16.0%	481,009	10.8%
Florida	Duval Charter School at Westside	F	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Florida	Four Corners Charter School	A	A	A	1,052,286	15.0%	1,140,099	16.8%
Florida	Gateway Charter High School	Pending	B	A	85,795	2.0%	92,590	2.0%
Florida	Gateway Charter School	C	B	A	2,080,462	13.0%	2,172,633	27.6%
Florida	Gateway Intermediate Charter School	C	B	A	1,517,063	29.0%	1,571,343	28.1%
Florida	Governors Charter Academy	C	C	Not Open in 11-12	447,044	3.0%	N/A	N/A
Florida	Henderson Hammock Charter School	B	C	Not Open in 11-12	145,100	3.0%	N/A	N/A
Florida	Hollywood Academy of Arts & Science Elem.	A	B	A	756,670	11.0%	1,135,697	35.8%
Florida	Hollywood Academy of Arts & Science Middle	A	A	A	321,822	13.0%	424,230	26.9%
Florida	Keys Gate Charter High School	Pending	B	A	258,494	4.0%	1,146,839	38.8%
Florida	Keys Gate Charter School	B	C	B	7,205,535	53.0%	6,684,811	54.0%
Florida	Manatee Charter School	C	F	Not Open in 11-12	322,406	2.0%	N/A	N/A
Florida	North Broward Academy of Excellence Elem	A	B	A	368,752	7.0%	302,545	7.0%
Florida	North Broward Academy of Excellence Middle	A	B	A	596,048	32.0%	349,150	19.9%
Florida	PM Wells Charter Academy	A	C	B	1,043,658	19.0%	867,954	16.2%
Florida	Renaissance Charter Middle School	A	A	A	124,819	4.0%	22,336	0.9%
Florida	Renaissance Charter School at Chickasaw	B	F	Not Open in 11-12	697,560	4.0%	N/A	N/A
Florida	Renaissance Charter School at Cooper City	A	A	Not Open in 11-12	249,298	4.0%	N/A	N/A
Florida	Renaissance Charter School at Coral Springs	A	B	A	1,231,229	15.0%	1,349,427	23.6%
Florida	Renaissance Charter School at Hunters Creek	Pending	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at Palms West	C	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at Plantation	B	B	B	412,493	10.0%	146,663	3.6%
Florida	Renaissance Charter School at Poinciana	A	D	Not Open in 11-12	440,186	3.0%	N/A	N/A
Florida	Renaissance Charter School at Summit	D	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at Tradition	A	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at University	A	C	Not Open in 11-12	272,839	4.0%	N/A	N/A
Florida	Renaissance Charter School at West Palm Beach	C	D	Not Open in 11-12	366,664	2.0%	N/A	N/A
Florida	Renaissance Charter School of St. Lucie	A	C	B	1,114,781	14.0%	1,315,059	19.0%
Florida	Renaissance Elementary Charter School	A	A	A	1,807,039	29.0%	1,280,369	24.1%
Florida	Six Mile Charter Academy	C	B	A	784,651	9.0%	1,129,044	15.9%
Florida	Winthrop Charter School	A	B	C	1,450,602	18.0%	1,711,917	36.5%
Florida	Woodmont Charter School	C	F	D	332,405	6.0%	563,616	15.2%
Georgia	Cherokee Charter Academy	No A-F Grade	No A-F Grade	No A-F Grade	149,412	2.0%	25,430	0.5%
Georgia	Coweta Charter Academy at Senoia	No A-F Grade	No A-F Grade	No A-F Grade	10,525	1.0%	6,119	0.3%
Louisiana	Baton Rouge Charter Academy at Mid-City	Pending	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Louisiana	Lake Charles Charter Academy	Pending	C	No A-F Grade	3,186,518	44.0%	5,930,251	81.7%
Louisiana	Magnolia School of Excellence	Pending	Not Open in 12-13	No A-F Grade	N/A	N/A	N/A	N/A
Louisiana	Southwest Louisiana Charter Academy	Pending	C	Not Open in 11-12	219,787	5.0%	N/A	N/A
Michigan	Success Mile Charter Academy	Pending	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
North Carolina	Cabarrus Charter Academy	Pending	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
North Carolina	Langtree Charter Academy	Pending	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A

Family of Schools

70 Schools | 7 States



FLORIDA SCHOOLS

Aventura City of Excellence School

3333 NE 188th Street, Aventura, FL 33180
Serving grades K-8 • Target Enrollment: 1008
aventuracharter.org • Managed Since: 2003

Bonita Springs Charter School

25380 Bernwood Drive, Bonita Springs, FL 34135
Serving grades K-8 • Target Enrollment: 1294
bonitaspringscharter.org • Managed Since: 2002

Canoe Creek Charter Academy

3600 Canoe Creek Road, St. Cloud, FL 34772
Serving grades PK-8 • Target Enrollment: 681
canocreekcharteracademy.org • Since: 2009

Cape Coral Charter School

76 Mid Cape Terrace, Cape Coral, FL 33991
Serving grades PK-8 • Target Enrollment: 710
capecoralcharter.org • Managed Since: 2004

Coral Springs Charter School

3205 N. University Drive, Coral Springs, FL 33065
Serving grades 6-12 • Target Enrollment: 1640
coralspringscharter.org • Managed Since: 1999

Downtown Miami Charter School

305 NW 3rd Avenue, Miami, FL 33128
Serving grades K-6 • Target Enrollment: 654
downtowncharter.org • Managed Since: 2002

Duval Charter School at Arlington

100 Bell-Tel Way, Jacksonville, FL 32216
Serving grades K-8 • Target Enrollment: 716
duvalcharter.org • Managed Since: 2010

Duval Charter School at Baymeadows

7510 Baymeadows Way, Jacksonville, FL 32256
Serving grades K-8 • Target Enrollment: 1280
baymeadowscharter.org • Managed Since: 2011

Duval Charter High School at Baymeadows

7510 Baymeadows Way, Jacksonville, FL 32256
Serving grades 9-12 • Target Enrollment: 525
duvalcharterhigh.org • Managed Since: 2011

Duval Charter High School at Mandarin

5209 Shad Rd., Jacksonville, FL 32257
Serving grades K-6 • Target Enrollment: 661
mandarincharter.org • Managed Since: 2014

Duval Charter High School at Westside

9238 103 St., Jacksonville, FL 32210
Serving grades K-6 • Target Enrollment: 903
westsidecharter.org • Managed Since: 2013

Duval Charter High School at Southside

8680 AC Skinner Parkway, Jacksonville, FL 32256
Serving grades K-6 • Target Enrollment: 661
southsidecharter.org • Managed Since: 2014

Four Corners Charter School

9100 Teacher Lane, Davenport, FL 33837
Serving grades K-8 • Target Enrollment: 1050
fourcornerscharter.org • Managed Since: 2006

Gateway Charter School

Gateway Intermediate Charter School

12850 Commonwealth Drive, Fort Myers, FL 33913
Serving grades K-8 • Target Enrollment: 2265
gatewaycharterschool.org • Managed Since: 2004



FLORIDA SCHOOLS cont'd

Gateway Charter High School

12770 Gateway Blvd., Ft. Myers, FL 33913
 Serving grades 9-12 • Target Enrollment: 900
gatewaycharterhigh.org • Managed Since: 2004

Governors Charter Academy

4351 Mahan Drive, Tallahassee, FL 32317
 Serving grades K-8 • Target Enrollment: 874
governorscharter.org • Managed Since: 2012

Henderson Hammock Charter School

10322 Henderson Road, Tampa, FL 33625
 Serving Grades K-8 • Target Enrollment: 1072
hendersoncharter.org • Managed Since: 2012

**Hollywood Academy of Arts & Science
 Elementary and Middle Charter School**

1720 Harrison Street, Hollywood, FL 33020
 Serving grades K-8 • Target Enrollment: 1506
hollywoodcharter.org • Managed Since: 2004

iVirtual League Academy

5125 Robert McLane Blvd., Kissimmee, FL 34758
 Serving grades 6-11 • School Capacity: 150
ivleagueacademy.org • Managed Since: 2012

Keys Gate Charter School

2000 SE 28th Avenue, Homestead, FL 33035
 Serving grades K-8 • Target Enrollment: 2280
keyscharter.org • Managed Since: 2003

Keys Gate Charter High School

1601 SE 28th Avenue, Homestead, FL 33035
 Serving grade 9 • Target Enrollment: 1200
keysgatecharterhigh.org • Managed Since: 2010

Manatee Charter School

4550 30th Street East, Bradenton, FL 34203
 Serving grades K-8 • Target Enrollment: 851
manateecharter.org • Managed Since: 2012

**North Broward Academy of Excellence
 Elementary and Middle Charter School**

8200 SW 17 Street, North Lauderdale, FL 33068
 Serving grades K-8 • Target Enrollment: 1020
northbrowardcharter.org • Managed Since: 2001

PM Wells Charter Academy

2426 Remington Blvd., Kissimmee, FL 34744
 Serving grades K-8 • Target Enrollment: 860
pmwellscharter.org • Managed Since: 2009

Renaissance Charter School at Central Palm

6810 S. Military Trail, Lake Worth, FL 33463
 Serving grades K-6 • Target Enrollment: 661
centralpalm.org • Managed Since: 2014

Renaissance Charter School at Cooper City

2800 North Palm Avenue, Cooper City, FL 33026
 Serving grades K-8 • Target Enrollment: 1200
recscoopercity.org • Managed Since: 2012

Renaissance Charter School at Coral Springs

36250 W Sample Road, Coral Springs, FL 33067
 Serving grades K-8 • Target Enrollment: 1504
recscoralsprings.org • Managed Since: 2011

Renaissance Charter School at Cypress

8151 Okeechobee Blvd., Palm Beach, FL 33411
 Serving grades K-6 • Target Enrollment: 661
cypresscharter.org • Managed Since: 2014

Renaissance Charter School at Hunter's Creek

4140 Town Center Blvd., Hunters Creek, FL 32837
 Serving grades K-6 • Target Enrollment: 922
hunterscreekcharter.org • Managed Since: 2013

Renaissance Charter School at Palms West

12031 Southern Blvd., Loxahatchee, FL 33470
 Serving grades K-6 • Target Enrollment: 922
palmswestcharter.org • Managed Since: 2013



FLORIDA SCHOOLS cont'd

Renaissance Charter School at Pines

10501 Pines Blvd., Pembroke Pines FL 33026
Serving grades K-7 • Target Enrollment: 1215
RECSPines.org • Managed Since: 2014

Renaissance Charter School at Plantation

6701 W Sunrise Boulevard, Plantation, FL 33313
Serving grades K-8 • Target Enrollment: 1024
plantationcharter.org • Managed Since: 2011

Renaissance Charter School at Poinciana

5125 Robert McLane Blvd., Kissimmee, FL 34758
Serving grades K-8 • Target Enrollment: 1070
poincianacharter.org • Managed Since: 2012

Renaissance Charter School of St. Lucie

300 NW Cashmere Blvd., Port St. Lucie, FL 34986
Serving grades K-8 • Target Enrollment: 1278
stluciecharter.org • Managed Since: 2009

Renaissance Charter School of Summit

2001 Summit Blvd., West Palm Beach, FL 33406
Serving grades K-86 • Target Enrollment: 899
recssummit.org • Managed Since: 2013

Renaissance Charter School at Tradition

10900 SW Tradition Pkwy, Port St Lucie, FL 34987
Serving grades K-6 • Target Enrollment: 945
traditioncharter.org • Managed Since: 2013

Renaissance Charter School at University

8399 North University Drive, Tamarac, FL 33321
Serving grades K-8 • Target Enrollment: 1415
universitycharter.org • Managed Since: 2012

Renaissance Charter School at Chickasaw Trail

8203 Valencia College Lane, Orlando, FL 32825
Serving grades K-8 • Target Enrollment: 995
chickasawcharter.org • Managed Since: 2012

Renaissance Charter School at Wellington

3220 S. State Rd. 7, Wellington, FL 32822
Serving grades K-6 • Target Enrollment: 661
wellingtoncharter.org • Managed Since: 2014

Renaissance Charter School at West Palm Beach

1889 Palm Beach Lakes Boulevard
West Palm Beach, FL 33409
Serving grades K-8 • Target Enrollment: 972
westpalmcharter.org • Managed Since: 2012

Renaissance Elementary Charter School

10651 NW 19 Street, Doral, Florida 33172
Serving grades K-5 • Target Enrollment: 910
recscharter.org • Managed Since: 1999

Renaissance Middle Charter School

8360 NW 33 Street, Miami, FL 33122
Serving grades 6-8 • Target Enrollment: 450
recscharter.org • Managed Since: 1999

Six Mile Charter Academy

6851 Lancer Avenue, Fort Myers, FL 33912
Serving grades PK-8 • Target Enrollment: 1230
sixmilecharter.org • Managed Since: 2005

Winthrop Charter School

6204 Scholars Hill Lane, Riverview, FL 33578
Serving grades K-8 • Target Enrollment: 1280
winthropscharter.org • Managed Since: 2011

Woodmont Charter School

10402 N 56 Street, Temple Terrace, FL 33617
Serving grades K-8 • Target Enrollment: 661
woodmontcharter.org • Managed Since: 2014



GEORGIA SCHOOLS

Coweta Charter Academy at Senoia

6675 East Highway 16, Senoia, GA 30276
Serving grades K-5 • Target Enrollment: 778
cowetacharter.org • Managed Since: 2010

Cherokee Charter Academy

2126 Sixes Road, Canton, GA 30114
Serving grades K-8 • Target Enrollment: 1093
cherokeecharter.org • Managed Since: 2011

INDIANA SCHOOLS

Emma Donnan Middle School

1202 East Troy Avenue, Indianapolis, IN 46203
Serving grades 7-8 • Target Enrollment: 325
emmadonnanms.org • Managed Since: 2012

Emmerich Manual High School

2405 Madison Avenue, Indianapolis, IN 46225
Serving grades 9-12 • Target Enrollment: 550
emmerichmanualhs.org • Managed Since: 2012

Thomas Carr Howe Community High School

4900 Julian Avenue, Indianapolis, IN 46201
Serving grades 7-12 • Target Enrollment: 675
tchowehighschool.org • Managed Since: 2012

LOUISIANA SCHOOLS

Acadiana Renaissance Charter Academy

600 Savoy Road, Youngsville, LA 70592
Serving grades K-6 • Target Enrollment: 660
acadianacharter.org • Managed Since: 2014

Baton Rouge Charter Academy at Mid-City

1900 N. Lobdell Blvd., Baton Rouge LA 70806
Serving grades K-6 • Target Enrollment: 687
midcitycharter.org • Managed Since: 2013

Iberville Charter Academy

24360 Enterprise Blvd, Plaquemine, LA 7076 4
Serving grades K-6 • Target Enrollment: 434
ibervillecharter.org • Managed Since: 2014

Lafayette Renaissance Charter Academy

205 Vienne Lane, Lafayette, LA 70507
Serving grades K-6 • Target Enrollment: 591
lafayettecharter.org • Managed Since: 2014

Lake Charles Charter Academy

3160 Power Center Parkway, Lake Charles, LA 70607
Serving grades K-8 • Target Enrollment: 860
lakecharlescharter.org • Managed Since: 2011

Lake Charles College Prep

2750 Power Center Parkway, Lake Charles, LA 70607
Serving grade 9 • Target Enrollment: 110
lakecharlescollegeprep.org • Managed Since: 2014

Magnolia School of Excellence

2290 Clyde Fant Pkwy Service Rd, Shreveport, LA 71101
Serving grades K-6 • Target Enrollment: 760
magnoliacharter.org • Managed Since: 2013

South Baton Rouge Charter Academy

9211 Parkway Dr., Baton Rouge, LA 70810
Serving grades K-6 • Target Enrollment: 591
sbrcharter.org • Managed Since: 2014

Southwest Louisiana Charter Academy

2750 Power Center Parkway, Lake Charles, LA 70607
Serving grades K-8 • Target Enrollment: 860
swlouisianacharter.org • Managed Since: 2012

ILLINOIS SCHOOLS

CICS Larry Hawkins

801 East 133rd Place, Chicago, IL 60827
Serving grades 7-12 • Target Enrollment: 465
larryhawkinscharter.org • Managed Since: 2012

CICS Lloyd Bond

13300 South Langley, Chicago, IL 60827
Serving grades K-6 • Target Enrollment: 350
lloydbondcharter.org • Managed Since: 2012

CICS Longwood

1309 West 95th Street, Chicago, IL 60643
Serving Grades 3-12 • Target Enrollment: 1454
longwoodcharter.org • Managed Since: 2012

CICS Loomis Primary

9535 South Loomis Avenue, Chicago, IL 60643
Serving grades K-2 • Target Enrollment: 590
loomisprimarycharter.org • Managed Since: 2012

NORTH CAROLINA SCHOOLS

Cabarrus Charter Academy

355 Poplar Crossing NW Concord, NC 28027
Serving grades K-6 • Target Enrollment: 903
cabarruscharter.org • Managed Since: 2013

Cardinal Charter Academy

1020 St. Charles Place, Cary, NC 27513
Serving grades K-6 • Target Enrollment: 661
cardinalcharter.org • Managed Since: 2014

Langtree Charter Academy

154 Foundation Court, Mooresville, NC 28117
Serving grades K-6 • Target Enrollment: 903
langtreecharter.org • Managed Since: 2013

MICHIGAN SCHOOLS

Success Mile Academy

27300 Dequindre Rd, Warren, MI 48092
Serving grades K-6 • Target Enrollment: 634
successmileacademy.org • Managed Since: 2013





Job Description

Job Title: PRINCIPAL

Reports to: Vice President of Education

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

Serves as the site based leader of the school. Responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Develops and coordinates educational programs in accordance with CSUSA and state standards and guidelines.
- Supervises the guidance program to enhance individual student education and development.
- Leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities.
- Supervises the instructional programs of the school, ensures lesson plans are evaluated and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA guidelines and procedures.
- Requests and allocates supplies, equipment and instructional material as required in CSUSA guidelines and procedures.
- Formulates student personnel policies within CSUSA guidelines.
- Approves and provides supervision to school student activity programs.
- Provides regular opportunities for students to celebrate success in instructional programs and extracurricular activities

Serves as Chief Administrator of School

- Plans, organizes, and directs implementation of all school activities.
- Works to achieve/sustain 100% of projected student enrollment capacity.
- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Maintains a professional rapport with students and staff.
- Operates school within approved budget and follows budgetary guidelines.
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
- Tours school frequently to monitor safety, security and effectiveness of school programs.
- Plans and directs building maintenance.



Job Description

- Supervises all operations involving the management of the school including school funds, payroll, purchases, inventories and office operations.
- Prepares and submits the school's budgetary requests and monitors expenditures.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
- Plans and supervises fire drills, emergency readiness programs and ensures a safe school environment.
- Directs preparation and maintenance of class schedule, cumulative records and attendance reports.
- Ensures personnel and student records are complete and secure.
- Ensures compliance with Federal, state, and local regulations and policies.
- Communicates with supervisor regularly about the needs, successes, and general operation and performance of the school.
- Supervises and establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and student pick-up and drop-off areas.
- Completes in a timely fashion all records and reports as requested by CSUSA.
- Manages and administers CSUSA workers compensation program.
- Follows policy for the school's Abuse posting requirements.
- Adheres to statutory, regulatory and company hiring guidelines, including completing background checks for all school personnel, contacting references and verifying employment history.

Supervises and Develops Staff

- Motivates staff to achieve school objectives.
- Communicates with staff and is responsive to their workplace-related needs.
- Evaluates performance of staff and provides ongoing performance feedback.
- Counsels staff regarding inappropriate behavior or violation of CSUSA policies and/or practices.
- Adheres to Human Resources policies and practices. Notifies appropriate CSUSA personnel of serious employee violations.
- Maintains a productive and positive employee climate.
- Selects and hires school staff, including teachers and school-based support staff.
- Adheres to statutory, regulatory and company hiring guidelines, including policies and procedures for background check and employment history verification.
- Ensures the annual re-appointment process of staff is completed timely and within budget.

Communicates with Stakeholders

- Communicates regularly with parents, seeking their support and advice, to create a cooperative relationship to support the students in the school.
- Establishes and maintains relationships with colleges, community organizations and other SCUSA schools to promote the school.
- Confers with teachers, students, and parents concerning educational and behavioral issues in school.
- Maintains a positive, cooperative, and mutually supportive relationship with CSUSA, parents and community.
- Confers with Board Members and responds appropriately to issues that arise



Job Description

- Represents school and SCUSA at community functions.
- Uses effective presentation skills when addressing students, staff, parents, board member and the community.
- Articulates the school's vision, values, and goals and models those values.
- Attends special events held to recognize student achievement, attends school sponsored activities, functions and athletic events.
- Promotes school in community.

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrated ability to lead people and get results through others.
2. Ability to think ahead and plan over a 1-2 year time span.
3. Ability to organize and manage multiple priorities.
4. Problem analysis and problem resolution at both a strategic and functional level.
5. Collaborate to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
6. Employee training and development.
7. Strong customer and student orientation.
8. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
9. High performance teams and a strong team player.
10. Strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
11. Broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
12. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
13. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Florida Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

Principal



Job Description

- No physical exertion required.
- Required to sit and/or stand for long periods of time.
- 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.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate. Noise level may rise during periods of high student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.



Job Description

Job Title: ASSISTANT PRINCIPAL

Reports to: Principal

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

Assist the principal in providing school-wide leadership so as to promote the educational development of each student and to ensure the effective operation of the assigned school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Assists the principal in establishing and maintaining an effective learning climate in the school.
- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the regular principal.
- Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students.
- Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student.
- Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school.
- Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs.
- Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth.
- Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs.
- Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage.
- Assists the principal in conducting an on-going assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators and parents; and other formal and informal data.

Serves as Administrator of School

- Evaluates staff in assigned departments in accordance with state law and regulation, and CSUSA policy and practices.



Job Description

- Assists the principal in the recruiting, screening, recommending and assigning of school staff. Is familiar with hiring statutory laws and state regulations.
- Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures.
- Assists the principal in generating and maintaining personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures.
- Works to achieve/sustain 100% of projected student enrollment capacity.

Student Management

- Maintains high standards of student conduct and enforces discipline as necessary, according due process rights of the students
- Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal
- Attends school-related activities and events to oversee student behavior and achievements
- Generates and maintains accurate discipline records
- Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal

Communicates with Stakeholders

- Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school.
- Assists the principal in utilizing the resources of the school and community to enhance the educational program
- Serves as a member of such committees and attends such meetings as directed by the principal and/or Superintendent

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.



Job Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Demonstrated ability to lead people and get results through others.
3. Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
4. Work and interact with individual at all levels of the organization.
5. Think ahead and plan over a 1-2 year time span.
6. Ability to organize and manage multiple priorities.
7. Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
9. Ability to work with large amounts of data, to interpret data, to detect errors, and prepare reports.
10. Strong customer and student orientation.
11. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Florida Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of Florida.
- 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.



Job Description

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA’s policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Position Title: Dean of Students
Reports to: Principal

JOB PURPOSE

Responsible for developing and enhancing elective courses, afterschool college preparation programs and workshops, and parent involvement networks. Responsible for ensuring the overall security, safety, and wellbeing of students and staff, and assists the Principal in the implementation of CSUSA policies and school oversight.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Education Responsibilities

- Ensures teachers are organized, manage their time well and cover proper curriculum and cover proper curriculum conforming to State and CSUSA mandates.
- Conducts 3-minute walk through; reports non-compliance to Principal.
- Ensures teachers follow curriculum maps to maximize high assessments test scores.
- Works with Principal, Assistant Principal and Lead Teachers to observe and evaluate designing and planning of instruction, execution of education, classroom environment.
- Informs teachers of expectations prior to observing/evaluating. Uses announced and unannounced evaluations.
- Debriefs each observation/evaluation with a post conference.
- Ensures classroom teachers are using Personal Learning Plans (PLP) which personalize instruction and differentiate CSUSA schools from district schools.
- Ensures teachers meet with students individually.
- Conducts PLP training and checks PLPs quarterly.
- Supervises the setting of grade level goals for teachers who set classroom goals.
- Analyzes data from formative and summative assessments throughout the school.
- Works with Leadership Team to set annual school goals based on previous year's data.
- Analyzes benchmark data.
- Checks grade books to ensure correct input of grades.
- Monitors that teachers are using assessment data for targeted and differentiated instruction.
- Visits classrooms regularly; provide coaching on classroom management.
- Serves as liaison with Corporate Education to advises of what is effective in the classroom.
- Provides professional development/coaching on research based instructional strategies.

Operations

- Assigns teachers to arrival and dismissal duties; creates, posts and updates schedules.
- Creates schedules so that specialized teachers are scheduled properly.
- Creates schedule and assigns specialist teachers for special area schedule to ensure teacher coverage of PE, Music, Art, Spanish, Computer, Library.

- Designs schedule to create common planning time so that classroom teachers can attend grade level cluster meetings.
- Balances schedule so that special teachers have equally distributed planning time.
- Designs schedule so that gifted and talented students have time for key activities and have a variety of specialized teachers.
- Places students to ensure students are with appropriate teacher.
- Checks cumulative files for learning problems to ensure student is in correct learning environment.
- Oversees and monitors progress reports and report cards before distribution date to ensure completeness and accuracy.
- Oversees, interviews, arranges and orients substitute teachers to ensure smooth transition for substitute and students.

Discipline

- Investigates problems of disciplinary nature, documents information and reports findings and decisions to the appropriate individuals.
- Reports on investigations of offenses committed by students
- Investigates referrals where student or school property is stolen or reported missing.
- Works closely with the school guidance counselor, principal and local law enforcement agencies and make referrals as appropriate.
- Recommends appropriate sanctions including detentions, campus service, suspensions and referrals to the Principal for appropriate action.
- Makes periodic tours of campus to ensure that school and school board policies are being enforced.
- Assists with the enforcement of school/state attendance policies.
- Counsels students and parents where behavioral problems are involved.
- Assists with the supervision of organized student gatherings and see that all equipment is operative
- Coordinates school bus supervision before and after school.
- Coordinates the student lunchroom and work duty assignments.
- Assists with the supervision of students detained after school hours for disciplinary reasons
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Ensures school code of conduct is enforced consistently.
- Participates in school based leadership opportunities (i.e.: team meeting, lead teacher meeting, etc).
- Convenes scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively and complete work with little supervision within agreed timeline.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Has the ability to demonstrate flexible and creative management of disciplinary issues.
- Has the ability to provide a supportive role to the principal.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderately quiet except during periods of heavy student activity.

PHYSICAL DEMANDS

- Agility and ability to quickly move in a school environment where children are present.
- Exposure to weather and other elements, including rain, heat, wind, humidity plus bus and student drop off traffic,
- 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 CSUSA's salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Business Operations Manager

Reports to: Regional Business Operations Manager

Job Code:

Revision Date: 7-23-2013

JOB PURPOSE

Responsible for keeping a complete, confidential, accurate, and systematic set of records for all financial transactions carried out by the School in a manner that will optimize the School's efficiency, help achieve the School's mission and goals, and result in outstanding customer service. The Business Operations Manager will manage the business affairs of the School in conjunction with the Principal and the Regional Business Operations Manager, and will maintain a positive attitude that promotes team-work at the School and a favorable image of the organization. The Business Operations Manager will insure school compliance with all CSUSA policies and protocols as established for all areas of responsibility.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- The School Business Operations Manager responsibilities involve recordkeeping, office operations, communications and other duties as assigned by the Regional Business Operations Manager. The job will require the following duties:

FINANCE/ACCOUNTING:

- Keeps financial records of the School in accordance with Company Policy and assists Staff Accountant with monthly Financial Statements, as needed.
- Makes all bank deposits in accordance with Company Policy.
- Follows and supports all federal laws as part of its Business Operations
- Makes cash deposits of \$10,000 or more and must comply with the Currency Transaction Reporting Requirements which will be provided and trained upon once hired.
- Forwards approved invoices to Accounts Payable department on a weekly basis.
- Monitors and reconciles balances of School-based accounts in a timely manner.
- Follows-up on, and help collect, any NSF checks in a timely manner
- Follows-up on any outstanding checks of school-based accounts and help PR Department in resolving any outstanding PR checks
- Prepares and submits Purchase Orders while obtaining proper approvals based on Company Policy.
- Prepares and submits Check Requests while obtaining proper approvals based on Company Policy.
- Reviews and approves expenditure Invoices in coordination with Principal.
- Maintains and reconciles Petty Cash Account based on Company Policy.
- Maintains staffing matrix in Adaptive Planning on a monthly basis.
- Prepares periodic reports as requested by the Finance Department/RBA.



Position Description

HUMAN RESOURCES:

- Assists all personnel in completing electronic Human Resources (“HR”) onboarding documents, including but not limited to, new employee portal, benefit applications, ADP Salute, and ADP Payroll information.
- Enters new hire information into Student Information System (SIS) and Time & Attendance systems in ADP; maintains employee data in both systems.
- Maintains personnel files in a confidential manner.
- Supports the new hire/recruiting process by properly completing job requisitions in Virtual Edge, offer letter request, other items as needed, and secure all the required paperwork.
- Stays current with new techniques that arise in the Virtual Edge system.
- Works with the Principal, the Finance Department and the Human Resources Department to ensure that the school stays within the approved Staffing Budget.

PAYROLL:

- Assists employees in self-posting PTOs in the ADP system, as necessary.
- Reviews entries to ADP Time and Attendance system for accuracy. Makes corrections when necessary as the ADP Time and Attendance Administrator, and ensures proper authorization of the correction. Ensures that all T&A codes are up to date with PR authorization.
- Reviews entries to ADP Time and Attendance system for accuracy. Make corrections when necessary as the Time and Attendance system administrator, and ensures proper authorization of any correction.
- Reviews payroll register presented by Payroll Department to authorize processing of payroll.
- Assists employees with HRO/PR issues and stay current with technological improvements in the PR systems to best assist staff.
- Prepares periodic reports as required by the Payroll Department.
- Keeps all payroll information confidential.

BENEFITS:

- Assists the Human Resources Department in setting up and executing open enrollments and other Benefit meetings and prepare any reports as required.
- Supports employees’ effective date of eligibility for 401(k) and other benefits
- Coordinates employee family status changes, collect any appropriate paperwork, and/or assist with self-changes in ADP for timely submission to Human Resources Department.
- Coordinates requests by employees for FMLA, Short-term and Long-term disability by forwarding employee requests to Human Resources Department and assisting employees in completing paperwork, if necessary.

- **GRANTS/COMPLIANCE:**

- Monitors Grants Financial Reports
- Monitor timelines and grant draw downs
- Attend grant trainings to prepare and administer grants at school level
- Support compliance department insuring compliance at school level is maintained



Position Description

RISK MANAGEMENT:

- Ensures adherence to good safety procedures.
- Acts as liaison to Workers' Compensation Manager in relation to respective employee injuries.
- Processes all Workers' Compensation claims electronically in the prescribed manner and assists Employee in seeking medical care by providing proper authorization form.
- Oversees, maintains, and processes all student accident claims in the prescribed manner.
- Acts as a Liaison to Facilities and Finance departments on property and casualty claims.

OPERATIONS:

- Oversee specialized school operation procurement and vendor management at school
- Ensure proper data reporting
- Oversee National School lunch program at school
- Maximize participation in school
- Manage the school's food and transportation services by coordinating with service providers and overseeing deliveries
- Manage the schools supply and asset inventory

FACILITIES:

- Acts as point of contact for submitting Work Tickets for property, maintenance and safety needs at the school and processes all Facilities Help Tickets in a timely manner
- Acts as a liaison to Facilities Department.
- Responsible for monitoring the facility as per the Facilities Handbook.
- Insures all permits and licensing are renewed/paid and posted on a timely basis; no permit or license should be expired.
- Maintains an accurate, documented inventory of school keys for administrators, teachers and substitutes.
- Coordinates and documents end of year key return from faculty/staff.
- Coordinates and processes all information and documentation for facility sub-leases and submits to Director of Projects and Facilities and Risk Management for approval.
- Scans and emails all invoices sent to the school that are directly related/payable by the Facilities Department to; invoices@charterschoolsusa.com

BUDGETING:

- Assists in the preparation and maintenance of School Budget with the RBA. Utilizes the Adaptive Planning tool in the method and time frames prescribed by Finance Department and the RBA.
- Advises and assists Principal with Budget Line Item questions in conjunction with RBA.
- Participates on all School Dashboard calls and assists Principal with follow-up issues related to the call, as needed, in coordination with the RBA.

OTHER AREAS:

- Receives all materials and arrange for distribution to the proper department in accordance with Company Policy. Assists with receiving Facilities Materials/Equipment as necessary.
- Follows federal and state laws, as well as company policies.



Position Description

- Maintains interpersonal and community relations skills and the ability to communicate and works effectively within a diverse community
- Exercises independent judgment and manage and imparts information to a range of clientele and business sources.
- Performs and promotes all activities in compliance with equal employment and nondiscrimination policies of the company.
- Interacts effectively and appropriately with the general public, staff members, students, teachers, parents and administrators using Red Carpet Customer Service guidelines.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

JOB REQUIREMENTS

- Associate degree or higher in Accounting, Finance or related field of study from an accredited institution.
- At least 1+ year's School Operations or Business Management experience required Experience in an educational environment preferred.
- Must maintain confidentiality at all times.
- Knowledge and practical experience beyond basic bookkeeping.
- Knowledge and practical experience using MS Word, Excel, QuickBooks.
- Ability to work independently and make decisions in accordance with established policies and regulations.
- Polite, courteous and tactful with the public and co-workers.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- 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 CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.



Position Description

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Position Title: ENROLLMENT MANAGER

Reports to: Principal or Designee

JOB PURPOSE

The Enrollment Manager is responsible for coordinating and performing student registration along with other school-related activities. Must be customer focused both internally with peers and externally with Parents and Students.

****ESSENTIAL DUTIES AND RESPONSIBILITIES**

Registration/Marketing

- Manages and administers registration, recommitment, and withdrawal process and associated reporting for all students.
- Evaluates transcripts of incoming students and takes appropriate action to insure completeness.
- Maintains the district student database system with proper coding/master scheduling to effectively monitor and updates information for the funding count cycles that impact school funding.
- Enters students' recommitments into the company's database program.
- Processes Free and Reduced Lunch applications into the district and company's database.
- Improve yields at inquiry, application and enrollment stages.
- Improve retention rates for existing students.
- Increase applicant pool, and oversight on student waitlist for entire school
- Presenting the school to current and prospective students and parents who include systematic and efficient handling of applications and processing in SIS.
- Assists with marketing efforts for student recruiting and in hosting the school's information sessions, open house, orientation, etc.
- Maintains the state/district student database system (TERMS, ISIS, etc.) with proper coding/master scheduling to effectively monitor and update information for the funding count cycles that create school and corporate budgets.
- Ensure all coding and student identification is accurate for funding.
- Consults with appropriate CSUSA personnel to assist in student schedules and procedures.
- Prepares and transmits requests for student transcripts and other official documents related to students to facilitate registration.
- Evaluates transcripts of incoming students and takes appropriate action to insure completeness.
- Maintain and issue official student transcripts.
- Maintains records of grades and absences for each student's file.

Data

- Ensures all data for students is up to date and accurate in student cumulative files, Student Information System (SIS), Power School and in the state/district systems.
- Enters daily attendance and maintain accurate attendance reports in both the district system and Power School.
- Enters and maintains student records, immunization, attendance information, and grade reporting into Power School and state/district system.
- Provides teachers, school districts and work with outside agencies with information regarding student enrollment.
- Reviews student records to ensure current information, accuracy, and completeness with the state/district regulations and guidelines.
- Prepares a variety of records and reports regarding student enrollment.
- Analyzes statistical data on student registration for administrative use in formulating policies.

- Prepares, analyzes, and reports on educational activities for government and educational agencies and interprets registrations policies to faculty and students.
- Monitor and report on attrition and retention.

Clerical

- Assists in clerical and administrative functions to ensure the smooth operation of the school.
- Mailing recommitment forms and reminder letters.
- Track and monitor project tasks
- Ensure school staff and support center receive key information to support cross functional integration
- Provide visibility and status updates on department projects
- Support Principal in managing project timelines and support timely delegation of responsibilities

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Has the ability to work and interact with individual at all level of the organization.
2. Has the ability to organize, prioritize and manage multiple priorities.
3. Has the ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Has the ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Possesses good knowledge of company and departmental policies and procedures.
9. Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.
10. Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by the commitment to act in an ethical manner using behaviors that promote a team concept.
11. Follows through on duties and projects assigned.
12. Participates in and successfully complete training programs offered to increase skill and proficiency related to assignments.
13. Reviews current developments, literature and technical sources of information related to job responsibility.
14. Follows company policies, federal and state laws.
15. Ensures adherence to good safety procedures.
16. Consults directly with CSUSA personnel when applicable.

JOB REQUIREMENTS

- 2 year college degree (required) or higher (preferred).
- Previous School Enrollment Manager, Registrar or equivalent experience highly desired
- Minimum of 2 years relevant experience.
- Experience working in a school office setting highly desired.
- Excellent customer service skills.
- Excellent organization, time management, and follow up skills.
- Must be able to present a professional office with great customer service skills.
- Must have a positive attitude and be able to collaborate with others, while helping to maintain a pleasant working environment.
- Must be detail oriented.
- Bilingual a plus, but not required.
- Ability and willingness to work successfully with students, parents, and staff.
- Must pass a background check.
- Ability and willingness to take directions.
- Excellent references including attendance and punctuality.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; professional phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 35 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Job Description

Job Title: GUIDANCE COUNSELOR

Reports to: Principal

Job Code: 610X00

Revision Date: 01/2009

JOB PURPOSE

To help students achieve personal fulfillment by providing them with guidance and counseling services to make successful personal, educational and occupational life plans.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Individual Student Counseling

- Assists students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Works with students in evolving educational and career plans in terms of such evaluation
- Provides individual counseling sessions for assigned students in dealing with their personal needs as they affect school performance, as well as their educational and career plans
- Provides small and large group counseling sessions, as needed, to address students' personal educational and career plans
- Assists students in course selections and the scheduling process. Works to prevent students from dropping out of school, and assists those that do in finding alternative educational programs.
- Assists in making arrangements for enrollment in summer school programs to make up noted deficiencies
- Participates in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school
- Provides emergency support to students as needed during crises
- Provides students with college financial aid/scholarship resources and assists with college selection (High School).

Staff Consultation

- Serves as a consultant to the faculty concerning matters related to guidance services
- Confers with staff regarding students with problems and/or special needs
- Serves as a resource person for administration in matters relating to students and guidance services; provides thorough and timely reports, data, etc. as requested by administration.

Student and Parent Orientation

- Provides students new to the school orientation and information relative to school procedures, curriculum and extra-curricular opportunities

Guidance Counselor



Job Description

-
- Participates in planning and implementing programs which contribute to a smooth transition between grade levels and/or to post-secondary education, which may include orientation programs for students and parents
 - Serves as a resource for information regarding the educational program, activities and services of the school.

Record Keeping

- Supervises the maintenance of cumulative records for assigned students in accordance with state and federal laws and regulations as well as CSUSA policy
- Provides information and prepares recommendations to colleges for admissions and scholarships as well as to potential employers and other agencies for assigned students.
- Maintains counseling record (i.e., summary, log) regarding conferences or other sessions with assigned students

Assessment

- Assists in the administration of state-mandated and CSUSA assessment programs
- Reviews and interprets results of assessment programs for assigned students and utilizes results for counseling purposes
- Contributes to the evaluation of current curriculum offerings
- Assists in developing and implementing an evaluation plan for the guidance program and utilizing results to determine strengths and areas in need of improvement.

School and Community Relations

- Strives to establish cooperative relations and makes a reasonable effort to communicate with parents when necessary and appropriate.
- Utilizes the resources of the community in developing and enhancing guidance services and activities.
- Cooperates and shares professionally with members of the staff.
- Assists in interpreting the Guidance Services Program within the school and community.
- Assists community agencies and resource people who deal with students' needs.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Ability to work and interact with individual at all level of the organization.
2. Ability to organize, prioritize and manage multiple priorities.
3. Ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.



Job Description

5. Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
6. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
7. Computer Basics: Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
8. Good knowledge of organization's policies and procedures.
9. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

JOB REQUIREMENTS

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid Florida certification for Guidance Counselor.
- Minimum three (3) years experience of successful teaching or counseling services.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Somewhat stressful due to frequent student activity.
- 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.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderate; it may rise during periods of heavy student traffic.



Job Description

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Position Title: Nurse

Reports to: Principal

Job Code: 770X00

Revision Date: 06/2011

JOB PURPOSE

To support the instructional program by creating a climate of health and well-being in the school and by addressing the health needs of the school, consistent with the goals set forth by CSUSA.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Assessment

- Maintains a complete, up-to-date health record system using available technology.
- Plans and conducts screenings, examinations and health appraisals in accordance with state law and CSUSA policy.
- Monitors newly enrolled students in order to ensure that state law and district policy are implemented concerning health issues (i.e., immunization, medical records).

Consultation

- Advises and counsels students, staff and parents, as appropriate, concerning health issues.
- Makes referrals to school resources and/or community agencies as necessary.
- Serves as consultant and resource person in health instruction and curriculum planning.
- Provides input to the administration concerning the implementation of state law and the development of CSUSA policies and procedures related to health issues.

Emergency Care

- Provides first aid as needed.
- Assists emergency care givers as applicable.
- Maintains appropriate records as required.

School Environment

- Makes recommendations to the principal regarding health and safety to promote a safe, healthy and comfortable learning environment.
- Administers medication in accordance with state law and CSUSA policy.

School /Community Relations

- Communicates with parents/guardians as needed concerning their child's health.
- Keeps staff informed about relevant health issues.

- Communicates with various health-related organizations in the community and surrounding areas as needed for students and staff.

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Ability to work and interact with individual at all level of the organization.
- Ability to organize, prioritize and manage multiple priorities.
- Ability to prepare comprehensive reports, including writing report sections, integrating content, and formatting the report electronically when needed.
- Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Ability to establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Computer Basics – Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS).
- Knowledge of company and departmental policies and procedures.
- Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

PHYSICAL DEMANDS

- No physical exertion required.
- Required to sit and stand for long periods of time.
- 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.

JOB REQUIREMENTS

- Current license as a registered professional nurse in state.
- Certification as a school nurse or working toward this certification in accordance with state law and regulation.
- Bachelor's Degree from an accredited college.
- Minimum of three years successful experience as a nurse or school nurse (preferred).
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level in the work environment is moderate.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Job Description

Job Title: FOOD SERVICE SUPERVISOR/DIRECTOR

Reports to: National School Lunch Program Director

Job Code: 760X00

Revision Date: 01/2009

JOB PURPOSE

Administer the food service program at school level in an efficient and effective manner to meet nutritional needs and program acceptability of students and staff in accordance with federal, state, and local regulations and CSUSA guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Ensures daily lunch count from teachers
- Oversees/conducts food preparation
- Oversees/conducts stocking of supplies for the day
- Functions as cashier
- Oversees/conducts kitchen and cafeteria clean up and preparation for next day
- Oversees/conducts the ordering of supplies
- Oversees/conducts receiving of deliveries
- Supervises and evaluates food service personnel. Recommends employees for appointment, re-appointment, transfer, and termination
- Maintains high standards of sanitation and safety and complies with all applicable CSUSA policies and procedures, state and federal regulations
- Submits reports and maintains records as required, especially regarding free and reduced lunch
- Controls labor, food, and non-food costs
- Recommends purchases of equipment
- Communicates with parents regarding their cafeteria questions/concerns
- Serves as resource person for school health and nutrition education activities
- Manages the collection of monies and makes daily deposit
- Maintains accurate financial records
- Inputs new students, processes withdrawing students and ensures student count on MicroCheck matches Registrar's (National School Lunch Program compliance)
- Allows/includes print rich environment in cafeteria to support curriculum
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****



Job Description

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Time Management – Prioritizing, Organizing, Scheduling
- Communication – Oral, Written, Interpersonal (active listening), Negotiating and Influencing
- Safety and sanitation procedures regarding food handling
- Organization skills for paperwork

JOB REQUIREMENTS

- High School Diploma, GED or equivalent.
- Three (3) years experience in Institutional Food Service preferred.
- Two (2) years experience in Food Service Supervision and/or successful completion of recognized Food Service Manager Trainee Program (or equivalent) preferred.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

- Stand for long lengths of time.
- Lift up to 40 pounds.
- Put away deliveries and stock; keep area tidy; sweep floors.
- Physical agility to break down boxes and carry trash to dumpster.

PERSONAL PROTECTIVE EQUIPMENT

- Heat resistant mitts

WORK ENVIRONMENT

- Room temperature may be warm while the ovens are working.
- Noise level is moderate but it may rise during meals due to heavy student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Food Service Supervisor



Job Description

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: High School Math Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- 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 CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: High School Music Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- 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 CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: High School Art Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- 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 CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: High School Physical Education Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- 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 CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: High School Foreign Language Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- 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 CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Job Title: High School Technology Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- 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 CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Instructional Aide

JOB PURPOSE

Responsible for assisting in the general supervision and management of the children, which allows the teachers more time to focus on the educational needs of students. The incumbent must be willing to fulfill responsibilities in accordance with the school's educational philosophy.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instructional Setting

- Assists in the implementation of the daily program under the direction of the teacher.
- Assists in planning and preparing the learning environment, setting up interest centers and preparing needed materials and supplies for students' daily activities.
- Works individually or in small groups with students to review classroom instruction, listens to reading groups, or assists answering questions.
- Supervises outside playground activities.
- Helps with general housekeeping tasks.
- Assists the teacher in any other appropriate ways.
- Performs clerical tasks.
- Treats all children with dignity and respect.
- Attends all staff meetings and recommended training programs and conferences, including in-service training as may be required by the district.
- Operates and cares for instructional equipment used in the classroom.
- Performs other duties as assigned by the Principal.
- Follows directions given by head teacher or immediate supervisor.

Student Management

- Assists with the supervision of students outside the classroom such as: field trips to assist with student supervision and safety, during play period, lunchroom activities, dismissal, etc.
- Supervise the classroom when the teacher is out of the room.

School/Community Relations

- Maintains confidentiality about children, their families, and other employees outside the school.
- Handles sensitive and confidential information, documents, communications, incidents, etc., with discretion and in a conscientious manner.
- Cooperates and share professionally with other members of the staff.
- Promotes high academic/achievement for all children;
- Promotes a greater focus on teaching and learning;
- Promotes flexibility to stimulate local initiatives coupled with responsibility for student performance;
- Promotes improved linkages among schools, parents and communities.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Has strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.
- Establishes excellent interpersonal skills between all stakeholders: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Is proficient with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement consistently best practices and positive character education.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is non-exempt under the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

JOB REQUIREMENTS

- High School degree, GED, or equivalent experience.
- Speak, read, and write English fluently.
- Successful results of criminal and employment background check.
- Experience in working with children, preferably children with disabilities.
- Be in the process of becoming professionally prepared to supervise young children.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Commitment to company values.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Equivalent combinations of education and experience that provide the required knowledge, abilities and skills will be evaluated on an individual basis.

CO-TEACHER

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- 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.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy.
- Length of the work year and hours of employment shall be those established by Charter Schools USA.

- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA’s Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including terminated.

JOB REQUIREMENTS

- Bachelor’s degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



Position Description

Position Title: CURRICULUM RESOURCE TEACHER

Reports to: Principal or Assistant Principal

Job Code: 107X00

Revision Date: 04/2011

JOB PURPOSE

Responsible for providing curriculum training and support to teachers and assisting with curriculum implementation. Conducts ongoing staff development, performs periodic classroom visitations, collects and reports quarterly student data, and monitors programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Develops and conducts in-service training for all teachers regarding the curriculum, researched-based instructional strategies, and best practices.
- Performs periodic classroom visitations, assists teachers in the improvement of instructional performance, performs periodic binder reviews, and monitors improvement.
- Demonstrates lessons in classroom situations for observation by teachers.
- Trains new teachers in the use of Student Information System (SIS) and school-based resources and procedures.
- Facilitates grade level and/or subject area team meetings.
- Serves as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional techniques, and implementing reading strategies across the curriculum.
- Assists with the development of school literacy initiatives.
- Collects, analyzes, and reports school and student benchmark data.
- Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and instructional best practices.
- Attends monthly CSUSA Curriculum Cadres.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management and organizational skills and the ability to prioritize effectively.



Position Description

- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Demonstrates and articulates a thorough understanding of *The Art & Science of Teaching* (Robert Marzano).

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Master's Degree preferred and applicable teaching certificate
- Minimum of three (3) years of K-12 classroom teaching with demonstrable positive impact on achievement.
- Demonstrated evidence of involvement in school activities involving leadership responsibilities.
- Reading Specialist Certification/Endorsement Preferred.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Commitment to company values.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- 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.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.



Position Description

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must have the ability to sit and stand for extended periods of time.
- Exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone.
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone.
- Physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, climb stairs, and reach overhead.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Sample Employee Handbook

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INTRODUCTION

“PUTTING STUDENTS FIRST BY PUTTING PEOPLE FIRST”

At Charter Schools USA (“CSUSA”) our focus and commitment is “Putting Students First.” We recognize that in order to do that we must support the professionals who guide and instruct our students and make a positive difference every day in the lives of young people.

Therefore, we are committed to create a work environment that fosters a productive learning environment, an environment where teachers can teach, learners can learn and people will find meaning and satisfaction in their careers.

CSUSA is a family of committed professionals striving to provide a high quality education to thousands of students. The policies and guidelines in this handbook are designed to support our mission.

The Charter Schools USA Choice

Founded in 1997, Charter Schools USA is one of the oldest, largest and fastest-growing education management companies in the United States. Recently, AdvancEd awarded CSUSA the first Southern Association of Colleges and Schools (SACS) district accreditation for an education management company. We successfully manage high performing private and municipal schools for pre-Kindergarten through grade 12. We assist corporations, government entities, developers and nonprofit agencies with all phases of school design, planning, development, financing, construction, operations and curricula. We’ve also been instrumental in pushing forward legislative processes that have furthered education reform to help all students gain a high quality education.

While we are proud of our awards, we believe our greatest accomplishments are gaining a 95% plus satisfaction rate from parents and achieving a district “A” academic average for the last 6 years from the Department of Education. At Charter Schools USA, we always put students first in every decision we make. That philosophy, along with a certified and

dedicated staff has placed Charter Schools USA as a leader in education management nationally.

ABOUT YOUR HANDBOOK

CSUSA is focused to provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the Handbook. It describes many of your responsibilities as an employee and outlines the programs developed by CSUSA to benefit employees. It is our desire to create a safe and meaningful work environment that is conducive to both personal and professional growth, to recognize individual contribution, and to make open, direct and personal communication a part of our organization.

Your Handbook summarizes CSUSA’s personnel policies and plans that are now in effect and controlling. It is intended only as a guideline and is certainly not all-inclusive. We welcome and encourage any suggestions you may have for improving your work environment and any aspect of our policies. CSUSA’s management specifically reserves the right to amend the policies contained herein at its sole discretion with or without notice to CSUSA employees.

This Handbook contains rules, regulations and general information regarding CSUSA. Read your Handbook carefully. You will be required to sign a “Receipt of Handbook, Acknowledgement of At-Will Employment and Disclaimer of Contract.” While you will receive an overview of the main points of the handbook during orientation, you are expected to read and understand your Handbook in its entirety. Please ask your School Administrator/Department Manager for an explanation if you have any questions.

Revisions, Additions and Confidentiality

No employee handbook can anticipate every circumstance or question about a policy. As CSUSA continues to grow, the need may arise and CSUSA reserves the right to revise, supplement, or rescind any policies or portion of the Handbook as CSUSA deems appropriate, at its sole and absolute discretion. These provisions supersede all existing policies and practices.

Some of the subjects described here are covered in detail in official policy or benefit documents. You should request and refer to these other documents for

specific information since this Handbook only briefly summarizes those benefits. Please note that the terms of the written insurance policies or benefit plan documents are controlling.

Please treat this Handbook and the information in it as confidential. No portion of this Handbook should be disclosed to others, except CSUSA employees and those affiliated with CSUSA whose knowledge of the information is required in the normal course of business.

EMPLOYMENT “AT WILL”

Your employment with CSUSA is “at-will”, which means that you voluntarily entered into it and are free to resign “at will” at any time, with or without cause. Similarly, CSUSA may terminate the employment relationship “at will” at any time, with or without notice, cause or reason. Should you be employed within a state other than Florida, the laws of that state will be followed.

NONE OF THE POLICIES OR GUIDELINES CONTAINED IN THIS EMPLOYEE HANDBOOK CREATES EITHER AN EXPRESS OR IMPLIED CONTRACT WITH REGARD TO THE SPECIFIC POLICIES CONTAINED IN THIS EMPLOYEE HANDBOOK. THIS EMPLOYEE HANDBOOK DOES NOT CREATE A CONTRACT OF EMPLOYMENT.

No representative of CSUSA, other than the CEO, has any authority to enter into any employment agreement for any specified period of time.

As a condition of employment, employees with access to sensitive company information are required to sign a non-compete and/or employment agreement as determined by CSUSA.

MISSION AND VISION

We have developed a mission and vision to help us achieve our goals and uphold our values. This mission guides employees on how we do business and how to make decisions when faced with choices.

MISSION STATEMENT

CSUSA designs, develops and operates high performing public schools with an:

- Unwavering dedication to student achievement.
- Unyielding commitment to ethical and sound business practices.

Providing a choice for communities, parents, students, and professionals that foster educational excellence in America.

VISION STATEMENT

We will be one of the premier education companies in the world. Our dominant brand and ability to drive student success will create unprecedented demand.

- Communities will petition us to develop a school in their area.
- All of our schools will be fully enrolled with waiting lists.
- Our superior capabilities will allow us to be a catalyst to spawn new synergistic business units and companies, which will continue to fuel our growth and geographic reach.
- We will make a positive difference to millions of students worldwide.

VALUES

- **Students** – A student centered organization
- **High Standards** – Quality and professionalism
- **Integrity** – Honesty, loyalty, and personal accountability
- **Fiscal Responsibility** – Building a sustainable, long-term investment in the future
- **Learning** – Continual improvement and innovation
- **People** – Empowering people with courage, talent and vision
- **Teamwork** – Partnership and fostering a respectful, family atmosphere
- **Commitment** – A life of purposefulness to a greater cause. Giving back and making a difference
- **Accountability** – To have disciplined processes and required outcomes

OPEN COMMUNICATIONS & OPEN DOOR POLICY

Our experience has shown that when employees deal openly and directly with School Administrators /Department Managers, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that CSUSA amply demonstrates its commitment to employees by responding effectively to employee concerns.

Problem Solving Procedure

We realize that misunderstandings and differences of opinion sometimes develop in the daily work situation. Should a problem or concern arise, the

following problem solving procedure will assist with its resolution:

- Discuss your problem or concern with your School Administrator/Department Manager, who will listen and investigate or make recommendations as to how your problem might be resolved. We encourage you to try to resolve such matters through open discussion with your School Administrator/Department Manager.
- If you are uncomfortable taking your concern to your School Administrator/Department Manager, or if they do not help you to your satisfaction, you can take your concern directly to the next level of management or to Human Resources.

By bringing any dissatisfaction or complaint of any nature out into the open, most problems can be improved, if not resolved. We will work to resolve problems in the best interest of both you and CSUSA.

SUGGESTIONS

If you have any suggestions or ideas that you feel would benefit CSUSA, we would encourage you to tell us about them. We are always looking for suggestions that improve methods, procedures, and working conditions; reduce costs, or errors, and benefit the Company and its employees.

Employees who make suggestions, which are used to substantially benefit the Company and its employees, might (at the sole discretion of CSUSA) be considered for a one-time appreciation award.

PUBLIC MEDIA POLICY

It is the policy of Charter Schools USA to communicate with the media in the following manner:

At the school level the employee who receives the call, or is visited in person by a member of the media, is to contact the principal’s office immediately. At that time they will in turn refer the contact to our Public Relations Firm or Corporate Office.

At the Corporate Office location the employee who receives the call, or is visited in person by a member of the media, is to engage a member of the executive team.

Under NO circumstance should any employee give a statement, or answer questions to any member of the

media, unless given permission and direction by an Executive Team Member or the Public Relations Firm.

Media is defined as any broadcast system, i.e. Radio, Television, Newspaper, etc.

EMPLOYMENT POLICIES AND PROGRAMS

EQUAL OPPORTUNITY

CSUSA is an equal opportunity employer. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at CSUSA will be based on merit, qualifications, and abilities. CSUSA does not unlawfully discriminate in employment opportunities or practices on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, veteran status, disability, or any other characteristic protected by law. CSUSA will not unlawfully discriminate against any qualified employee or applicant on the basis of a physical or mental disability.

All supervisory personnel shall, in advertising and posting job opportunities, make reasonable efforts to ensure that the information regarding those job opportunities is properly and effectively disseminated internally within the organization. All advertisements shall state in clearly distinguishable type that CSUSA is an “Equal Opportunity Employer.”

When opportunities for job advancement occur and persons who are already employed by the Company are qualified to fill such positions, the job posting process and selection procedure shall allow all qualified employees to apply and be considered for the advancement opportunity.

It is the responsibility of all supervisory personnel to see that this policy is continued in its full spirit and intent.

If you witness or experience any form of discrimination, or if you have questions concerning this policy, you should immediately notify your School Administrator/Department Manager or Human Resources. If you believe it would be inappropriate to discuss the matter with your supervisor with whom you work, you may bypass that individual and report it directly to the next higher level of management or

Human Resources. Reports will be investigated, and appropriate corrective action will be taken. Complaints will be handled confidentially, except as necessary for investigation and resolution. This policy prohibits retaliation, harassment or other adverse action being taken against you because of making a complaint of discrimination, assisting in an investigation, opposing discrimination, or otherwise exercising rights protected by law.

NON DISCRIMINATION / HARASSMENT

CSUSA is committed to maintaining a work environment in which all individuals are treated with respect and dignity. In keeping with this commitment, we will not tolerate harassment of our employees by anyone, including supervisors, co-workers, vendors, or clients of the Company. Harassment in employment is prohibited, both in the workplace and off the premises, including at social activities conducted or sponsored by the Company. Human Resources has overall responsibility for this policy and maintain reporting and monitoring procedures. Employees' questions or concerns should be referred to Human Resources. Appropriate disciplinary action may be taken against any employee willfully violating this policy.

HARASSMENT DEFINED

Harassment is defined as verbal, physical, or visual conduct which:

1. Denigrates or shows hostility or aversion toward an individual because of his/her protected status, or that of his/her relatives, friends or associates.
2. Has the purpose or effect of creating an intimidating, hostile or offensive working environment.
3. Has the purpose or effect of unreasonably interfering with an individual's work performance.
4. Otherwise adversely affects an individual's employment opportunities.

Prohibited harassment includes, but is not limited to, epithets, slurs, jokes, emails, negative stereotyping, threatening, intimidating, or hostile acts that relate to any protected status. Prohibited harassment also includes written or graphic material that is placed on walls, bulletin boards, or elsewhere on the premises, or circulated in the workplace. Harassment can consist of unwelcome conduct whether verbal, physical, or visual, that is based upon a person's protected status, such as gender, color, race, ancestry, religion, national origin, age, physical handicap, medical condition,

disability, marital status, veteran status, citizenship status, or any protected personal characteristic. The Company will not tolerate prohibited or unlawful harassment.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on gender can constitute sexual harassment, particularly when:

- Submission to the conduct is an explicit or implicit term or condition of employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision.
- The conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment may include, but is not limited to the following:

- Repeated unwelcome requests for a romantic relationship
- Explicit sexual propositions, sexual innuendo, suggestive comments.
- Sexually oriented "kidding" or "teasing," "practical jokes," jokes about gender specific traits.
- Foul or obscene language or gestures.
- Display or circulation in the workplace of sexually suggestive objects or pictures (including through email).
- Physical contact, such as patting, pinching, or brushing against another's body.

CSUSA requires that all incidents of discrimination, harassment or retaliation be reported, regardless of the offender's identity or position. Individuals who believe they have witnessed or experienced conduct that they believe is contrary to the Company's harassment or discrimination policy or who have concerns about such matters should file their complaints with their immediate School Administrator/Department Manager, next level of management, or Human Resources. Individuals should not feel obligated to file their complaints with their School Administrator/Department Manager first before bringing the matter to the attention of one of the other Company's designated representatives identified above.

PROCEDURES FOR COMPLAINTS

The Company's policy is to investigate all such complaints thoroughly and promptly. To the extent practicable, the Company will keep complaints and the terms of their resolution confidential. If an investigation confirms that a violation of Company policy has occurred, the Company will take corrective action, including such discipline up to and including immediate termination of employment as is appropriate.

CSUSA prohibits retaliation against any individual who makes a good-faith report of discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is in violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action up to and including termination.

All Company employees are responsible for helping to assure that we avoid harassment. If you feel that you have experienced or witnessed conduct contrary to this policy you have an obligation to immediately take advantage of this complaint procedure. It is important to immediately report any complaint rather than let time slip by or let the situation escalate. The more timely the reporting the more effective Human Resources can be at resolving the situation.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, CSUSA strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

If an employee making a complaint does not agree with its resolution, the employee may appeal to the Company's Executive Vice President.

AMERICANS WITH DISABILITIES ACT POLICY STATEMENT

The Company is committed to complying with all applicable provisions of the Americans with

Disabilities Act ("ADA"). It is the Company's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, the Company will provide reasonable accommodations to a qualified individual with a disability as defined by the ADA, who has made CSUSA aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the Company.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact Human Resources. CSUSA encourages individuals with disabilities to come forward and request reasonable accommodation.

Procedure for Requesting an Accommodation

On receipt of an accommodation request, Human Resources and/or your supervisor will meet with you to discuss and identify the precise limitations resulting from the disability and the potential accommodation that the Company might make to help overcome those limitations.

The ADA does not require the Company to make the best possible accommodation, to reallocate essential job functions, or to provide personal use items (i.e., eyeglasses, hearing aids, wheelchairs etc.).

An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against based on a disability should notify the Human Resources Department. All such inquiries or complaints will be treated as confidential to the extent permissible by law.

APPLICANT REFERENCE AND BACKGROUND CHECKS

To ensure that individuals who join CSUSA are well qualified and have a strong potential to be productive and successful, it is the policy of CSUSA to check the employment history, references and credentials of all applicants.

Likewise, as a condition of employment, a release to conduct a background check is required. Examples include: driving records, criminal background, fingerprinting, certification checks, District Ethics Committee, etc.

Providing References for Former Employees
 Only the Human Resources Department is authorized to respond to inquiries for reference checks for current or former CSUSA employees. Responses to such inquiries will be limited to employment verification (confirmation of job position and dates of employment.) CSUSA is not responsible for any personal or business reference made by an employee on behalf of CSUSA or regarding another employee.

IMMIGRATION LAW COMPLIANCE

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification I-9 Form and present documentation establishing identity and employment eligibility. This policy is in compliance with the Immigration Reform and Control Act of 1986. Former employees who are rehired must also complete the form if they have not completed an I-9 with CSUSA within the past three years, or if their previous I-9 is no longer retained or valid.

Transition and transfer of employees to other subsidiaries must comply with local regulations. In the case of relocation to CSUSA subsidiary, the employment relationship will change to adhere to local regulations, policies/procedures and the compensation and benefits of that location.

Employees with questions or seeking more information on immigration law issues are encouraged to contact Human Resources. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

ORIENTATION PERIOD

Newly hired employees, and any current employees who have been transferred, promoted or reassigned to a new position, are employed with the understanding that their first 90 days in their new position are considered to be an orientation period.

This orientation period provides an opportunity for both you and CSUSA to evaluate each other and to determine the desirability of continuing the employment relationship. During your first 90 days in your new position your job performance will be observed by your Administrator/Manager to ensure job compatibility.

During this time, you will be provided with training and guidance from your School Administrator or Department Manager. Under appropriate

circumstances, your orientation period may be extended. Additionally, as is true at all times during an employee’s employment with the Company, employment is not for any specific time and may be terminated at will, with or without cause or reason and without prior notice.

At the end of the orientation period, you and your School Administrator/Department Manager may discuss performance. Provided the job performance is “satisfactory” at the end of the introductory period, you may continue in your employment as an at will employee. The orientation period does not represent a guarantee or contract of employment for 90 days or any other period of time and all aspects of “Employment-At-Will” will continue to apply.

PERFORMANCE

The results that CSUSA achieves are determined by how we perform – as individuals, teams, and as a company. The ways we focus our efforts, use our talents, manage our time and work together will determine our success. We emphasize the importance of ongoing communication between you and your Administrator/Manager about your performance, progress toward job expectations, results and any development or needs that you may have.

You and your School Administrator/Department Manager are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Additional formal performance evaluations are conducted to provide both School Administrator/Department Managers and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all new employees is generally evaluated according to the schedule associated with your position. For 10-month instructional, 12-month school administrators, or non-instructional employees, you are reviewed after 90 days, during the first semester and at the end of the school year. After your first year of employment, your performance will be formally evaluated on an annual basis. Your opportunity to continue employment and your pay increase for the following school year will be dependent on your overall performance. For

12-month corporate employees, your performance reviews are after the first 90 days and then annually, usually at the end of each calendar year.

Your attendance and dependability is an important part of your overall performance. Excessive absenteeism could lead to disciplinary action and affect your performance rating.

GOAL SETTING

One of the most important aspects of the Performance Management process is goal setting. In this process, you and your School Administrator/Department Manager meet in a highly participative manner to:

- Update your description of job duties and responsibilities so it reflects the current requirements and primary job content.
- Mutually agree upon and establish written SMART (specific, measurable, attainable, relevant and time bound) goals that clearly define what is expected by you.
- Ensure that individual goals are compatible with those of the work unit and the Company as a whole. Goals should be aligned with the Company and School Strategic Plan.
- Negotiate agreement on a weighting for each goal as a means of prioritizing what is important.
- Establish measures and standards that clarify how you will know if targets are being achieved.
- Agree on performance tracking and feedback requirements necessary for self-management or monitoring progress.

You should revisit and where appropriate, reestablish goals with your Administrator at the beginning of the school year and/or with your Manager no less than quarterly.

At its sole discretion, CSUSA may award merit based pay adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process.

OUTSIDE EMPLOYMENT

CSUSA does not limit an employee's activities during non-working hours unless those activities interfere

with or are in conflict with the performance of his/her job, or create a conflict of interest.

PROMOTIONS AND TRANSFERS

It is our desire to provide employees with opportunities for growth and advancement. CSUSA attempts to fill many of its job openings with qualified candidates from within the network whenever possible. Internal candidates may be identified by management selection or through responses to job postings.

A **promotion** is a move from one position to that of greater responsibility, either within the same department or to a new department or facility.

A **transfer** is a move from one department or facility to another in the same or similar position. This is also referred to as a lateral move.

To be considered for a promotion within your current department you must have completed 90 days of employment in your current position; be performing satisfactorily; not have any disciplinary actions against you; and meet the minimum requirements for the position for which you are applying.

To be considered for a promotion or transfer to another department or facility you must have completed one (1) year of employment in your current position; be performing satisfactorily; not have any disciplinary actions against you; and meet the minimum requirements for the position for which you are applying. Eligibility criteria are set based on the requirements of the job and at the discretion of CSUSA.

If you are interested in promotion or transfer opportunities, it is your responsibility to apply for the position opening before the deadline shown on the job posting.

1. Apply for position online through CSUSA's Internal Career Center (www.charterschoolsusa.com/employment)
2. Go to HR or your Business Administrator/Bookkeeper and request a Transfer Request Form.
3. Complete the form and take it to your Principal/Department Manager for signature and approval.

4. Once your Principal or Department Manager has signed it they will submit it directly to CSUSA for consideration.

Consideration will be given based on the individual’s skills, education, experience and qualifications and will be in adherence to CSUSA’s policy of equal employment opportunity.

EMPLOYMENT RECORDS

CSUSA maintains employment records on each employee. Your employment application and all other records that require specific information about you become part of your employment record. Information submitted on the employment application and other employment forms is subject to verification by the Company. If the Company determines you have provided false or misleading information, you may be subject to disciplinary action up to and including termination.

KEEPING YOUR FILES UP TO DATE

CSUSA maintains a personnel file on each employee. The purpose of this file is to allow us to make decisions and take actions that are personally important to you, including notifying your family in case of an emergency, calculating income tax deductions and withholdings, and paying for appropriate insurance coverage. Although we cannot list here all of the type of documents we keep in your personnel file, examples include: signed offer letter, copies of certification (if applicable).

We do not keep medical records or work eligibility forms in your personnel file. Those are kept separately. Your personnel file is physically kept by the Human Resources Department at CSUSA’s corporate office.

If you have any questions about your personnel file, contact the Human Resources Department at (954) 202-3500.

CONFIDENTIALTY OF PERSONNEL FILES

Because the information in your personnel file is by its nature personal, we kept the file as confidential as possible. We allow access to your file only on a need-to-know basis.

Please Ensure your Information is Up-To-Date
Because we use the information in your personnel file to take actions on your behalf, it is important that the information in that file is accurate. Please update

your records through CSUSA Employee Self Service Engine at <https://portal.adp.com>. Ensure that you update whenever any of the following changes occur:

- Your name
- Your mailing address
- Your phone number
- Your dependents
- The number of dependents you are designating for income tax withholding
- Your marital status

The name and phone number of the individual whom we should notify in case of emergency.

Reviewing Your Employment Records

Employment records are the property of CSUSA, and access to the information they contain is restricted. Generally, only supervisors and management personnel of CSUSA who have a legitimate reason to review information in a file are allowed to do so. Louisiana Employees should reference the following hyperlink for additional information: Louisiana Reviewing Your Employment Records.

With reasonable advance notice, employees may review their own employment records in CSUSA’s offices and in the presence of an individual appointed by CSUSA to maintain the files. Records deemed to contain sensitive or confidential information could be excluded from the review. If you wish to review your employment records, contact Human Resources to schedule a file review.

FORMAL EVALUATIONS

It is the responsibility of the employee to retain copies of their formal evaluations at the time they are conducted for future reference. If copies are needed you will need to submit a formal written request via e-mail to the Human Resources Department.

SEPARATION FROM THE COMPANY

Every Company employee has the status of “employee at will,” (as applicable by state law in which you work) meaning that no one has a contractual right, express or implied, to remain in the Company’s employ unless they enter into a written contract signed by the President and CEO of the Company. This means the Company or an employee may terminate his/her employment, without cause, and with or without notice, at any time for any reason. No School

Administrator/Department Manager or other representative of the Company (except the CEO or his designee) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

RESIGNATION

If you decide to leave CSUSA for another position, we wish you well. Please notify your School Administrator/Department Manager in writing about your plans. We would like the opportunity discuss your resignation before final actions is taken. CSUSA often finds during this conversation that another alternative may be better; however after full consideration you decide to leave please give us two (2) weeks' notice. This will give us time to calculate your final paycheck and accrued overtime, unused PTO pay, and any other money that we may owe you. Though CSUSA request two (2) weeks' notice we may request earlier resignation if the circumstances require.

You must return all company property in good condition. All equipment, access cards, company ID, keys, and any other company property is to be surrendered to your School Administrator/Department Manager prior to leaving your facility. There may be a deduction from your final paycheck for items not turned in.

JOB ABANDONMENT

CSUSA expects all employees to report to work on time, for all scheduled work hours and for the duration of the accepted position set forth in the Expectations and Standards sections of your Employee Handbook. If you are absent from work for three consecutive scheduled workdays without giving proper verbal or written notice directly to your School Administrator or Department Manager, you are advised that CSUSA will consider this an abandonment of your job, and your employment will be terminated. If you are absent from work for three consecutive scheduled workdays without giving proper notice to your School Administrator/Department Manager, you are advised that the Company will consider this an abandonment of your job, and your employment will be terminated.

Exit Interview

In addition, employees separating from CSUSA may be asked to participate in an exit interview and provide any constructive comments and suggestions on improving working conditions. This interview may take

place on your last day and/or a survey may be sent to your home via the Internet. We appreciate receiving your candid opinion of your employment with us.

A DRUG FREE WORKPLACE

CSUSA prohibits the following:

- Reporting to work under the influence of alcohol or illegal drugs or substances, including the illegal use of prescription drugs.
- Being intoxicated while on Company premises.
- The sale or purchase of alcoholic beverages on Company premises or while performing company business, except in connection with Company authorized events and gatherings.
- Working under the influence of prescription or nonprescription drugs that could impair judgment or motor functions and place persons or property in jeopardy.

Possession of paraphernalia used in connection with the use of any drug is evidence of violation of this rule. A drug means an amphetamine, a cannabinoid, cocaine, phencyclidine (PCP), a hallucinogen, methaqualone, an opiate, a barbiturate, a benzodiazepine, a synthetic narcotic, a designer drug or a metabolite of any of these substances. Non-prescribed use of prescription medication is also prohibited. Employees may be tested for any and all of these drugs.

As a part of our policy prohibiting reporting to work or working with the presence of drugs, drug testing may be required. The Company must and will conduct drug tests under the following circumstances:

- For an employee whose conduct creates a reasonable suspicion of improper use or possession of drugs.
- For an employee subject to regular fitness-for-duty medical examination.
- For an employee previously given a drug-related suspension or a leave of absence for prohibited drug use. Such tests will be conducted on a quarterly, semi-annual, or annual basis for up to two years thereafter.
- On a random, unspecified basis.
- For an employee suffering a reportable accident and any other parties associated with the accident. If an employee refuses to be tested, he/she will be subject to suspension or dismissal.

Refusal to cooperate in the drug testing procedure will result in termination of employment.

INVESTIGATION – SITE INSPECTIONS

CSUSA reserves the right to access and inspect all Company owned or managed areas. Desks, lockers, computers, cabinets, drawers, etc., are provided for the convenience of employees and may be searched at any time to the extent considered necessary by management. Please cooperate with us on this matter, as it is done for your protection. CSUSA also reserves the right to search employee property on Company property, such as handbags, lunch boxes, briefcases, laptops, and employee cars on Company property. CSUSA may, but is not required to, obtain the employee's consent when property belonging to or used by an employee is to be searched.

Where possible, the employee will be notified of the search and should be present. The search should be carried out in privacy, but with a supervisory witness. CSUSA shall have the right to conduct a search if there is reasonable suspicion to believe that a violation of this policy has occurred.

EXPECTATIONS AND STANDARDS

ATTENDANCE AND PUNCTUALITY

To maintain a safe and orderly work environment, CSUSA expects you to be reliable and to be punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on other employees and on CSUSA. In the rare instances when you cannot avoid being late to work or are unable to work as scheduled, you should notify your School Administrator/Department Manager as soon as possible in advance of the anticipated tardiness or absence.

CALL-IN PROCEDURE

If it is necessary for you to be late or absent for any reason, you are responsible for following the call-in procedure for your work team or department. While call-in procedures vary by department and location, there are some general requirements that are universal to all employees:

- You should telephone your School Administrator/Department Manager before your starting time, if possible.

- If you are unable to make the call because of a medical condition, then you should have a person make the call for you and you should personally contact your School Administrator/Department Manager at your earliest opportunity.
- If you cannot reach your School Administrator/Department Manager when you call, speak with the person designated by your department/school.
- It is your responsibility to make contact with your supervisor or designee.
- Provide an explanation of why you are going to be late or absent and when you expect to return to work. Also leave a phone number where you can be reached.
- If appropriate, provide an update on any pending work assignments that may need to be handled in your absence. Your School Administrator/Department Manager may need to reschedule/redistribute your work activities while you are absent. Set the appropriate "out of office" reply for incoming e-mails.

School based employees are required to follow their location's call-in procedure. It is your responsibility to ensure that proper notification is given. Failure to do so will subject you to disciplinary action up to and including termination.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination.

WORK RULES AND STANDARDS

Work rules and standards regarding employee behavior are necessary in any company for the company's efficient operation and for the benefit and protection of the rights and safety of all. CSUSA is no exception. This section of your Handbook summarizes some of our expectations and work rules. The following lists are by no means all-inclusive.

OUR EXPECTATIONS

We expect our employees to be honest, reliable and conscientious in meeting the responsibilities of their job, and to perform all duties competently, professionally, and responsibly. In order to meet these expectations, you must understand and abide by the standards that govern job conduct. The following are examples of expectations that CSUSA has and some of the responsibilities you must observe:

- Comply with all of CSUSA’s policies, procedures, safety and security guidelines.
- Learn your job and perform it to the best of your ability – efficiently, accurately, and safely.
- Take initiative to excel in your job and cooperate with your work team. Let us know your ideas for innovation and improvement.
- Speak up when you have problems, concerns or complaints.
- Report to work on time. Others depend on you.
- When you will be absent from work, or unable to arrive on time, follow the call-in procedure for your work team.
- Treat all clients, visitors, parents, students, and co-workers with respect and courtesy. Provide the highest level of service to all clients.
- Follow and respect management’s direction concerning job-related matters.
- Maintain the confidentiality of proprietary and confidential Company and customer information
- Present a professional, neat, and clean appearance appropriate to your work situation.
- Report to management any violations of the Company’s policy, unethical or illegal conduct by co-workers, clients or vendors.
- Refrain from offensive or undesirable behavior or conduct.
- Unauthorized use of Company or customer assets, including equipment, property, information, and funds.
- Improper use or disclosure of proprietary and/or confidential Company or customer information.
- Violation of CSUSA’s Code of Business Conduct (as outlined in this Handbook under a separate section).
- Theft, misuse or willful destruction of Company property and/or of another individual’s property.
- Harassing, sexually or otherwise, another employee, business associate and/or customer, or failing to report harassment.
- Improper, unprofessional, and/or threatening behavior or language while on Company property or Company business.
- Lying to employees, Administrator/Manager or clients.
- Failure to report any knowledge of theft or other activities not in the best interest of CSUSA.
- Any action that is or can reasonably be expected to be detrimental to CSUSA or its reputation.
- Any violation of CSUSA’s substance abuse policy.
- Violation of Company safety or security policies or procedures
- Deliberately interfering with the operations of the Company.
- Falsifying any Company record or report, including applications for employment, time sheets and client records.
- Possession of firearms, weapons, ammunition or explosives on Company property or while on Company business.
- Arrest or conviction of a crime. *

EXAMPLE OF CONDUCT NOT PERMITTED

In general, conduct that interferes with operations, brings discredit to CSUSA, or is offensive, is not tolerated. The following are examples of conduct not permitted. Such conduct will subject the individual involved to disciplinary action up to and including termination.

- Failure to meet performance standards and fulfill job requirements.
- Refusal to follow management’s instructions concerning a job-related matter (insubordination).
- Unsafe practices or unsafe performance of any job.
- Leaving the workplace during working hours without authorization.

**ALL employees regardless of the job or position you hold must abide by The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida similar requirements within the state in which you work. As such, all employees must report all/any arrests to their immediate Administrator/Manager (or designee) within 48 hours (or as soon as allowed by the circumstance/police). Failure to report an arrest within 48 hours (or as soon as allowed by the circumstance/police) may lead to immediate termination.*

These examples are illustrative of the types of behavior that are not permitted at CSUSA, but are not intended to be all-inclusive. Other types of behavior or conduct could also lead to disciplinary action up to and including immediate termination. You are expected to comply with all Company policies and procedures and all standards of conduct.

DISCIPLINARY ACTION

CSUSA seeks to resolve performance and conduct problems in the most positive and constructive manner possible. We believe our employees are responsible individuals interested in working together toward common goals. When situations arise which warrant disciplinary action CSUSA will utilize corrective action to deal with the misconduct.

Improper conduct or improper work performance, regardless of whether covered by the specific rules of conduct above, may be grounds for disciplinary action in the judgment of the Company.

Disciplinary action may range from verbal, written or final warnings to suspension or immediate termination, depending upon the facts of the particular case and the employment history of the employee involved.

STANDARD APPEARANCE AND DRESS CODE

As a Charter Schools USA employee, common sense in your personal appearance must be exercised during hours in which you represent the organization. Your dress, grooming and personal cleanliness contribute to the morale of all employees and affect the company’s image to internal and external clients. As such, you are expected to avoid inappropriate attire and present a clean, neat, and professional appearance. Cleanliness of the physical person consistent with the maintenance of good health and to avoid offensiveness to others is mandatory.

Inappropriate attire is identified as any item of clothing that causes a distraction to other employees, causes a break in the normal flow of the classroom or office environment, or creates an unsafe situation for the job being done (i.e., employees who work in areas that require climbing, lifting, and kneeling should consider the safety factor and wear clothing that is compatible with the job function they are performing).

Due to the nature of our business, where some employees work in the school environment while

others work in an office environment, good judgment and discretion are expected when selecting work attire.

SCHOOL ENVIRONMENT

- If your school requires wearing a uniform ensure it is clean and pressed. Employee uniforms must include approved school logo shirts and blouses and proper foot wear.
- All other employee uniform requirements are determined by the Principal / Administrator.
- If your school does not wear a uniform follow the dress code below.
- Wear footwear that are closes toe flats or have low heels (and have a strapped back), preferably non-skid soles. Do not wear high heels, dress sandals, flip-flops or open toes. This is a safety requirement and will be enforced by your administrator.

OFFICE ENVIRONMENT (Corporate or other than schools)

- If you are visiting a school you will need to follow the same policy for footwear (see school environment above).
- Follow the dress code below.

Table 1 reflects examples of “do” recommendations for corporate and school-based employees. When in doubt, please refer to Table 1 or ask your supervisor for guidance.

Injuries sustained while not in compliance with dress code and other CSUSA policies may be denied workers compensation coverage.

Table 1

DESCRIPTION
Dresses and Skirts (appropriate length)
Suits and Slacks
Blouses / shirts, Shirts with pocket logo of CSUSA or School
Blazers, vests
Skorts (in business suitable fabrics)
Dress shoes or strapped sandals (office environment only)
Business Style pants suits for women
Khaki or “Dockers” style pants

Table 2 reflects examples of “don’t” recommendations for corporate and school-based employees. When in

doubt, please refer to Table 1 or ask your supervisor for guidance.

Table 2

DESCRIPTION
Shaggy, un-kept hair
Un-kept Sideburns / Mustaches / Beards
Mohawk style, extreme spiked hair
Unnatural hair tones / strands (i.e., blue, violet, pink, green, bright yellow, magenta) etc
Visible Body Jewelry in unlikely places such as the Lip, Tongue, Eyelid, Eyebrow, Nostril, Nose, etc.
Eyelid, Eyebrow, Nostril, Nose, etc.
Denim Jeans or Denim Fabrics
Hiking Boots
Flip flop footwear or thong sandals
Shorts / Sweat Suits
Stirrup pants / Leggings
Sweat Shirts/ Jogging Suits (except coaches, PE)
Form-Fitting / Revealing Apparel
Bare shoulders / Tank-Tops / Low-Cut Garments
Spaghetti-Strap Garments without Over-Shirts
Bare Midriff Outfits / Shirts Tied at the Waist
Character/Advertisements covering shirt's front/back
Baseball style Caps / Hats / (unless you are a P.E. Coach)
T-Shirts / Muscle Shirts
Explicitly Visible Undergarments
Stained / Wrinkled / Frayed Clothing
Visible Tattoos (Sexually Explicit, Violent, Macabre)

BUSINESS CASUAL DRESS CODE (for Casual Fridays/Summer Casual)

Casual dress during the Summer Session or on Casual Fridays offers a welcome alternative to the formality of traditional business attire. Periodically, CSUSA employees may wear lighter, cooler and more casual and relaxed attire than is normally required during business hours, while continuing to project a professional image as company representatives. For many employees, traditional business attire may simply remain a more favored option during the Summer Session or on Casual Fridays.

In locations where uniforms are required in the performance of employee’s duties, the Casual Dress Code does not apply and uniforms must be worn during the workday all year round.

Not all-casual clothing is appropriate for the office. Casual business wear means clean, neat, professional clothing. It is never appropriate to wear stained, wrinkled, frayed, or revealing clothing to the workplace. If you are considering wearing something and you are not sure if it is acceptable, choose something else or inquire first.

Listed below is a general overview of acceptable casual business wear as well as a listing of some of the more common items that are not appropriate for the office. Obviously, neither group is intended to be all-inclusive. Rather, these items should help set the general parameters for proper casual business wear and allow you to make intelligent judgments about items that are not specifically addressed.

Table 3 reflects examples of “do” recommendations for Summer Business Casual for corporate and school-based employees. When in doubt, please refer to Table 1 or ask your supervisor for guidance.

Table 3

DESCRIPTION
Casual Dresses and Skirts (appropriate length)
Suits and slacks (if representing the company or Presenting)
Blouses/shirts, Shirts with pocket logo of CSUSA or School
Golf Shirts
Loafers and deck shoes
Flats or sandals (Office Environment only)

The same Don’ts apply to Summer Business Casual (see table 2)

Body Piercing, Jewelry, Hair, Make-Up and Tattoos It will be a violation of this Policy for an employee to attend work or any company-sponsored event or function held with any visible body piercing, except for earrings on the ears, all other body piercing jewelry/items must be removed and not concealed.

It will also be a violation of this Policy for any employee to have his or her haircut or worn in such a

manner, or colored in such a manner, in an extreme fashion such that the Administrator/Manager, within reasonable exercise of his or her discretion, determines it is so distracting or disruptive that it interferes with the orderly educational and work process.

By way of illustration only, and not by way of limitation, examples of unacceptable hair color or style would be extremely garish unnatural colors, extreme spiked hair and similarly unusual and distracting hairstyles.

Further, it will be a violation of this Policy for an employee to wear makeup that is not within the acceptable standards for the school or work community such that the School Administrator/Department Manager determines it is so distracting or disruptive that it interferes with the orderly educational and work process.

If a potential conflict is identified, the employee will be encouraged to identify appropriate solutions such as the removal of excess jewelry, covering of tattoos, etc. School Administrators/Department Managers will be responsible for answering questions and resolving issues related to this policy on a case-by-case basis to ensure unique circumstances are appropriately considered.

School Administrators/Department Managers have final authority to decide if body piercing, jewelry, hair, make-up and tattoos comply with CSUSA's Dress policy. The goal of CSUSA is mutual cooperation.

INTERNAL AND EXTERNAL CUSTOMER SERVICE

Charter Schools USA's mission is to design, develop and operate high performing public schools. Superb customer service is everyone's responsibility and every employee must be able to deliver on this consistently. This may include clients, parents, community, boards, and other stakeholders.

Providing excellent customer service should be at the heart of everything you do. This means we expect the following from each of our employees:

- Establish and maintain effective relationships with clients, and work to gain their trust and respect.
- Always act with clients/students in mind.
- Work together (as a team) to support customer-focused goals and strategies.

- Exceed customer expectations at every customer touch-point.
- Work to obtain first-hand customer information and use it for improvements in work products and services. Be dedicated to meeting the expectations and requirements of your internal and/or external clients.

Remember ... you are a representative of CSUSA. To the student and parent, YOU are CSUSA.

SERVICE STANDARDS

CSUSA established service standards for employees use to interact with stakeholders (co-workers, parents, students, boards) and vendors. CSUSA expects that each employee provide excellent service to all they come in contact with. We know that our parents have a choice when it comes to their child's education and superior service along with academic excellence are the two main determining factors parents use to make their decision. Below is a list of behavioral standards we expect from each employee.

To help provide a good presentation:

Standards

- Use 10/5 Greeting
- Speak first and last
- Use intentional verbal such as please, thank you, etc.
- Everyone picks up trash as they see it lying around

To be reliable

Standards

- Employees will use the LEAD technique (Listen, Empathize, Apologize, Do something or direct to someone who can) to deal with angry or upset parents/customers)
- All faculty and staff will know the answers to the top 10 questions asked about their school

To provide reassurance

Standards

- Never talk about a student, supervisor, employment issue, another employee or negative school information in the presence of a parent/customer

To show empathy

- All employees will use **NICE** (Neutralize through a positive beginning, immediately emphasize, Courteously explain, Emphasize your desire to help) technique when they have to decline a parent/customer request

Handling Customer Problems

Your job brings you into contact with many people, including both internal and external clients. Difficult situations and complaints may arise regardless of how flexible, energetic or friendly you may try to be!

Always treat clients and business guests in a courteous, respectful manner. When a client has a question or complaint, give the matter your immediate attention. Look at complaints as an opportunity to correct problems, improve customer service, and ultimately raise customer satisfaction. If you ever feel you cannot properly handle a problem or difficult situation, refer the client to your Administrator/Manager or a higher member of management.

Telephone Courtesy

Telephone courtesy is essential to maintaining our favorable business reputation. Your telephone manners are a direct reflection on the Company and your professionalism. Therefore, please use proper telephone manners – be polite, helpful and service-oriented on the phone at all times.

We also ask that you try to return telephone calls as promptly as possible, even if you haven't obtained an answer for a client. Let the client know you are working on his/her issue. Continually communicate the status of your progress in resolving the issue to the customer.

BUSINESS CONDUCT

The successful business operation and reputation of CSUSA is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of CSUSA is dependent upon our clients' trust and we are dedicated to preserving that trust. Employees owe a duty to CSUSA's clients and fellow employees to act in a way that will merit the continued trust and confidence of the public.

The standards and expectations outlined in CSUSA's Code of Business Conduct are intended as a guide to making the right choice. When faced with a complicated situation, it is often difficult to decide where the ethical path lies. You have a responsibility to ask questions, seek guidance, report suspected

violations, and express concerns regarding compliance with the Code and related procedures.

CSUSA's CODE OF BUSINESS CONDUCT

Unlawful and unethical business is of particular concern to CSUSA because they undermine employee and customer trust. CSUSA's Code of Business includes the following principles:

- **Conflicts of Interest:** You must conduct yourself in a manner that avoids conflicts of interest and that upholds the Company's business reputation.
- **Confidential Nature of Work:** Keep proprietary and personnel information to yourself and avoid compromising your integrity.
- **Fraud Dishonesty and Criminal Conduct:** Fraud, dishonesty and criminal conduct by employees will not be tolerated.

CONFLICTS OF INTEREST

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which CSUSA wishes the business to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the VP of Finance, Sr. Director of Human Resources or the COO for more information or questions about conflicts of interest.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of CSUSA's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of CSUSA as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which CSUSA does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving CSUSA (which is strictly prohibited).

CONFIDENTIALITY

Your position at CSUSA may provide you with access to confidential information. The release of confidential information and/or trade secrets, whether intentional or unintentional, can injure the Company financially and competitively. Confidential information includes, but is not limited to, the following examples:

- New methods and materials research
- Pending projects and proposals
- Proprietary production processes
- Research and development strategies
- Technological data
- Technological equipment and prototypes
- Instructional methods
- Strategic Plan
- Student/Employee Information
- Facilities prototype

All Company records and information relating to the Company or its clients are confidential and employees must, therefore, treat all matters accordingly. No Company or Company related information, including without limitation, documents, notes, files, records, oral information, computer files or similar materials (except in the ordinary course of performing duties on behalf of the Company) may be removed from the Company's premises without permission from the Company.

Additionally, the contents of the Company's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for a business purpose. Employees must not disclose any confidential information, purposefully or inadvertently (through casual conversation), to any unauthorized person inside or outside the Company. Employees that are unsure about the confidential nature of specific information must ask their Administrator/Manager for clarification rather than disclosing potentially confidential information to peers or others in an effort to obtain clarity.

Any breach of confidentiality will be taken very seriously and may subject you to termination and

possibly legal action. Once again, if you are unsure if something is confidential, or if you have any questions regarding your responsibilities in dealing with confidential materials, speak with your School Administrator/Department Manager.

Inventions, Proprietary Rights and Non-Compete Agreement

As an employee of CSUSA you may be required to sign an Agreement that addresses such things as Inventions, Proprietary Rights and Non-Competition as a condition of employment. You should read this Agreement carefully for additional information regarding your responsibilities to protect the Company's proprietary information. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

Fraud, Dishonesty, and Criminal Conduct

CSUSA will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

A. Accurate Books and Records

All employees must record and report information accurately and honestly. This includes reports of time worked, business expenses and other business related activity.

CSUSA's financial statements and the records on which they are based must always accurately and fairly reflect the activities and transactions of the Company in accordance with generally accepted accounting principles and the Company's accounting and financial policies. No undisclosed or unrecorded corporate funds or assets shall be established for any purpose, nor should Company funds be placed in any personal or non-corporate account. No employee shall make an entry on the Company's books and records that intentionally hides or disguises the true nature of a transaction.

B. Criminal Conduct

Criminal conduct by employees will not be tolerated, and such conduct may result in criminal or civil legal action. Criminal conduct includes, but is not limited to:

- Theft, misuse or abuse of Company, employee or customer property, including telephone, computer, or mail resources.
- Violence or threats of violence
- Bribery or extortion involving CSUSA’s assets or operations

In signing the Acknowledgement for this Handbook, you certify your agreement to abide by this Code of Business Conduct. In addition, this Code requires that you must agree to report any conflicts of interest and any violations of the Code of Business Conduct to a member of the Human Resources or a member of management.

VIOLATIONS

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. In situations where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate School Administrator/Department Manager and, if necessary, with the CEO for advice and consultation.

Compliance with this policy of business ethics and conduct is the responsibility of all employees. Any employee who violates CSUSA’s Code of Business Conduct or fails to report a violation by another employee will be subject to disciplinary action up to and including termination.

NEPOTISM

Florida Statute §1002.33 require full disclosure of the identity of all relatives employed by a charter school who are related to such charter school’s owner, President, chairperson of the governing board of directors, governing board member, principal, assistant principal, or any other person employed by such charter school who has equivalent decision-making authority. Therefore, all requests by a charter school to hire a relative must be pre-approved by the CSUSA Vice President of Education for school based employees and the President and CEO for Corporate employees. This policy excludes corporate CSUSA personnel. For the purpose of this policy, the term “relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, stepfather, stepmother, stepson, stepdaughter, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

CSUSA also includes domestic partners or those involved in romantic relationships in this policy. To avoid a conflict of interest, this policy also requires charter schools to disclose to, and obtain pre-approval by CSUSA CEO/COO to conduct business with vendors associated with relatives, domestic partners or romantically involved persons of such charter school. Any employee recommending a vendor or business to a charter school must disclose and get pre-approval in compliance with this policy, and the President and CEO must sign all contracts or commitments.

PERSONAL RELATIONSHIPS

While our company has family relationships, consenting romantic or personal relationships between an Administrator/Manager and an employee may at some point lead to unhappy complications and significant difficulties for all concerned; the employee, the Administrator/Manager and the Company. Accordingly, the Company strongly discourages such relationships and any conduct (such as dating between an Administrator/Manager and an employee) that is designed or may reasonably be expected to lead to the formation of a romantic or personal relationship.

By its discouragement of romantic and personal relationships, the Company does not intend to inhibit the social interaction (such as lunches or dinners or attendance at entertainment events) that are or should be an important part or extension of the working environment; and the policy articulated above is not to be relied upon as justification or excuse for a Administrator/Manager’s refusal to engage in such social interaction with employees.

If a romantic or personal relationship between an Administrator/Manager and an employee should develop, it shall be the responsibility and mandatory obligation of the Administrator/Manager to promptly disclose the existence of the relationship to Human Resources. The employee may make the disclosure as well, but the burden of doing so shall be upon the Administrator/Manager.

Guidelines and Determining Factors

For the purposes of this policy, a personal relationship is any intimate relationship existing between a member of CSUSA’s management and any employee within his/her chain of command. A “management team member” is defined as any exempt employee classified as an officer, Administrator/Manager,

official or supervisor. "Intimate personal relationships" may be manifested as patterned associations with select individuals of the work group, romantic affairs, etc.

Upon being informed or learning of the existence of such a relationship, the Company's management may take all steps that it, in its discretion, deems appropriate. At a minimum, the employee and Administrator/Manager will not thereafter be permitted to work together on the same matters (including matters pending at the time disclosure of the relationship is made), and the Administrator/Manager must withdraw from participation in activities or decisions (including, but not limited to, hiring, evaluations, promotions, compensation, work assignments and discipline) that may reward or disadvantage any employee with whom the Administrator/Manager has or has had such a relationship.

In addition, and in order for the Company to deal effectively with any potentially adverse consequences such a relationship may have for the working environment, any person who believes that he or she has been adversely affected by such a relationship, notwithstanding its disclosure, is encouraged to make his or her views about the matter known to Human Resources.

This policy shall apply without regard to gender and without regard to the sexual orientation of the participants in a relationship of the kind described.

CSUSA highly discourages inappropriate personal relationships in the workplace and therefore, imposes employee awareness of the potential risk involved regarding such relationships. Unfortunately, in some cases, workplace romances can lead to poor judgment, breaches of the Code of Ethics, lost productivity, poor employee morale, sexual harassment claims and even workplace violence. It is emphasized that CSUSA's policy against sexual harassment is one of zero tolerance. In the event that a consensual romantic relationship between employees of CSUSA develops in the workplace they are held stringently accountable to review CSUSA's Non Discrimination / Harassment policy on page 09, the Code of Ethics for Education Professionals and understand the consequences of failure to follow those policies, as well as, those set forth in this Employee Handbook.

SOCIAL NETWORKING POLICY AND GUIDELINES:

Electronic Communications and Social Networking Sites

Policy Statement

This Social Media Policy is designed to protect the privacy, confidentiality, business interests and reputation of CSUSA and our current and potential employees, supporters and customers. Participation in social media that affects your job performance, the performance of others, or CSUSA's business interests is a proper focus for company policy.

The same principles and guidelines that generally apply to the activities of employees also apply to employee activities in social media and any other form of online publishing.

When you are participating in social networking, you are representing both yourself and CSUSA. It is not our intention to restrict your ability to have an online presence. We believe social networking is a very valuable tool and continue to advocate the responsible involvement of all CSUSA employees in this medium. While we encourage this online collaboration, we would like to provide you with a company policy and a set of guidelines for appropriate online conduct.

All school administrators, faculty and staff shall use caution and good judgment when using electronic communications and social networking sites.

CSUSA prohibits communications relayed to current students via electronic communications such as texting, Facebook, and all other social networking mediums. All communications to students should be conducted via SIS, be professional in nature and they should be related to a student's academic progress or school activity.

Any information posted on or communicated through a social networking site (including chat rooms) shall not bring disfavor, embarrassment or condemnation to any employee, student or any member of CSUSA.

Definitions

1. Social Media - Blogs, micro-blogs, wikis, social networks (including, but not limited to, Facebook, MySpace, Twitter, LinkedIn), blogs, and any other

public websites on the internet, social bookmarking services, user rating services and any other online collaboration, sharing or publishing platform, whether accessed through the web, a mobile device, text messaging, email or any other existing or emerging communications platform.

2. Social Media Disclosures - Blog posts, blog comments, status updates, text messages, posts via email, images, audio recordings, video recordings or any other information made available through Social Media. Social Media Disclosures are the actual communications a user distributes via social media, usually by means of their social media account.

Policy Guidelines:

1. The use of Social Media for personal activity by employees during an employee’s work hours is expressly prohibited. This includes the use of school computers and /or personal devices (such as cell phones and iPads) to access and/or post on social media networks.
2. Only those persons officially authorized by CSUSA may use Social Media to speak on behalf of CSUSA.
3. CSUSA and its employees have a right to their personal privacy. Employees are prohibited from making Social Media Disclosures or utilizing Social Media in any way that could violate CSUSA’s, or any of its employee’s, right to privacy. Examples of the foregoing include, but are not limited to, the disclosure of private facts about CSUSA employees, any facts about the operations of CSUSA, any information to which the disclosing party does not have lawful access, or any information gained through unauthorized means.
4. Employees are restricted from disclosing or in any way discussing via Social media the details of any CSUSA activity or business dealings in which they have been, or will be involved.
5. Employees, specifically teachers and administrative staff, are prohibited from using Social Media to contact, connect or communicate with or forward information or photographs to any student at a CSUSA affiliated school.
6. Employees are restricted from identifying by name in Social Media, any other employees, students of any

school for which CSUSA provides management services, or any of CSUSA’s customers, partners or suppliers. Do not post any financial, confidential, sensitive or proprietary information about CSUSA or any of our students, faculty, administrative staff or employees.

7. Employees are prohibited from using Social Media, or making Social Media Disclosures, for evaluating the performance of CSUSA or any of its employees, business partners or vendors or from expressing any other opinions contrary to the business interests of CSUSA. Speak respectfully. Do not engage in name-calling or behavior that will reflect negatively on your or CSUSA’s reputations.
8. Social Media should not be used for internal business communications among fellow employees. Employees are restricted from using external blog or other Social Media to publicly air their differences or opinions. Beware of comments that could reflect poorly on you and the company. Social media sites are not the forum for venting personal complaints about supervisors, co-workers, or the company.
9. Do not post photos or obscenities that can damage both your reputation as well as that of CSUSA. As a CSUSA employee, be aware that you are responsible for the content you post and that information remains in cyberspace forever. Use privacy settings when appropriate. Remember, the Internet is immediate and nothing posted is ever truly private nor does it expire.
10. If you see unfavorable opinions, negative comments or criticism about you or CSUSA do not try to have the post removed or send a written reply that will escalate the situation. Forward this information to your administrator or forward an e-mail to the Ms. Wilda Malara, Human Resources Generalist - Education Department at, wmalara@charterschoolsusa.com and the appropriate corrective actions shall be implemented accordingly.
11. CSUSA trusts and expects employees to exercise personal responsibility whenever they make Social Media Disclosures. If you are posting to personal networking sites and are speaking about job related content, identify yourself as a CSUSA employee and use a disclaimer and make it clear that these views are not reflective of the views of CSUSA. “The opinions expressed on this site are my own and do not

necessarily represent the views of Charter Schools USA.”

12. Many sites like “LinkedIn” blur the lines between business and personal. Keep this in mind and make sure to have a balance of information that shows both your professional and personal sides.

13. Be respectful of others. Harassment, ethnic slurs, personal insults, derogatory remarks, racial or religious intolerance and any other form of behavior prohibited in the workplace is also prohibited in Social Media and in Social Media Disclosures. Think of what you say online. Stick to the facts; try to give accurate information and correct mistakes right away.

14. When posting to social media sites, be knowledgeable, interesting, and honest and add value. CSUSA’s outstanding reputation is a direct result of our employees and their commitment to uphold our core values of Putting Students First, Integrity, High Standards, Teamwork, Accountability and Excellence.

15. Do not infringe on copyrights or trademarks. Do not use images without permission and remember to cite where you saw information if it did not originate with you.

16. Be aware that you are not anonymous when you make online comments. Information on your networking profiles is published in a very public place. Even if you post anonymously or under a pseudonym, your identity can still be revealed.

17. If contacted by the media refer them to the CSUSA Marketing Department.

CSUSA may monitor content out on the web and reserves the right to remove posts that violate this policy. If you have any questions or concerns about this policy or a specific posting out on the web, please contact Ms. Wilda Malara, Human Resources Generalist – Education Department, via e-mail at wmalara@charterschoolsusa.com.

Penalties

Failure to comply with this Social Media Policy may result in:

- a. Disciplinary action, up to and including termination; or
- b. Civil or criminal penalties as provided by law.

WORK ENVIRONMENT

SMOKE FREE ENVIRONMENT

In keeping with CSUSA’s intent to provide a safe and healthful work environment for our students and employees, smoking in the workplace is prohibited. This policy applies equally to all employees, clients, and visitors. Employees who visit or work on-site at a school or at an administrative or corporate premise are expected to follow the smoking policy for that location and to smoke in designated areas only if one is available.

You are expected to exercise common courtesy and respect the needs and sensitivities of your co-workers with regard to the smoking policy. CSUSA does not provide smoking areas for employees for managed properties nor are smokers entitled to additional break time. Employees should not smoke at building entry ways, around students, or in areas where others are obligated to be exposed to smoke in order to enter or exit the workplace or school. In situations where the preferences of smokers and nonsmokers are in direct conflict, the preferences of nonsmokers will prevail.

HIRING OF RELATIVES

To avoid misunderstandings, complaints of favoritism, and other problems of management credibility, CSUSA has established the following policy concerning the hiring of relatives.

Although CSUSA has no prohibition against employing relatives of current employees, we require executive approval before hiring. We will monitor situations in which such relationships exist to ensure they support a productive work environment. In case of actual or potential problems, CSUSA will take prompt action. This can include reassignment or, if necessary, termination of employment for one or both of the individuals involved. For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

SAFETY

It is the policy of CSUSA to manage and conduct its operations in such a manner as to eliminate or minimize all potential hazards and to avoid accidents involving injury to personnel or damage to property. CSUSA will follow all applicable federal and/or state run Occupational Safety and Health programs.

All employees are charged with personal responsibility for constant adherence to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices and must take responsibility for following any safety rules or recommendations. Supervisors are not authorized to change the duties of an employee's job function to something that they are not trained to safely perform. All incidents must be reported in your site's OSHA 300 log, and must be available for review by auditors if necessary.

It is important that you consider the work environment when determining proper attire and footwear. We do not allow employees to wear open toed shoes and/or heels in schools due to the work environment, student traffic, and the flooring. All employees should also consider these factors when preparing to visit a school. See our Dress Policy for more information.

Communications

CSUSA provides information to employees about workplace safety and health issues through regular internal communication channels such as department meetings, bulletin board postings, memos, or other written communications.

Making Suggestions and Reporting Violations

Some of the best safety improvement ideas come from employees. If you have ideas, concerns, or suggestions for improved safety in the workplace you are encouraged to raise them with your Administrator/Manager, or with another who is responsible for safety, or bring them to the attention of Human Resources.

You are expected to obey safety rules and to exercise caution in all work activities. You must immediately report any unsafe condition to the appropriate Administrator/Manager. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or (where appropriate) remedy such situations, may be subject to disciplinary action, up to and including termination of employment. Reports and concerns about workplace safety issues may be made anonymously if you wish. All reports can be made without fear of reprisal.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, you should immediately notify your School Administrator/Department Manager and Human Resources. They will complete an incident report. Such reports are necessary to comply with the laws and initiates insurance and workers' compensation benefits procedures.

WORKERS' COMPENSATION INSURANCE

CSUSA provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides compensation benefits after a short waiting period. All approved medical expenses are covered immediately.

Employees who sustain work related injuries or illnesses must inform their School Administrator/Department Manager or Human Resources immediately. All employees will be provided care, first aid and emergency service, as required for injuries or illnesses while on Company time. Employees should contact their School Administrator/Department Manager, and/or 911 in the event of an accident or emergency.

No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. Failure to report accidents is a serious matter as it may preclude an employee's coverage under workers' compensation insurance.

Neither CSUSA nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off duty recreational, social, or athletic activity sponsored by CSUSA.

Return to Work Policy

In an effort to minimize the debilitating effects of workplace injuries and to reduce the overall cost of disability to both the employee and employer, CSUSA has adopted a transitional work program to allow and encourage injured employees to return to suitable work while receiving medical treatment for on the job injuries.

Under Florida Statutes, if the employee is unable to perform the regular work activity, the physician is expected to release the injured worker to work with temporary medical restrictions, as soon as medically advisable. Your School Administrator/Department Manager, the Workers' Compensation insurer, the Doctor, and you will be expected to take an active role in assisting you to regain productive work status as soon as possible. Human Resources will also assist in identifying suitable transitional work assignments, as needed, to reduce lost time. CSUSA will work closely with the workers' compensation insurance carrier and your doctor to develop a suitable return to work plan.

Through this joint effort, we aim to help employees recover as soon as possible, allow employees to minimize wage loss, gain production instead of lost time, and help to control overall Workers' Compensation costs.

Transitional work will be offered on a case-by-case basis, depending on the employee's medical needs and restrictions, among other factors. The transitional work may be offered for a limited period of time, at the discretion of the CSUSA.

COMPANY EQUIPMENT AND VEHICLES

The Company provides supplies, equipment, vehicles and materials necessary for its employees to perform their job. These items are to be used for the Company's purposes. A School Administrator/Department Manager must authorize the use of Company vehicles for personal reasons. Employees are expected to exercise care in the use of Company equipment and property and use such property only for authorized purposes.

Loss, damages, or theft of Company property should be reported at once to your School Administrator/Department Manager. Negligence in the care and use of Company property may be considered grounds for discipline, up to and including termination.

The Company's equipment, such as telephone, postage, facsimile and copier machines, is intended for business use. An employee may use this equipment for non-business purposes on a limited basis with the permission of his/her Administrator/Manager. Personal usage of these or other equipment that results in a charge to the company should be reported to your

Administrator/Manager or accounting so that reimbursement can be made.

Upon termination of employment, the employee must return all Company property, equipment, work product and documents in his or her possession or control.

Personal Vehicles used for Company Business
Only employees with an unrestricted, current driver's license may operate a vehicle to conduct Company business. A Motor Vehicle Request (MVR) may be requested for employees or applicants for employment who will be driving a rental or personal vehicle on Company business. This applies to all employees and applicants for employment for whom operating a motor vehicle is a regular and necessary activity of employment. CSUSA may, at its discretion, waive the requirement for those for whom driving is deemed incidental and occasional.

Any employee who uses a personal vehicle for any Company business must be on the approved driver list. In addition, the driver must provide a certificate of insurance that shows limits of liability of at least \$100,000 - \$300,000 - \$50,000. The certificate must show current coverage, and the employee may be asked to produce an updated certificate at any time. The vehicle must be in good working order.

Using cell phones and other in-vehicle devices (Blackberry, GPS) cause distractions that put you and your passengers at risk of an accident. Uses of hand-held cell phone devices are permitted only when necessary to report an emergency, call for roadside assistance, or report impaired or aggressive drivers. Limited use of a hands-free cell phone device is permitted with the driver's awareness that concentration on driving may be impaired. Text messaging is prohibited while performing the driving task.

Vehicle Safety Guidelines

All Company-approved drivers are required to:

- Maintain a valid driver's license and have a current, acceptable MVR on file if required.
- Drive defensively and anticipate driving hazards such as bad weather and bad drivers.
- Comply with all applicable motor vehicle laws, operating regulations and registration requirements

- Cell phones, iPhone's, iPads and/or BlackBerry's should not be used while driving unless hands free devices are used.
- Wear a safety belt as a driver or passenger in all vehicles used for Company business, and in Company vehicles used for non-Company business.
- Drive without impairment by alcohol or drugs.
- Report all accidents (no matter how minor) to your School Administrator/ Department Manager immediately (i.e., the same day the accident occurs), providing full factual information about the incident (your School Administrator/Department Manager will need to notify CSUSA's insurer of accidents promptly).
- Report any changes in the status of your driver's license (e.g., revocation or suspension, DUI, violations of law) to your School Administrator /Department Manager immediately.
- Avoid driving distractions to the greatest degree possible. Specifically, drivers should avoid any activity that causes them to divert their attention from driving or to drive one-handed.

Cellular Phone Use Guidelines

Cell phone use while driving must be avoided. Drivers should be aware that the use of cell phones while driving is creating a distraction from safe driving and should not use the phone while driving. If the phone must be used, the driver should safely pull off the road and park the car prior to usage. Regardless of the circumstances, including slow or stopped traffic, employees are strongly encouraged to pull off to the side of the road and safety should always take precedence over conducting business over the phone.

COMPUTERS AND COMMUNICATION SYSTEMS

CSUSA's computer and communication resources and services are for the use of CSUSA and its workers.

Computer and communication resources and services include, but are not limited to: printers, servers, workstations, standalone computers, laptops, software, computer files, internal/external communication networks, internet, commercial online services, bulletin board systems, email systems, telephone systems, long distance services, voicemail, cellular phones, pagers, video equipment, and tape

that are accessed directly or indirectly as provided by CSUSA.

As a user, you are responsible for using these resources and services in an efficient, effective, ethical, professional, and lawful manner. All communications transmitted by, received from, or stored in these systems are the sole property of the Company. As noted above, all such communications are subject to review and monitoring by CSUSA. Accordingly, you should have no expectation of privacy in such communications.

The following guidelines apply to all users of computer and communication resources and services, wherever the users are located. The term "users" refers to all employees, independent contractors, and other persons or entities accessing or using CSUSA computer and communication resources and services. CSUSA's Information Technology Department must approve access to any of these services by non-employees.

Violations of this policy may result in disciplinary action, up to and including possible termination, and/or legal action.

Policy

CSUSA has the right, but not the duty, to monitor any and all aspects of computer and communication systems used, maintained, or provided in the conduct of its business, including email and internet access, to ensure compliance with its policies. Computers and computer accounts are provided to assist employees in the performance of their job. No user should have an expectation of privacy in anything created, sent, received, or downloaded on the computer or communication system. CSUSA is not responsible for the actions of individual users.

The computer and communication systems belong to CSUSA and should be used for business purposes only. The Company reserves the right to monitor the operation of these systems, to access all records within them, and to retain or dispose of those records as it deems necessary. Non-business use of CSUSA equipment and services should be kept to a minimum. Any technical questions about this policy should be addressed to Information Technology Management.

Users are governed by the following provisions, which apply to all computer and communication resources and services:

- Users must comply with all software licenses, copyrights, and all other state and federal laws governing intellectual property.
- Fraudulent, harassing, embarrassing, indecent, profane, obscene, intimidating, or other unlawful material may not be sent by email, downloaded by other form of electronic communication, or displayed on or stored in Company computers. If you encounter, or receive such material, you should immediately report the incident to your Administrator/Manager.
- Without prior written permission, CSUSA's computer and communication resources and services may not be used for the transmission or storage of commercial or personal advertisements, solicitations, promotions, destructive programs (viruses and/or self-replicating code), political material, obscene material or any other unauthorized or personal use.

Electronic Mail (email)

The electronic mail ("email") system is the property of CSUSA and is for use in conducting Company business. All communications and information transmitted by, received from, or stored in this system are Company records and property of the Company. While email usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits. Employees will refrain from using Company issued email addresses for excessive incoming personal email and/or subscriptions to email lists (list servers) unrelated to individual job tasks.

Staff members should use the same care in drafting email and other electronic documents as they would for any other written communication. Anything created on the computer may, and likely will, be reviewed by others. In addition, the confidentiality of any message should not be assumed. Even when a message is erased, it is still possible to retrieve that message.

CSUSA's email and Internet access systems are provided solely for business use. Communications by you through these systems are not private nor are they protected, and you should have no expectation

of privacy in such communications. For security and operational purposes, CSUSA may monitor and/or retrieve messages, communications, material and attachments sent through these systems. Moreover, use of the internet access provided by CSUSA to obtain offensive or otherwise inappropriate material is completely prohibited. Likewise, you have no expectation of privacy with respect to any other information stored on any CSUSA computer or in any CSUSA work area. All authorized administrators are to follow CSUSA procedures and submit an Access Request form to CSUSA corporate office and receive approval prior to accessing employee electronic accounts.

CSUSA expects its employees to maintain organized electronic document and contact information files. Employees are not to email documents or materials to persons who are not authorized to receive or review such materials.

The following additional guidelines apply to the use of CSUSA's email system:

- Employees have no right of privacy in any material stored in, created, received, or sent over the email system.
- In its discretion as owner of the email system, the Company reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the email system, for any reason and without the permission of any employee.
- Even if employees use a password to access the email system, the confidentiality of any message stored in, created, received, or sent from the email system still cannot be assured. Use of passwords or other security measures does not in any way diminish the Company's rights to access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to the Information Technology Administrator/Manager, as email files may need to be accessed by the Company in an employee's absence.
- Employees should be aware that deletion of any email messages or files would not truly eliminate the messages from the system. All email messages are stored on a central back up system in the normal course of data management.

- Even though CSUSA has the right to retrieve and read any email messages, those messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any email messages that are not sent to them. Any exception to this policy must receive the prior approval of management.
- The Company’s policies against sexual or other harassment apply fully to the email system, and any violation of those policies is grounds for disciplinary action up to and including termination. Therefore, no email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law.
- Do not send personal messages or jokes using the Company’s email. Even if the material is not offensive, you should not encourage the use of email for non- business related activities. If you receive non-business related messages, jokes or related files from someone else, delete the messages and refer that person to CSUSA’s policies. If the activities continue, contact the person’s School Administrator/Department Manager.
- If you receive a chain mail message, do not respond to it. Inform IT and they will put a block on the message.
- Your CSUSA email identity photo will be limited to an appropriate professional headshots only. No other types of photos or images may be up-loaded in the place of the employees head shot photo.

Personal Computers and Software Applications

The help desk and IT department are the only persons authorized to install software on company owned computers. If you need particular software contact your supervisor or the IT department to authorize the use of the software and they will arrange to install it on your computer.

Any duplication of copyrighted software or data, except for backup and archival purposes, is a violation of both Company policy and federal law. Any unauthorized or unlicensed copies of software at CSUSA expose both you and the Company to potential civil and criminal penalties. Software must only be

used according to the software license agreement. No unlicensed software may be used or installed into the Company’s computers. CSUSA may delete any unlicensed software or personal software without notice to you.

The computer assigned to you is your responsibility. As such, it is your responsibility to take reasonable precautions to secure it from use and/or abuse by another. The following outlines some of your responsibilities and guidelines regarding computer use and security:

- You are responsible for immediately reporting any unlawful activity involving your personal computer. The data you work with may be more valuable and more difficult to replace than the hardware or software used to access it.
- Employees are responsible for safeguarding your password for the system. Individual passwords should not be printed, stored online, or given to others. You are responsible for all actions made using your password. Sharing of passwords is prohibited and may result in a limited or suspended account.
- In the event password protection is needed, the Administrator/Manager of Information Services and the employee’s Administrator/Manager must be made aware of the password and the document must be saved on the network.
- Be aware that a computer’s hard drive may fail at any time. Several backup methods are available. Consult IT for instructions on backing up your files or for any other questions.
- Employees should not read, alter or copy a file belonging to another user without first obtaining permission from the owner of the file. The ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file.

Important: A user’s ability to access other computer systems directly or through the network, including the CSUSA network does not imply a right to access those systems or to make use of those systems unless specifically authorized by the operators of those systems. Unauthorized use may result in disciplinary actions up to and including termination. Your School Administrator/Department Manager may submit an Access Request Form to CSUSA for approval of access

to employees SIS and email for business related purposes only or for cause and/or suspicion of misuse.

prohibited and can result in disciplinary action:

Internet

Internet access to global electronic information resources on the World Wide Web is provided by CSUSA to assist employees in obtaining work related data and technology. While Internet usage is intended for job related activities, incidental and occasional brief personal use is permitted within reasonable limits. The following guidelines have been established to help ensure responsible and productive Internet usage.

- All internet data that is composed, transmitted, or received via our computer communications systems is considered to be a part of the official records of CSUSA and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.
- Data that is composed, transmitted, accessed, or received via the Internet must not contain material that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, age, sex, pregnancy, religious or political beliefs, national origin, citizenship, veteran status, disability, sexual orientation, or any other characteristic protected by law.
- Abuse of the Internet access provided by CSUSA in violation of law or CSUSA policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are

- | |
|--|
| Sending or posting discriminatory, harassing, or threatening messages or images |
| Sending or posting confidential material or proprietary information outside of the organization |
| Sending or posting messages or material that could damage the organization’s image or reputation |

CSUSA reserves the right to, and does, monitor Internet usage including sites visited and time spent at those sites while one Company premises.

Personal Web Sites, Web Logs and Text Message

Policy

Personal Web sites, Web logs (blogs), and text messaging have become prevalent methods of self-expression in our culture. Charter Schools USA respects the rights of employees to use their mediums during their personal time. If an employee chooses to identify himself or herself as a Charter Schools USA employee on a Web site or Web log/blog, he or she must adhere to the following guidelines:

- Make it clear to the readers that the views expressed are the employee’s alone and that they do not reflect the views of Charter Schools USA.
- Do not disclose any information that is confidential or proprietary to CSUSA or to any third party that has disclosed information to the Company. Consult the Company’s confidentiality policy for guidance about what constitutes confidential information.
- Uphold Charter Schools USA’s value of respect for the individual and avoid making defamatory statements about CSUSA’s employees, clients, partners, affiliates, students and others, including competitors.
- Be careful to not let blogging interfere with your job or ethic and standards commitments.

Employees, especially instructional staff, are held to a high standard. Your commitment and oath to the Education Professional Ethics Standards must not be violated. These standards outline appropriate conduct with students, parents and peers and others

who have access to the Internet and access to content you display on the Internet, regardless of whether you believe it may be personally secured or not. Personal web sites and blogs are not exempt from the Education Professional Ethics Standards or Company standards. Furthermore, violations may be reported to the Florida Department of Education and may ultimately affect instructional certification.

If blogging activity is seen as compromising to the Education Professional Ethics Standards, the corporation or schools standards, Charter Schools USA may request a cessation of such commentary and the employee may be subject to disciplinary action up to and including termination.

Employees are not to be-friend, link to or add students to their social networks or engage in IM's / text messaging on personal devices with students or parents. These communications should be conducted via SIS.

This Policy should not be construed or otherwise applied in such a way as to violate or interfere with an employee's rights under Section VII of the National Labor Relations Act.

Telephones and Voice Mail

The telephone system is the property of CSUSA and, as such, the primary purpose is for the conduct of the business of CSUSA. Employees are required to reimburse CSUSA for any charges resulting from their personal use of the telephone.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller, and hang up only after the caller has done so.

The voicemail system is intended to send and receive business-related messages. It is not designed as a storage medium for these or personal messages. Voicemail messages should be checked and cleared daily. Saving multiple voice messages for an extended period of time can negatively impact system performance.

SECURITY

Entering and Leaving the Premises

At the time you are hired, you will be advised of the proper procedures for entering and exiting your office and setting alarms. You are expected to abide by

these guidelines at all times. If you do not receive this information upon starting work, please contact a School Administrator/Department Manager or Human Resources immediately.

All CSUSA facilities include property security Overt Surveillance information.

Parking

Parking may be restricted and/or assigned in certain situations. Ask your School Administrator/Department Manager for instructions.

Visitors in the Workplace

To provide for the safety and security of employees and the facilities at CSUSA, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors should enter the office through the reception areas, and must check in with the Receptionist or front office at the school. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on CSUSA's premises, employees should immediately direct the individual to the reception area, or if necessary notify their Administrator/Manager.

Violence in the Workplace

CSUSA does not tolerate fighting, threats and other acts of violence against employees, co-workers, job applicants, clients or vendors; additionally, possession of firearms, weapons, ammunition or explosives on Company property or while on Company business is strictly prohibited.

Acts or threats of violence or physical harm, whether made directly or indirectly, violate the safe and professional conduct of our business. If you are subjected to or threatened with harm by a co-worker, customer or vendor, or if you become aware of another individual who has been subjected to or threatened with violence, or if you know of circumstances which might result in violence, you should report this information to your

Administrator/Manager or Human Resources immediately.

Please bring all threats to our attention so that we can deal with them appropriately. Do not assume that any threat is not serious. Any investigation into threatening remarks or conduct will be conducted with as much confidentiality as possible. No adverse action will be taken against anyone who brings a good-faith complaint under this policy.

Reporting Illegal and Unethical Acts

If you have knowledge of or suspect any illegal behavior by another employee, you are required to report such activity immediately to management.

PARTICIPATION IN COMMUNITY AFFAIRS

We encourage you to participate in community service affairs of charitable, educational and civic organizations. However, your participation in these activities must not adversely affect job performance, be detrimental to CSUSA’s interests, or place you in the position of serving conflicting interests.

Time spent on community affairs, when not undertaken at the request of management, should normally be outside of your regular working hours and therefore will not be considered hours of work for pay purposes. Employee-initiated participation in community affairs that involves an extended period of time away from the job must be approved and handled in accordance with CSUSA’s leave of absence policies.

EMERGENCY CLOSURES

At times, emergencies such as severe weather, fires, power failures, earthquakes or hurricanes can disrupt Company operations. In extreme cases, these circumstances may require the closing of a work facility/school. If such conditions exist, please consult your local emergency procedures and call the appropriate location for a message or contact your Administrator/Manager at home or at work as soon as possible.

When operations are officially closed due to emergency conditions, the time off from scheduled work for salaried employees and full time hourly employees will be paid.

In cases where an emergency closing is not authorized, employees who fail to report for work will be required to use PTO or take time off without pay.

A copy of the CSUSA disaster procedure is located on the Company intranet and in SIS. All schools should follow the disaster guidelines of the districts where they reside.

ENVIRONMENTAL

It is the policy of CSUSA to comply with all applicable laws and regulatory standards promulgated by the government to protect the quality of the environment. This includes eliminating or controlling pollution to the air, ground water or land, and to minimize potential exposure to hazardous materials.

It is the responsibility of each employee to be familiar with the requirements of his/her type of work and be sure that the work does not have any unnecessary impact on the environment. Employees are expected to recycle any materials for which collection services are provided.

Any person who becomes aware of any spill or inadvertent release of toxic or hazardous materials must report the incident immediately to his/her School Administrator/Department Manager.

PAY RELATED INFORMATION

COMPENSATION

CSUSA’s goal is to compensate its employees in a fair and competitive manner, based on the responsibilities of each job, the Company’s overall growth and performance, and other business conditions affecting wages on an annual basis. In addition, our goal is to reward employees for their individual performance, achievements, and contributions to the Company’s success.

After the first year of employment, wages and salaries are normally reviewed annually, but a review does not guarantee an increase. All salaries, bonuses, stipends, and extra pay are taxable to the employee. Our philosophy is to pay for performance, and pay increases are based solely upon individual merit and business conditions.

Confidentiality

Employment, medical and wage information is confidential and should not be discussed with peers,

parents, students, or vendors. This information is of a confidential nature and should not be discussed regardless of pertaining to yourself or others.

EMPLOYMENT CATEGORIES

Exempt/Non-Exempt

Under the Fair Labor Standards Act, there are two categories of employees – exempt and non-exempt.

- Exempt employees are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws. Exempt employees are not eligible for overtime pay. Exempt employees generally include those in executive, Administrator/Managerial, professional, commissioned sales, and certain administrative positions. If you are an exempt employee, you are normally paid on a salary or commission basis regardless of hours worked. Exempt employees' salaries are calculated on a semi-monthly basis (24 pay periods).
- Non-exempt employees must keep records of their hours worked and must be paid overtime for any hours over 40 hours worked in a week. Salaries of non-exempt employees are calculated on an hourly basis.

Full-Time/ Part-Time/Temporary

At the time you are hired, your position is categorized as full-time, regular part-time, or temporary. At that time you will be informed of any Company benefits for which you are eligible. In general, employment category definitions encompass the following:

Full Time

A full-time employee is one who works the standard working hours of the Company each week (a minimum of 36 hours per week).

Part Time

Part time employees are classified as non-exempt and work a regular schedule less than 36 hours per week.

Temporary

A temporary employee is hired for a specified project or time frame and may work an irregular schedule. Seasonal employees are generally hired for an indeterminate time of limited duration and are also

considered temporary employees. Temporary and seasonal employees do not receive any benefits provided by the Company.

Daily Substitutes

A substitute is hired for the purpose of filling in for absent educators. They are hired on-call daily and do not receive benefits provided by the company.

Stipends and Other Supplemental Payments

For certain duties and responsibilities outside of your normal duties, CSUSA may provide a stipend. Principals and department managers are responsible for allocating stipends in accordance with the Compensation Plan and Budgeting Guidelines. Examples of stipends include but are not limited to Department Chair's, TLC, and extra duties or a project for a specific period of time.

TIME KEEPING AND PAY RECORDS

The attendance of all employees must be recorded and submitted to the Payroll Department weekly through Time and Attendance. The payroll week begins on Sunday and ends on Saturday. To process payroll efficiently, all time sheets must be received by the Payroll Department deadlines to your designated payroll representative.

Attendance records are Company records, and care must be exercised in recording the hours worked, overtime hours, absences and business expenditures.

Meal Periods

All full time employees are generally provided with one unpaid meal period of 1 hour in length each workday. Employees are relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time. Skipping a meal break to leave early and/or to get additional pay is not allowed (it's Federal law), however, from time to time shortened meal breaks may be necessary to accommodate the daily schedule as the needs of the business allow, and with prior approval by the School Administrator/Department Manager.

However, adjustments should not exceed 8 hours per day or 40 hours in a work week. All part time employees are generally not entitled to an uncompensated meal break, but are entitled to one 10-15 minute compensated rest break during the course of the part-time work schedule, not exceeding

4 hours per work day. Supervisor’s authorization is required prior to taking all rest breaks.

Timekeeping

All hourly employees must record the hours worked including paid time off, and have their Administrator/Manager approve the completed time worked. All exempt salaried employees are required to report all paid time off (PTO).

Time Records

It is of utmost importance that timesheets are filled out properly with the correct associated information. The following rules apply to completing time records:

- You are not permitted to work “off the clock,” including working through meal breaks or after scheduled work hour.
- You must accurately record all hours you spend on the job performing assigned duties.
- You are not authorized to work through scheduled lunch or meal breaks.
- Not accurately reporting PTO is a violation of company policy, and is stealing. Supervisors must verify the employee has the PTO available, approve, and sign off on the PTO request form.
- Compensatory time off in lieu of overtime pay is not permitted.

The Business Administrator/Bookkeeper at each school is responsible for accurate reporting and maintenance of documented reports. It is the employee’s responsibility to ensure their accurate time has been provided to the Business Administrator/Bookkeeper at the schools or through your manager at corporate. Altering, falsifying or tampering with time records, or recording time on another employee’s time sheet may result in disciplinary action, up to and including termination.

WORK HOURS

Work Schedule

The normal work schedule for most full-time employees is 8 hours a day, 5 days a week. Administrator/Managers will advise employees of the time their schedules will normally begin and end. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

Employees should establish a mutually workable schedule with their Administrator/Manager. Issues, such as staffing needs, the employee’s performance, and the nature of the job will be considered when establishing work schedules.

It is recommended that hourly employees report to work no more than 15 minutes prior to their shift start and clock out within 15 minutes of their shift end unless pre-approved to work overtime.

Attendance is a major concern and is a major part of your performance. Students and fellow employees rely on you to be at work on time every day. If you become ill please contact your Administrator/Manager in advance. Contact means speaking directly with your supervisor, not just leaving a message. Failure to report into your Administrator/Manager for 3 consecutive days will result in job abandonment and disciplinary action up to and including termination.

Overtime

When operating requirements or other needs cannot be met during regular working hours, employees will be given the opportunity to volunteer for overtime work assignments. If not enough people volunteer to meet work needs, employees may be required to work overtime. All overtime work must receive the Administrator/Manager’s prior authorization. Overtime assignments will be distributed as equitably as practical to all employees qualified to perform the required work.

EMPLOYEE REFERRAL PROGRAM

At CSUSA, we’re always searching for talented high performers and that can mean a cash reward for you in recognition of your recruitment efforts. Sometimes you may know an individual who can be an asset to CSUSA. If we hire the referred individual, CSUSA may pay a referral bonus.

PAY PROCEDURES

CSUSA takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday. It is the responsibility of the employee to report any errors or concerns as soon as known.

Unless otherwise specified by CSUSA, you will be paid semi-monthly on the 15th and the last day of each month. Each paycheck will include earnings for all

work performed through the end of the previous payroll period. Paychecks are two weeks in arrears.

In the event that a regularly scheduled payday falls on a holiday, employees will receive pay on the last day of work before the regularly scheduled payday. Underpayments and overpayments will be adjusted on the next pay period unless the amount creates a hardship for the employee. The other arrangements can be made through the payroll office.

Direct Deposit/Payroll Check

CSUSA encourages employees to be paid through direct deposit of funds to either a savings or checking account at the bank of your choice. This can be set up during the “on-boarding” process. If unable to provide direct deposit information, the employee may be paid via a live pay check. If an employee selects to be paid via direct deposit, the first pay after receiving the direct deposit information will be directly deposited to your account. You will be able to view your pay stub through our Employee Portal at <https://portal.adp.com>.

Final Pay

Upon termination, you will receive all unpaid wages and pay for any unused paid time off in a manner consistent with the law in the state in which you work. If, for any reason, you do not return equipment or property of CSUSA upon termination, the assessed value of the property will be deducted from the employee’s final paycheck. Be sure CSUSA has up to date address information. Benefits end on the last day of the month you terminate.

Instructional 10 month employees paid over 12 months

Upon termination, instructional 10 month employees will receive all true up wages (wages accrued to pay you over the summer) on your final paycheck. Your benefits will end on the last day of the month of your termination.

BUSINESS-RELATED EXPENSE REIMBURSEMENT

Your duties as an employee may require you to travel. The Travel and Expense Policies set the guidelines on acceptable travel and business expenses, expense reports and the approval process. All expenses should cover the employee’s actual reasonable expenses while conducting business away from home on behalf of the Company or as associated with a business event. No personal expense should ever be charged to the Company. You are responsible to know the limits

of the Travel and Expense Policy and seek the proper advanced approval through your School Administrator/Department Manager.

When travel is completed you should submit your travel expenses on the expense report along with all original receipts. For further information, review the Travel and Expense Policy.

Travel

Employees whose travel plans have been approved are responsible for making their own travel arrangements.

Employees who are involved in an accident while traveling on business must promptly report the incident to the Human Resources. Vehicles owned, leased, or rented by CSUSA may not be used for personal use without prior approval.

With prior approval, employees on business travel may be accompanied by a family member or other person, when it will not interfere with successful completion of business objectives. Generally, employees are also permitted to combine personal travel with business travel, as long as time away from work is approved. Additional expenses arising from such non- business travel are the responsibility of the employee.

Employees should contact their School Administrator/Department Manager for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues. Please note that employees must provide itemized receipts in order to be eligible for reimbursement.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

PROFESSIONAL MEMBERSHIPS

Professional employees are encouraged to become members in Professional Organizations and to actively participate.

With management approval, CSUSA may pay membership dues and other associated fees for professional memberships, if the membership is beneficial to both you and the Company.

TRAINING

Conferences, Short Courses, Seminars
 CSUSA may pay all or a portion of the cost for job related approved conferences, courses and seminars. All attendees must have prior written approval by School Administrator/Department Manager and the Department VP and the course must be directly related to a Professional Development Plan.

Employees are encouraged to become actively involved with professional associations to promote CSUSA as well as gain exposure by serving on boards, as officers, and by presenting technical papers. Expenses associated with mandatory company meetings are paid by the company and follow the corporate expense reimbursement policy.

BENEFITS

GENERAL OVERVIEW OF BENEFITS

CSUSA has established a variety of programs designed for the benefit of employees, including time off from work, assisting you in covering costs that can result from illness, helping you plan for an unexpected disability and several other benefits. This Handbook contains only a general listing of benefits. Your rights can be determined only by referring to the full text of the official plan documents, which are controlling and are available from Human Resources. To the extent that any of the information contained in this Handbook is inconsistent with the official plan documents, the provisions of the official plan documents will govern in all cases.

The following are some of the benefit programs that are available to eligible employees:

- Personal Time Off
- Holiday Pay
- Direct Deposit
- Online Employee Self Service Center
- Leaves of Absence
- Family / Medical Leave
- Medical / Dental / Vision Insurance
- Life insurance 1x annual salary
- Employee Assistance Program (EAP)
- Supplemental Life Insurance / Accidental Death and Dismemberment
- Short Term and Long Term Disability

- 401(k) Plan – if applicable, please see your School Administrator or Department Manager for specifics.

ELIGIBILITY FOR BENEFITS

At the time you are hired, you are categorized as a full-time, part-time, or temporary employee. Only full-time employees (36 or more hours per week) are eligible for the benefits outlined in this section. The following table shows when benefits begin for full-time eligible employees. The company may change eligibility and waiting periods, as the needs of the business require.

Medical	1 st Day of the month after completing 90 days of service
Dental	1 st Day of the month after completing 90 days of service
Vision	1 st Day of the month after completing 90 days of service
Disability	1 st Day of the month after completing 90 days of service
Life	1 st Day of the month after completing 90 days of service
Employee Assistance Program	1 st Day of the month after completing 90 days of service
401(k)	Next quarter after completing 60 days of service

Turnaround Schools follow a different eligibility window; this will be discussed with you by your School Administrator / Department Manager.

Medical/Dental/Vision/Life/Disability Enrollment
 You will be notified of your benefit coverage options during open enrollment or during your 90-day orientation period.

Important: If you do not elect coverage within the first 90 days of your employment you cannot enroll in CSUSA’s Insurance plans until the next open enrollment period or you have a qualifying event. You

must also notify Human Resources within 30 days if you experience a qualifying event and want to make a change to your existing medical plan.

A qualifying event includes:

- Legal separation
- Divorce
- Death
- Termination of other employment
- Loss of other coverage
- Marriage
- Birth
- Adoption, or placement for adoption

Please understand that you will not be entitled to special enrollment if loss of coverage is the result of failure to request enrollment.

HEALTH INSURANCE CONTINUATION (COBRA)

The Consolidated Budget Reconciliation Act (COBRA) is a federal law that requires most employers sponsoring group health plans to offer a temporary continuation of group health coverage when coverage would otherwise be lost due to certain specific events.

Through COBRA, employees and their qualified beneficiaries have the right to continue group health insurance coverage after a "qualifying event." The following are qualifying events:

- Resignation or termination of the employee.
- Death of the covered employee.
- A reduction in the employee's hours.
- For spouses and eligible dependents, the employee's entitlement to Medicare.
- Divorce or legal separation of the covered employee and his or her spouse.
- A dependent child no longer meeting eligibility requirements under the group health plan.

Under COBRA, the employee or beneficiary pays the full cost of health insurance coverage at CSUSA's group rates, plus an administration fee.

401(k) Enrollment – if eligible

A 401(k) retirement savings plan is available to qualified regular full-time employees and you must be at least 21 years of age. Eligible employees may participate in the plan on the next quarter after completing 60 days of service as a regular full time employee.

- The plan is a voluntary savings plan.

- Allows you to set aside pretax money through payroll deductions.
- Employee may contribute from 1-100% of their salary.
- CSUSA will match 25% up to the first 6% employee elects.
- CSUSA matched funds become vested 25% year over year with the total vested after 4 years.
- Employee can roll over funds from other plans at any time.

Details of all insurance plans are described in the orientation materials. The information on cost of coverage will be provided in advance of enrollment to eligible employees.

Contact Human Resources for more information about insurance benefits.

Employee Assistance Program

This is a program designed to offer counseling and rehabilitation services to support employees, dependents and all members of your household. It offers you free 24-hour assistance.

- Emotional Well Being and Life Events
- Family and Caregiving Resources
- Health and Wellness Resources
- Daily Living Resources
- In-Person Counseling

For additional information you can find a brochure through the employee portal at <https://portal.adp.com>.

HOLIDAYS

Holidays and breaks observed at the school districts are not considered part of CSUSA. CSUSA grants holiday paid time off to all full-time eligible employees for the holidays listed below:

New Year's Day (January 1)
Martin Luther King, Jr. Day (3rd Monday in Jan)
President's Day (3rd Monday in Feb)
Memorial Day (last Monday in May)
Independence Day (July 4)
Labor Day (first Monday in September)
Thanksgiving (fourth Thursday in November)
Day after Thanksgiving
Christmas Eve (December 24)

Christmas Day (December 25)

New Year's Eve (December 31)

If a holiday falls on a weekend, normally the holiday will be observed on the closest Friday or Monday. CSUSA reserves the right to adjust the holiday to another day as needed for operational requirements.

CSUSA recognizes and provides the listed holidays for its employees. Nevertheless, we must remember that from time to time our services may be required on holidays and depending on the business situation employees may be required to take an alternate day off. Also, certain job positions will require employees to regularly work on the listed holidays, and in those circumstances, those employees would be granted an alternate day off.

Holiday Policy

Employees wishing to observe other holidays than what is listed above may consider using PTO if approved by their administration.

Holiday Pay Considerations

- If a recognized holiday falls during an eligible employee's approved paid time off, holiday pay will be provided instead of PTO benefit that would otherwise have applied, or an alternate day off as required by the needs of the business.
- Holiday pay will be calculated based on the employee's straight time pay rate (as of the date of the holiday) times 8 hours for full-time employees.
- Employees may not elect financial compensation in lieu of taking time off for a holiday.
- Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.
- Employees must have worked or have authorized PTO on the day before and the day after a holiday in order to be paid holiday pay.
- Early release time, must be approved by the CEO and is not considered a benefit for the purpose of providing alternate time off for use of PTO.

PAID TIME OFF (PTO)

Full-time employees are eligible to take PTO as described in this policy. Temporary, part-time and seasonal employees are not entitled to PTO.

PTO for the calendar year or at the beginning of the school year is credited to an employee's PTO account on the first day of each year. The full allocation is available at that time. An employee is eligible to start taking PTO after completing 30 days of employment.

12 Month Employees	
Years of Service	Annual Days Accrued
0 – 5*	16
6 – 10	21
11 +	26
10 Month Employees	
Years of Service	Annual Days Accrued
0 – 11+*	8
School Administrators (Principal, Assistant Principal, and Deans)	
Years of Service	Annual Days Accrued
0 – 10*	21
11 +	26
Executives	
Years of Service	Annual Days Accrued
0 – 10*	21
11+	26

Please note: For annual time calculation purposes, one day equals 8 hours.

**Paid Time Off is accrued on an annual basis. Your first year of PTO will be prorated based on your date of hire. Employees are not usually permitted to take any annual time during the first 30 days of employment.*

Borrowing Annual Time

Employees who borrow annual time before they have accrued it and then terminate their employment with Charter Schools USA will have an amount equal to the borrowed time deducted from their final paycheck.

Other PTO Time Considerations

We rely on you to be at work as scheduled so advanced notice is important. CSUSA also provides 10-month instructional staff an incentive to not miss instructional days by providing a cash payout for

unused PTO. This reduces the need for substitutes and more importantly helps provide the best quality of instruction for our students. PTO may be taken at any time during the year – but must be scheduled to avoid conflicts with other employees' PTO and work demands of the Company.

1. PTO time may be taken in pre-approved four-hour increments OR PTO time may be taken in pre-approved full day increments.
2. Specific PTO dates should be approved by the employee's School Administrator/Department Manager at least two weeks prior to the anticipated time off, if possible.
3. Designated company holidays will not be counted as PTO if they should fall within the period of time the PTO was requested.
4. A maximum of 5 days (40 hours) of PTO can be carried over from one year to the next.
5. PTO will be scheduled in the mutual best interest of the Company and the employee. Length of service will determine priority for PTO in the case of conflicts.
6. Ten month instructional exempt staff only may opt to cash out PTO days at the end of the school year of up to 8 days (64 hours). Payout does not exceed \$90.00 per day and total payout including carry over cannot exceed 104 hours (13 days). All carry over days are paid out at \$90 per day regardless of the reason for the payout request (termination or request at the end of the school year).
7. In the case of termination, PTO taken and not earned will be credited back to the company on the final paycheck. PTO accrued and not taken will be paid out on the final paycheck at the employee's hourly rate (excluding carryover and end of school year requests for payouts, see #6 above).

LEAVES OF ABSENCE

FAMILY AND MEDICAL LEAVE ACT (FMLA)

CSUSA will grant leave under the Family and Medical Leave Act (the "FMLA") to eligible employees for the following reasons:

- a serious health condition that prevents the employee from performing the functions of his or her job
- to care for a spouse, child, or parent who has a serious health condition

- the birth of the employee's child and to care for the newborn child
- placement of a child with an employee through adoption or foster care
- Generally, a "serious health condition" is an illness, injury, impairment or condition that involves:
 - Inpatient care in a hospital, hospice or residential medical care facility, or
 - Continuing medical treatment by a health care provider, which may include periods of incapacity of more than three (3) days involving a specific health care treatment; multiple health care treatments; or incapacity or treatment for chronic, serious health conditions.

Eligibility:

You must have completed one year of service, in which a minimum of 1,250 hours was worked. Eligible employees are generally entitled to up to twelve (12) weeks of FMLA leave during a twelve (12) month period.

Procedure for Requesting Leave:

A requesting employee must call The Hartford at 1-877-822-3183 and refer to Policy Number 402300. When calling in your leave request, you must state the reason for the leave and the dates for which the leave is sought. You may be required to complete a "Certification of Health Care Provider" when leave is sought due to a serious health condition or to care for a spouse, child or parent with a serious health condition.

In some circumstances, CSUSA may require a second or subsequent opinion by a health care provider at the CSUSA's expense.

When the need for leave is foreseeable, such as for an expected birth or placement of a child, or because of a planned medical treatment, call in your leave request as soon as possible. If the need for FMLA leave is unforeseeable, you must notify your School Administrator / Department Manager as soon as possible after calling in your leave.

Compensation and Benefits during Leave:

Employees are required to use and exhaust any accrued PTO as part of the FMLA leave. Thereafter, the leave is unpaid.

An employee on FMLA leave does not accrue PTO or other employee benefits. However, during FMLA leave, you will continue to participate in CSUSA's group medical, dental, and vision plans, under the same conditions that applied before the leave. You remain responsible for paying all of your insurance premiums. If you receive compensation during FMLA, your contribution will be deducted on a pre-tax basis from your paycheck and paid through CSUSA Pre-Tax Premium Payment Plan. If you are currently in repayment for a 401(k) loan you will be responsible for making those payments directly through the 401(k) provider.

Periodic Reports and Return from Leave:

When on FMLA leave, you may be required to report periodically to The Hartford on your status and intent to return to work. If your circumstances change, or you need to leave for a new reason, notify The Hartford as soon as possible. If you wish to return to work before the end of a scheduled leave you must notify The Hartford at least three (3) working days in advance. Before returning from leave, you will be required to provide written certification from a health care provider that you are able to resume working with no restrictions.

Restoration to Employment Following Leave:

Upon conclusion of FMLA leave, CSUSA typically will restore the employee to their original position. If the position has been filled or eliminated, generally CSUSA will restore the employee to an available, equivalent position, as determined by CSUSA.

Qualifying Exigency Leave:

For eligible employees, up to 12 weeks of unpaid leave, in a 12-month period, is available for an eligible employee where the employee's spouse, son, daughter or parent is on active military duty or call to

active duty status, and leave is needed for a "qualifying exigency";

A "qualifying exigency" is:

- a) Short notice deployment;
- b) Military events and related activities;
- c) Childcare and school activities;
- d) For the purpose of making financial and legal arrangements;
- e) Rest and recuperation;
- f) Post-deployment activities; and/or,
- g) Additional qualifying activities.

The "rolling backward" method used for measuring "Basic Leave" is also used to measure the 12-month period for "Qualifying Exigency Leave."

Covered Service Member Care Leave:

Leave is available for an eligible employee to care for a spouse, child, parent or next-of-kin who is a current member of the Armed Forces, including a member of the National Guard or Reserves, or a member of the Armed Forces, National Guard or Reserves who is on the temporary disability list, and who has a serious injury or illness incurred in the line of duty for which he or she is undergoing medical treatment, recuperation, or therapy; or, otherwise in outpatient status; or, otherwise on the temporary disability retired list.

Next-of-kin of a covered service member is the nearest blood relative other than the covered service member's spouse, son, or daughter, unless the covered service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes military caregiver leave under the FMLA.

For covered service member Care leave only, an employee is entitled to 26 workweeks of leave during any single 12-month period measured on a "rolling forward" basis. Service member care leave measured on a rolling forward basis will be measured using the 12-month period forward from the date of the employee's first instance of service member Care leave.

Computing FMLA Leave

For the purposes of calculating FMLA, CSUSA determines the 12 weeks of FMLA entitlement as a "Rolling" 12-month period measured backward from the date an employee uses any FMLA leave. For example, if an employee takes 4 weeks of FMLA leave beginning February 1 of Year One, another 4 weeks

beginning June 1 of Year One and another 4 weeks beginning December 1 of Year One, the employee would not be entitled to any additional FMLA leave until February 1 of Year Two. However, on February 1 of Year Two, the employee would be entitled to four more weeks of leave (as he or she had taken 8 weeks of FMLA leave within the preceding 12 months; in this example, another 4 weeks of FMLA leave would become available on June 1 of Year Two).

Personal Non-FMLA Leave of Absence

CSUSA may provide leaves of absence without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations.

As soon as eligible employees become aware of the need for a personal leave of absence, they should request a leave providing a full explanation of the circumstances, in writing, to their Administrator/Manager at least two weeks before the start date of the leave of absence.

Personal leave of absence is provided without pay. Any available paid time off must be exhausted first. Illinois employees should also refer to the following hyperlink for additional Personal Non-FMLA Leave of Absence Information: [Illinois Personal Non-FMLA Leave](#). Indiana employees should also refer to the following hyperlink for additional Personal Non-FMLA Leave of Absence Information, specific to Pregnancy Leave: [Indiana Personal Non FMLA Leave](#). Louisiana employees should also refer to the following hyperlink, also related to Pregnancy Leave: [Louisiana Personal Non FMLA Leave](#).

Duration of Leave

Personal leave may be granted for a period of up to 90 calendar days every 3 years. If this initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than 90 calendar days.

Requests for Leave

Requests for a personal leave will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence. Personal leaves will not be granted if it places an undue burden on your department, or if it conflicts with work schedule demands.

Benefits during Leave

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided by CSUSA until the end of the month in which the approved personal leave begins. Subject to the terms, conditions, and limitations of the applicable plans at that time, the Company may continue to pay Company-paid benefits. You must pay 100% of your portion of insurance premiums in advance to the Company. Failure to pay this portion up front may result in a loss of benefits.

When you return from a personal leave, benefits will again be provided by CSUSA according to the applicable plans.

Benefit accruals, such as PTO or holiday benefits, will be suspended during the leave and will resume upon return to active employment.

Other Employment

Outside employment during your leave period is prohibited and may result in disciplinary action up to and including immediate termination.

Reinstatement

When a personal leave ends, every reasonable effort will be made to return you to the same position, if it is available, or to a similar available position for which you are qualified.

However, CSUSA cannot guarantee reinstatement in all cases.

If you fail to report to work promptly at the expiration of the approved leave period, CSUSA will assume you have resigned.

OTHER TIME OFF

Bereavement Leave

Full-time employees are allowed up to 3 days off with pay in the event of a death in the immediate family. (For out of state funerals, your Administrator/Manager may approve more time.) Please notify your Administrator/Manager as soon as possible if you need to take bereavement leave.

For the purposes of this policy, immediate family is defined as father, mother, sister, brother, spouse, child, step-child, mother-in-law, father-in-law,

grandparents, grandchildren, sisters- or-brothers-in-law.

Time off without pay may be granted at the discretion of your Administrator/Manager to attend the funeral of other relatives or friends. You have the option of using any available paid time off in these instances.

Jury Duty/Court Duty

CSUSA encourages employees to fulfill their civic responsibilities by serving jury duty or appearing in court as a witness when subpoenaed. Full-time employees may request up to 3 weeks of paid jury/court duty leave over any 2-year period.

Pay Considerations

Jury/court duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence, minus the jury duty pay awarded by the court.

Procedures

Employees must show the jury duty summons or subpoena to their Administrator/Manager as soon as possible so that the Administrator/Manager may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

While on jury duty, and particularly while on standby status, you are expected to work as much of your regularly scheduled workday as the jury duty reasonably permits. In the event you are excused from jury duty on a scheduled workday, you are required to contact your Administrator/Manager and be prepared to report to work as soon as possible.

Either CSUSA or the employee may request an excuse from jury duty if, in CSUSA's judgment, the employee's absence would create serious operational difficulties. CSUSA will continue to provide health insurance benefits for the full term of the jury/court duty absence. Paid time off and holiday benefits will continue to accrue during jury/court duty leave.

Voting in Elections

CSUSA wants to make sure you have the opportunity to vote in national, state, or local elections. If your working hours make it impossible for you to get to the polls before or after work, please talk to your School Administrator/Manager beforehand. If it is necessary, you can adjust your working hours in order to get to

the polls as long as it does not interfere with your job performance.

Employees who are assigned to a location outside of their voting precinct are encouraged to vote by absentee ballot.

Military Leave

CSUSA will grant a military leave of absence without pay to an employee who is inducted into the armed forces or who has reserve duty or National Guard obligations. Upon completion of duties, you will be reinstated into your former position or into another position of equal pay and status, consistent with applicable laws.

Georgia Employees should also refer to the following hyperlink regarding additional Georgia Specific Military Leave information: [Georgia Military Leave](#). Illinois employees should refer to the following hyperlink regarding Illinois Specific Military Leave information:

Illinois Military Leave

Indiana Employees should refer to the following hyperlink regarding Indiana Specific Military Leave information: [Indiana Military Leave](#).

Louisiana Employees should refer to the following hyperlink regarding Louisiana specific Military Leave Information: [Louisiana Military Leave](#)

DOMESTIC VIOLENCE LEAVE:

CSUSA's leave of absence policy for victims of domestic violence is in compliance with state law.

Eligible employees may receive up to three (3) working days of leave in a twelve (12) month period (defined as a rolling period of time) if s/he or a family or /household member is a victim of domestic violence. We may require documentation or substantiation of the act of domestic violence of domestic violence may be required (e.g. copies of restraining orders, police reports, orders to appear in court, etc.).

You must have been employed for at least three (3) months and must provide us with advance notice of the leave, except in cases of imminent danger to the health and safety of yourself or a family member. We allow you to choose whether to exhaust any available PTO time or take this leave without pay.

Broward West - Plantation C1200 9-12 () 5 Year (07 29 14)(v1)
Renaissance Charter High School of West Broward

Revenue	Note #								
Government									
Per Pupil Allocation	1	- Total funding less funding for ESE -Yr 1 Base Student Allocation of \$5838.02							
Special Needs	2	- Years two through five assume an inflation/deflation of 2%, 2%, 2%, 2%, respectively, in total per student revenue based on CPI forecasts							
Other Government	3	- State funding for ESE students based on 251 classification - 10% ESE population is assumed and maintained for future years							
Capital Outlay:	4	- Any other state or government funds available to the school							
Board Refund over 250 Students:	5	- Capital Outlay funding is based on an estimate of \$276.03 per student (K-5), \$316.62 (6-8), \$419.21 (HS)							
Grants & Fundraising:	6	- Refund of the 5% district fee for having more than 0 students; funds to be used for capital outlay purposes							
Other Revenue	7	- Not included in budget							
Interest Income	8	- Food service revenue; based on our experience with similarly sized location							
		- Interest income based on cash in banks							
Expenses									
Salary Related Expenses									
Administration Staff	9	- Salary and hourly wages for school administration							
Instructional Staff	10	- Salary and hourly wages, Stipends, and Tutoring for instructional staff							
Bonus Pool for Schoolwide Incentives	11	- Bonus set aside for incentive goals, equal to 1 % of state, local and federal funding in applicable years							
Benefits (Health, Dental, etc)	12	- Benefits for FT employees							
Workers Compensation	13	- Workers Compensation Insurance							
Payroll Taxes	14	- Allowance for FICA, Medicare and state and federal unemployment taxes							
Professional Services									
Legal Fees	15	- Potential legal fee, outside counsel, needed filing and documentation etc.							
Accounting Services - Independent Audit	16	- Independent Audit							
G&A, Curriculum Development, R&D	17	- Fees paid to Management company for providing various services							
Outside Staff Development Consulting Fees	18	- Registration for and travel to Teacher training and professional development courses and seminars.							
Temporary Agency Fees	19	- Fees paid to agencies providing temporary services							
Fee to County School Board	20	- The 5% fee paid to the sponsoring school district for administrative services							
Professional Fees - Other	21	- Funds set aside for School Board's discretionary use							
Marketing & Enrollment	22	- Advertising and marketing for students							
Staff Recruitment	23	- Advertising and recruiting for School's staff							
Vendor Services									
Contracted Pupil Transportation	24	- Contracted bus service							
Extra-Curricular Activity Events	25	- Expense of transportation to and cost of extra curricular events such as sports, performances, etc							
Contracted Food Service	26	- Third party food provider, partially offset by revenue received from Free and Reduced Lunch program and paid lunches							
Background / Finger Printing	27	- Expense for employee background checks and fingerprinting							
Drug Testing Fees	28	- Expense for employee drug testing							
Licenses & Permits	29	- Expense for any required license or permits							
Bank Service Fees	30	- Normal banking fees							
Contracted Special Ed non-instruction	31	- Non-instructional Special Ed. Expenses such as aides, or facilities.							
Contracted Custodial Services	32	- Contracted Custodial service based on contracts at similarly sized locations and current quotes							
Contracted Security	33	- Contracted Security patrols and alarm monitoring services based on contracts at similarly sized locations and current quotes							
Other Operating Expenses									
Travel/Auto	34	- Staff travel for special trips (auto expenses).							
Airfare	35	- Airfare for staff travel for special trips.							
Meals	36	- Staff meals while traveling to and from special trips							
Lodging	37	- Staff lodging while traveling to and from for special trips							
Business Expense - Other	38	- Other expenses incurred for business							
Dues & Subscriptions	39	- Memberships in educational associations and subscriptions to trade journals (including accreditation, if applicable)							
Printing	40	- Any offsite printing of instructional, informational or promotional materials based on usage of similarly sized schools							
Office Supplies	41	- All office materials and supplies based on usage of similarly sized schools							
Medical Supplies	42	- In school medical supplies for nurse							
In-house Food Service - Cost of Food	43	- Food for parent, staff and/or enrollment meetings based on usage of similarly sized schools							
Food Service - Paper and Small wares	44	- Paper plates, cups, disposable utensils used for parent, staff and/or enrollment meetings based on usage of similarly sized schools							
Bad Debt Expense	45	- Expenses related to funds not collected, owed to the school							
Instruction Expense									
Textbooks & Reference Books	46	- Cost of Textbooks & Reference Books at \$275 per incremental child; in yr 4 and 5, assume replacement of books for 30 % of students. Amount adjusted for inflation in years two through five							
Consumable Instructional (Student)	47	- Consumables supplies, paper, pencils, workbooks etc. based on \$100 per student adjusted for inflation in subsequent years							
Consumable Instructional (Teacher)	48	- Teachers' consumable instructional resources and supplies etc based on \$250 per teacher adjusted for inflation in subsequent years							
Library Books	49	- Costs to outfit a library - \$5000 in year 1							
Testing Materials	50	- Student testing and evaluative resources and supplies \$15 per student adjusted for inflation in subsequent years							
Contracted SPED Instruction	51	- Contracted special education instructional services \$400 per child adjusted for inflation in subsequent years							
Administrative Expenses									
Telephone & Internet	52	- Land line, Internet, and cellular phone usage based on similarly sized locations							
Postage	53	- Postage usage based on similarly sized locations							
Express Mail	54	- Overnight mail usage based on similarly sized locations							
Electricity	55	- Power usage based on similarly sized locations							
Water & Sewer	56	- Water and Sewer usage based on similarly sized locations							
Waste Disposal	57	- Waste Disposal based on similarly sized locations							
Pest Control	58	- Pest Control based on similarly sized locations							
Maintenance & Cleaning Supplies	59	- Maintenance and cleaning supplies not cover by contracted custodial based on similarly sized locations							
Building Repairs & Maintenance	60	- Building maintenance not cover by contracted custodial based on similarly sized locations							
Equipment Repairs & Maintenance	61	- Equipment repairs and maintenance based on similarly sized locations							
Software Licensing Fees	62	- Computer licensing based on similarly sized locations							
Miscellaneous Expenses	63	- Miscellaneous based on similarly sized locations							
Fixed Expense									
Rent	64	- Facility rent - Based on cost estimates for the planned facility							
Office Equipment - Leasing Expense	65	- Cost for leasing office equipment not financed							
Professional Liability & Property Insurance	66	- Cost of insurance							
CAPITAL EXPENSES									
Capital Outlay (Capitalized)									
Computers Hardware	67	- Any computer hardware - the school will begin planned tech refresh in yr 4							
FF&E	68	- Furniture, Fixtures and Equipment - See FF&E tab for details							
Computers Software	69	- Computer Software							
Other	70	- Any other capital purchases							
Proceeds from Long Term Debt	71	- Any Financing obtained to purchase the computers and FF&E - calculated at 100% of equipment costs							
Repayment of Long-Term Debt	72	- Principal & interest payments of debt used for the purchase of capital equipment							

Renaissance Charter High School of West Broward
Broward - Plantation - C1200 9-12
Additional Notes

			Breakfast	Lunch
Food Service Revenue	Participation	All	15%	57%
	Breakout	Full	50%	50%
		Reduced	10%	10%
		Free	40%	40%
	Revenue	Full	\$ 1.50	\$ 2.85
		Reduced	\$ 0.30	\$ 0.40
		Free	\$ -	\$ -
	Government Revenue	Full	\$ 0.29	\$ 0.37
		Reduced	\$ 1.62	\$ 2.66
		Free	\$ 1.93	\$ 3.07
Expense	All	\$ 1.28	\$ 2.48	

		Item	Value
B&A Care	Participation		10%
	Daily Rate		\$8/ per day /student

		Item	Value				
Benefits	Workman's comp		1.07% of compensation				
	Payroll Taxes		10% of compensation				
	Benefits (per employee)		FY15	FY16	FY17	FY18	FY19
			\$ 2,800	\$ 2,856	\$ 2,913	\$ 2,971	\$ 3,031

Population Breakout		Amount	%
	Total	600.00	
	Base	516.00	86.00%
	ESE	60.00	10.00%
	ESOL	24.00	4.00%

Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12

Start-Up Budget

Pre-opening for 2015-16 School Year

	Description	Amount	Assumption	MAR	APR	MAY	JUN
	REVENUES						
1	Other (see assumption)	\$86,754.00	The planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. All initial startup cost for planning and development of the School will be paid by the ESP and reimbursed by the school upon operation. Charge-backs will be limited to direct costs only. These costs are incorporated into the school's first year's budget.	\$ 5,375.00	\$ 32,959.67	\$ 24,209.67	\$ 24,209.67
2	Start-up Grants	\$0.00					
3	TOTAL REVENUE	\$86,754.00		\$ 5,375.00	\$ 32,959.67	\$ 24,209.67	\$ 24,209.67
	EXPENDITURES						
	Administrative Expenses						
4	Salaries & Benefits	\$44,110.00			\$ 14,703.33	\$ 14,703.33	\$ 14,703.33
5	Advertising/ Marketing	\$12,500.00			\$ 10,000.00	\$ 1,250.00	\$ 1,250.00
6	Professional Services	\$3,000.00		\$ 3,000.00			
7	Total Administrative	\$59,610.00		\$3,000.00	\$24,703.33	\$15,953.33	\$15,953.33
	Supplies & Equipment						
8	Printing and Postage	\$6,500.00		\$ 1,625.00	\$ 1,625.00	\$ 1,625.00	\$ 1,625.00
9	Materials & Supplies	\$1,000.00		\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00
10	Total Supplies & Equipment	\$7,500.00		\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00
	Facility						
11	Rent	\$17,644.00			\$ 5,881.33	\$ 5,881.33	\$ 5,881.33
12	Telecommunications	\$2,000.00		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
13	Total Facility	\$19,644.00		\$ 500.00	\$ 6,381.33	\$ 6,381.33	\$ 6,381.33
14	TOTAL EXPENDITURES	\$86,754.00		\$ 5,375.00	\$ 32,959.67	\$ 24,209.67	\$ 24,209.67
15	Net Surplus	\$0.00		\$ -	\$ -	\$ -	\$ -

Broward - Plantation - C1200 9-12
Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	300	300	300	300	300
10th Grade	300	300	300	300	300
11th Grade	0	300	300	300	300
12th Grade	0	0	300	300	300
	600	900	1200	1200	1200

Broward - Plantation - C1200 9-12							
Total Number of Students			600	900	1,200	1,200	1,200
Administration Staff			YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal		100,000	1.00	1.00	1.00	1.00	1.00
Assistant Principal		80,000	1.00	1.00	1.00	1.00	1.00
Dean of Students		55,000		1.00	1.00	1.00	1.00
BOM		35,000	1.00	1.00	1.00	1.00	1.00
Administrative Assistant	per hour	10.00	2.00	3.00	3.00	3.00	3.00
Receptionist	per hour	10.00	1.00	1.00	1.00	1.00	1.00
Enrollment Manager		30,000	1.00	1.00	1.00	1.00	1.00
Student Services / Guidance		40,000	1.00	1.00	2.00	2.00	2.00
Nurse		30,000	1.00	1.00	1.00	1.00	1.00
Food Service-Director	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Food Service	per hour	10.00	2.00	2.00	3.00	3.00	3.00
			12.00	14.00	16.00	16.00	16.00
Instruction Staff							
Teachers (K-5)		40,000	-	-	-	-	-
Teachers (9-12)		40,000	24.00	36.00	48.00	48.00	48.00
General Music / Chorus Teacher		40,000	1.00	2.00	2.00	2.00	2.00
Art Teacher		40,000	1.00	2.00	2.00	2.00	2.00
PE Teacher		40,000	1.00	2.00	2.00	2.00	2.00
Foreign Language Teacher		40,000	1.00	2.00	2.00	2.00	2.00
Technology Teacher		40,000	1.00	2.00	2.00	2.00	2.00
Instructional Aide - PE	per hour	11.00	-	1.00	1.00	1.00	1.00
ESE/Special Education		40,000	2.00	2.00	3.00	3.00	3.00
Co-Teacher		40,000	3.00	5.00	7.00	7.00	7.00
Curriculum Resource Teacher		40,000	1.00	2.00	2.00	2.00	2.00
			35.00	56.00	71.00	71.00	71.00
TOTAL Staffing			47.00	70.00	87.00	87.00	87.00

**Broward - Plantation - C1200 9-12
Teacher Ratios**

TEACHERS

ENROLLMENT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
9th Grade	12	12	12	12	12	300	300	300	300	300
10th Grade	12	12	12	12	12	300	300	300	300	300
11th Grade	0	12	12	12	12	0	300	300	300	300
12th Grade	0	0	12	12	12	0	0	300	300	300
Core	24	36	48	48	48	600	900	1200	1200	1200
Co-teacher	3	5	7	7	7					
Total	27	41	55	55	55					
RATIO	22	22	22	22	22	600	900	1200	1200	1200

Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12

State Revenue	\$	5,838.02	<i>Average of counties</i>	600	900	1200	1200	1200
Local Revenue	\$	-	<i>Average of counties</i>	60	90	120	120	120
Total	\$	5,838.02		0%	2%	2%	2%	2%
SPED Revenue Adder	\$	845.00	<i>Average of counties</i>	\$ 5,838.02	\$ 5,954.78	\$ 6,073.87	\$ 6,195.35	\$ 6,319.26
				\$ -	\$ -	\$ -	\$ -	\$ -
				\$ 845.00	\$ 861.90	\$ 879.14	\$ 896.72	\$ 914.66

Local	\$	-	\$	-	\$	-	\$	-	\$	-
State Reg	\$	3,502,811	\$	5,359,301	\$	7,288,649	\$	7,434,422	\$	7,583,111
State SPED	\$	50,700	\$	77,571	\$	105,497	\$	107,606	\$	109,759
Total State	\$	3,553,511	\$	5,436,872	\$	7,394,146	\$	7,542,029	\$	7,692,869
Total	\$	3,553,511	\$	5,436,872	\$	7,394,146	\$	7,542,029	\$	7,692,869
From Model	\$	3,553,511	\$	5,436,872	\$	7,394,146	\$	7,542,029	\$	7,692,869
Check	\$	-	\$	-	\$	-	\$	-	\$	-
FTE	\$	5,922.52	\$	6,040.97	\$	6,161.79	\$	6,285.02	\$	6,410.72

Revenue Estimate Worksheet for Broward - Plantation - C1200 9-12

Based on the 2014-15 Conference Report

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$4,031.77

District Cost Differential: 1.0233

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.126	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.126	0.0000	\$ -
102 Basic 4-8	0.00	1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	516.00	1.004	518.0640	\$ 2,137,382
113 Basic 9-12 with ESE Services	60.00	1.004	60.2400	\$ 248,533
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)	24.00	1.147	27.5280	\$ 113,573
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
Totals	600.00		605.8320	\$ 2,499,488

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	\$ 1,058	\$ -
Additional Funding from the ESE		PK-3	252	\$ 3,418	\$ -
Guaranteed Allocation. Enter the FTE		PK-3	253	\$ 6,974	\$ -
from 111,112, & 113 by grade and	0.00	4-8	251	\$ 1,187	\$ -
matrix level. Students who do not have		4-8	252	\$ 3,546	\$ -
a matrix level should be considered 251.		4-8	253	\$ 7,102	\$ -
This total should equal all FTE from	60.00	9-12	251	\$ 845	\$ 50,700
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	60.00			Total from ESE Guarantee	\$ 50,700

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 53,302,026	Per Student	
<i>divided by district FTE</i>	261,831.03	\$ 204	\$ 122,400
(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 \$ 2,672,588

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	0.0000		1.0233		1325.01	= 0
4-8	0.0000		1.0233		903.80	= 0
9-12	605.8320		1.0233		905.98	= 561,660
Total *	605.8320				Total Class Size Reduction Funds	\$ 561,660

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

Renaissance Charter High School of West Broward

6A. Divide school's Weighted FTE (WFTE) total computed				
in (d) above:	<u>605.8320</u>	by district's WFTE:	<u>283,801.90</u>	
to obtain school's WFTE share.				0.2135%
6B. Divide school's Unweighted FTE (UFTE) total computed				
in (b) above:	<u>600.00</u>	by district's UFTE:	<u>261,831.03</u>	
to obtain school's UFTE share.				0.2292%
Letters Refer to Notes At Bottom:				
7. Other FEFP (WFTE share)	(a)	<u>6,109,616</u>	x	0.2135% \$ <u>13,044</u>
Applicable to all Charter Schools:				
Declining Enrollment		0		
Sparsity Supplement		0		
Program Related Requirements:				
Safe Schools		6,109,616		
Lab School Discretionary		0		
8. Discretionary Local Effort (WFTE share)	(c)	<u>107,660,042</u>	x	0.2135% \$ <u>229,854</u>
9. Discretionary Millage Compression Allocation	(b)	<u>0</u>	x	0.2292% \$ <u>-</u>
.748 mills (UFTE share)				
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.2135% \$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>2,658,799</u>	x	0.2135% \$ <u>5,677</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>20,026,564</u>	x	0.2292% \$ <u>45,901</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)				
ESE Applications Allocation:				
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.				
13. Student Transportation	(d)			
Enter All Riders		<u>55.00</u>	x	352 \$ <u>19,360</u>
Enter ESE Student Riders			x	1,326 \$ <u>-</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>2,367,673</u>	x	0.2292% \$ <u>5,427</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)			
16. Food Service Allocation	(g)			
				Total \$ <u>3,553,511</u>
17. 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:				\$ <u>-</u>

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A. district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
- (f) Teacher Classroom Supply Assistance 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(i)(i), Florida Statutes.

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(7) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the 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 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.

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.

Broward - Plantation - C1200 9-12
FORECASTED STATEMENTS OF ACTIVITIES
For the Years Ended June 30, 2016, 2017, 2018, 2019 and 2020

	2015-16	2016-17	2017-18	2018-19	2019-20
UNRESTRICTED NET ASSETS:					
Support and revenues:					
Governmental	\$ 4,028,041	\$ 6,192,575	\$ 8,437,149	\$ 8,595,831	\$ 8,757,686
Other	189,221	289,509	213,951	218,230	222,594
Total support and revenues	4,217,263	6,482,084	8,651,099	8,814,060	8,980,280
Expenses:					
Program:					
Compensation and benefits	2,222,612	3,429,436	4,416,164	4,501,681	4,588,908
Professional services	274,476	347,210	488,906	459,669	468,862
Vendor services	348,211	499,986	654,266	663,901	672,579
Other operating expenses	26,260	27,887	25,074	25,575	26,087
Instruction expense	271,750	245,720	302,815	326,281	225,546
Fixed expenses	99,500	112,200	125,368	127,876	130,433
Interest expense	55,000	44,333	32,894	20,628	7,476
Provision for depreciation	244,127	294,500	369,832	245,813	273,125
Provision for amortization	-	-	-	-	-
Total program expenses	3,541,935	5,001,271	6,415,317	6,371,424	6,393,015
Supporting:					
Administrative	265,230	386,803	505,606	507,747	509,146
Management fee	-	32,410	173,022	176,281	202,056
Rent - incremental	-	-	-	-	-
Rent - existing facility	632,589	972,313	1,297,665	1,322,109	1,347,042
Total supporting expenses	897,819	1,391,526	1,976,293	2,006,138	2,058,244
Total expenses	4,439,754	6,392,797	8,391,611	8,377,561	8,451,259
Change in net assets	(222,491)	89,286	259,489	436,499	529,021
NET ASSETS, July 1	-	(222,491)	(133,205)	126,284	562,783
NET ASSETS, June 30	\$ (222,491)	\$ (133,205)	\$ 126,284	\$ 562,783	\$ 1,091,804

Broward - Plantation - C1200 9-12
FORECASTED STATEMENTS OF FINANCIAL POSITION
For the Years Ended June 30, 2016, 2017, 2018, 2019 and 2020

	2015-16	2016-17	2017-18	2018-19	2019-20
CURRENT ASSETS:					
Cash and cash equivalents	\$ 129,389	\$ 222,121	\$ 484,378	\$ 724,587	\$ 1,016,115
Cash - capitalized interest	-	-	-	-	-
Cash - project fund	-	-	-	-	-
Accounts receivable	15,768	24,126	17,829	18,186	18,550
Prepaid expenses	22,646	20,477	25,235	27,190	18,795
Total current assets	167,803	266,724	527,442	769,963	1,053,460
PROPERTY AND EQUIPMENT:					
Land	-	-	-	-	-
Buildings	-	-	-	-	-
Furniture, fixtures and equipment	300,300	403,000	503,000	523,000	538,000
Computer hardware and software	552,200	641,700	807,695	975,840	1,138,275
Less accumulated depreciation	(244,127)	(538,627)	(908,458)	(1,154,272)	(1,427,397)
Total property and equipment	608,373	506,073	402,237	344,568	248,878
OTHER ASSETS:					
Cash - debt service reserve fund	-	-	-	-	-
Cash - capitalized interest	-	-	-	-	-
Costs of issuance, net	-	-	-	-	-
Underwriters discount, net	-	-	-	-	-
Total other assets	-	-	-	-	-
Total assets	\$ 776,177	\$ 772,797	\$ 929,679	\$ 1,114,532	\$ 1,302,339
CURRENT LIABILITIES:					
Accounts payable	\$ 53,559	\$ 68,842	\$ 94,794	\$ 95,305	\$ 93,113
Accrued salaries and benefits	92,609	142,893	184,007	187,570	191,204
Accrued interest expense	-	-	-	-	-
Bonds / Loans payable - current, net of discount	158,234	169,672	255,721	342,656	-
Total current liabilities	304,402	381,408	534,522	625,532	284,317
DEBT, less current portion, net of discount	694,266	524,594	268,873	(73,783)	(73,783)
Total liabilities	998,668	906,002	803,395	551,749	210,534
COMMITMENTS AND CONTINGENCIES	-	-	-	-	-
NET ASSETS:					
Unrestricted net assets	(222,491)	(133,205)	126,284	562,783	1,091,804
Total net net assets	(222,491)	(133,205)	126,284	562,783	1,091,804
Total liabilities and net assets	\$ 776,177	\$ 772,797	\$ 929,679	\$ 1,114,532	\$ 1,302,339

Broward - Plantation - C1200 9-12
FORECASTED STATEMENTS OF CASH FLOWS
For the Years Ended June 30, 2016, 2017, 2018, 2019 and 2020

	2015-16	2016-17	2017-18	2018-19	2019-20
CASH FLOWS FROM OPERATING ACTIVITIES:					
Change in net assets	\$ (222,491)	\$ 89,286	\$ 259,489	\$ 436,499	\$ 529,021
Adjustment to reconcile change in net assets to net cash provided by (used in) operating activities:					
Provision for depreciation	244,127	294,500	369,832	245,813	273,125
Provision for amortization	-	-	-	-	-
Changes in assets and liabilities:					
(Increase) decrease in:					
Accounts receivable	(15,768)	(8,357)	6,296	(357)	(364)
Prepaid expenses	(22,646)	2,169	(4,758)	(1,956)	8,395
Increase (decrease) in:					
Accounts payable	53,559	15,283	25,952	511	(2,193)
Accrued salaries and benefits	92,609	50,284	41,114	3,563	3,634
Net cash provided by (used in) operating activities	129,389	443,166	697,924	684,075	811,619
CASH FLOWS FROM INVESTING ACTIVITIES:					
Payments for purchase of property and equipment	(852,500)	(192,200)	(265,995)	(188,145)	(177,435)
Net cash used in investing activities	(852,500)	(192,200)	(265,995)	(188,145)	(177,435)
CASH FLOWS FROM FINANCING ACTIVITIES:					
Proceeds From Financing	852,500	-	-	-	-
Debt service reserve proceeds	-	-	-	-	-
Project fund proceeds	-	-	-	-	-
Capitalized interest funds proceeds	-	-	-	-	-
Draws from cash - cap. interest	-	-	-	-	-
Draws from cash - project fund	-	-	-	-	-
Principal payments on debt	-	(158,234)	(169,672)	(255,721)	(342,656)
Bond discount	-	-	-	-	-
Cost of issuance proceeds	-	-	-	-	-
Discount of bond proceeds	-	-	-	-	-
Net cash provided by (used in) financing activities	852,500	(158,234)	(169,672)	(255,721)	(342,656)
Net Change in Cash	129,389	92,732	262,257	240,209	291,528
CASH AND CASH EQUIVALENTS, July 1	-	129,389	222,121	484,378	724,587
CASH AND CASH EQUIVALENTS, June 30	\$ 129,389	\$ 222,121	\$ 484,378	\$ 724,587	\$ 1,016,115

Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12	2015-16	2016-17	2017-18	2018-19	2019-20
Total Number of Students Enrolled	600	900	1,200	1,200	1,200
Forecasted Average FTE per Student	\$ 5,923	\$ 6,041	\$ 6,162	\$ 6,286	\$ 6,411
REVENUE:					
Government					
Per Pupil Allocation	3,502,811	5,359,301	7,288,649	7,434,422	7,583,111
Special Needs	50,700	77,571	105,497	107,606	109,759
Other Government	-	-	-	-	-
Total Government:	3,553,511	5,436,872	7,394,146	7,542,029	7,692,869
Capital Outlay:	251,526	377,289	503,052	503,052	503,052
Board Refund over 250 Students:	102,165	193,530	288,509	294,279	300,165
Grants	-	-	-	-	-
Fundraising	-	-	-	-	-
Before & Aftercare Revenue	86,400	132,192	-	-	-
Food Services	102,821	157,317	213,951	218,230	222,594
Free and Reduced Lunch (DOE reimbursement)	120,839	184,884	251,442	256,471	261,600
Interest Income	-	-	-	-	-
TOTAL REVENUE	4,217,263	6,482,084	8,651,099	8,814,060	8,980,280
EXPENSES:					
Administration Staff					
Principal	100,000	102,000	104,040	106,121	108,243
Assistant Principal	80,000	81,600	83,232	84,897	86,595
Dean of Students	-	56,100	57,222	58,366	59,534
Business Operations Manager	35,000	35,700	36,414	37,142	37,885
Administrative Assistant	32,960	50,429	51,437	52,466	53,515
Receptionist	20,800	21,216	21,640	22,073	22,515
Enrollment Management	30,000	30,600	31,212	31,836	32,473
Student Services Coordinator	40,000	40,800	83,232	84,897	86,595
Nurse	30,000	30,600	31,212	31,836	32,473
IT Support	-	-	-	-	-
Media Specialist	-	-	-	-	-
Media Assistant (Clerk)	-	-	-	-	-
Food Service - Director	18,240	18,605	18,977	19,356	19,744
Food Service	14,400	14,688	22,473	22,922	23,381
Before/Aftercare - Director	-	-	-	-	-
Before/Aftercare	-	-	-	-	-
	401,400	482,338	541,091	551,913	562,951
Instruction Staff					
Teachers (K-5)	-	-	-	-	-
Teachers (6-8) (Math, Sci, SS, LA, Reading)	960,000	1,468,800	1,997,568	2,037,519	2,078,270
General Music / Chorus Teacher	40,000	81,600	83,232	84,897	86,595
Art Teacher	40,000	81,600	83,232	84,897	86,595
PE Teacher	40,000	81,600	83,232	84,897	86,595
Foreign Language Teacher	40,000	81,600	83,232	84,897	86,595
Technology Teacher	40,000	81,600	83,232	84,897	86,595
Instructional Aide	-	17,054	17,395	17,743	18,098
ESOL	-	-	-	-	-
ESOL - Aid	-	-	-	-	-
ELL/Co-Teacher	-	-	-	-	-
ESE	80,000	81,600	124,848	127,345	129,892
ESE/Special Education Aid	-	-	-	-	-
Reading Specialist	-	-	-	-	-
Math Specialist	-	-	-	-	-
Co-Teacher	120,000	204,000	291,312	297,138	303,081
Curriculum Resource Teacher	40,000	81,600	83,232	84,897	86,595
Daily Subs	47,600	75,600	96,600	96,600	96,600
	1,447,600	2,336,654	3,027,115	3,085,726	3,145,508
Tutoring	29,160	29,743	29,743	29,743	29,743
Stipends	15,000	15,300	15,606	15,918	16,236
Bonus Pool for Schoolwide Incentives	-	54,369	147,883	150,841	153,857

Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12	2015-16	2016-17	2017-18	2018-19	2019-20
Total Number of Students Enrolled	600	900	1,200	1,200	1,200
Forcasted Average FTE per Student	\$ 5,923	\$ 6,041	\$ 6,162	\$ 6,286	\$ 6,411
Benefits (Health, Dental, etc)					
Instructional Staff	98,000	159,936	206,832	210,968	215,188
Pupil Personnel Services Staff	2,800	2,856	5,826	5,943	6,062
Instructional Media Services Staff	-	-	-	-	-
School Administration Staff	19,600	25,704	26,218	26,742	27,277
Food Services Staff	2,800	2,856	2,913	2,971	3,031
Before & Aftercare Staff	-	-	-	-	-
	123,200	191,352	241,789	246,625	251,557
Workers Compensation					
Instructional Staff	15,962	26,066	34,458	35,120	35,795
Pupil Personnel Services Staff	428	437	891	908	927
Instructional Media Services Staff	-	-	-	-	-
School Administration Staff	3,197	4,041	4,122	4,204	4,288
Food Services Staff	349	356	444	452	461
Before & Aftercare Staff	-	-	-	-	-
	19,936	30,900	39,913	40,685	41,471
Payroll Taxes (FICA, Med, State/Fed Unempl)					
Instructional Staff	149,176	243,607	322,035	328,223	334,535
Pupil Personnel Services Staff	4,000	4,080	8,323	8,490	8,659
Instructional Media Services Staff	-	-	-	-	-
School Administration Staff	29,876	37,764	38,520	39,290	40,076
Food Services Staff	3,264	3,329	4,145	4,228	4,312
Before & Aftercare Staff	-	-	-	-	-
	186,316	288,780	373,023	380,230	387,582
Cost of Compensation	2,222,612	3,429,436	4,416,164	4,501,681	4,588,908
	% Revenue 53%	53%	51%	51%	51%
Professional Services					
Legal Fees	3,704.35	3,810.48	3,680.14	3,751.40	3,824.09
Accounting Services - Independent Audit	5,000	5,000	5,100	5,202	5,306
Management Fee	-	15,000	15,300	15,606	15,918
Outside Staff Development Consulting Fees	-	32,410	173,022	176,281	202,056
Temporary Agency Fees	7,800	7,956	8,115	8,277	8,443
Fee to County School Board	5,000	5,100	5,202	5,306	5,412
Professional Fees - Other	177,676	271,844	369,707	377,101	384,643
Marketing & Enrollment	1,000	1,000	44,110	44,992	45,892
Staff Recruitment	75,000	38,250	38,250	-	-
	3,000	3,060	3,121	3,184	3,247
	274,476	379,620	661,928	635,950	670,918
Vendor Services					
Contracted Pupil Transportation	52,356	53,403	54,471	55,560	56,671
Extra-Curricular Activity Events & Transportation	25,000	38,000	50,750	51,000	51,000
Contracted Food Service	173,405	265,309	360,821	368,037	375,398
Background / Finger Printing	500	510	520	531	541
Drug Testing Fees	500	510	520	531	541
Licenses & Permits	1,000	1,020	1,040	1,061	1,082
Bank Service Fees	3,500	3,570	3,641	3,714	3,789
Contracted Special ED non-instruction	3,000	3,060	3,121	3,184	3,247
Contracted Custodial Services	87,750	133,380	178,133	179,010	179,010
Contracted Security	1,200	1,224	1,248	1,273	1,299
	348,211	499,986	654,266	663,901	672,579
Administrative Expenses					
Travel/Auto	3,000	3,060	3,121	3,184	3,247
Airfare	500	510	520	531	541
Meals	2,500	2,550	2,601	2,653	2,706
Lodging	1,000	1,020	1,040	1,061	1,082
Business Expense - Other	3,500	3,570	3,641	3,714	3,789
Dues & Subscriptions	2,000	2,040	2,081	2,122	2,165
Printing	3,000	3,060	3,121	3,184	3,247
Office Supplies	5,720	6,202	5,202	5,306	5,412
Medical Supplies	1,200	1,224	1,248	1,273	1,299
In-house Food Service - Cost of Food	2,640	3,427	1,248	1,273	1,299
Food Service - Paper and Small wares	1,200	1,224	1,248	1,273	1,299
Bad Debt Expense	-	-	-	-	-

Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12	2015-16	2016-17	2017-18	2018-19	2019-20
Total Number of Students Enrolled	600	900	1,200	1,200	1,200
Forecasted Average FTE per Student	\$ 5,923	\$ 6,041	\$ 6,162	\$ 6,286	\$ 6,411
	26,260	27,887	25,074	25,575	26,087
Instruction Expense					
Textbooks & Reference Books	165,000	84,150	85,833	105,060	-
Consumable Instructional (Student)	60,000	91,800	124,848	127,345	129,892
Consumable Instructional (Teacher)	8,750	14,280	18,467	18,836	19,213
Library Books	5,000	5,000	5,000	5,000	5,000
Testing Materials	9,000	13,770	18,727	19,102	19,484
Contracted SPED Instruction	24,000	36,720	49,939	50,938	51,957
	271,750	245,720	302,815	326,281	225,546
Other Operating Expenses					
Telephone & Internet	25,000	38,250	51,000	51,000	51,000
Postage	3,000	3,060	3,121	3,184	3,247
Express Mail	2,000	2,040	2,081	2,122	2,165
Electricity	68,640	105,019	140,026	140,026	140,026
Water & Sewer	7,800	11,934	15,912	15,912	15,912
Waste Disposal	15,210	23,271	31,028	31,028	31,028
Pest Control	5,000	5,100	5,202	5,306	5,412
Maintenance & Cleaning Supplies	11,700	17,901	23,868	23,868	23,868
Building Repairs & Maintenance	74,880	113,818	152,006	152,755	152,755
Equipment Repairs & Maintenance	5,000	5,100	5,202	5,306	5,412
Software Licensing Fees	45,000	59,310	74,160	75,240	76,320
Miscellaneous Expenses	2,000	2,000	2,000	2,000	2,000
	265,230	386,803	505,606	507,747	509,146
Fixed Expense					
Rent	632,589	972,313	1,297,665	1,322,109	1,347,042
Office Equipment - Leasing Expense	20,000	20,400	20,808	21,224	21,649
Professional Liability & Property Insurance	79,500	91,800	104,560	106,651	108,784
	732,089	1,084,513	1,423,033	1,449,985	1,477,475
EXPENSES less Payroll	1,918,015	2,624,529	3,572,721	3,609,439	3,581,750
TOTAL OPERATING EXPENSES	4,140,627	6,053,964	7,988,885	8,111,119	8,170,658
Net Income/(Loss) before Financing and Depreciation	76,635	428,119	662,214	702,941	809,623
CAPITAL EXPENSES					
Capital Outlay (Capitalized)					
Computers Hardware	508,500	76,400	147,045	144,545	162,435
FF&E	300,300	102,700	100,000	20,000	15,000
Computers Software	43,700	13,100	18,950	23,600	-
Land /Building	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	852,500	192,200	265,995	188,145	177,435
Proceeds from Long Term Debt	852,500	-	-	-	-
Debt Repayments					
Repayment of Long-Term Debt (Princ)	-	158,234	169,672	255,721	342,656
Repayment of Long-Term Debt (Interest)	55,000	44,333	32,894	20,628	7,476
Depreciation and Amortization	244,127	294,500	369,832	245,813	273,125
Net Income/(Loss) after Financing and Depreciation	(222,491)	(261,147)	(176,179)	(7,367)	8,930
NET CHANGE IN FUND BALANCE (Deprec add back)	21,635	33,353	193,653	238,447	282,055
RESTRICTED FUND BALANCE	-	-	-	-	-
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	21,635	33,353	193,653	238,447	282,055
CUMULATIVE FUND BALANCE	21,635	54,988	248,641	487,088	769,143
CUMULATIVE FUND BALANCE - total	21,635	54,988	248,641	487,088	769,143

SUMMARY INCOME STATEMENT
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12

		2015-16		2016-17		2017-18		2018-19		2019-20
	Note #	Yr1		Yr2		Yr3		Yr4		Yr5
<i>Full Capacity</i>		1,200		1,200		1,200		1,200		1,200
<i>Budgeted Number of Students</i>		600		900		1,200		1,200		1,200
<i>Forecasted Average FTE per Student</i>		\$ 5,923		\$ 6,041		\$ 6,162		\$ 6,286		\$ 6,411
Revenue										
<i>Government</i>										
Per Pupil Allocation	1	3,502,811		5,359,301		7,288,649		7,434,422		7,583,111
Special Needs	2	50,700		77,571		105,497		107,606		109,759
Other Government	3	-		-		-		-		-
Total Government:		3,553,511		5,436,872		7,394,146		7,542,029		7,692,869
Capital Outlay:	4	251,526		377,289		503,052		503,052		503,052
Grants & Fundraising:	6	-		-		-		-		-
Other Revenue	7	310,060		474,392		465,393		474,700		484,195
Interest Income	8	-		-		-		-		-
Total Revenue:		4,217,263	100%	6,482,084		8,651,099		8,814,060		8,980,280
Expenses										
	<i>Redbook Function</i>									
Instruction Expense	5000	2,049,648	49%	3,147,455		4,135,357		4,232,003		4,205,655
Pupil Personnel Services	6100	77,228	2%	78,773		129,484		132,074		134,715
Instructional Media Services	6200	5,000	0%	5,000		5,000		5,000		5,000
Instructional Staff Training Svcs	6400	7,800	0%	7,956		8,115		8,277		8,443
Board	7100	6,000	0%	21,000		64,510		65,800		67,116
School Administration	7300	373,653	9%	468,186		476,426		485,954		495,673
Fiscal Services	7500	3,500	0%	35,980		176,663		179,995		205,845
Food Services	7600	215,098	5%	308,571		411,020		419,241		427,626
Central Services	7700	290,076	7%	348,202		446,787		416,668		424,962
Pupil Transportation Services	7800	52,356	1%	53,403		54,471		55,560		56,671
Operation of Plant	7900	923,689	22%	1,383,311		1,825,814		1,853,377		1,880,596
Maintenance of Plant	8100	136,580	3%	196,129		255,236		257,169		258,355
Community Services	9100	-	0%	-		-		-		-
Total Expenses:		4,140,627	98%	6,053,964		7,988,885		8,111,119		8,170,658
Operating Surplus/(Deficit)		76,635	2%	428,119		662,214		702,941		809,623
Capital Expenditures	*	852,500		192,200		265,995		188,145		177,435
Proceeds from Long Term Debt		852,500		-		-		-		-
Repayment of LTD	*	55,000		202,566		202,566		276,349		350,132
Surplus/(Deficit) - Unrestricted Fund Balance		21,635		33,353		193,653		238,447		282,055
Restricted Fund Balance		-		-		-		-		-
Cumulative Fund Balance		21,635		54,988		248,641		487,088		769,143

Inc Stmt Yr 1 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	3,502,811	291,901	291,901	291,901	291,901	291,901	291,901	291,901	291,901	291,901	291,901	291,901	291,901
Special Needs	50,700	4,225	4,225	4,225	4,225	4,225	4,225	4,225	4,225	4,225	4,225	4,225	4,225
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	3,553,511	296,126	296,126	296,126	296,126	296,126	296,126	296,126	296,126	296,126	296,126	296,126	296,126
Capital Outlay:	251,526	20,961	20,961	20,961	20,961	20,961	20,961	20,961	20,961	20,961	20,961	20,961	20,961
Board Refund over 250 Students:	102,165	8,514	8,514	8,514	8,514	8,514	8,514	8,514	8,514	8,514	8,514	8,514	8,514
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	86,400	-	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640	8,640
Food Services	102,821	-	10,282	10,282	10,282	10,282	10,282	10,282	10,282	10,282	10,282	10,282	10,282
Free and Reduced Lunch (DOE reimbursement)	120,839	-	12,084	12,084	12,084	12,084	12,084	12,084	12,084	12,084	12,084	12,084	12,084
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	4,217,263	325,600	356,606	356,606	356,606	356,606	356,606	356,606	356,606	356,606	356,606	356,606	325,600
EXPENSES:													
Administration Staff													
Principal	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Assistant Principal	80,000	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
Dean of Students	-	-	-	-	-	-	-	-	-	-	-	-	-
Business Administrator	35,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917
Administrative Assistant	32,960	-	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296	3,296
Receptionist	20,800	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733
Registrar/DPC	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Student Services Coordinator	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	6,667
Student Services Coordinator	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	5,000
Student Services Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Assistant (Clerk)	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service - Director	18,240	-	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
Food Service	14,400	-	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440
Before/Aftercare - Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Before/Aftercare	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Staff	401,400	22,150	34,543	34,543	34,543	34,543	34,543	34,543	34,543	34,543	34,543	34,543	33,817
Instruction Staff													
Teachers (K-5)	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers (9-12)	960,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000
General Music / Chorus Teacher	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Art Teacher	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
PE Teacher	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Foreign Language Teacher	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Technology Teacher	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Instructional Aide - PE	-	-	-	-	-	-	-	-	-	-	-	-	-
ESOL	-	-	-	-	-	-	-	-	-	-	-	-	-
ESOL - Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
ELL/Co-Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-
ESE/Special Education	80,000	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
ESE/Special Education Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Math Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Co-Teacher	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Curriculum Resource Teacher	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Daily Subs	47,600	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967	3,967
Instruction Staff	1,447,600	120,633	120,633	120,633	120,633	120,633	120,633	120,633	120,633	120,633	120,633	120,633	120,633
Tutoring	29,160	2,430	2,430	2,430	2,430	2,430	2,430	2,430	2,430	2,430	2,430	2,430	2,430
Stipends	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Bonus Pool for Schoolwide Incentives	-	-	-	-	-	-	-	-	-	-	-	-	-

Inc Stmt Yr 1 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Benefits (Health, Dental, etc)	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Staff	98,000	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167
Pupil Personnel Services Staff	2,800	233	233	233	233	233	233	233	233	233	233	233	233
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	19,600	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633	1,633
Food Services Staff	2,800	233	233	233	233	233	233	233	233	233	233	233	233
Before & Aftercare Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
	123,200	10,267	10,267	10,267	10,267	10,267	10,267	10,267	10,267	10,267	10,267	10,267	10,267
Workers Compensation													
Instructional Staff	15,962	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330	1,330
Pupil Personnel Services Staff	428	36	36	36	36	36	36	36	36	36	36	36	36
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	3,197	266	266	266	266	266	266	266	266	266	266	266	266
Food Services Staff	349	29	29	29	29	29	29	29	29	29	29	29	29
Before & Aftercare Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
	19,936	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661
Payroll Taxes (FICA, Med, State/Fed Unempl)													
Instructional Staff	149,176	12,431	12,431	12,431	12,431	12,431	12,431	12,431	12,431	12,431	12,431	12,431	12,431
Pupil Personnel Services Staff	4,000	333	333	333	333	333	333	333	333	333	333	333	333
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	29,876	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490
Food Services Staff	3,264	272	272	272	272	272	272	272	272	272	272	272	272
Before & Aftercare Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
	186,316	15,526	15,526	15,526	15,526	15,526	15,526	15,526	15,526	15,526	15,526	15,526	15,526
Professional Services													
Legal Fees	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Accounting Services - Independent Audit	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Outside Staff Development Consulting Fees	7,800	650	650	650	650	650	650	650	650	650	650	650	650
Temporary Agency Fees	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Fee to County School Board	177,676	14,806	14,806	14,806	14,806	14,806	14,806	14,806	14,806	14,806	14,806	14,806	14,806
Professional Fees - Other	1,000	83	83	83	83	83	83	83	83	83	83	83	83
Marketing & Enrollment	75,000	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250
Staff Recruitment	3,000	250	250	250	250	250	250	250	250	250	250	250	250
	274,476	22,873	22,873	22,873	22,873	22,873	22,873	22,873	22,873	22,873	22,873	22,873	22,873
Vendor Services													
Contracted Pupil Transportation	52,356		5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236
Extra-Curricular Activity Events & Transportation	25,000		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Contracted Food Service	173,405		17,340	17,340	17,340	17,340	17,340	17,340	17,340	17,340	17,340	17,340	17,340
Background / Finger Printing	500		50	50	50	50	50	50	50	50	50	50	50
Drug Testing Fees	500		50	50	50	50	50	50	50	50	50	50	50
Licenses & Permits	1,000		100	100	100	100	100	100	100	100	100	100	100
Bank Service Fees	3,500	292	292	292	292	292	292	292	292	292	292	292	292
Contracted Special ED non-instruction	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Contracted Custodial Services	87,750	7,313	7,313	7,313	7,313	7,313	7,313	7,313	7,313	7,313	7,313	7,313	7,313
Contracted Security	1,200	100	100	100	100	100	100	100	100	100	100	100	100
	348,211	7,954	33,230	33,230	33,230	33,230	33,230	33,230	33,230	33,230	33,230	33,230	7,954
Administrative Expenses													
Travel/Auto	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Airfare	500	42	42	42	42	42	42	42	42	42	42	42	42
Meals	2,500	208	208	208	208	208	208	208	208	208	208	208	208
Lodging	1,000	83	83	83	83	83	83	83	83	83	83	83	83
Business Expense - Other	3,500	292	292	292	292	292	292	292	292	292	292	292	292
Dues & Subscriptions	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Printing	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Office Supplies	5,720	477	477	477	477	477	477	477	477	477	477	477	477
Medical Supplies	1,200	100	100	100	100	100	100	100	100	100	100	100	100
In-house Food Service - Cost of Food	2,640	220	220	220	220	220	220	220	220	220	220	220	220
Food Service - Paper and Small wares	1,200	100	100	100	100	100	100	100	100	100	100	100	100
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	26,260	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188

Inc Stmt Yr 1 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	165,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Consumable Instructional (Student)	60,000	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455
Consumable Instructional (Teacher)	8,750	795	795	795	795	795	795	795	795	795	795	795	795
Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	9,000		900	900	900	900	900	900	900	900	900	900	900
Contracted SPED Instruction	24,000		2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400
	271,750	21,667	24,967	24,967	24,967	24,967	24,967	24,967	24,967	24,967	24,967	24,967	417
Other Operating Expenses													
Telephone & Internet	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
Postage	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Express Mail	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Electricity	68,640	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720
Water & Sewer	7,800	650	650	650	650	650	650	650	650	650	650	650	650
Waste Disposal	15,210	1,268	1,268	1,268	1,268	1,268	1,268	1,268	1,268	1,268	1,268	1,268	1,268
Pest Control	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Maintenance & Cleaning Supplies	11,700	975	975	975	975	975	975	975	975	975	975	975	975
Building Repairs & Maintenance	74,880	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240
Equipment Repairs & Maintenance	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Software Licensing Fees	45,000	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750
Miscellaneous Expenses	2,000	167	167	167	167	167	167	167	167	167	167	167	167
	265,230	22,103	22,103	22,103	22,103	22,103	22,103	22,103	22,103	22,103	22,103	22,103	22,103
Fixed Expense													
Rent	632,589	52,716	52,716	52,716	52,716	52,716	52,716	52,716	52,716	52,716	52,716	52,716	52,716
Office Equipment - Leasing Expense	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Professional Liability & Property Insurance	79,500	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625
	732,089	61,007	61,007	61,007	61,007	61,007	61,007	61,007	61,007	61,007	61,007	61,007	61,007
EXPENSES less Payroll	1,918,015	137,792	166,368	166,368	166,368	166,368	166,368	166,368	166,368	166,368	166,368	166,368	116,542
TOTAL OPERATING EXPENSES	4,140,627	311,710	352,679	352,679	352,679	352,679	352,679	352,679	352,679	352,679	352,679	352,679	302,126
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	508,500	508,500											
FF&E	300,300	300,300											
Computers Software	43,700	43,700											
Building	-	-											
TOTAL CAPITAL EXPENDITURES	852,500	852,500	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Long Term Debt	852,500	852,500											
Debt Repayments													
Repayment of Long-Term Debt (Principle)	-	-	-	-	-	-	-	-	-	-	-	-	-
Repayment of Long-Term Debt (Interest)	55,000	12,000	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	14,000
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	21,635	1,890	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	9,474
Cash Flow - Cumulative Surplus/(Deficit)		1,890	2,918	3,945	4,972	5,999	7,026	8,053	9,080	10,107	11,134	12,161	21,635

Inc Stmt Yr 2 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	5,359,301	446,608	446,608	446,608	446,608	446,608	446,608	446,608	446,608	446,608	446,608	446,608	446,608
Special Needs	77,571	6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464	6,464
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	5,436,872	453,073	453,073	453,073	453,073	453,073	453,073	453,073	453,073	453,073	453,073	453,073	453,073
Capital Outlay:	377,289	31,441	31,441	31,441	31,441	31,441	31,441	31,441	31,441	31,441	31,441	31,441	31,441
Board Refund over 250 Students:	193,530	16,128	16,128	16,128	16,128	16,128	16,128	16,128	16,128	16,128	16,128	16,128	16,128
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	132,192		13,219	13,219	13,219	13,219	13,219	13,219	13,219	13,219	13,219	13,219	13,219
Food Services	157,317		15,732	15,732	15,732	15,732	15,732	15,732	15,732	15,732	15,732	15,732	15,732
Free and Reduced Lunch (DOE reimbursement)	184,884		18,488	18,488	18,488	18,488	18,488	18,488	18,488	18,488	18,488	18,488	18,488
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	6,482,084	500,641	548,080	548,080	548,080	548,080	548,080	548,080	548,080	548,080	548,080	548,080	500,641
EXPENSES:													
Administration Staff													
Principal	102,000	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500
Assistant Principal	81,600	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800
Dean of Students	56,100	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675
Business Administrator	35,700	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975
Administrative Assistant	50,429		5,043	5,043	5,043	5,043	5,043	5,043	5,043	5,043	5,043	5,043	5,043
Receptionist	21,216	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768
Registrar/DPC	30,600	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550
Student Services Coordinator	40,800		3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	6,800
Student Services Coordinator	30,600		2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	5,100
Student Services Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Assistant (Clerk)	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service - Director	18,605		1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860
Food Service	14,688		1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469
Before/Aftercare - Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Before/Aftercare	-	-	-	-	-	-	-	-	-	-	-	-	-
	482,338	27,268	41,590	41,590	41,590	41,590	41,590	41,590	41,590	41,590	41,590	41,590	39,168
Instruction Staff													
Teachers (K-5)	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers (9-12)	1,468,800	122,400	122,400	122,400	122,400	122,400	122,400	122,400	122,400	122,400	122,400	122,400	122,400
General Music / Chorus Teacher	81,600	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800
Art Teacher	81,600	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800
PE Teacher	81,600	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800
Foreign Language Teacher	81,600	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800
Technology Teacher	81,600	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800
Instructional Aide - PE	17,054	1,421	1,421	1,421	1,421	1,421	1,421	1,421	1,421	1,421	1,421	1,421	1,421
ESOL	-	-	-	-	-	-	-	-	-	-	-	-	-
ESOL - Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
ELL/Co-Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-
ESE/Special Education	81,600	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800
ESE/Special Education Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Math Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Co-Teacher	204,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000
Curriculum Resource Teacher	81,600	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800
Daily Subs	75,600	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300
	2,336,654	194,721	194,721	194,721	194,721	194,721	194,721	194,721	194,721	194,721	194,721	194,721	194,721
Tutoring	29,743	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479
Stipends	15,300	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275
Bonus Pool for Schoolwide Incentives	54,369	-	-	-	-	-	4,062	4,062	4,062	4,062	4,062	4,062	30,000

Inc Stmt Yr 2 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Benefits (Health, Dental, etc)													
Instructional Staff	159,936	13,328	13,328	13,328	13,328	13,328	13,328	13,328	13,328	13,328	13,328	13,328	13,328
Pupil Personnel Services Staff	2,856	238	238	238	238	238	238	238	238	238	238	238	238
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	25,704	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142	2,142
Food Services Staff	2,856	238	238	238	238	238	238	238	238	238	238	238	238
Before & Aftercare Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
	191,352	15,946	15,946	15,946	15,946	15,946	15,946	15,946	15,946	15,946	15,946	15,946	15,946
Workers Compensation													
Instructional Staff	26,066	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172	2,172
Pupil Personnel Services Staff	437	36	36	36	36	36	36	36	36	36	36	36	36
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	4,041	337	337	337	337	337	337	337	337	337	337	337	337
Food Services Staff	356	30	30	30	30	30	30	30	30	30	30	30	30
Before & Aftercare Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
	30,900	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575
Payroll Taxes (FICA, Med, State/Fed Unempl)													
Instructional Staff	243,607	20,301	20,301	20,301	20,301	20,301	20,301	20,301	20,301	20,301	20,301	20,301	20,301
Pupil Personnel Services Staff	4,080	340	340	340	340	340	340	340	340	340	340	340	340
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	37,764	3,147	3,147	3,147	3,147	3,147	3,147	3,147	3,147	3,147	3,147	3,147	3,147
Food Services Staff	3,329	277	277	277	277	277	277	277	277	277	277	277	277
Before & Aftercare Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
	288,780	24,065	24,065	24,065	24,065	24,065	24,065	24,065	24,065	24,065	24,065	24,065	24,065
Professional Services													
Legal Fees	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Accounting Services - Independent Audit	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Management Fee	32,410	-	-	-	-	4,051	4,051	4,051	4,051	4,051	4,051	4,051	4,051
Outside Staff Development Consulting Fees	7,956	663	663	663	663	663	663	663	663	663	663	663	663
Temporary Agency Fees	5,100	425	425	425	425	425	425	425	425	425	425	425	425
Fee to County School Board	271,844	22,654	22,654	22,654	22,654	22,654	22,654	22,654	22,654	22,654	22,654	22,654	22,654
Professional Fees - Other	1,000	83	83	83	83	83	83	83	83	83	83	83	83
Marketing & Enrollment	38,250	36,250	2,000	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	3,060	255	255	255	255	255	255	255	255	255	255	255	255
	379,620	61,997	27,747	25,747	25,747	29,798	29,798	29,798	29,798	29,798	29,798	29,798	29,798
Vendor Services													
Contracted Pupil Transportation	53,403	-	5,340	5,340	5,340	5,340	5,340	5,340	5,340	5,340	5,340	5,340	5,340
Extra-Curricular Activity Events & Transportation	38,000	-	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800	3,800
Contracted Food Service	265,309	-	26,531	26,531	26,531	26,531	26,531	26,531	26,531	26,531	26,531	26,531	26,531
Background / Finger Printing	510	-	51	51	51	51	51	51	51	51	51	51	51
Drug Testing Fees	510	-	51	51	51	51	51	51	51	51	51	51	51
Licenses & Permits	1,020	-	102	102	102	102	102	102	102	102	102	102	102
Bank Service Fees	3,570	298	298	298	298	298	298	298	298	298	298	298	298
Contracted Special ED non-instruction	3,060	-	306	306	306	306	306	306	306	306	306	306	306
Contracted Custodial Services	133,380	11,115	11,115	11,115	11,115	11,115	11,115	11,115	11,115	11,115	11,115	11,115	11,115
Contracted Security	1,224	102	102	102	102	102	102	102	102	102	102	102	102
	499,986	11,515	47,696	47,696	47,696	47,696	47,696	47,696	47,696	47,696	47,696	47,696	11,515
Administrative Expenses													
Travel/Auto	3,060	255	255	255	255	255	255	255	255	255	255	255	255
Airfare	510	43	43	43	43	43	43	43	43	43	43	43	43
Meals	2,550	213	213	213	213	213	213	213	213	213	213	213	213
Lodging	1,020	85	85	85	85	85	85	85	85	85	85	85	85
Business Expense - Other	3,570	298	298	298	298	298	298	298	298	298	298	298	298
Dues & Subscriptions	2,040	170	170	170	170	170	170	170	170	170	170	170	170
Printing	3,060	255	255	255	255	255	255	255	255	255	255	255	255
Office Supplies	6,202	517	517	517	517	517	517	517	517	517	517	517	517
Medical Supplies	1,224	102	102	102	102	102	102	102	102	102	102	102	102
In-house Food Service - Cost of Food	3,427	286	286	286	286	286	286	286	286	286	286	286	286
Food Service - Paper and Small wares	1,224	102	102	102	102	102	102	102	102	102	102	102	102
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	27,887	2,324	2,324	2,324	2,324	2,324	2,324	2,324	2,324	2,324	2,324	2,324	2,324

Inc Stmt Yr 2 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	84,150	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650
Consumable Instructional (Student)	91,800	8,345	8,345	8,345	8,345	8,345	8,345	8,345	8,345	8,345	8,345	8,345	8,345
Consumable Instructional (Teacher)	14,280	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298	1,298
Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	13,770		1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377	1,377
Contracted SPED Instruction	36,720		3,672	3,672	3,672	3,672	3,672	3,672	3,672	3,672	3,672	3,672	3,672
	245,720	17,710	22,759	22,759	22,759	22,759	22,759	22,759	22,759	22,759	22,759	22,759	417
Other Operating Expenses													
Telephone & Internet	38,250	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188
Postage	3,060	255	255	255	255	255	255	255	255	255	255	255	255
Express Mail	2,040	170	170	170	170	170	170	170	170	170	170	170	170
Electricity	105,019	8,752	8,752	8,752	8,752	8,752	8,752	8,752	8,752	8,752	8,752	8,752	8,752
Water & Sewer	11,934	995	995	995	995	995	995	995	995	995	995	995	995
Waste Disposal	23,271	1,939	1,939	1,939	1,939	1,939	1,939	1,939	1,939	1,939	1,939	1,939	1,939
Pest Control	5,100	425	425	425	425	425	425	425	425	425	425	425	425
Maintenance & Cleaning Supplies	17,901	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492	1,492
Building Repairs & Maintenance	113,818	9,485	9,485	9,485	9,485	9,485	9,485	9,485	9,485	9,485	9,485	9,485	9,485
Equipment Repairs & Maintenance incl. Kitchen	5,100	425	425	425	425	425	425	425	425	425	425	425	425
Software Licensing Fees	59,310	4,943	4,943	4,943	4,943	4,943	4,943	4,943	4,943	4,943	4,943	4,943	4,943
Miscellaneous Expenses	2,000	167	167	167	167	167	167	167	167	167	167	167	167
	386,803	32,234	32,234	32,234	32,234	32,234	32,234	32,234	32,234	32,234	32,234	32,234	32,234
Fixed Expense													
Rent	972,313	81,026	81,026	81,026	81,026	81,026	81,026	81,026	81,026	81,026	81,026	81,026	81,026
Office Equipment - Leasing Expense	20,400	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700
Professional Liability & Property Insurance	91,800	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650	7,650
	1,084,513	90,376	90,376	90,376	90,376	90,376	90,376	90,376	90,376	90,376	90,376	90,376	90,376
EXPENSES less Payroll	2,624,529	216,155	223,135	221,135	221,135	225,186	225,186	225,186	225,186	225,186	225,186	225,186	166,663
TOTAL OPERATING EXPENSES	6,053,964	484,484	505,786	503,786	503,786	507,837	511,899	511,899	511,899	511,899	511,899	511,899	476,891
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	76,400	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367
FF&E	102,700	8,558	8,558	8,558	8,558	8,558	8,558	8,558	8,558	8,558	8,558	8,558	8,558
Computers Software	13,100	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092
Building	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	192,200	16,017	16,017	16,017	16,017	16,017	16,017	16,017	16,017	16,017	16,017	16,017	16,017
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (Principle)	158,234		15,123	15,123	15,123	15,123	15,123	15,123	15,123	15,123	15,123	15,123	7,000
Repayment of Long-Term Debt (Interest)	44,333		4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	4,433	
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	33,353	140	6,721	8,721	8,721	4,669	608	608	608	608	608	608	733
Advance/Repay from Management Company													
Cash Flow - Cumulative Surplus/(Deficit)		21,776	28,496	37,217	45,938	50,607	51,215	51,823	52,431	53,039	53,647	54,255	54,988

Inc Stmt Yr 3 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	7,288,649	607,387	607,387	607,387	607,387	607,387	607,387	607,387	607,387	607,387	607,387	607,387	607,387
Special Needs	105,497	8,791	8,791	8,791	8,791	8,791	8,791	8,791	8,791	8,791	8,791	8,791	8,791
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	7,394,146	616,179	616,179	616,179	616,179	616,179	616,179	616,179	616,179	616,179	616,179	616,179	616,179
Capital Outlay:	503,052	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921
Board Refund over 250 Students:	288,509	24,042	24,042	24,042	24,042	24,042	24,042	24,042	24,042	24,042	24,042	24,042	24,042
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Services	213,951		21,395	21,395	21,395	21,395	21,395	21,395	21,395	21,395	21,395	21,395	21,395
Free and Reduced Lunch (DOE reimbursement)	251,442		25,144	25,144	25,144	25,144	25,144	25,144	25,144	25,144	25,144	25,144	25,144
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	8,651,099	682,142	728,681	728,681	728,681	728,681	728,681	728,681	728,681	728,681	728,681	728,681	682,142
EXPENSES:													
Administration Staff													
Principal	104,040	8,670	8,670	8,670	8,670	8,670	8,670	8,670	8,670	8,670	8,670	8,670	8,670
Assistant Principal	83,232	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936
Dean of Students	57,222	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769	4,769
Business Administrator	36,414	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035	3,035
Administrative Assistant	51,437		5,144	5,144	5,144	5,144	5,144	5,144	5,144	5,144	5,144	5,144	5,144
Receptionist	21,640	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803
Registrar/DPC	31,212	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601
Student Services Coordinator	83,232		6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	13,872
Student Services Coordinator	31,212		2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	2,601	5,202
Student Services Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Assistant (Clerk)	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service - Director	18,977		1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898
Food Service	22,473		2,247	2,247	2,247	2,247	2,247	2,247	2,247	2,247	2,247	2,247	2,247
Before/Aftercare - Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Before/Aftercare	-	-	-	-	-	-	-	-	-	-	-	-	-
	541,091	27,813	46,639	46,639	46,639	46,639	46,639	46,639	46,639	46,639	46,639	46,639	46,887
Instruction Staff													
Teachers (K-5)	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers (9-12)	1,997,568	166,464	166,464	166,464	166,464	166,464	166,464	166,464	166,464	166,464	166,464	166,464	166,464
General Music / Chorus Teacher	83,232	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936
Art Teacher	83,232	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936
PE Teacher	83,232	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936
Foreign Language Teacher	83,232	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936
Technology Teacher	83,232	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936
Instructional Aide - PE	17,395	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450
ESOL	-	-	-	-	-	-	-	-	-	-	-	-	-
ESOL - Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
ELL/Co-Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-
ESE/Special Education	124,848	10,404	10,404	10,404	10,404	10,404	10,404	10,404	10,404	10,404	10,404	10,404	10,404
ESE/Special Education Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Math Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Co-Teacher	291,312	24,276	24,276	24,276	24,276	24,276	24,276	24,276	24,276	24,276	24,276	24,276	24,276
Curriculum Resource Teacher	83,232	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936	6,936
Daily Subs	96,600	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050
	3,027,115	252,260	252,260	252,260	252,260	252,260	252,260	252,260	252,260	252,260	252,260	252,260	252,260
Tutoring	29,743	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479
Stipends	15,606	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301
Bonus Pool for Schoolwide Incentives	147,883	12,324	12,324	12,324	12,324	12,324	12,324	12,324	12,324	12,324	12,324	12,324	12,324
	-	-	-	-	-	-	-	-	-	-	-	-	-

Inc Stmt Yr 3 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Benefits (Health, Dental, etc)		-	-	-	-	-	-	-	-	-	-	-	-
Instructional Staff	206,832	17,236	17,236	17,236	17,236	17,236	17,236	17,236	17,236	17,236	17,236	17,236	17,236
Pupil Personnel Services Staff	5,826	486	486	486	486	486	486	486	486	486	486	486	486
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	26,218	2,185	2,185	2,185	2,185	2,185	2,185	2,185	2,185	2,185	2,185	2,185	2,185
Food Services Staff	2,913	243	243	243	243	243	243	243	243	243	243	243	243
Before & Aftercare Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
	241,789	20,149	20,149	20,149	20,149	20,149	20,149	20,149	20,149	20,149	20,149	20,149	20,149
Workers Compensation													
Instructional Staff	34,458	2,871	2,871	2,871	2,871	2,871	2,871	2,871	2,871	2,871	2,871	2,871	2,871
Pupil Personnel Services Staff	891	74	74	74	74	74	74	74	74	74	74	74	74
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	4,122	343	343	343	343	343	343	343	343	343	343	343	343
Food Services Staff	444	37	37	37	37	37	37	37	37	37	37	37	37
Before & Aftercare Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
	39,913	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326	3,326
Payroll Taxes (FICA, Med, State/Fed Unempl)													
Instructional Staff	322,035	26,836	26,836	26,836	26,836	26,836	26,836	26,836	26,836	26,836	26,836	26,836	26,836
Pupil Personnel Services Staff	8,323	694	694	694	694	694	694	694	694	694	694	694	694
Instructional Media Services Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
School Administration Staff	38,520	3,210	3,210	3,210	3,210	3,210	3,210	3,210	3,210	3,210	3,210	3,210	3,210
Food Services Staff	4,145	345	345	345	345	345	345	345	345	345	345	345	345
Before & Aftercare Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
	373,023	31,085	31,085	31,085	31,085	31,085	31,085	31,085	31,085	31,085	31,085	31,085	31,085
Professional Services													
Legal Fees	5,100	425	425	425	425	425	425	425	425	425	425	425	425
Accounting Services - Independent Audit	15,300	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275
Management Fee	173,022	14,418	14,418	14,418	14,418	14,418	14,418	14,418	14,418	14,418	14,418	14,418	14,418
Outside Staff Development Consulting Fees	8,115	676	676	676	676	676	676	676	676	676	676	676	676
Temporary Agency Fees	5,202	434	434	434	434	434	434	434	434	434	434	434	434
Fee to County School Board	369,707	30,809	30,809	30,809	30,809	30,809	30,809	30,809	30,809	30,809	30,809	30,809	30,809
Professional Fees - Other	44,110	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676
Marketing & Enrollment	38,250	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375	6,375
Staff Recruitment	3,121	260	260	260	260	260	260	260	260	260	260	260	260
	661,928	58,348	58,348	51,973	51,973	51,973	51,973	51,973	51,973	58,348	58,348	58,348	58,348
Vendor Services													
Contracted Pupil Transportation	54,471		5,447	5,447	5,447	5,447	5,447	5,447	5,447	5,447	5,447	5,447	5,447
Extra-Curricular Activity Events & Transportation	50,750		5,075	5,075	5,075	5,075	5,075	5,075	5,075	5,075	5,075	5,075	5,075
Contracted Food Service	360,821		36,082	36,082	36,082	36,082	36,082	36,082	36,082	36,082	36,082	36,082	36,082
Background / Finger Printing	520		52	52	52	52	52	52	52	52	52	52	52
Drug Testing Fees	520		52	52	52	52	52	52	52	52	52	52	52
Licenses & Permits	1,040		104	104	104	104	104	104	104	104	104	104	104
Bank Service Fees	3,641	303	303	303	303	303	303	303	303	303	303	303	303
Contracted Special ED non-instruction	3,121		312	312	312	312	312	312	312	312	312	312	312
Contracted Custodial Services	178,133	14,844	14,844	14,844	14,844	14,844	14,844	14,844	14,844	14,844	14,844	14,844	14,844
Contracted Security	1,248	104	104	104	104	104	104	104	104	104	104	104	104
	654,266	15,252	62,376	62,376	62,376	62,376	62,376	62,376	62,376	62,376	62,376	62,376	15,252
Administrative Expenses													
Travel/Auto	3,121	260	260	260	260	260	260	260	260	260	260	260	260
Airfare	520	43	43	43	43	43	43	43	43	43	43	43	43
Meals	2,601	217	217	217	217	217	217	217	217	217	217	217	217
Lodging	1,040	87	87	87	87	87	87	87	87	87	87	87	87
Business Expense - Other	3,641	303	303	303	303	303	303	303	303	303	303	303	303
Dues & Subscriptions	2,081	173	173	173	173	173	173	173	173	173	173	173	173
Printing	3,121	260	260	260	260	260	260	260	260	260	260	260	260
Office Supplies	5,202	434	434	434	434	434	434	434	434	434	434	434	434
Medical Supplies	1,248	104	104	104	104	104	104	104	104	104	104	104	104
In-house Food Service - Cost of Food	1,248	104	104	104	104	104	104	104	104	104	104	104	104
Food Service - Paper and Small wares	1,248	104	104	104	104	104	104	104	104	104	104	104	104
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	25,074	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089	2,089

Inc Stmt Yr 3 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	85,833	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803	7,803
Consumable Instructional (Student)	124,848	11,350	11,350	11,350	11,350	11,350	11,350	11,350	11,350	11,350	11,350	11,350	11,350
Consumable Instructional (Teacher)	18,467	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679	1,679
Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	18,727		1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873
Contracted SPED Instruction	49,939		4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994	4,994
	302,815	21,248	28,115	28,115	28,115	28,115	28,115	28,115	28,115	28,115	28,115	28,115	417
Other Operating Expenses													
Telephone & Internet	51,000	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250
Postage	3,121	260	260	260	260	260	260	260	260	260	260	260	260
Express Mail	2,081	173	173	173	173	173	173	173	173	173	173	173	173
Electricity	140,026	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669
Water & Sewer	15,912	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326
Waste Disposal	31,028	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586
Pest Control	5,202	434	434	434	434	434	434	434	434	434	434	434	434
Maintenance & Cleaning Supplies	23,868	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989
Building Repairs & Maintenance	152,006	12,667	12,667	12,667	12,667	12,667	12,667	12,667	12,667	12,667	12,667	12,667	12,667
Equipment Repairs & Maintenance incl. Kitchen	5,202	434	434	434	434	434	434	434	434	434	434	434	434
Software Licensing Fees	74,160	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180	6,180
Miscellaneous Expenses	2,000	167	167	167	167	167	167	167	167	167	167	167	167
	505,606	42,134	42,134	42,134	42,134	42,134	42,134	42,134	42,134	42,134	42,134	42,134	42,134
Fixed Expense													
Rent	1,297,665	108,139	108,139	108,139	108,139	108,139	108,139	108,139	108,139	108,139	108,139	108,139	108,139
Office Equipment - Leasing Expense	20,808	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734
Professional Liability & Property Insurance	104,560	8,713	8,713	8,713	8,713	8,713	8,713	8,713	8,713	8,713	8,713	8,713	8,713
	1,423,033	118,586	118,586	118,586	118,586	118,586	118,586	118,586	118,586	118,586	118,586	118,586	118,586
EXPENSES less Payroll	3,572,721	257,658	311,649	305,274	305,274	305,274	305,274	305,274	305,274	311,649	311,649	311,649	236,826
TOTAL OPERATING EXPENSES	7,988,885	608,394	681,211	674,836	674,836	674,836	674,836	674,836	674,836	681,211	681,211	681,211	606,636
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	147,045	12,254	12,254	12,254	12,254	12,254	12,254	12,254	12,254	12,254	12,254	12,254	12,254
FF&E	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Computers Software	18,950	1,579	1,579	1,579	1,579	1,579	1,579	1,579	1,579	1,579	1,579	1,579	1,579
Building	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	265,995	22,166	22,166	22,166	22,166	22,166	22,166	22,166	22,166	22,166	22,166	22,166	22,166
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (Principle)	169,672	14,139	14,139	14,139	14,139	14,139	14,139	14,139	14,139	14,139	14,139	14,139	14,139
Repayment of Long-Term Debt (Interest)	32,894	2,741	2,741	2,741	2,741	2,741	2,741	2,741	2,741	2,741	2,741	2,741	2,741
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	193,653	34,702	8,424	14,799	14,799	14,799	14,799	14,799	14,799	8,424	8,424	8,424	36,459
Cash Flow - Cumulative Surplus/(Deficit)		89,690	98,114	112,913	127,712	142,511	157,311	172,110	186,909	195,333	203,757	212,182	248,641

Inc Stmt Yr 4 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	7,434,422	619,535	619,535	619,535	619,535	619,535	619,535	619,535	619,535	619,535	619,535	619,535	619,535
Special Needs	107,606	8,967	8,967	8,967	8,967	8,967	8,967	8,967	8,967	8,967	8,967	8,967	8,967
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	7,542,029	628,502	628,502	628,502	628,502	628,502	628,502	628,502	628,502	628,502	628,502	628,502	628,502
Capital Outlay:	503,052	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921
Board Refund over 250 Students:	294,279	24,523	24,523	24,523	24,523	24,523	24,523	24,523	24,523	24,523	24,523	24,523	24,523
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Services	218,230		21,823	21,823	21,823	21,823	21,823	21,823	21,823	21,823	21,823	21,823	21,823
Free and Reduced Lunch (DOE reimbursement)	256,471		25,647	25,647	25,647	25,647	25,647	25,647	25,647	25,647	25,647	25,647	25,647
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	8,814,060	694,947	742,417	742,417	742,417	742,417	742,417	742,417	742,417	742,417	742,417	742,417	694,947
EXPENSES:													
Administration Staff													
Principal	106,121	8,843	8,843	8,843	8,843	8,843	8,843	8,843	8,843	8,843	8,843	8,843	8,843
Assistant Principal	84,897	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075
Dean of Students	58,366	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864	4,864
Business Administrator	37,142	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095
Administrative Assistant	52,466		5,247	5,247	5,247	5,247	5,247	5,247	5,247	5,247	5,247	5,247	5,247
Receptionist	22,073	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839
Registrar/DPC	31,836	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653
Student Services Coordinator	84,897		7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	14,149
Student Services Coordinator	31,836		2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	5,306
Student Services Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Assistant (Clerk)	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service - Director	19,356		1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936	1,936
Food Service	22,922		2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292
Before/Aftercare - Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Before/Aftercare	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Staff	551,913	28,370	47,572	47,572	47,572	47,572	47,572	47,572	47,572	47,572	47,572	47,572	47,825
Instruction Staff													
Teachers (K-5)	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers (9-12)	2,037,519	169,793	169,793	169,793	169,793	169,793	169,793	169,793	169,793	169,793	169,793	169,793	169,793
General Music / Chorus Teacher	84,897	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075
Art Teacher	84,897	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075
PE Teacher	84,897	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075
Foreign Language Teacher	84,897	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075
Technology Teacher	84,897	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075
Instructional Aide - PE	17,743	1,479	1,479	1,479	1,479	1,479	1,479	1,479	1,479	1,479	1,479	1,479	1,479
ESOL	-	-	-	-	-	-	-	-	-	-	-	-	-
ESOL - Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
ELL/Co-Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-
ESE/Special Education	127,345	10,612	10,612	10,612	10,612	10,612	10,612	10,612	10,612	10,612	10,612	10,612	10,612
ESE/Special Education Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Math Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Co-Teacher	297,138	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762	24,762
Curriculum Resource Teacher	84,897	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075	7,075
Daily Subs	96,600	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050
Instruction Staff	3,085,726	257,144	257,144	257,144	257,144	257,144	257,144	257,144	257,144	257,144	257,144	257,144	257,144
Tutoring	29,743	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479
Stipends	15,918	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327	1,327
Bonus Pool for Schoolwide Incentives	150,841	12,570	12,570	12,570	12,570	12,570	12,570	12,570	12,570	12,570	12,570	12,570	12,570

Inc Stmt Yr 4 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	105,060	9551	9551	9551	9551	9551	9551	9551	9551	9551	9551	9551	9551
Consumable Instructional (Student)	127,345	11577	11577	11577	11577	11577	11577	11577	11577	11577	11577	11577	11577
Consumable Instructional (Teacher)	18,836	1712	1712	1712	1712	1712	1712	1712	1712	1712	1712	1712	1712
Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Testing Materials	19,102	1910	1910	1910	1910	1910	1910	1910	1910	1910	1910	1910	1910
Contracted SPED Instruction	50,938	5094	5094	5094	5094	5094	5094	5094	5094	5094	5094	5094	5094
	326,281	23,257	30,261	30,261	30,261	30,261	30,261	30,261	30,261	30,261	30,261	30,261	417
Other Operating Expenses													
Telephone & Internet	51,000	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250
Postage	3,184	265	265	265	265	265	265	265	265	265	265	265	265
Express Mail	2,122	177	177	177	177	177	177	177	177	177	177	177	177
Electricity	140,026	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669
Water & Sewer	15,912	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326
Waste Disposal	31,028	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586
Pest Control	5,306	442	442	442	442	442	442	442	442	442	442	442	442
Maintenance & Cleaning Supplies	23,868	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989
Building Repairs & Maintenance	152,755	12,730	12,730	12,730	12,730	12,730	12,730	12,730	12,730	12,730	12,730	12,730	12,730
Equipment Repairs & Maintenance incl. Kitchen	5,306	442	442	442	442	442	442	442	442	442	442	442	442
Software Licensing Fees	75,240	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270	6,270
Miscellaneous Expenses	2,000	167	167	167	167	167	167	167	167	167	167	167	167
	507,747	42,312	42,312	42,312	42,312	42,312	42,312	42,312	42,312	42,312	42,312	42,312	42,312
Fixed Expense													
Rent	1,322,109	110,176	110,176	110,176	110,176	110,176	110,176	110,176	110,176	110,176	110,176	110,176	110,176
Office Equipment - Leasing Expense	21,224	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769	1,769
Professional Liability & Property Insurance	106,651	8,888	8,888	8,888	8,888	8,888	8,888	8,888	8,888	8,888	8,888	8,888	8,888
	1,449,985	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832	120,832
EXPENSES less Payroll	3,609,439	256,861	311,856	311,856	311,856	311,856	311,856	311,856	311,856	311,856	311,856	311,856	234,021
TOTAL OPERATING EXPENSES	8,111,119	614,378	688,575	688,575	688,575	688,575	688,575	688,575	688,575	688,575	688,575	688,575	610,994
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	144,545	12045	12045	12045	12045	12045	12045	12045	12045	12045	12045	12045	12045
FF&E	20,000	1667	1667	1667	1667	1667	1667	1667	1667	1667	1667	1667	1667
Computers Software	23,600	1967	1967	1967	1967	1967	1967	1967	1967	1967	1967	1967	1967
Building	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	188,145	15,679	15,679	15,679	15,679	15,679	15,679	15,679	15,679	15,679	15,679	15,679	15,679
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (Principle)	255,721	19,643	19,643	19,643	19,643	19,643	19,643	19,643	19,643	19,643	19,643	19,643	39,643
Repayment of Long-Term Debt (Interest)	20,628	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	238,447	43,527	16,801	16,801	16,801	16,801	16,801	16,801	16,801	16,801	16,801	16,801	26,912
Cash Flow - Cumulative Surplus/(Deficit)		292,168	308,969	325,770	342,570	359,371	376,172	392,973	409,773	426,574	443,375	460,176	487,088

Inc Stmt Yr 5 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	7,583,111	631,926	631,926	631,926	631,926	631,926	631,926	631,926	631,926	631,926	631,926	631,926	631,926
Special Needs	109,759	9,147	9,147	9,147	9,147	9,147	9,147	9,147	9,147	9,147	9,147	9,147	9,147
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	7,692,869	641,072	641,072	641,072	641,072	641,072	641,072	641,072	641,072	641,072	641,072	641,072	641,072
Capital Outlay:	503,052	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921	41,921
Board Refund over 250 Students:	300,165	25,014	25,014	25,014	25,014	25,014	25,014	25,014	25,014	25,014	25,014	25,014	25,014
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Services	222,594	-	22,259	22,259	22,259	22,259	22,259	22,259	22,259	22,259	22,259	22,259	22,259
Free and Reduced Lunch (DOE reimbursement)	261,600	-	26,160	26,160	26,160	26,160	26,160	26,160	26,160	26,160	26,160	26,160	26,160
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	8,980,280	708,007	756,427	756,427	756,427	756,427	756,427	756,427	756,427	756,427	756,427	756,427	708,007
EXPENSES:													
Administration Staff													
Principal	108,243	9,020	9,020	9,020	9,020	9,020	9,020	9,020	9,020	9,020	9,020	9,020	9,020
Assistant Principal	86,595	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216
Dean of Students	59,534	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961	4,961
Business Administrator	37,885	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157
Administrative Assistant	53,515	5,352	5,352	5,352	5,352	5,352	5,352	5,352	5,352	5,352	5,352	5,352	5,352
Receptionist	22,515	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876
Registrar/DPC	32,473	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706
Student Services Coordinator	86,595	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	14,432
Student Services Coordinator	32,473	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	2,706	5,412
Student Services Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Media Assistant (Clerk)	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service - Director	19,744	-	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974
Food Service	23,381	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338
Before/Aftercare - Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Before/Aftercare	-	-	-	-	-	-	-	-	-	-	-	-	-
	562,951	28,937	48,523	48,523	48,523	48,523	48,523	48,523	48,523	48,523	48,523	48,523	48,782
Instruction Staff													
Teachers (K-5)	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers (9-12)	2,078,270	173,189	173,189	173,189	173,189	173,189	173,189	173,189	173,189	173,189	173,189	173,189	173,189
General Music / Chorus Teacher	86,595	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216
Art Teacher	86,595	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216
PE Teacher	86,595	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216
Foreign Language Teacher	86,595	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216
Technology Teacher	86,595	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216
Instructional Aide - PE	18,098	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508
ESOL	-	-	-	-	-	-	-	-	-	-	-	-	-
ESOL - Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
ELL/Co-Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-
ESE/Special Education	129,892	10,824	10,824	10,824	10,824	10,824	10,824	10,824	10,824	10,824	10,824	10,824	10,824
ESE/Special Education Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Math Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-
Co-Teacher	303,081	25,257	25,257	25,257	25,257	25,257	25,257	25,257	25,257	25,257	25,257	25,257	25,257
Curriculum Resource Teacher	86,595	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216	7,216
Daily Subs	96,600	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050	8,050
	3,145,508	262,126	262,126	262,126	262,126	262,126	262,126	262,126	262,126	262,126	262,126	262,126	262,126
Tutoring													
	29,743	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479
Stipends													
	16,236	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353
Bonus Pool for Schoolwide Incentives													
	153,857	12,821	12,821	12,821	12,821	12,821	12,821	12,821	12,821	12,821	12,821	12,821	12,821
	-	-	-	-	-	-	-	-	-	-	-	-	-

Inc Stmt Yr 5 (Monthly)
Renaissance Charter High School of West Broward

Broward - Plantation - C1200 9-12
Monthly Cash Flow Projection

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	-	-	-	-	-	-	-	-	-	-	-	-	-
Consumable Instructional (Student)	129,892	11,808	11,808	11,808	11,808	11,808	11,808	11,808	11,808	11,808	11,808	11,808	11,808
Consumable Instructional (Teacher)	19,213	1,747	1,747	1,747	1,747	1,747	1,747	1,747	1,747	1,747	1,747	1,747	1,747
Library Books	5,000	455	455	455	455	455	455	455	455	455	455	455	455
Testing Materials	19,484	1,948	1,948	1,948	1,948	1,948	1,948	1,948	1,948	1,948	1,948	1,948	1,948
Contracted SPED Instruction	51,957	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196	5,196
	225,546	14,010	21,154	21,154	21,154	21,154	21,154	21,154	21,154	21,154	21,154	21,154	21,154
													-
Other Operating Expenses													
Telephone & Internet	51,000	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250
Postage	3,247	271	271	271	271	271	271	271	271	271	271	271	271
Express Mail	2,165	180	180	180	180	180	180	180	180	180	180	180	180
Electricity	140,026	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669	11,669
Water & Sewer	15,912	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326
Waste Disposal	31,028	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586	2,586
Pest Control	5,412	451	451	451	451	451	451	451	451	451	451	451	451
Maintenance & Cleaning Supplies	23,868	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989	1,989
Building Repairs & Maintenance	152,755	12,730	12,730	12,730	12,730	12,730	12,730	12,730	12,730	12,730	12,730	12,730	12,730
Equipment Repairs & Maintenance incl. Kitchen	5,412	451	451	451	451	451	451	451	451	451	451	451	451
Software Licensing Fees	76,320	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360
Miscellaneous Expenses	2,000	167	167	167	167	167	167	167	167	167	167	167	167
	509,146	42,429	42,429	42,429	42,429	42,429	42,429	42,429	42,429	42,429	42,429	42,429	42,429
Fixed Expense													
Rent	1,347,042	112,254	112,254	112,254	112,254	112,254	112,254	112,254	112,254	112,254	112,254	112,254	112,254
Office Equipment - Leasing Expense	21,649	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804	1,804
Professional Liability & Property Insurance	108,784	9,065	9,065	9,065	9,065	9,065	9,065	9,065	9,065	9,065	9,065	9,065	9,065
	1,477,475	123,123	123,123	123,123	123,123	123,123	123,123	123,123	123,123	123,123	123,123	123,123	123,123
EXPENSES less Payroll	3,581,750	252,986	308,979	308,979	308,979	308,979	308,979	308,979	308,979	308,979	308,979	308,979	238,977
TOTAL OPERATING EXPENSES	8,170,658	617,420	692,998	692,998	692,998	692,998	692,998	692,998	692,998	692,998	692,998	692,998	623,255
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	162,435	13,536	13,536	13,536	13,536	13,536	13,536	13,536	13,536	13,536	13,536	13,536	13,536
FF&E	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Computers Software	-	-	-	-	-	-	-	-	-	-	-	-	-
Building	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	177,435	14,786	14,786	14,786	14,786	14,786	14,786	14,786	14,786	14,786	14,786	14,786	14,786
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (Principle)	342,656	28,555	28,555	28,555	28,555	28,555	28,555	28,555	28,555	28,555	28,555	28,555	28,555
Repayment of Long-Term Debt (Interest)	7,476	623	623	623	623	623	623	623	623	623	623	623	623
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	282,055	46,623	19,464	19,464	19,464	19,464	19,464	19,464	19,464	19,464	19,464	19,464	40,788
Cash Flow - Cumulative Surplus/(Deficit)		533,711	553,175	572,640	592,104	611,568	631,033	650,497	669,961	689,426	708,890	728,354	769,143



Algebra 1

Unit Title/Big Idea	Unit 1 - Solving Single-Variable Equations and Inequalities
Suggested Time Frame	# weeks - 4
Standards	<p>Major Standards</p> <p>Interpret the structure of expressions HSA-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>Create equations that describe numbers or relationships HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>HSA-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>*</p> <p>Understand solving equations as a process of reasoning and explain the reasoning HSA-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>Solve equations and inequalities in one variable HSA-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Supporting Standards</p> <p>Reason quantitatively and use units to solve problems. HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>Additional Standards</p> <p>Use properties of rational and irrational numbers. HSN-RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p>

<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How can I model a word problem as an algebraic expression?</p> <p>What is the purpose of evaluating algebraic equations?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p style="text-align: center;">Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can interpret algebraic expressions</p> <p>I can identify terms and coefficients of each term.</p> <p>I can evaluate algebraic expressions</p> <p>I can write algebraic expressions</p> <p>I can model with Algebraic Expressions</p> <p>I can solve literal equations and evaluate its solution.</p> <p>I can solve formulas for a variable.</p> <p>I can write and solve equations.</p> <p>I can write, solve and graph inequalities.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria

Vocabulary	List of vocabulary words...	
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL</p> <p>Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing		
Week One		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Two		

Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Three
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Four
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:

Unit Title/Big Idea	Unit 2: Evaluating Functions
Suggested Time Frame	2 – 3 Weeks
Standards	Major Standards Interpret functions that arise in applications in terms of the context HSF-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Understand the concept of a function and use function notation HSF-IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain

	<p>exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>HSF-IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>HSF-IF.A.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p> <p>Interpret functions that arise in applications in terms of the context</p> <p>HSF-IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p> <p>Supporting Standards</p> <p>HSF-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> <p>Additional Standards</p> <p>Build new functions from existing functions</p> <p>HSF-BF.B.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k, k f(x), f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How would I describe the relationship between two graphs?</p> <p>When do I want to differentiate between independent and dependent variables?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p style="text-align: center;">Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can identify linear functions.</p> <p>I can interpret functions.</p> <p>I can describe a relationship given a graph.</p> <p>I can sketch a graph given a description.</p> <p>I can represent functions and identify the domain and range.</p>

	<p>I can identify independent and dependent variables.</p> <p>I can evaluate functions.</p>	
Suggested Evidence of Learning	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria 	
Vocabulary	<p>List of vocabulary words...</p>	
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
Reflection	<p>Completion Date:</p>	
	<p>Level of Student Mastery based on Unit Assessment:</p>	
Remediation	<p>Students in need of remediation:</p>	<p>Lessons/Skills to be remediated in next unit:</p>

Suggested Weekly Pacing

Week One

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Two

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea	Unit 3 – Linear Equations and Inequalities
Suggested Time Frame	# weeks (Not more than 3-4 weeks)
Standards	<p>Major Clusters Represent and solve equations and inequalities graphically I-REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>I-REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p> <p>Reason quantitatively and use units to solve problems. HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. *</p> <p>Analyze functions using different representations HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. * a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>HSF-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. *</p> <p>HSF-LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). *</p> <p>HSS-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i></p> <p>I-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. *</p>
Essential Questions	<p>Overarching Essential Question</p> <p>Compare and contrast inequalities.</p> <p>How do I explain relationships between different types of lines.</p>

	<p align="center">Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>I can use intercepts to graph the solutions to a linear equation.</p> <p>I can determine whether an ordered pair is a solution.</p> <p>I can graph linear equations and inequalities in standard form.</p> <p>I can determine the slope of a line by counting and by calculating.</p> <p>I can write and equations and graph a line using the slope and y-intercept.</p> <p>I can write an equation and graph a line given to points.</p> <p>I can identify slope-intercept form, point slope form, and standard form.</p> <p>I can describe the relationship between parallel and perpendicular lines.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
<p>Vocabulary</p>	<p>List of vocabulary words...</p>
<p>Standard Clarifications</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
<p>Resources</p>	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document</p>

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Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
	Suggested Weekly Pacing	
Week One		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Two		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Three		
Daily Supporting Objectives:		
Lesson planning notes:		

Remedial Skill:
Enrichment Opportunities:
Week Four
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:

Unit Title/Big Idea	Unit 4 : Systems of Linear Equations and Inequalities
Suggested Time Frame	# weeks (Not more than 3-4 weeks)
Standards	<p>Create equations that describe numbers or relationships I-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*</i></p> <p>Solve systems of equations I-REI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>I-REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>Represent and solve equations and inequalities graphically I-REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>
Essential Questions	<p>Overarching Essential Question</p> <p>What are different ways to solve systems of equations?</p>

	When do I solve a system of linear inequalities?
	Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)
Unwrapped Standards (Daily Objective Level)	<p>I can solve systems of equations by graphing.</p> <p>I can solve systems of equations by substitution.</p> <p>I can solve systems of equations by elimination.</p> <p>I can solve special systems.</p> <p>I can solve linear inequalities.</p> <p>I can solve systems of linear inequalities.</p>
Suggested Evidence of Learning	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
Vocabulary	List of vocabulary words...
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files</p>

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Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
	Suggested Weekly Pacing	
Week One		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Two		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Three		

Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Four
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:

Unit Title/Big Idea	Unit 5: Arithmetic with Exponents and Polynomials
Suggested Time Frame	# weeks (Not more than 3-4 weeks)
Standards	<p>Interpret the structure of expressions I-SSE.A.1 Interpret expressions that represent a quantity in terms of its context.*</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i></p> <p>Interpret the structure of expressions I-SSE.A.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p> <p>Perform arithmetic operations on polynomials I-APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Use properties of rational and irrational numbers.</p>

	<p>HSN–RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p> <p>Understand the relationship between zeros and factors of polynomials</p> <p>I-APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How can we classify polynomials?</p> <p>How can we apply what we learned about polynomials to real life?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p style="text-align: center;">Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can develop and use the properties of integer exponents.</p> <p>I can apply the properties of exponents to simplify expressions.</p> <p>I will understand real numbers and their properties.</p> <p>I will understand radicals and rational exponents.</p> <p>I can simplify expressions involving rational exponents.</p> <p>I can perform add and subtract polynomials</p> <p>I can multiply polynomials.</p> <p>I can factor polynomials.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation

	<ul style="list-style-type: none"> • P – Product/Performance/Purpose • S – Success Criteria
Vocabulary	List of vocabulary words...
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL</p> <p>Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>
Reflection	Completion Date:
	Level of Student Mastery based on Unit Assessment:
Remediation	Students in need of remediation:
	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing	
Week One	

Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Two
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Three
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Four
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:

Unit Title/Big Idea	Unit 6 – Exponential Functions and Equations
Suggested Time Frame	# weeks (Not more than 3-4 weeks)

Standards	<p>Write expressions in equivalent forms to solve problems 8.EE.A.1 Potential gap whose content is a prerequisite for I-SSE.B.3. I-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p> <p>Create equations that describe numbers or relationships 8.F.A.3 Potential gap whose content is a prerequisite for I-CED.A.1. I-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> * I-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. *</p> <p>Construct and compare linear, quadratic, and exponential models and solve problems HSF-LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. * a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. 8.F.B.4 Potential gap whose content is a prerequisite for HSF-LE.A.2. HSF-LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). * HSF-LE.A.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. *</p> <p>Interpret expressions for functions in terms of the situation they model 8.F.B.5 Potential gap whose content is a prerequisite for HSF-LE.B.5. HSF-LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context. *</p>
Essential Questions	<p>Overarching Essential Question</p> <p>How does a graph represent exponential growth?</p> <p>How would I solve a problem using exponential data?</p>
Unwrapped Standards (Daily Objective Level)	<p style="text-align: center;">Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can write rules for a geometric sequence.</p>

	<p>I can relate geometric sequences and exponential functions.</p> <p>I can determine how changing values will affect the graph of an exponential function.</p> <p>I can graph exponential functions.</p> <p>I can write an equation of exponential growth from a graph.</p> <p>I can model and solve using exponential data.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
<p>Vocabulary</p>	<p>List of vocabulary words...</p>
<p>Standard Clarifications</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
<p>Resources</p>	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>
<p>Reflection</p>	<p>Completion Date:</p>

	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing		
Week One		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Two		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Three		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		

Enrichment Opportunities:
Week Four
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:

Unit Title/Big Idea	Unit 7 – Quadratic Functions
Suggested Time Frame	# weeks (Not more than 3-4 weeks)
Standards	<p>Interpret functions that arise in applications in terms of the context</p> <p>HSF-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p> <p>HSF-IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p> <p>HSF-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*</p> <p>Understand the relationship between zeros and factors of polynomials</p> <p>I-APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Analyze functions using different representations</p> <p>HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p style="padding-left: 20px;">a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>HSF-IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p style="padding-left: 20px;">a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>HSF-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p>

	<p>Build new functions from existing functions HSF-BF.B.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>Why do we factor polynomials?</p> <p>What characterizes a nonlinear system?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p style="text-align: center;">Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can identify quadratic functions.</p> <p>I can identify characteristics of quadratic functions.</p> <p>I can graph quadratic functions.</p> <p>I can transform quadratic functions.</p> <p>I can solve quadratic equations by graphing.</p> <p>I can solve quadratic equations by factoring.</p> <p>I can solve quadratic equations using square roots.</p> <p>I can complete the square.</p> <p>I can identify the quadratic formula and the discriminant.</p> <p>I can identify nonlinear systems.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation

	<ul style="list-style-type: none"> • P – Product/Performance/Purpose • S – Success Criteria
Vocabulary	List of vocabulary words...
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL</p> <p>Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>
Reflection	Completion Date:
	Level of Student Mastery based on Unit Assessment:
Remediation	Students in need of remediation:
	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing	
Week One	

Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Two
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Three
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Four
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:

Unit Title/Big Idea	Unit 8 - Radical Functions
Suggested Time Frame	# weeks (Not more than 3-4 weeks)

<p>Standards</p>	<p>Interpret functions that arise in applications in terms of the context HSF-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i> HSF-IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i> HSF-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* Analyze functions using different representations HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. HSF-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p>
<p>Essential Questions</p>	<p>Overarching Essential Question What makes a number rational?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p style="text-align: center;">Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can identify a rational number.</p> <p>I can convert a number form to decimal form.</p> <p>I can find the value of a rational square root.</p> <p>I can simplify an irrational square root equation.</p> <p>I can simplify a square root expression involving variables.</p> <p>I can multiply and divide square root expression.</p> <p>I can add and subtract root expressions.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects.</p>

	<p>One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
Vocabulary	List of vocabulary words...
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>
Reflection	Completion Date:
	Level of Student Mastery based on Unit Assessment:
Remediation	Students in need of remediation:
	Lessons/Skills to be remediated in next unit:

Suggested Weekly Pacing		
Week One		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Two		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Three		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Four		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		

Enrichment Opportunities:

Unit Title/Big Idea	Unit 9 - Piecewise Functions
Suggested Time Frame	# weeks (Not more than 3-4 weeks)
Standards	<p>Represent and solve equations and inequalities graphically HSA-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*</p> <p>Interpret functions that arise in applications in terms of the context HSF-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p> <p>Analyze functions using different representations HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p>
Essential Questions	<p>Overarching Essential Question</p> <p>How can representing functions in various ways help me solve it?</p> <p>How can I solve an inequality graphically.</p>
Unwrapped Standards (Daily Objective Level)	Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)
	<p>I can represent an equation graphically.</p> <p>I can solve an equation graphically.</p> <p>I can analyze functions using different representations.</p>
Suggested Evidence of Learning	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p>

	<ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria 	
Vocabulary	List of vocabulary words...	
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:

Suggested Weekly Pacing

Week One

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Two

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea	Unit 10 - Bivariate Statistics: Linear, Quadratic and Exponential
Suggested Time Frame	# weeks (Not more than 3-4 weeks)
Standards	<p>Interpret linear models 8.EE.B.5 8.SP.A.3 Potential gaps whose content is a prerequisite for HSS-ID.C.7. HSS-ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. HSS-ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit. HSS-ID.C.9 Distinguish between correlation and causation.</p> <p>Build a function that models a relationship between two quantities HSF-BF.A.1 Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>Reason quantitatively and use units to solve problems. HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.* HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.*</p> <p>Summarize, represent, and interpret data on two categorical and quantitative variables 8.SP.A.4 Potential gap whose content is a prerequisite for HSS-ID.B.5. HSS-ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. 8.SP.A.1 Potential gap whose content is a prerequisite for HSS-ID.B.6. HSS-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. b. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i> c. Informally assess the fit of a function by plotting and analyzing residuals. Fit a linear function for a scatter plot that suggests a linear association.</p>
Essential Questions	<p>Overarching Essential Question</p> <p>How can quantitative reasoning with units help me solve problems?</p>
Unwrapped Standards (Daily Objective Level)	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can use units to solve problems.</p>

	<p>I can summarize data on two categorical variables.</p> <p>I can represent data on two categorical variables.</p> <p>I can interpret data on two categorical variables.</p>
Suggested Evidence of Learning	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
Vocabulary	<p>List of vocabulary words...</p>
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>
Reflection	<p>Completion Date:</p>
	<p>Level of Student Mastery based on Unit Assessment:</p>

Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing		
Week One		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Two		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Three		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Four		

Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:

Unit Title/Big Idea	Unit 11 - Univariate Statistics
Suggested Time Frame	# weeks (Not more than 3-4 weeks)
Standards	<p>Reason quantitatively and use units to solve problems. HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. *</p> <p>Summarize, represent, and interpret data on a single count or measurement variable HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots). HSS-ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. HSS-ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p>
Essential Questions	Overarching Essential Question
Unwrapped Standards (Daily Objective Level)	Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)
Suggested Evidence of Learning	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience

	<ul style="list-style-type: none"> • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
Vocabulary	List of vocabulary words...
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>
Reflection	Completion Date:
	Level of Student Mastery based on Unit Assessment:
Remediation	Students in need of remediation:
	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing	
Week One	

Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Two
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Three
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:
Week Four
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:



11th Grade ELA

Unit Title/Big Idea	Unit 1 Inferences
Suggested Time Frame	3 weeks
Standards	<p>Overarching: <u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.10</u> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Dominant:</p> <p>RL <u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

W

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

Subordinate:

W

CCSS.ELA-LITERACY.W.11-12.9.A

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-LITERACY.W.11-12.9.B

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

L

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

	<p>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p>SL</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.D</u> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How can I use strategies and reading skills to comprehend grade level texts?</p> <p>How can I show understanding of grade level texts?</p> <p>How can I make inferences about what I read?</p> <p>How can I identify and understand different perspectives in which a story is being told?</p> <p>How can I cite information and text from sources?</p> <p>How can I identify the theme of a text to provide an accurate summary?</p> <p>How does the theme influence the other elements of a story?</p> <p>How do the elements of a story support and develop the theme?</p> <p>How can I respond to through writing about what I read?</p> <p>How can I use support from the text when describing aspects from a text?</p> <p>How do I use the correct writing techniques to establish a logical organizational pattern with supporting details and by applying appropriate grammar conventions?</p> <p>How do I structure the various forms of essays? How can I focus my writing? How do I develop and support my argument?</p> <p>How can I analyze my writing and revise my product?</p>

	<p align="center">Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>I can identify strategies to comprehend grade level texts.</p>
	<p>I can articulate information from a text.</p>
	<p>I can compare and contrast information from multiple texts.</p>
	<p>I can identify the different features of dramas, poetry, and novels.</p>
	<p>I can describe the characteristics of fiction and non-fiction texts.</p>
	<p>I can analyze the importance of understanding the characteristics of fiction and non-fiction texts.</p>
	<p>I can utilize information from multiple texts into a piece of writing.</p>
	<p>I can describe the concept of a theme.</p>
	<p>I can analyze the importance of a theme to a text.</p>
	<p>I can trace the development of a theme in a text.</p>
	<p>I can apply writing skills to respond to a text.</p>
	<p>I can edit and correct for standard language conventions.</p>
	<p>I can engage in the writing process and writes to communicate ideas and experiences.</p>
	<p>I can correctly cite details and information from sources.</p>
	<p>I can define the concept of inference.</p>
	<p>I can describe the parts of a inference.</p>
	<p>I can analyze how context clues and background of the author supports an inference.</p>
<p>I can understand grade level vocabulary.</p>	
<p>I can apply grade level vocabulary in my written responses.</p>	
<p>I can utilize writing skills and techniques when formulating narrative and informational writing pieces.</p>	

	<p>I can identify the different perspectives in a text.</p> <p>I can describe the impact of different viewpoints and perspectives in a text.</p> <p>I can analyze the impact of an element on other elements in a text.</p> <p>I can analyze chronological order of an event or text.</p> <p>I can utilize different reference materials.</p> <p>I can analyze different sources connected and/or related to a text.</p> <p>I can organize my writing using transition words.</p> <p>I can follow a structure to respond to literature.</p> <p>I can support a belief or an opinion using reasons and supporting details.</p> <p>I can generate questions about what I read.</p> <p>I can formulate questions to analyze what I read.</p> <p>I can describe how characters are developed through a text.</p> <p>I can analyze how events have formed and developed characters, events, and places.</p> <p>I can follow steps to analyze my writing to strengthen through revision and editing.</p> <p>I can remain on topic and focus when writing a paper to topic.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria

Vocabulary	List of vocabulary words...	
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL</p> <p>Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing		
Week One		
<p>Daily Supporting Objectives:</p> <p>Lesson planning notes:</p>		

Remedial Skill:	
Enrichment Opportunities:	
Week Two	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	
Week Three	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	
Week Four	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	

Unit Title/Big Idea	Unit 2 Inferences
Suggested Time Frame	3 weeks
Standards	<p>Overarching:</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band</p>

proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Dominant:

RL

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RI

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on

one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

W

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Subordinate:

W

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or

	<p>the significance of the topic).</p> <p>SL</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How can I use information from the text and inferences to formulate the main idea of a passage/text?</p> <p>How can I determine the differences between a topic and main idea?</p> <p>How can I utilize the writing process when responding to what I read?</p> <p>How can I identify and utilize examples of figurative language in reading and writing?</p> <p>How can I provide support for a belief or an opinion?</p> <p>How can I write and respond in an appropriate tone and syntax?</p> <p>How can I produce writing and ideas that are communicated clearly and coherently?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p style="text-align: center;">Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can model strategies to determine unknown words.</p> <p>I can illustrate knowledge of grade level vocabulary words.</p> <p>I can determine a text as fiction or non-fiction.</p> <p>I can explain my understanding of a text.</p> <p>I can write over extended periods of time to revise, research, and reflect on supporting details.</p> <p>I can apply vocabulary in my written responses.</p> <p>I can include expression into my writing.</p> <p>I can cite textual evidence.</p> <p>I can analyze information from a text.</p> <p>I can analyze information over a variety of text types.</p>

	<p>I can compose written responses utilizing information from a variety of sources.</p> <p>I can describe the explicit and implicit information provided in a text.</p> <p>I can analyze the author’s purpose for including implicit information.</p> <p>I can explain how inferences are used to determine information from a text.</p> <p>I can analyze elements from a text to compose a summary.</p> <p>I can determine the connotations, mood, and feelings of a word.</p> <p>I can determine the main idea of a text.</p> <p>I can explain the similarities and differences between a topic and a main idea.</p> <p>I can compile reasons and details to support a main idea.</p> <p>I can identify how an author organizes a text.</p> <p>I can describe how the organization of a text impacts a whole text.</p> <p>I can analyze the sequence of a text.</p> <p>I can identify examples of figurative language.</p> <p>I can analyze the inferred meanings of different types of figurative language.</p> <p>I can apply examples of figurative language into my own writing.</p> <p>I can identify the similarities and differences between narrative and informational writing pieces.</p> <p>I can utilize writing skills and techniques to introduce a topic and maintain organization of a writing piece.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
<p>Vocabulary</p>	<p>List of vocabulary words...</p>

Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
	Suggested Weekly Pacing	
Week One		
<p>Daily Supporting Objectives:</p> <p>Lesson planning notes:</p> <p>Remedial Skill:</p> <p>Enrichment Opportunities:</p>		

Week Two

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea	Unit 3 Story Structure and Interpretations
Suggested Time Frame	3 weeks
Standards	<p>Overarching:</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.10</u></p>

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Dominant:

RL

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

W

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

	<p><u>CCSS.ELA-LITERACY.W.11-12.2.D</u> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.2.E</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.2.F</u> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L</p> <p><u>CCSS.ELA-LITERACY.L.11-12.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <hr/> <p>Subordinate:</p> <p>SL</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.B</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How does vocabulary set the tone and mood of a text? How does vocabulary support the tone or mood of a text?</p> <p>How has vocabulary and the use of vocabulary changed over time?</p> <p>How does an author organize and structure a text? Why does an author choose to organize a text a certain way?</p> <p>How do the events and occurrences in a story or text influence the structure?</p> <p>How does the interpretation of a story change based on the way it is structured? As a play, novel, or poetry?</p>

	<p>How can I utilize the writing process to produce an informative piece of writing?</p> <p>How can I use support and details from a story to provide reasons for my answers?</p> <p>How can I use strategies to identify and connect the topics and ideas in my writing?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p>
	<p>I can model strategies to determine unknown words.</p> <p>I can illustrate knowledge of grade level vocabulary words.</p> <p>I can analyze the mood and tone of vocabulary words.</p> <p>I can identify words that have changed over time.</p> <p>I can explain my understanding of a text.</p> <p>I can write over extended periods of time to revise, research, and reflect on supporting details.</p> <p>I can apply vocabulary in my written responses.</p> <p>I can analyze the different interpretations of a text.</p> <p>I can describe how a text is organized.</p> <p>I can analyze how a text’s organization influences a text.</p> <p>I can describe the different features and characteristics of different organizational patterns.</p> <p>I can define the different structural organizations of a text.</p> <p>I can trace the sequence of a text.</p> <p>I can analyze how the sequence of a text influences the events that occur in a story/text.</p> <p>I can describe the different perspectives within a text.</p> <p>I can analyze the impact of different perspectives on the interpretation of an event.</p> <p>I can include expression into my writing.</p> <p>I can cite textual evidence.</p> <p>I can analyze information from a text.</p> <p>I can analyze information over a variety of text types.</p> <p>I can compose written responses utilizing information from a variety of sources.</p> <p>I can determine the connotations, mood, and feelings of a word.</p> <p>I can identify the similarities and differences between narrative and informational writing pieces.</p>

	I can utilize writing skills and techniques to introduce a topic and maintain organization of a writing piece.	
Suggested Evidence of Learning	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria 	
Vocabulary	List of vocabulary words...	
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:

Suggested Weekly Pacing		
Week One		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Two		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Three		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Four		
Daily Supporting Objectives:		
Lesson planning notes:		

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea	Unit 4 Story Structures and Interpretations
Suggested Time Frame	3 weeks
Standards	<p>Overarching:</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.10</u> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Dominant:</p> <p>RL</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.5</u></p>

	<p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>W</p> <p><u>CCSS.ELA-LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.9.A</u> Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>L</p> <p><u>CCSS.ELA-LITERACY.L.11-12.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
	<p>Subordinate:</p> <p>SL</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.A</u> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>L</p> <p><u>CCSS.ELA-LITERACY.L.11-12.5.A</u> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.5.B</u> Analyze nuances in the meaning of words with similar denotations.</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How can I compile evidence from multiple sources to participate in discussions?</p> <p>How can I identify different figures of speech in a text?</p>

	<p>How can I determine the influence and impact of figures of speech on a text and interpretation of an event?</p> <p>How can I identify and analyze nuances in texts?</p> <p>How do nuances and figurative language influence the interpretation and understanding of a text?</p> <p>How do nuances require readers to make inferences?</p> <p>How can I identify the similarities and differences between the different types of writing?</p> <p>How can I use support and reasons to create a developed argument?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p>
	<p>I can model strategies to determine unknown words.</p> <p>I can illustrate knowledge of grade level vocabulary words.</p> <p>I can analyze the mood and tone of vocabulary words.</p> <p>I can identify the different examples of figures of speech.</p> <p>I can analyze the interpretation of different figures of speech.</p> <p>I can identify nuances in texts.</p> <p>I can explain how nuances influence the interpretation of a text.</p> <p>I can apply nuances into my own writing.</p> <p>I can identify words that have changed over time.</p> <p>I can explain my understanding of a text.</p> <p>I can write over extended periods of time to revise, research, and reflect on supporting details.</p> <p>I can apply vocabulary in my written responses.</p> <p>I can analyze the different interpretations of a text.</p> <p>I can describe how a text is organized.</p> <p>I can analyze how a text's organization influences a text.</p> <p>I can describe the different features and characteristics of different organizational patterns.</p> <p>I can define the different structural organizations of a text.</p> <p>I can trace the sequence of a text.</p> <p>I can analyze how the sequence of a text influences the events that occur in a story/text.</p>

	<p>I can describe the different perspectives within a text.</p> <p>I can analyze the impact of different perspectives on the interpretation of an event.</p> <p>I can include expression into my writing.</p> <p>I can cite textual evidence.</p> <p>I can analyze information from a text.</p> <p>I can analyze information over a variety of text types.</p> <p>I can compose written responses utilizing information from a variety of sources.</p> <p>I can determine the connotations, mood, and feelings of a word.</p> <p>I can identify the similarities and differences between narrative and informational writing pieces.</p> <p>I can utilize writing skills and techniques to introduce a topic and maintain organization of a writing piece.</p> <p>I can identify the features of an argument.</p> <p>I can create a logical argument using reasons and supporting details.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
<p>Vocabulary</p>	<p>List of vocabulary words...</p>
<p>Standard Clarifications</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
<p>Resources</p>	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p>

	Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
	Suggested Weekly Pacing	
Week One		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Two		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea	Unit 5 American literature
Suggested Time Frame	3 weeks
Standards	<p>Overarching:</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.10</u> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to</p>

comprehension or expression.

Dominant:

RL

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

SL

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

L

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Subordinate:

W

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.9.A

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

SL

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

	<p><u>CCSS.ELA-LITERACY.SL.11-12.1.B</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.D</u> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>L</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.A</u> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.B</u> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p><u>CCSS.ELA-LITERACY.L.11-12.5.A</u> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.5.B</u> Analyze nuances in the meaning of words with similar denotations.</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How do different points of view influence a reader's interpretation of a text?</p> <p>How do points of view influence the depiction of an event or story?</p> <p>How have literature from the 18th, 19th, and 20th century America influenced present day literature?</p> <p>How are pieces of literature from the 18th, 19th, and 20th century America similar in themes and representation of the United States?</p> <p>How can I utilize the writing process when responding to literature?</p> <p>How can I provide details from the text to support my answers?</p>

	<p>How can I use context clues to determine the meaning of unknown words?</p> <p>How can I analyze the connotations of words in a text?</p> <p>How can I ask questions that analyze the different perspectives of a text?</p> <p>How can I connect the main parts of my argument to a conclusive ending?</p> <p>How can I use texts and sources when analyzing different perspectives of an event?</p> <p>How can I use revision and editing skills to make my writing stronger?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p>
	<p>I can identify examples of foundational American texts.</p> <p>I can analyze how foundational American texts are similar in their representation of people, places, and things.</p> <p>I can compare and contrast the features of foundational American texts.</p> <p>I can trace the impacts and influences of foundational and seminal American texts.</p> <p>I can create an opinion around the importance of important American texts.</p> <p>I can model strategies to determine unknown words.</p> <p>I can illustrate knowledge of grade level vocabulary words.</p> <p>I can analyze the mood and tone of vocabulary words.</p> <p>I can explain connotations in vocabulary words.</p> <p>I can identify the different examples of figures of speech.</p> <p>I can analyze the interpretation of different figures of speech.</p> <p>I can identify nuances in texts.</p> <p>I can explain how nuances influence the interpretation of a text.</p> <p>I can apply nuances into my own writing.</p> <p>I can identify words that have changed over time.</p> <p>I can explain my understanding of a text.</p> <p>I can write over extended periods of time to revise, research, and reflect on supporting details.</p>

	<p>I can apply vocabulary in my written responses.</p> <p>I can analyze the different interpretations of a text.</p> <p>I can describe how a text is organized.</p> <p>I can analyze how a text’s organization influences a text.</p> <p>I can describe the different features and characteristics of different organizational patterns.</p> <p>I can define the different structural organizations of a text.</p> <p>I can trace the sequence of a text.</p> <p>I can analyze how the sequence of a text influences the events that occur in a story/text.</p> <p>I can describe the different perspectives within a text.</p> <p>I can analyze the impact of different perspectives on the interpretation of an event.</p> <p>I can include expression into my writing.</p> <p>I can cite textual evidence.</p> <p>I can analyze information from a text.</p> <p>I can analyze information over a variety of text types.</p> <p>I can compose written responses utilizing information from a variety of sources.</p> <p>I can determine the connotations, mood, and feelings of a word.</p> <p>I can identify the similarities and differences between narrative and informational writing pieces.</p> <p>I can utilize writing skills and techniques to introduce a topic and maintain organization of a writing piece.</p> <p>I can identify the features of an argument.</p> <p>I can create a logical argument using reasons and supporting details.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria

Vocabulary	List of vocabulary words...	
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL</p> <p>Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing		
Week One		
<p>Daily Supporting Objectives:</p> <p>Lesson planning notes:</p>		

Remedial Skill:
Enrichment Opportunities:
Week Two
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:
Week Three
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:
Week Four
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:

Unit Title/Big Idea	Unit 6
Suggested Time Frame	3 weeks
Standards	<p>Overarching:</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.10</u></p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band</p>

proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Dominant:

RI

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most

significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

SL

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

L

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Subordinate:

W

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

	<p><u>CCSS.ELA-LITERACY.W.11-12.1.C</u> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.1.D</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.1.E</u> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.9.B</u> Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</p> <p>L</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.A</u> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How can I write continuously over time while responding to a question?</p> <p>How can I analyze non-fiction and informational texts to interpret an event in history?</p> <p>How can I analyze and evaluate informational texts to analyze the impacts of an event and/or ideology?</p> <p>How can I write an accurate summary of a text utilizing details from the story?</p> <p>How can I analyze the effectiveness of an author's argument? How does an author structure an argument?</p> <p>How can I utilize the structure of an argument into my writing?</p> <p>How can I identify, analyze, and determine the point of view of an author?</p> <p>How can I structure my writing to support claims, beliefs, and opinions?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can identify examples of foundational American texts.</p>

I can analyze how foundational American texts are similar in their representation of people, places, and things.

I can compare and contrast the features of foundational American texts.

I can trace the impacts and influences of foundational and seminal American texts.

I can create an opinion around the importance of important American texts.

I can model strategies to determine unknown words.

I can illustrate knowledge of grade level vocabulary words.

I can analyze the mood and tone of vocabulary words.

I can explain connotations in vocabulary words.

I can identify the different examples of figures of speech.

I can analyze the interpretation of different figures of speech.

I can identify nuances in texts.

I can explain how nuances influence the interpretation of a text.

I can apply nuances into my own writing.

I can identify words that have changed over time.

I can explain my understanding of a text.

I can write over extended periods of time to revise, research, and reflect on supporting details.

I can apply vocabulary in my written responses.

I can analyze the different interpretations of a text.

I can describe how a text is organized.

I can analyze how a text's organization influences a text.

I can describe the different features and characteristics of different organizational patterns.

I can define the different structural organizations of a text.

I can trace the sequence of a text.

I can analyze how the sequence of a text influences the events that occur in a story/text.

I can describe the different perspectives within a text.

I can analyze the impact of different perspectives on the interpretation of an event.

I can explain the feelings of an author based off of the perspective, feelings, and opinions given.

I can define the different types of viewpoints and perspectives by an author.

	<p>I can include expression into my writing.</p> <p>I can cite textual evidence.</p> <p>I can analyze information from a text.</p> <p>I can analyze information over a variety of text types.</p> <p>I can compose written responses utilizing information from a variety of sources.</p> <p>I can determine the connotations, mood, and feelings of a word.</p> <p>I can identify the similarities and differences between narrative and informational writing pieces.</p> <p>I can utilize writing skills and techniques to introduce a topic and maintain organization of a writing piece.</p> <p>I can identify the features of an argument.</p> <p>I can create a logical argument using reasons and supporting details.</p> <p>I can use reference materials to support an argument.</p> <p>I can use different mediums of media to research sources.</p> <p>I can explain how technology has made research more readily available.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
<p>Vocabulary</p>	<p>List of vocabulary words...</p>
<p>Standard Clarifications</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items

Resources	Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3) Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
	Suggested Weekly Pacing	
Week One		
Daily Supporting Objectives:		
Lesson planning notes:		
Remedial Skill:		
Enrichment Opportunities:		
Week Two		
Daily Supporting Objectives:		
Lesson planning notes:		

Remedial Skill:
Enrichment Opportunities:
Week Three
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:
Week Four
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:

Unit Title/Big Idea	Unit 7 Informational research
Suggested Time Frame	3 weeks
Standards	<p>Overarching:</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.10</u> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Dominant:

RI

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	<p><u>CCSS.ELA-LITERACY.W.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Subordinate:</p> <p>SL</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>L</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.A</u> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.C</u> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.D</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How can I analyze the relationships between events, people, and places throughout a text?</p> <p>Why is it important for an author to use clear and concise wording to develop an argument?</p> <p>How can I utilize different mediums of text to research interpretations and perspectives of events and texts?</p> <p>How can I write narrative and imaginary stories? How do I use details and descriptive language when composing a story?</p> <p>How can I develop sequence and structure in my writing?</p>

	<p>How do I demonstrate research skills and processes through the use of a variety of reference sources?</p> <p>How do I determine when a source is relevant and/or reliable to my questions?</p> <p>How can I utilize reference materials to support my arguments, beliefs, reasons, and inferences?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p>
	<p>I can identify examples of foundational American texts.</p> <p>I can analyze how foundational American texts are similar in their representation of people, places, and things.</p> <p>I can compare and contrast the features of foundational American texts.</p> <p>I can trace the impacts and influences of foundational and seminal American texts.</p> <p>I can create an opinion around the importance of important American texts.</p> <p>I can model strategies to determine unknown words.</p> <p>I can illustrate knowledge of grade level vocabulary words.</p> <p>I can analyze the mood and tone of vocabulary words.</p> <p>I can explain connotations in vocabulary words.</p> <p>I can identify the different examples of figures of speech.</p> <p>I can analyze the interpretation of different figures of speech.</p> <p>I can identify nuances in texts.</p> <p>I can explain how nuances influence the interpretation of a text.</p> <p>I can apply nuances into my own writing.</p> <p>I can identify words that have changed over time.</p> <p>I can explain my understanding of a text.</p> <p>I can write over extended periods of time to revise, research, and reflect on supporting details.</p> <p>I can apply vocabulary in my written responses.</p> <p>I can analyze the different interpretations of a text.</p> <p>I can describe how a text is organized.</p> <p>I can analyze how a text's organization influences a text.</p>

	<p>I can describe the different features and characteristics of different organizational patterns.</p> <p>I can define the different structural organizations of a text.</p> <p>I can trace the sequence of a text.</p> <p>I can analyze how the sequence of a text influences the events that occur in a story/text.</p> <p>I can describe the different perspectives within a text.</p> <p>I can analyze the impact of different perspectives on the interpretation of an event.</p> <p>I can explain the feelings of an author based off of the perspective, feelings, and opinions given.</p> <p>I can define the different types of viewpoints and perspectives by an author.</p> <p>I can include expression into my writing.</p> <p>I can cite textual evidence.</p> <p>I can analyze information from a text.</p> <p>I can analyze information over a variety of text types.</p> <p>I can compose written responses utilizing information from a variety of sources.</p> <p>I can determine the connotations, mood, and feelings of a word.</p> <p>I can identify the similarities and differences between narrative and informational writing pieces.</p> <p>I can utilize writing skills and techniques to introduce a topic and maintain organization of a writing piece.</p> <p>I can identify the features of an argument.</p> <p>I can create a logical argument using reasons and supporting details.</p> <p>I can use reference materials to support an argument.</p> <p>I can use different mediums of media to research sources.</p> <p>I can explain how technology has made research more readily available.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose

	<ul style="list-style-type: none"> • S – Success Criteria 	
Vocabulary	List of vocabulary words...	
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing		
Week One		
Daily Supporting Objectives:		

Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:
Week Two
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:
Week Three
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:
Week Four
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:

Unit Title/Big Idea	Unit 8
Suggested Time Frame	3 weeks

Standards

Overarching:CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Dominant:**RI**CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

WCCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Subordinate:

W

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

	<p><u>CCSS.ELA-LITERACY.W.11-12.3.E</u> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>L</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.A</u> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.C</u> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.D</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How can I evaluate and cite information from multiple sources?</p> <p>How can I summarize the information I researched from multiple sources?</p> <p>How can I utilize information from sources to strengthen my writing?</p> <p>How can I interpret informational text features to support my research?</p> <p>How can I interpret and evaluate informational texts that are key determinants of U.S. History?</p> <p>How can I analyze foundational texts and sources important to early US History?</p> <p>How can I summarize the themes and purposes of foundational US texts?</p> <p>How has the use and connotation of words and meanings of words changed over time?</p> <p>How can I determine the similarities and differences between the different reference and resource materials?</p> <p>How can I use techniques from the writing process when composing information from reference materials?</p> <p>How can I utilize the steps in the research process to build an effective research paper?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p>

I can identify examples of foundational American texts.

I can analyze how foundational American texts are similar in their representation of people, places, and things.

I can compare and contrast the features of foundational American texts.

I can trace the impacts and influences of foundational and seminal American texts.

I can create an opinion around the importance of important American texts.

I can model strategies to determine unknown words.

I can illustrate knowledge of grade level vocabulary words.

I can analyze the mood and tone of vocabulary words.

I can explain connotations in vocabulary words.

I can identify the different examples of figures of speech.

I can analyze the interpretation of different figures of speech.

I can identify nuances in texts.

I can explain how nuances influence the interpretation of a text.

I can apply nuances into my own writing.

I can identify words that have changed over time.

I can explain my understanding of a text.

I can write over extended periods of time to revise, research, and reflect on supporting details.

I can apply vocabulary in my written responses.

I can analyze the different interpretations of a text.

I can describe how a text is organized.

I can analyze how a text's organization influences a text.

I can describe the different features and characteristics of different organizational patterns.

I can define the different structural organizations of a text.

I can trace the sequence of a text.

I can analyze how the sequence of a text influences the events that occur in a story/text.

I can describe the different perspectives within a text.

I can analyze the impact of different perspectives on the interpretation of an event.

	<p>I can explain the feelings of an author based off of the perspective, feelings, and opinions given.</p> <p>I can define the different types of viewpoints and perspectives by an author.</p> <p>I can include expression into my writing.</p> <p>I can cite textual evidence.</p> <p>I can analyze information from a text.</p> <p>I can analyze information over a variety of text types.</p> <p>I can compose written responses utilizing information from a variety of sources.</p> <p>I can determine the connotations, mood, and feelings of a word.</p> <p>I can identify the similarities and differences between narrative and informational writing pieces.</p> <p>I can utilize writing skills and techniques to introduce a topic and maintain organization of a writing piece.</p> <p>I can identify the features of an argument.</p> <p>I can create a logical argument using reasons and supporting details.</p> <p>I can use reference materials to support an argument.</p> <p>I can use different mediums of media to research sources.</p> <p>I can explain how technology has made research more readily available.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
<p>Vocabulary</p>	<p>List of vocabulary words...</p>

Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
	Suggested Weekly Pacing Week One	
<p>Daily Supporting Objectives:</p> <p>Lesson planning notes:</p> <p>Remedial Skill:</p> <p>Enrichment Opportunities:</p>		

Week Two

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea	Unit 9
Suggested Time Frame	3 weeks
Standards	<p>Overarching:</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.10</u></p>

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Dominant:

W

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3[here](#) for specific expectations.)

L

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Subordinate:

W

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

	<p><u>CCSS.ELA-LITERACY.W.11-12.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.3.E</u> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>L <u>CCSS.ELA-LITERACY.L.11-12.2.A</u> Observe hyphenation conventions.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.2.B</u> Spell correctly.</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How can I use the steps of the writing process to create narrative writing samples?</p> <p>How can I use skills and strategies from the writing process to produce a clear and concise narrative piece?</p> <p>How can I use transitions and techniques to ensure that my writing flows from event to event?</p> <p>How can I use descriptive language to create images in my reader’s mind?</p> <p>How can I use skills, techniques, and strategies in writing to create a mood and stage for the story?</p> <p>How can I present information and sources that show different viewpoints and perspectives?</p> <p>How can I analyze and interpret texts and sources to evaluate and explain different viewpoints and perspectives?</p> <p>How can I use different mediums and sources of information to research reference materials?</p> <p>How do I summarize the findings of multiple sources into my writing?</p> <p>How do I compose a informational text to utilize the different perspectives from sources and generate my own belief and opinion?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can identify examples of foundational American texts.</p>

I can analyze how foundational American texts are similar in their representation of people, places, and things.

I can compare and contrast the features of foundational American texts.

I can trace the impacts and influences of foundational and seminal American texts.

I can create an opinion around the importance of important American texts.

I can model strategies to determine unknown words.

I can illustrate knowledge of grade level vocabulary words.

I can analyze the mood and tone of vocabulary words.

I can explain connotations in vocabulary words.

I can identify the different examples of figures of speech.

I can analyze the interpretation of different figures of speech.

I can identify nuances in texts.

I can explain how nuances influence the interpretation of a text.

I can apply nuances into my own writing.

I can identify words that have changed over time.

I can explain my understanding of a text.

I can write over extended periods of time to revise, research, and reflect on supporting details.

I can apply vocabulary in my written responses.

I can analyze the different interpretations of a text.

I can describe how a text is organized.

I can analyze how a text's organization influences a text.

I can describe the different features and characteristics of different organizational patterns.

I can define the different structural organizations of a text.

I can trace the sequence of a text.

I can analyze how the sequence of a text influences the events that occur in a story/text.

I can describe the different perspectives within a text.

I can analyze the impact of different perspectives on the interpretation of an event.

I can explain the feelings of an author based off of the perspective, feelings, and opinions given.

I can define the different types of viewpoints and perspectives by an author.

	<p>I can include expression into my writing.</p> <p>I can cite textual evidence.</p> <p>I can analyze information from a text.</p> <p>I can analyze information over a variety of text types.</p> <p>I can compose written responses utilizing information from a variety of sources.</p> <p>I can determine the connotations, mood, and feelings of a word.</p> <p>I can identify the similarities and differences between narrative and informational writing pieces.</p> <p>I can utilize writing skills and techniques to introduce a topic and maintain organization of a writing piece.</p> <p>I can identify the features of an argument.</p> <p>I can create a logical argument using reasons and supporting details.</p> <p>I can use reference materials to support an argument.</p> <p>I can use different mediums of media to research sources.</p> <p>I can explain how technology has made research more readily available.</p> <p>I can utilize the different processes to organize, draft, edit, and publish my writing.</p> <p>I can include descriptive language, imagery, details, characters, and events in my narrative writing.</p> <p>I can include steps, descriptions, opinions, and five paragraphs in my informative writing.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose • S – Success Criteria
<p>Vocabulary</p>	<p>List of vocabulary words...</p>

<p>Standard Clarifications</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
<p>Resources</p>	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
<p>Reflection</p>	<p>Completion Date:</p>	
	<p>Level of Student Mastery based on Unit Assessment:</p>	
<p>Remediation</p>	<p>Students in need of remediation:</p>	<p>Lessons/Skills to be remediated in next unit:</p>
<p>Suggested Weekly Pacing</p>		
<p>Week One</p>		
<p>Daily Supporting Objectives:</p> <p>Lesson planning notes:</p> <p>Remedial Skill:</p> <p>Enrichment Opportunities:</p>		

Week Two

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea	Unit 10
Suggested Time Frame	3 weeks
Standards	<p>Overarching:</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.10</u> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.10</u></p>

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Dominant:

RL

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

W

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL

	<p><u>CCSS.ELA-LITERACY.SL.11-12.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. L</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p>
	<p>Subordinate:</p> <p>W <u>CCSS.ELA-LITERACY.W.11-12.9.A</u> Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</p> <p><u>CCSS.ELA-LITERACY.W.11-12.9.B</u> Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]"). L</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.A</u> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.B</u> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.C</u> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.4.D</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>SL</p>

	<p><u>CCSS.ELA-LITERACY.SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.6</u> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3here for specific expectations.)</p>
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>How can I use context clues to determine the literal meaning of figurative languages?</p> <p>How can I utilize relevant information from a variety of sources?</p> <p>How do I determine the impact of words and their meanings on the mood and tone of a text?</p> <p>How can I describe the influence of foundational American texts on the images held of America?</p> <p>How can I present information found through research in a clear, organized way?</p> <p>How can I present information of varying perspectives?</p> <p>How do I analyze the importance of texts to the foundation and continuation of America?</p> <p>How do the foundational and seminal documents of America formulate the perspective of others about America?</p> <p>How can I utilize reference materials to clarify misunderstandings about information?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p>

I can identify examples of foundational American texts.

I can analyze how foundational American texts are similar in their representation of people, places, and things.

I can compare and contrast the features of foundational American texts.

I can trace the impacts and influences of foundational and seminal American texts.

I can create an opinion around the importance of important American texts.

I can model strategies to determine unknown words.

I can illustrate knowledge of grade level vocabulary words.

I can analyze the mood and tone of vocabulary words.

I can explain connotations in vocabulary words.

I can identify the different examples of figures of speech.

I can analyze the interpretation of different figures of speech.

I can identify nuances in texts.

I can explain how nuances influence the interpretation of a text.

I can apply nuances into my own writing.

I can identify words that have changed over time.

I can explain my understanding of a text.

I can write over extended periods of time to revise, research, and reflect on supporting details.

I can apply vocabulary in my written responses.

I can analyze the different interpretations of a text.

I can describe how a text is organized.

I can analyze how a text's organization influences a text.

I can describe the different features and characteristics of different organizational patterns.

I can define the different structural organizations of a text.

I can trace the sequence of a text.

I can analyze how the sequence of a text influences the events that occur in a story/text.

I can describe the different perspectives within a text.

I can analyze the impact of different perspectives on the interpretation of an event.

	<p>I can explain the feelings of an author based off of the perspective, feelings, and opinions given.</p> <p>I can define the different types of viewpoints and perspectives by an author.</p> <p>I can summarize my readings.</p> <p>I can compile my resources into an organized, logical sequence.</p> <p>I can include expression into my writing.</p> <p>I can cite textual evidence.</p> <p>I can analyze information from a text.</p> <p>I can analyze information over a variety of text types.</p> <p>I can compose written responses utilizing information from a variety of sources.</p> <p>I can determine the connotations, mood, and feelings of a word.</p> <p>I can identify the similarities and differences between narrative and informational writing pieces.</p> <p>I can utilize writing skills and techniques to introduce a topic and maintain organization of a writing piece.</p> <p>I can identify the features of an argument.</p> <p>I can create a logical argument using reasons and supporting details.</p> <p>I can use reference materials to support an argument.</p> <p>I can use different mediums of media to research sources.</p> <p>I can explain how technology has made research more readily available.</p> <p>I can utilize the different processes to organize, draft, edit, and publish my writing.</p> <p>I can include descriptive language, imagery, details, characters, and events in my narrative writing.</p> <p>I can include steps, descriptions, opinions, and five paragraphs in my informative writing.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects. One way to frame project based assessments is to use the GRASPS model:</p> <ul style="list-style-type: none"> • G – Goal • R – Role • A – Audience • S – Situation • P – Product/Performance/Purpose

	<ul style="list-style-type: none"> • S – Success Criteria 	
Vocabulary	List of vocabulary words...	
Standard Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items 	
Resources	<p>Ensure the resource is labeled according to the standard it addresses Optional: Align textbook resources (Example: Envision Math, 5.3)</p> <p>Insert Links directly into the curriculum map document Insert → Hyperlink → paste URL Files Insert → Object → Create from file → Browse → (find your document) → Display as icon → Change icon name (write the title of the file)</p>	
Reflection	Completion Date:	
	Level of Student Mastery based on Unit Assessment:	
Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing		
Week One		
Daily Supporting Objectives:		

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Two

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Personal Learning Plan

Student Name: _____ School Year: _____ Homeroom Teacher: _____

Previous Year's State Test/Benchmark Data (if applicable)		Quarter Grade Goals								
Subject	Score	Subject	Q1 Goal	Q1 Actual	Q2 Goal	Q2 Actual	Q3 Goal	Q3 Actual	Q4 Goal	Q4 Actual
Reading/ELA	/	Reading/ELA								
Writing		Writing/ELA								
Math		Math								
Science		Science								
Social Studies		Social Studies								

NWEA RIT Scores and Goals							
Subject	Fall RIT Score	Winter RIT Goal	Winter RIT Score	Met Goal (Y/N)	Spring RIT Goal	Spring RIT Score	Met Goal (Y/N)
Reading							
Math							
Science							

Action Steps

Quarter Grades Action Steps		
Subject	Quarter 1	Quarter 2
Reading/ELA What will I do to reach my goal?		
Writing/ELA What will I do to reach my goal?		
Math What will I do to reach my goal?		
Science What will I do to reach my goal?		
Social Studies What will I do to reach my goal?		
Parent Signature Student Signature Teacher Signature	X _____ X _____ X _____	X _____ X _____ X _____
Reflection How did I do?		

Quarter Grades Action Steps		
Subject	Quarter 3	Quarter 4
Reading/ELA What will I do to reach my goal?		
Writing/ELA What will I do to reach my goal?		
Math What will I do to reach my goal?		
Science What will I do to reach my goal?		
Social Studies What will I do to reach my goal?		
Parent Signature Student Signature Teacher Signature	X _____ X _____ X _____	X _____ X _____ X _____
Reflection How did I do?		

NWEA Action Steps (based on Des Cartes)		
Subject	Winter Skills and Concepts to Develop	Spring Skills and Concepts to Develop
Reading		
Math		
Science		
Parent Signature Student Signature Teacher Signature	X _____ X _____ X _____	X _____ X _____ X _____
Reflection How did I do?		



Keys Gate Charter High School
 Academic Year: 2013-2014
 Date Printed: Nov 22, 2013
 Principal: Corinne Baez
 Grade Level: 12



Keys Gate Charter High School
 Academic Year: 2013-2014
 Date Printed: Nov 22, 2013
 Principal: Corinne Baez
 Grade Level: 12

Report Card (page 1)											
Student Name: Smith, John A						9-12 grades			Cumulative GPA: 3.45		
Academics & Attendance											
Evaluation Key(s)			Attendance Summary								
E 90-100	Excellent	A	93-100	Term:	Q1	Q2	Q3	Q4			
S 75-89	Satisfactory	B	85-92	Days in Term:	43	43	43	43			
N 65-74	Needs Improvement	C	75-84	Days Absent:	4	3	5	3			
U 0-64	Unacceptable	D	67-74	Tardy to School:	0	2	2	0			
N/C ---	Not Covered	F	0-66								
Academic Overview:											
Course	Q1	Q2	E1	S1	Q3	Q4	E2	S2	E3	Final	
1002020 English Honors											
1004040 Mathematics Honors											
1002020 Science Honors											
1004040 American History											
1004040 Physical Education											
1002020 English Honors											
1004040 Mathematics Honors											
Course Details											
1002020 English Honors											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard					[250 character limit]						
Year-to-date Standards Mastery:											
Standard Name											Mastery %
Key ideas and details											78%
Craft and structure											78%
Integration of knowledge and ideas											78%
Range of reading and level of text complexity											78%
Reading standards for literature											78%
1004040 Mathematics Honors											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard											
Standard Name											Mastery %
Key ideas and details											78%
Craft and structure											78%
Integration of knowledge and ideas											78%
Range of reading and level of text complexity											78%
Reading standards for literature											78%
1004040 Science Honors											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard											
Standard Name											Mastery %
Key ideas and details											78%
Craft and structure											78%
Integration of knowledge and ideas											78%
Range of reading and level of text complexity											78%
Reading standards for literature											78%
1004040 American History											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard											
Standard Name											Mastery %
Key ideas and details											78%
Craft and structure											78%
Integration of knowledge and ideas											78%
Range of reading and level of text complexity											78%
Reading standards for literature											78%
1004040 American History											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard											
Standard Name											Mastery %
Key ideas and details											78%
Craft and structure											78%
Integration of knowledge and ideas											78%
Range of reading and level of text complexity											78%
Reading standards for literature											78%
1004040 Science Honors											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard											
Standard Name											Mastery %
Key ideas and details											78%
Craft and structure											78%
Integration of knowledge and ideas											78%
Range of reading and level of text complexity											78%
Reading standards for literature											78%
Signature _____											

Report Card (page 2)											
1004040 Mathematics Honors											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard											
Standard Name											Mastery %
Key ideas and details											78%
Craft and structure											78%
Integration of knowledge and ideas											78%
Range of reading and level of text complexity											78%
Reading standards for literature											78%
1004040 Science Honors											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard											
Standard Name											Mastery %
Key ideas and details											78%
Craft and structure											78%
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Reading standards for literature											78%
1004040 American History											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard											
Standard Name											Mastery %
Key ideas and details											78%
Craft and structure											78%
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Reading standards for literature											78%
1004040 American History											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard											
Standard Name											Mastery %
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Reading standards for literature											78%
1004040 Science Honors											
Teacher	Pra	Cit	Abs	Tar	Teacher Comments						
Aguillard											
Standard Name											Mastery %
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Range of reading and level of text complexity											78%
Reading standards for literature											78%
Signature _____											



2014-2015 Student Progression Plan

INTRODUCTION

The purpose of the Student Progression Plan is to inform parents, students, and other stakeholders regarding the comprehensive plan for student progression from one grade to another towards graduation. The plan will include criteria for promotion and retention, entry and attendance regulations, and other components relevant to the appropriate progression of the student population.

INITIAL ENTRY REQUIREMENTS

In accordance with [Florida Statute § 1003.21](#), it is the responsibility of the parent(s) of students entering the School for the first time to present evidence of the child's age at the time of registration.

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he/she should be admitted. The principal may require evidence of the age of any child whom he/she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- a duly attested transcript of a Certificate of Baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent(s);
- an insurance policy on the child's life that has been in force for at least two (2) years;
- a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- a passport or Certificate of Arrival in the United States showing the age of the child;
- a transcript of record of age shown in the child's school record of at least (four) 4 years prior to application, stating the date of birth;
- if none of these evidences can be produced, an Affidavit of Age sworn to by the parent, accompanied by a Certificate of Age signed by a public health officer or by a public school physician, or, if these are not available in the country, by a licensed practicing physician designated by the district school board, which states that the health officer of

physician had examined the child and believes that the age as stated in the affidavit is substantially correct.

To register, a student, the following four (4) types of documents are required¹:

- valid Birth Certificate or other documentation of birth as stated above;
- Certification of a Physical/Health Examination (submitted within 30 school days, if not available at the time of registration);
- proof of residence; and
- Florida Certificate of Immunization

According to [Florida Statute § 1003.01\(12\)](#) and [State Board of Education Rule 6A-6.03411\(1\)\(s\)](#), students who are without a fixed, regular, and adequate nighttime residence, are considered as children and youths who are experiencing homelessness. Pursuant to the [McKinney-Vento Homeless Education Assistance Improvements Act of 2001](#) (Section 725) 42 U.S.C.A. § 11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student school and grade level placement, as well as completion of required immunizations and physical examination, shall occur within thirty (30) school days of enrollment. Refer to [Florida Statute § 1003.21\(1\)\(f\)](#) for procedures relating to the enrollment of these students.

HEALTH REQUIREMENTS

Physical Examination

All pre-K, kindergarten, and new students seeking entrance into a public school in the SDPBC are required by [Florida Statute § 1003.22](#) to present, at the time of entry, a valid health examination documented on State of Florida [School Entry Health Exam Form \(DH 3040\)](#) performed within one (1) year prior to enrollment. [[State Board of Education Rule 6A-1.0985](#)]

¹ These are the minimum documents required. Additional documents may need to be presented at the time of registration.

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
All students	School Health Entry Exam on Form DH 3040 required for pre-K, kindergarten and 7 th grade.
All transfer students within the State of Florida (including private schools)	Review of School Health Entry Exam on Form DH 3040 (original or copy) for at least kindergarten and/or 7 th grade documentation.
All transfer students from another state or country	School Health Entry Exam Form DH 3040 (original or copy) required for all grades. Physicals presented on forms from another state are acceptable, if they include all components covered on Form DH 3040 and have the physician's signature and office stamp. Physicals must have been performed within one (1) year of enrollment, unless exempt based on a written request for religious reasons.

Immunization Requirements

All pre-K, kindergarten, and new students seeking entrance into a public school are required by [Florida Statute § 1003.22](#) to present, at the time of entry, a valid *Florida Certificate of Immunization Form* (DH 680). In accordance with [State Board of Education Rule 6A-1.0985](#) and [Fla. Admin. Code 64D-3.046](#), students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exception. If a hardship exists for parent(s) of transferring students, according to statute, it is permissible to allow thirty (30) school days for the transfer of records.

NOTE: Homeless students without immunization and physical exam documentation must be enrolled and receive a thirty (30) school day exemption.

KINDERGARTEN AND FIRST GRADE ENTRY REQUIREMENTS

Kindergarten

In accordance with [Florida Statute § 1003.21\(1\)\(a\)2](#), entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

Florida Kindergarten Readiness Screener (FLKRS)

The Florida Kindergarten Readiness Screener (FLKRS) must be administered within the first thirty (30) school days. Upon entry, each kindergarten student shall participate in the statewide kindergarten screening [[Florida Statute § 1002.69\(1\)](#)] and shall be administered the FLKRS, which includes the Early Childhood Observation System™ (ECHOS™) and The Broad Screen/Progress Monitoring Tool of the Florida Assessment for Instruction in Reading-K (FAIR- K). Schools that do not use the Florida Assessment for Instruction in Reading-K (FAIR-K) for progress monitoring, only need to administer the Early Childhood Observation System (ECHOS™) and the Broad Screen of the FAIR-K.

English Language Learners (ELLs)

For ELLs, administration of the FLKRS should be conducted as close as possible to the conclusion of the 30-day administration period and after the English language proficiency test has been administered. A student identified, as ELL should be screened, unless the student has arrived in the United States in the last thirty (30) days and has sufficient difficulty speaking, reading, writing or understanding the English language.

Exceptional Student Education (ESE) Students

An ESE student, who is entering kindergarten and has a current Individual Education Plan/Education Plan (IEP/EP), as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special

programs, will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school must review the current IEP/EP and may revise the document as necessary, following appropriate procedures. The IEP Team will determine whether the FLKRS is appropriate for kindergarten students with disabilities.

NOTE: Students who have been retained in kindergarten are not included in the administration of the FLKRS.

First Grade In accordance with [Florida Statute § 1003.21\(1\)\(b\)](#), students entering first grade must attain the age of six (6) years on or before September 1 of the school year for which entry is sought.

Students who have been enrolled in a public kindergarten must progress according to the CSUSA Student Progression Plan. Students transferring from nonpublic kindergartens:

1. must attain the age of 6 on or before September 1 of the school year for which entry is sought; and
2. must have written verification of satisfactory completion of kindergarten requirements from the nonpublic school.

GENERAL STUDENT TRANSFER INFORMATION

A student, who transfers to a Charter Schools USA school with documentation of completed coursework from a state or regionally accredited public or private school or institution, is awarded equivalent credits. Grades earned and offered for acceptance shall be accepted at face value subject to validation. In accordance with [State Board of Education Rule 6A-1.09941](#), if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first (1st) grading period.

KINDERGARTEN AND 1ST GRADE TRANSFER STUDENTS

Dates for the legal public school minimum entry age by State and territory (provided by the Florida Department of Education) should be used in accepting kindergarten and first grade transfer students according to [State](#)

Board of Education Rule 6A-1.0985.

The following section addresses procedures relating to the acceptance of transfer work and credit for students, as specified in [6A-1.09941](#).

State Board of Education Rule 6A-1.0985

Entry into Kindergarten and First Grade by Out-of-State Transfer Students

- 1) Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3)
- 2) Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3)
- 3) In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data**:
 - a. official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
 - b. an official letter or transcript from proper school authority, which shows record of attendance, academic information and grade placement of the student;
 - c. evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes;
 - d. evidence of date of birth in accordance with Section 1003.21, Florida Statutes; and
 - e. evidence of a medical examination completed within the last twelve (12) months in accordance with [Section 1003.21, Florida Statutes](#).

GRADES 2-5 TRANSFER STUDENTS

A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and

all records from the previous school are accepted.

Grade 3 students who transfer from any public or private school in the United States or a foreign country after the current year's Florida Standards Assessment ELA administration must show Good Cause for promotion prior to being promoted to 4th grade.

If the transfer occurs after the current school year, and there is proof of promotion (i.e., report card) from the previous school, the student may be promoted based on this information.

ENGLISH LANGUAGE LEARNER (ELL) TRANSFER STUDENTS

In accordance with [State Board of Education Rules 6A-6.0900](#) and [6A-6.0905](#), ELLs are identified and assessed to determine eligibility for services, in accordance with [State Board of Education Rule 6A-6.0902\(1\)\(2\)](#).

The English for Speakers of Other Languages (ESOL) coordinator and the school counselor/administrator shall review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL Program placement. See [State Board Education Rule 6A-6-6.0902\(3\)\(b\)](#). Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented and filed in the English Language Learners folder. Families will be assisted when necessary for language translation in order to ensure proper communication of program/course placement.

An ELL Committee meeting must be conducted under the following circumstances: a student's placement is based on age, there is a lack of information about prior schooling (no transcript or report card), or prior schooling does not meet grade level requirements. An administrator must participate in the ELL Committee and placement process.

EXCEPTIONAL STUDENT EDUCATION (ESE) TRANSFER STUDENTS

The [State Board of Education Rules 6A-6.0331](#), [6A-6.0361](#), [School Board Policy 5.725](#), and the School's [Exceptional Student Education Policies and Procedures \(SP&P\)](#), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the School within Florida and students who transfer

from outside of Florida.

ESE Students Who Transfer Within Florida

If an Exceptional Education Student (ESE) student, who had an IEP or EP that was in effect in a previous Florida school district, transfers and enrolls in a CUSA managed school, the School, in consultation with the parent(s), will provide a Free Appropriate Public Education (FAPE) to the student, which includes services comparable to those described in the child's IEP/EP from the previous Florida school district, until the School does either of the following:

- adopts the child's IEP/EP from the previous School District; or
- develops, adopts, and implements a new IEP/EP, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of [State Board of Education Rule 6A-6.03028](#) or [6A-6.03019\(1\)](#).

ESE Students Who Transfer From Outside Florida

If an Exceptional Student Education (ESE) student, who had an IEP or EP that was in effect in a previous school district in another state, transfers and enrolls in a new school within the same school year, the School, in consultation with the parent(s), will provide a FAPE to the student, which includes services comparable to those described in the child's IEP/EP from the previous District, until the School does both of the following:

- conducts an initial evaluation in accordance with [State Board of Education Rule 6A-6.0331](#) (if determined to be necessary by the School); and
- develops, adopts, and implements a new IEP/EP, if appropriate, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education Rules 6A-6.03011 through 6A-6.0361.

ESE Students Who Transfer with Section 504 Accommodation Plans

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida

school district. Upon notification that a transferring student is one with an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Section 504 Accommodation Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistent with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

ATTENDANCE AND ABSENTEEISM

In accordance with [Florida Statute § 1003.24](#), school attendance is the direct responsibility of the parent(s) and child(ren). Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. Except as provided in [Florida Statute § 1003.24](#) and [State Board of Education Rule 6A-1.09513](#), all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

ATTENDANCE POLICY AND PROCEDURES

The School's handbook outlines the attendance procedures, which align to the following requirements:

- Parent(s) should notify the school promptly to report any absences by submitting a written note or by telephone call. The date(s) of the absence and reason should be provided. When the child returns to school, a written excuse is required.
- School officials may require medical verification of absences. It is the responsibility of the student to make-up work missed because of absences.

Excused Absences The following situations/reasons qualify as excused absences:

- student illness (if a student is continually sick and repeatedly

absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);

- medical appointment;
- death in the family;
- observance of a religious holiday or service
- subpoena by a law enforcement agency or mandatory court appearance;
- field trips which are authorized by the principal; and/or
- other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee.

Unexcused Absences An unexcused absence is any absence that does not fall into one (1) of the above excused absence categories.

Make-Up Work for excused and unexcused absences, including suspensions, the student will be afforded the opportunity to make-up work without academic penalty.

Reporting Attendance Cases

When a student has accumulated at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reasons are unknown, within 90 calendar days, the case must be reported to administration or the student services coordinator. A meeting must then be convened to determine if a pattern of non-attendance is developing or exists. If deemed appropriate, interventions may be developed to support this student, which may include: frequent communication between school and family; mentoring; counseling; evaluation for alternative education program; attendance contracts; agency referral(s); or Truancy Petition. The School will adhere to all statutory requirements regarding a Truancy Petition.

Habitual Truants

Each public school principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. The district school superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each

minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s. 322.091.

Students with Active Section 504 Accommodation Plans When a student with an active 504 Accommodation Plan has excessive absences, the student must be given the opportunity to demonstrate course mastery. In each case, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines that the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness. [[Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104](#)] The Section 504 Accommodation Plan must address any additional accommodations, strategies, and/or interventions needed to ensure that the student has an equal opportunity to demonstrate course mastery.

Exceptional Student Education (ESE)

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting must be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one (1) indicator of a student's access to instruction. Refer to [State Board of Education Rule 6A-6.0331\(1\)\(c\)](#), [School Board Policy 5.725](#), and its referenced *Student Education Policies and Procedures (SP&P)*.

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP Team must take appropriate action, which may include waiver of the attendance guidelines in determining grades, as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences are not related to the student's disability, the student is treated the same as a General Education student.

Hospital/Homebound Services

If a student is confined to home or a hospital, but is able to participate in and

benefit from an instructional program, the student may be eligible for a Hospital/Homebound Services provided in collaboration with the Local Educational Agency. Complete information regarding the criteria for a Hospital/Homebound Program can be found in [State Board of Education Rule 6A-6.03020](#) and [State Board of Education Rule 6A-6.03411](#).

Tardies

A student is considered tardy if they are absent at the time attendance is taken provided the student is in attendance before the close of the day. Tardies will either be excused or unexcused. Acceptable documentation to excuse a tardy is the same as those for excused absences. Every 5th unexcused tardy for students in grades K - 5 will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

Early Pick-Up

Students in grades K – 5 who are picked up from school prior to the end of the day will be marked as tardy for the day. The tardy will either be excused or unexcused. The tardy will be excused if the parent provides written documentation that the need to leave school early was for the same reasons that an absence from school would be excused. The parent's notation in the school's early pick-up log may suffice as meeting the requirement to provide written documentation if the notation is sufficient. Every 5th unexcused tardy for students in grades K - 5 will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

For all students in grades K -12, once the student has accumulated 3 excused tardies or absences due to leaving school early for medical/dental reasons within a semester, the parent must provide documentation from a physician that the student had a medical/dental appointment for subsequent class absences or tardies to be excused.

The school principal or designee may approve an early pick-up or release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by period, and the number of early releases.

PROCEDURES FOR STUDENT WITHDRAWAL

Withdrawal During the School Year

A student who leaves before the close of the school term shall receive grades on the report card covering the terms in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. The parent(s) of a student who leaves school during the last two (2) weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete examinations as appropriate. Principals may have the authorization to make arrangements for the administration of any tests or examinations as appropriate, prior to withdrawal.

Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal.

Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the custodial parent(s) must initiate the withdrawal process at the school, complete the exit interview and report to the local school district to register the student in the new program.

CURRICULUM

The School's Guaranteed and Viable Curriculum incorporates the performance standards as defined by the Florida Department of Education (FLDOE) Florida Standards and Next Generation Sunshine State Standards (NGSSS), as applicable.

The curriculum includes standards for the following content areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Language
- Health Education
- Fine Arts (Music/Art)

- Physical Education

These standards delineate the academic achievement for which the state will hold schools accountable. Research-based instructional materials are provided as tools to support instruction in elementary school classrooms. Please see the School's charter application/contract for more details regarding curriculum and instruction.

SPECIAL PROGRAMS

English for Speakers of Other Languages (ESOL) Programs

In accordance with [State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A-6.0904; 6A-6.0908](#), students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum. ELLs are placed in courses based on need and eligibility. The student's Individual ELL Plan documents the instructional strategies required to ensure the student an equal opportunity to master the General Education curriculum. For full explanation of services and models, refer to the School's charter application/contract.

Gifted Education Programs

Students enrolled in the Gifted Program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student.

Students identified as gifted, under [State Board of Education Rule 6A-6.03019](#), have an Educational Plan (EP) that outlines goals, strengths, and weaknesses that provide direction for the instructional program. The Differentiated Instructional Program may include advanced-level content and enrichment that address the student's special abilities and interests. For more information regarding gifted education, refer to the School's charter application/contract.

Section 504 Accommodation Plans

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one (1) or more major life activity of such student. In addition, a student with either a record of impairment, or

who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six (6) months or less. A Multi- Disciplinary Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one (1) or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. Impairment that substantially limits one (1) major life activity need not limit other major life activities in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- medication, medical supplies, equipment or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- use of assistive technology;
- reasonable accommodations or auxiliary aids or services; or
- learned behavioral or adaptive neurological modifications. However, the

ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity. To ensure compliance for all school decisions made under Section 504 and ADA, two (2) components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, service, accommodation, and placement decisions must be made by a Multi-Disciplinary Team. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a Multi-Disciplinary Team Meeting. The individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the General Education curriculum. [Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104]

Exceptional Student Education (ESE) Programs

Pursuant to [State Board of Education Rule 6A-6.03028](#), Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. Refer to [Florida Statutes §§ 1003.57, 1003.571, and 1003.5715](#).

All students must be given access to the general curriculum, as is appropriate, in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education standards should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one (1) or more content areas may be more appropriate. The Florida Core Content/Connectors/Access Points are expectations for students with significant cognitive disabilities when accessing the General Education curriculum. Core Content Connectors/Access Points reflect the core intent of the standards with reduced levels of complexity. (Refer to [State Board of Education Rule 6A-1.09414](#) for course descriptions).

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the

student's disability. As appropriate, the IEP should enable the parent(s) and student to be involved in determining how the student will be involved/progress in the general curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [[State Board of Education Rule 6A-6.03028\(3\)\(h\)2](#)]

The IEP Team must draft benchmarks and short-term objectives for students with disabilities who take the alternative assessments aligned to alternative achievement standards. The IEP Team has the discretion to also draft benchmarks and short-term objectives for other students with disabilities. [[State Board of Education Rule 6A-6.03028](#)]

The IEP may specify whether accommodations/modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. (Refer to [Student Education Policies and Procedures \(SP&P\)](#) for details.)

In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability are such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily. [[Student Education Policies and Procedures \(SP&P\)](#)]

The School shall establish procedures that provide the opportunity for one (1) or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will be attending.

Virtual Instruction

As a school of choice, it is understood how important it is to provide a variety of curriculum and instructional options for students. As such, virtual courses have been integrated into the curriculum that will be monitored and supported at the school center by teachers. These "on-site" virtual courses are all state approved and will provide students with multiple course options and

direct support and monitoring by the School's teachers. All virtual courses are fully and completely part of the School's educational program.

A complete list of virtual courses offered is available at the School. Since each course, traditional and virtual alike, are uniquely incorporated into our proven curriculum, virtual options are limited to the extensive list of courses. If you have any questions regarding virtual course offerings, you may contact the School.

Enrichment Opportunities

The School will provide multiple opportunities for advanced students to participate in enrichment activities. Students in middle school who are eligible can take advanced courses in which they will earn high school school credit. The possible courses offered and their perquisites are listed below.

Eligibility Criteria for High School Credit

EOC	Prerequisite
Algebra 1	FSA Math Level 4 or 5 (past two years)
Geometry	Algebra 1 EOC Level 4 or 5
Biology	FSA ELA and Math Level 4 or 5
U.S. History	FSA ELA Level 4 or 5

To accommodate learners that need enrichment, teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Specific strategies include, but are not limited to:

- Marzano's Thirteen High Probability instructional strategies

- Cross-curricular instruction and learning
- Multiple intelligences
- Project-based learning
- Cooperative learning

As a tool to support differentiation, the School will also utilize blending learning strategies that include:

- Opportunity to learn content that may not be offered in a traditional brick and mortar classroom (i.e. students can take a variety of world languages or electives to meet student interest).
- Unlimited access to work at the student's pace and time.
- Additional programs might be available for advanced (enrichment) academics through programs such as Cambridge International Examinations.

Whole-Grade and Midyear Promotion

The school will adhere to all statutory requirements regarding mid-year promotion for retained third grade students according to State Board Rule 6A-1.094222 Standards for Mid-Year Promotion of Retained Third Graders. In all other grade levels, students will progress according to the Student Progression Plan and will not promote mid-year or allow students to skip a year of instruction.

STATEWIDE ASSESSMENTS

Florida Standards Assessment and Florida Comprehensive Assessment Test (FCAT) 2.0

In accordance with [Florida Statute § 1008.22\(3\)&\(6\)](#) and [State Board of Education Rule 6A- 1.09422](#), all eligible elementary students in grades 3 and above must participate in all regular state and district assessments for accountability purposes, except as prescribed by the Commissioner of Education. The Florida Standards Assessment and FCAT 2.0 are the current statewide assessments.

End-of-Course Assessments

All elementary grade students enrolled in any of the courses that require an

End-of-Course (EOC) Assessment shall participate in the EOC Assessment administration that is specific to that course.

The following table from the FLDOE shows the assessment administered for each grade level and subject area, current as of 2014-2015:

Florida Standards Assessments (FSA)	
Assessment	Grade Level
FSA English Language Arts	3-11
FSA Mathematics	3-8
FSA End-of-Course Assessments	
Algebra 1, Geometry, Algebra 2	
Next Generation Sunshine State Standards (NGSSS) Assessments	
Assessment	Grade Level
FCAT Mathematics Retake and FCAT 2.0 Reading Retake	Retained 10-AD
FCAT 2.0 Science	5 and 8
NGSSS End-of-Course Assessments	
Algebra 1 Retake, Biology 1, Civics, Geometry Retake, U.S. History	

The Florida Alternate Assessment (FAA)

The FAA provides options to those students for whom participation in the Florida Standards Assessment (FSA) is not appropriate, even with accommodations, as identified in the student's Individualized Education Plan

(IEP). It is expected that only students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) will participate in the FAA.

NOTE: Each student who does not meet specific levels of performance in reading, writing, mathematics, and science for each grade level, as determined by the School and the Commissioner of Education on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. [[Florida Statute § 1008.25\(4\)\(a\)](#)]

OTHER ASSESSMENTS

Listed below are measurement tools that will be used for assessment purposes to monitor progress throughout the year. These are all used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on the FSA/FCAT 2.0. The listed assessment tools do not preclude the School from incorporating other measures that may be determined necessary to support the mission of the School.

- Benchmarks tests, which include three administrations in the areas of English/language arts, mathematics, and science. The Northwest Evaluation Association (NWEA) currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG).
 - NWEA MAP: tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
 - NWEA MAP for Science: Aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science disciplines. Administration of MAP for Science is required in grades 5 and 8, but the School will have the option of offering this assessment to other grade levels if necessary.

- **Common Assessments:** monthly assessments provided by the ESP which are created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to all schools in the network to monitor progress more frequently between benchmark assessments administered by NWEA.
- **Instructional Focus Plan (IFP) Assessments:** Tests aligned to specifications of Florida Standards and assessments that measure mastery of competencies within the GVC, given minimally every two weeks. IFP instruction and assessments match the skills and concepts each class needs to work on in order to reach mastery.
- **Weekly Standards-Based Assessments:** Formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. These can be teacher-created or from purchased resources and are used in all subjects.

ACCOMMODATION FOR SPECIAL PROGRAM STUDENTS

The following section specifies the accommodations requirements for Special Program students (i.e., ELLs and Students with Disabilities) when taking School/State assessments.

Accommodations for English Language Learners (ELLs)

ELLs must take all required State and District achievement tests unless they have an IEP, which indicates otherwise. However, active ELLs are eligible to receive accommodations during testing. Permissible accommodations may include:

- flexible setting;
- flexible scheduling (including additional time);
- State-approved Heritage Language Dictionary; and
- assistance in the Heritage Language.

In accordance with [State Board of Education Rule 6A-6.09091](#), ELLs must have

access to a State English-to-Heritage Language translation dictionary and/or Heritage Language-to-English translation dictionary, such as those made available to ELLs in instructional settings. When a student qualifies for both the ESOL and ESE programs, all appropriate accommodations listed on the IEP, as well as the ELL Plan must be offered. Parent(s) are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

Assessments for Students with Disabilities

The following section complies with [State Board of Education Rules 6A-1.0943](#), and [6A-1.09422\(12\)](#).

Absent an exemption, as stated earlier in this Plan, all students with disabilities, as defined by [Florida Statute § 1003.01\(3\)\(a\)](#) or [State Board of Education Rule 6A-19.001\(6\)](#), will participate in the statewide assessment program based on state standards, pursuant to [State Board of Education Rule 6A-1.09401](#), without accommodations unless:

- the Individual Educational Plan (IEP) Team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- the IEP Team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment.

Assessment Accommodations for Students with Disabilities The following section complies with [Florida Statute § 1003.01\(3\)\(a\)](#) and [State Board of Education Rules 6A-1.0943](#) and [6A-6.0331](#) as well as [School Board Policy 5.725; Exceptional Student Education Policies and Procedures \(SP&P\)](#).

Accommodations are authorized for any student who has been determined to be an eligible student with a disability and has a current IEP, or who has been determined to be a student with a disability under [State Board of Education Rule 6A-19.001\(6\)](#). The accommodations must be identified on the student's IEP or the plan developed under Section 504 of the Rehabilitation Act. Accommodations categories are defined as:

- adjustments to the presentation of the statewide assessment questions;

- methods of recording exam responses to the questions;
- scheduling for the administration of a statewide assessment to include the amount of time for administration;
- settings for administration of a statewide assessment; and/or
- the use of assistive technology/devices.

Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in this rule, allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.

Unique accommodations for use on a statewide assessment not outlined in the statewide assessment test administration manuals must be submitted to the Department of Education for approval by the Commissioner of Education. [[State Board of Education Rule 6A-1.0943\(3\)](#)]

The School is required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item. [[State Board of Education Rule 6A-1.0943\(3\)\(d\)](#)]

Participation in the Statewide Alternate Assessment

In accordance with [State Board of Education Rule 6A-1.0943\(4\)](#), the decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP Team and recorded on the IEP. Pursuant to [State Board of Education Rule 6A- 1.0943\(4\)](#), all of the following criteria must be met:

- the student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
- the student is participating in a curriculum based on the state standards access points for all academic areas; and

- the student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

Extraordinary Exemption for Students with Disabilities

In accordance with [Florida Statute § 1008.212](#), students with disabilities; extraordinary exemption, a student with a disability may be eligible for an exemption from participation in the statewide assessment. The School will adhere to all statutory requirements regarding exemption for Students with Disabilities.

National and International Education Comparisons

Pursuant to [Florida Statute § 1008.22 \(2\)](#), Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the Commissioner. The administration of such assessments shall be in addition to, and separate from, the administration of the statewide, standardized assessments.

PERFORMANCE LEVELS FOR STUDENT PROMOTION (READING, WRITING, MATHEMATICS, AND SCIENCE)

The School must define specific levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance will be used to identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement, as referenced in [Florida Statute § 1008.25\(6\)\(a\)](#). No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for Next Generation Sunshine State Standards (NGSSS) or Florida Standards. as set forth in [State Board of Education Rule 6A-1.09401](#).

Various indicators, including but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be used to determine performance levels. Each elementary school shall regularly assess the reading ability of each student in grades K-5.

Teacher Judgment for Promotion

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not believed to be indicative of daily classroom performance. Teacher judgment factors may include, but are not limited to the following:

- previous retentions;
- level of text at which student is independently successful;
- observations;
- checklists;
- student portfolios;
- classroom assessments; and/or
- current grades/marks.

K-5 STUDENT PERFORMANCE LEVEL CHARTS

The student performance level charts show identified performance levels as they relate to FSA ELA and Mathematics, as well as other assessments and indicators. As stated above, all grade levels can take into consideration multiple factors with regard to promotion and retention. This chart is a guide for teachers and administrators to appropriate target students who may be eligible for retention. The teacher, parent, MTSS, and principal will work together to ensure a plan is in place to prevent retention during the school year, but the ultimate decision for promotion or retention is made by the principal.

KINDERGARTEN

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Reading Running Records ²	E+	Promote
	NWEA	148+	
At Grade Level	Reading Running Records	D	Promote
	NWEA	138-147	
Below Grade Level (needs short-term intervention)	Reading Running Records	C	Promote with Progress Monitoring Plan
	NWEA	127-137	
Below Grade Level (needs intensive intervention)	Reading Running Records	Below C	Retention Considered
	NWEA	Less than 127	

FIRST GRADE

² If using an alternative equivalent assessment, utilize a CSUSA approved conversion chart to determine the appropriate correlated level.

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Reading Running Records	K+	Promote
	NWEA	166+	
At Grade Level	Reading Running Records	J	Promote
	NWEA	155-165	
Below Grade Level (needs short-term intervention)	Reading Running Records	I	Promote with Progress Monitoring Plan
	NWEA	142-154	
Below Grade Level (needs intensive intervention)	Reading Running Records	Below I	Retention Considered
	NWEA	Less than 142	

SECOND GRADE

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	516+	Promote
	NWEA	184+	
At Grade Level	Lexile Level	365-515	Promote
	NWEA	169-183	
Below Grade Level (needs short-term intervention)	Lexile Level	130-364	Promote with Progress Monitoring Plan
	NWEA	153-168	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 129	Retention Considered
	NWEA	Less than 153	

THIRD GRADE

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	710 +	Promote
	NWEA	198+	
	FSA Reading and Math	Level 4 or 5	
At Grade Level	Lexile Level	534-709	Promote
	NWEA	184-197	
	FSA Reading and Math	Level 3	
Below Grade Level (needs short-term intervention)	Lexile Level	355-533	Promote with Progress Monitoring Plan
	NWEA	168-183	
	FSA Reading and Math	Level 2	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 354	Retention Considered
	NWEA	Less than 168	

FSA Reading and Math	Level 1
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FOURTH GRADE

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	856+	Promote
	NWEA	207+	
	FSA Reading and Math	Level 4 or 5	
At Grade Level	Lexile Level	720-855	Promote
	NWEA	193-206	
	FSA Reading and Math	Level 3	
Below Grade Level (needs short-term intervention)	Lexile Level	508-719	Promote with Progress Monitoring Plan
	NWEA	178-192	
	FSA Reading and Math	Level 2	

Below Grade Level (needs intensive intervention)	Lexile Level	Less than 507	Retention Considered
	NWEA	Less than 178	
	FSA Reading and Math	Level 1	

FIFTH GRADE

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	975+	Promote
	NWEA	214+	
	FSA Reading and Math	Level 4 or 5	
At Grade Level	Lexile Level	836-974	Promote
	NWEA	201-213	
	FSA Reading and Math	Level 3	

Below Grade Level (needs short-term intervention)	Lexile Level	655-835	Promote with Progress Monitoring Plan
	NWEA	186-200	
	FSA Reading and Math	Level 2	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 654	Retention Considered
	NWEA	Less than 186	
	FSA Reading and Math	Level 1	

CREDIT REQUIREMENTS FOR MIDDLE SCHOOL PROGRESSION

Students must pass each semester with a grade of "D" or higher in both semesters in the following core subject areas to be promoted to 9th grade. The credit requirements are as follows:

English

Three middle school or higher courses³. (Six Semesters) These courses shall emphasize literature, composition and technical text.

Mathematics

Three middle school or higher courses in mathematics. (Six Semesters) Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.

³ This is the minimum requirement for promotion. The CSUSA model allows for two periods of ELA courses in the schedule to emphasize the importance of literacy.

To earn high school credit for Algebra 1, a middle school student must pass the Algebra 1 EOC assessment. The Algebra I EOC will count for 30% of the student's grade.

To earn high school credit for Geometry, a middle school student must take the Geometry EOC assessment. The Geometry EOC will count for 30% of the student's grade.

Science

Three middle school or higher courses. (Six Semesters)

Social Studies

Three courses (Six Semesters), one of which must include the study of State and Federal Government and Civic education. One of these courses must be at least one semester of a civics education course. The EOC for Civics counts as 30% of the student's academic grade for that course.

In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has successfully completed the course through a virtual school program or comparable computer-based program.
- Student has scored an acceptable level (3, 4, or 5 in Reading, Math or Science, Algebra I Geometry, or Civics) on subject related FCAT or EOC.
- Student has completed the course through a summer or tutorial program.
- Student is a transfer student demonstrating mastery as outlined in Statute 6A- 1.09942, State Uniform Transfer of Students in Middle Grades.
- Student has documented mastery of course requirements by receiving a grade of C or better on a final exam, semester exams, or an end-of-course exit exam.

Students completing eighth grade will be promoted to ninth grade following successful completion of the above requirements. Students will be retained in eighth grade if any of the above requirements are not met. If a student does

not pass a required core semester class in sixth, seventh or eighth grade, and does not meet one of the alternate documentation methods, parents will be notified that the student will not be eligible for promotion to high school and will be retained in 8th grade unless the courses are successfully completed through credit recovery options. The final decision regarding grade placement is the responsibility of the principal.

Electives will also be offered to middle school students in the areas of reading, art, music, world language, and others. Elective options will be determined based on teacher certification and student interest. Students that are participating in course recovery to meet promotion criteria may waive their elective course.

Middle schools students must have the equivalent of one class period per day of physical education for one semester of each year (225 minutes). Students in grade K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course
- The student's parent indicates in writing to the school that the parent requests the student be enrolled in another course from among the courses offered as options by the school district
- The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement

Students must complete one course with a career and education planning component. The course must be internet-based and customizable for each student. This research based class will assist students in identifying educational and career options as well as setting goals including an emphasis on entrepreneurship skills. The course may be taken during 6th, 7th or 8th grade. The course may be taught by any member of the instructional staff; must include career exploration. The course must result in the completion of a personalized academic and career plan and emphasize technology or the application of technology in career fields. The academic and career plan must be signed by the student and the student's parent.

For each year in which a student scores at Level 1 or 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required math course.

CREDIT REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Students entering grade nine as of 2014-2015 need to complete the requirements below from the Florida Department of Education in order to graduate. Students will be offered the 24 credit standard diploma option, as well as the Advanced International Certificate of Education (AICE) curriculum.

CREDIT REQUIREMENTS	
English Language Arts (ELA) – 4 credits	ELA I, II, III, IV ELA Honors, Advanced International Certification of Education (AICE) and/or Advanced Placement/AP courses may satisfy this requirement
Mathematics – 4 credits	Must include Algebra 1 and Geometry
Social Studies – 3 credits	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
Science – 3 credits	Must include Biology 1, and two equally rigorous science courses Two of three required credits must have a laboratory component
OTHER REQUIREMENTS	
	1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
	1 Credit Physical Education (to include the integration of health)
	8 Elective Credits
	1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale	

The School will offer courses made available by Florida Department of Education. The courses listed will be connected with course codes out of the Florida Department of Education course code directory as provided on their website at <http://www.fldoe.org/articulation/CCD/files/1415CCDBasic9-12.pdf>.

COURSE RECOVERY

Students in grades 6-12 may validate mastery of the content standards in the failed courses through the following options:

- Retaking the course through course recovery or participating in an on-line, competency-based course. The students will waive the right to an elective course and enroll in the appropriate remedial course(s).
- On-line competency based course in the summer on school grounds
- Repeating the course at the school during the elective period.

PROGRESS MONITORING PROGRESS MONITORING PLAN (PMP) PROCESS

The Progress Monitoring Plan was designed to provide students, parents, teachers, and administrators with specific academic intervention information for students who are performing below grade level in each grade. This is included as part of the RTI process. The PMP lists students' areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science. Each student performing below grade level must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area.

Student data will be compiled which identifies students below grade level in the School from benchmark data and individual student FSA and FCAT 2.0 scores. The data is generated in order to assist teachers in targeting students who need immediate remedial instruction. The benchmark test will be given within the first month of school so that individual student strengths and weaknesses can be identified quickly and a PMP generated in order to make sure classroom instruction is geared toward meeting the needs of every student. This allows students, parents, teachers, and administrators to re-evaluate individual student's academic achievement in a more time efficient manner. Recognizing areas of strengths and weaknesses in a timely manner is vital to ensure students have enough instructional time and practice to solidify their understanding before reassessment occurs. If a student should need multiple specialized plans, such as PMPs for reading intervention, Individual English Language Learner Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

Components to be included in the PMP are:

- Student assessment data
- Targeted interventions
- Frequency and setting of interventions
- Other information deemed necessary to track progress

The PMP is to be signed by the classroom teacher, parent, and administrator, as well as guidance counselor and ESOL designee or ESE teacher, as appropriate.

English Language Learners (ELLs) If a student has an ELL Plan, this Plan may include strategies and the student may not need a PMP. However, if the ELL Plan does not include the required strategies to remediate the student's deficiency, a PMP can be written. An ELL Plan can be amended to include the strategies so that a PMP would not be necessary.

Exceptional Student Education (ESE) Students The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires that the Individual Education Plan (IEP) for each child with a disability include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. If the student is not progressing toward IEP goals, the IEP Team shall convene to review the IEP. The student's IEP must address the student's priority educational needs including the student's below grade level performance. The IEP Team may consider a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

REMEDICATION AND RETENTION

This school has established a comprehensive program for student progression which must include specific levels of performance in reading, writing, mathematics, and science for each grade level, including the levels of performance on statewide assessments which a student must receive remediation, or be retained within an intensive program. This intensive program must be different from the previous year's program and must take into account the student's learning style. School personnel must use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

Remedial and supplemental (academic) instruction resources must be allocated to students based on student data and the needs of the school.

READING REMEDIATION

Any student in kindergarten through 3rd grade who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading instruction, immediately following the identification of the reading deficiency.

If a school is within the 100 lowest-performing elementary schools in the State, on the State Reading Assessment, the school must provide an additional hour of instruction beyond the normal school day for each day of the entire school year for intensive reading instruction for the students in the school. This additional hour of instruction must be provided only by teachers or reading specialists who are effective in teaching reading. Students with Level 5 assessment scores (on the Reading FCAT 2.0) may participate in the additional hour of instruction on an optional basis. [[Florida Statute § 1011.62\(1\)\(f\)\(2\)](#)]

K-3 READING DEFICIENCY AND PARENTAL NOTIFICATION

Pursuant to [Florida Statutes §§ 1002.20\(11\)](#) and [1008.25\(5\)\(c\)1](#), the parent(s) of any grade K-3 student who exhibits a deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten, 1st grade, 2nd grade, 3rd grade, or based on teacher observations, must be immediately notified in writing. In addition to informing the parents that their child has been identified as having a substantial deficiency in reading (per [Florida Statute § 1008.25\(5\)\(c\)](#)), the following information must be provided:

- a description, understandable to the parent(s), indicating the exact nature of the difficulty in learning and lack of achievement in reading [[Florida Statute § 1002.20\(11\)](#)];
- a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency ([Florida Statute § 1008.25\(5\)\(c\)3](#));

- a description of the current services that are provided to the student ([Florida Statute § 1008.25\(5\)\(c\)2](#));
- the School's specific criteria and policies for midyear promotion ([Florida Statute § 1008.25\(5\)\(c\)7](#));
- that if the child's reading deficiency is not remediated by the end of 3rd grade, the child must be retained unless he/she is exempt from mandatory retention for Good Cause;
- that the Florida Comprehensive Assessment Test, or new state mandated assessment, is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school in knowing when a child is reading at or above grade level and ready for grade promotion ([Florida Statute §1008.25\(5\)\(c\)6](#)); and
- strategies for parent(s) to use in helping their child succeed in reading proficiency. [Florida Statute § 1008.25\(5\)\(c\)4](#), the child must be retained unless he/she is exempt from mandatory retention for Good Cause, if the student's reading deficiency is not remediated by the end of 3rd grade. The parent(s) will be aware of and consulted in the development of the strategies and interventions of the PMP at the school. [[Florida Statute § 1008.25\(4\)\(b\)](#)]

MATHEMATICS REMEDIATION

Students in grades K-5 who are identified as being more than 6 months below grade level in kindergarten through 2nd grade, or Level 1 or Level 2 in grades 3-5, as indicated on the [Student Performance Level Charts](#), must receive remediation in one (1) of the following ways:

- remediation in a before or after school tutorial program;
- small group instruction, based on documented student deficiencies;
- one-on-one instruction, based on documented student deficiencies; and/or
- computer software programs that work on fluency in basic skills

INTENSIVE INSTRUCTION SERVICES FOR 3rd GRADE

Grade 3 students retained for reading must be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in 3rd Grade Summer School at the district. In accordance with [Florida Statute § 1008.25\(7\)\(b\)1](#), these services and supports include a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction, an additional thirty (30) minutes of daily intensive immediate intervention, and other strategies, which may include, but are not limited to the following:

- small group instruction;
- integration of science and social studies content within the ninety (90) minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- transition classes containing 3rd grade and 4th grade students; and/or
- extended school day, week, or year.

Third (3rd) grade students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [[Florida Statute § 1012.34](#)]

GOOD CAUSE EXEMPTION

In accordance with [Florida Statute § 1008.25\(6\)\(b\)](#), students in 3rd grade who score Level 1 on the FCAT 2.0 Reading **must** be retained unless exempted from retention for Good Cause as described in [State Board of Education Rule 6A-1.094221](#), which provides that students who score at Level 1 on the Grade 3 FCAT 2.0 Reading may be promoted to 4th grade, if designated Good Cause criteria is met.

Exemptions from Retention (3rd Grade Only)⁴

Florida Statute § 1008.25 addresses reading and requires remediation of deficiencies in grades K-3. If the student's reading deficiencies are not remedied by the end of 3rd grade, as demonstrated by scoring at Level 2 or higher on the statewide reading assessment for 3rd grade, the student must be retained. This statute specifies the conditions for granting exemptions for Good Cause. Good Cause Exemptions shall be limited to the following six (6) scenarios:

1. English Language Learners (ELLs) who have had less than two (2) years of instruction in English for Speakers of other Languages (ESOL) Program.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program (FCAT 2.0) is not appropriate, consistent with the requirement of State Board of Education Rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that he/she is reading on grade level as evidenced by demonstrating mastery of applicable state standards in reading, which is equal to at least a Level 2 on FCAT 2.0 Reading. (See *Good Cause Portfolio* below.)
5. Students with disabilities who participate in the FCAT 2.0 Reading and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading for more than two (2) years, but still demonstrates a deficiency and was previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade. (**NOTE:** This applies to students with disabilities who participate in the FCAT 2.0, but still demonstrate a deficiency in reading after more than two (2) years of intensive remediation, and were previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade.)
6. Students who have received intensive remediation in reading for two (2) or more years, but still demonstrate a deficiency and who were

⁴ The Good Cause Exemptions reference the reading assessment as FCAT 2.0. When the state of Florida updates the good cause exemptions to incorporate the new Florida Standards Assessment, the School will adhere to those exemptions accordingly.

previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade, for a total of two (2) years. A student may not be retained more than once in third grade.

Good Cause Portfolio (3rd Grade Only)

In accordance with [State Board of Education Rule 6A-1.094221\(3\)\(a-e\)](#), the student portfolio must meet the following criteria:

- be selected by the student's teacher;
- be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- include evidence that the benchmarks assessed by the Grade 3 FCAT 2.0 Reading benchmarks have been met. Evidence is to include multiple choice items and passages that are approximately sixty percent (60%) literary text and forty percent (40%) information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the School's adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards (NGSSS) or teacher assessments that are aligned with the NGSSS;
- be an organized collection of evidence of the student's mastery of the NGSSS Benchmarks for Language Arts that are assessed by the Grade 3 FCAT 2.0 Reading. For each benchmark, there must be at least three (3) examples of mastery as demonstrated by a score of seventy percent (70%) or above; and
- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Third (3rd) Grade Good Cause Exemption Documentation

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one (1) of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with [Florida Statute § 1008.25\(6\)\(c\)](#).

In the case of Good Cause Exemptions due to academic performance (mandatory retention at 3rd grade only), the teacher will complete the Third Grade Reading Assessment Portfolio Recording Sheet for each student ([Florida Statute § 1008.25\(6\)\(c\)\(1\)](#)). The school principal and district superintendent shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. In accordance with [Florida Statute § 1008.25\(6\)\(c\)2](#),

Mid-Year Promotion of Retained Third Grade Students

In accordance with [State Board of Education Rule 6A-1.094222](#) and district policy, students retained in 3rd grade that can demonstrate that he/she is a successful and independent reader and performing at or above grade level in reading and language arts may be promoted midyear. Midyear promotions should occur during the first semester of the academic year. Documentation for midyear promotion should include successful completion of portfolio elements that meet State/District criteria or satisfactory performance on a locally selected standardized assessment. [[Florida Statute § 1008.25\(7\)\(b\)3](#)]

A student portfolio (described above) that is used to document during-the-school-year promotion to grade 4 must have evidence of the student's mastery of 3rd grade Language Arts Florida Standards and beginning mastery of the 4th grade standards/benchmarks.

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs)

In accordance with [State Board of Education Rules 6A-6.0902](#), [6A-6.0903](#), and [6A-1.09432\(6\)](#), students identified as English Language Learners (ELLs) must meet the levels of performance indicated on the Student Progression Charts. Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. Retention of these ELL students requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score on any single assessment instrument. ELLs are required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved English for Speakers of Other Languages (ESOL)

Program for less than two (2) complete school years are exempt from having to demonstrate the standards in English. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

An ELL Committee must meet to determine whether an ELL should be retained. Adequate progress, as defined in the ELL Plan and at least one (1) other criterion, shall be used by the Committee as grounds for promotion. An ELL may be retained, if the ELL Committee determines that the student has not progressed satisfactorily according to his/her ELL Plan.

Active Section 504 Accommodation Plans

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the 504 Accommodation Plan. In addition, a parent must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan must meet the School's levels of performance in order to be promoted. Parent(s) must be notified if a student with a 504 Accommodation Plan is being considered for retention. The Team must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the Team determines that the below grade level performance is caused by the disability, the student's placement must be re-evaluated.

The re-evaluation must include a review of the student's: records, the intellectual and academic abilities, and other pertinent information provided by the teachers. Comprehensive documentation regarding student placement must be provided each time re-evaluation occurs.

If the Section 504 Team determines that the below grade level performance is not caused by the disability, the student is treated in the same manner as any General Education student.

Exceptional Student Education (ESE) Students

In order to be promoted to the next grade level, a student with a disability who is enrolled in an ESE program must meet the School's performance indicators for the grade level in which he or she is enrolled. The primary responsibility for determining each student's level of performance is that of the Special Program teacher and the General Education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered to determine if promotion requirements have been met may include the following:

- previous retention history;
- current goals and objectives on the student's IEP;
- social/emotional behavior;
- attendance;
- placement and a possible change in the current placement;
- grades; and/or
- current accommodations/modifications/services.

In accordance with [Florida Statute § 1008.25\(1\)](#), it is the responsibility of the School to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the IEP for each child with a disability must include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. The IDEA requires the School

District to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade-to-grade. Generally, a FAPE must be available to all children with disabilities residing in the State between the ages of three (3) and twenty-one (21), inclusive, including children with disabilities who have been suspended or expelled from school. [34 C.F.R. § 300.101(c) (1)] State law requires that ESE students who are included in the General Education curriculum must meet the School's and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with ESE course requirements and benchmarks.

State law prohibits social promotion for any public school student, including ESE students. Social promotion occurs when a student is promoted based on factors other than the student achieving School District and state levels of performance for student progression. The law mandates that "No student may be assigned to a grade level based solely on age or other factors that constitute social promotion." [Florida Statute § 1008.25(6)(a)]

This law includes specific Good Cause Exemptions to the state's promotion requirements. With specific reference to ESE students, the law exempts "Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule." [Florida Statute § 1008.25(6)(b)(2)]

ESE students must participate in statewide assessments, unless their current IEP indicates that participation in statewide assessments is not appropriate, consistent with applicable State Board of Education requirements. (Refer to Florida Statute § 1008.212 as to the extraordinary exemption that must be granted by the Education Commissioner to exempt the student from taking the assessment.)

Likewise, ESE students must meet the School's and/or state's performance standards, unless their current IEP specifies that they are unable to meet the grade level performance standards because of the following:

- A student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving the Next

Generation Sunshine State Standards (NGSSS), even with appropriate and allowable class work modifications.

- A student is unable to apply or use academic skills at a minimal competency level in the home or community. Each student's IEP must address the student's priority educational needs, including the student's below grade level performance. When an IEP Team determines that an ESE-eligible student is not progressing towards the goals of the IEP, the IEP Team shall be convened to review the IEP. Where appropriate, the IEP Team may recommend a Progress Monitoring Plan (PMP) to address a student's educational need(s) in reading, writing, mathematics, and/or science. In order to be promoted to the next grade level, a student with ESE students must meet the School's performance indicators for the grade level in which he or she is enrolled. An ESE student's Special Program teacher and the General Education teacher have primary responsibility for determining the student's present level of performance and achievement. In all cases, the IEP Team must work to reach consensus. A school principal may, upon recommendation of the student's instructional staff and consensus of the IEP Team, determine that a student has satisfied the School District's promotion requirements.

SUMMER READING ACADEMY

In accordance with [Florida Statute § 1008.25\(7\)\(a\)&\(7\)\(b\)](#), the purpose of the Third Grade Summer Reading Academy, provided by the local school district, is to provide extended instructional services and support to students who score Level 1 on Grade 3 Florida Comprehensive Assessment Test (FCAT) 2.0 Reading, by providing them with extended intensive interventions that must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Extended School Year (ESY) for Exceptional Student Education (ESE) Students

Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE student beyond the normal school year of the School District in accordance with the student's IEP. ESY services must meet State Educational Standards and are always at no cost to the

parent.

In accordance with [State Board of Education Rule 6A-6.03028\(3\)\(g\)\(11\)](#), at least annually, an IEP Team for each ESE student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The IEP Team will determine the goals and objectives using the current IEP and documentation of progress. ESY services may not be limited to particular categories of disability or unilaterally limit the type, amount, or duration of those services. An ESE student who fails a General Education course may attend a scheduled General Education summer school.

ELEMENTARY (K-5) STUDENTS

REPORTING STUDENT PROGRESS

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of a their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship, aligned with integrated character education, which measures student performance based on conduct, participation, and effort. Attendance reports will also be included, noting absences and tardies.

PARENT NOTIFICATION REQUIREMENTS

Parent(s) must be notified in writing of the District's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the District's promotion requirements.

All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.

School personnel will notify parent(s) in writing of student progression requirements within ~~five~~ two (2) months of school. The requirements may be included in the parent/student handbook or sent home in some other

written form. [[Florida Statute § 1008.25](#)]

The parent(s) of a student who is not making adequate progress will be notified in writing each marking period in the comment section of the student's report card. As outlined in [Florida Statute § 1008.25\(8\)\(a\)](#), an annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency:

FREQUENCY OF GRADE REPORTS/PROGRESS REPORTS

All students in grades K-5 will receive the Report Card at the end of each marking period. The Progress Report will be distributed to families at the mid-point of every quarter.

Parent(s) of students with disabilities enrolled in Exception Student Education (ESE) must also be informed of their child's progress toward his or her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive progress reports and report cards. A statement specifying the method and frequency of the progress of an ESE student with a disability is reported and included in the student's IEP.

GRADING SCALE

Academic Grades

Kindergarten through 2nd Grade

Scale: E, S, N, U

E = Excellent (90-100)

S = Satisfactory (75-90)

N = Needs Improvement (65-74)

U = Unacceptable (0-64)

Grades 3 – 12

Scale: A, B, C, D, F

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

*Note: Second grade teachers will see ESNU in the gradebook, but percentages are what appear on the student's report card.

Citizenship Grades

The Citizenship Grade is comprised of three personal development skills: conduct, effort, and participation.

Scale: E, S, N, U

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unacceptable



CSUSA Standard School Technology Plan (2014)

The following Standard School Technology Plan is a guideline to provide CSUSA schools with the tools, services and support necessary for success. The recommendations below do not imply strict adherence to these standards nor are CSUSA schools limited from going beyond these recommendations. Variations in school size, community interest, budgetary concerns and educational focus are taken into consideration when implementing technology in our schools. Regardless of school differences, the mission and vision remains the same.

Mission Statement:

The mission of CSUSA's Information Technology department for its schools is to leverage technology to:

- Enable the most efficient and effective means of facilitating student learning
- Enable CSUSA stakeholders to live, learn, and work successfully in an increasingly complex and information-rich society

CSUSA's Technology Vision:

- All CSUSA teachers have the training and support they need to use technology to enhance student learning
- All CSUSA stakeholders are technologically literate
- All CSUSA stakeholders have access to advanced/state of the art technology
- Effective software and online learning resources will be an integral part of every school's curricula
- Technology is used to communicate ideas and provide a network of support to and among all CSUSA stakeholders
- Technology is used to improve efficiency, increase manageability and reduce cost
- All CSUSA stakeholders use technology in a safe, legal, ethical and socially responsible manner

Connectivity

In order to have the connectivity necessary to operate in a safe and efficient manner, each CSUSA school will have the following:

- Internet access with sufficient upload and download bandwidth to support the school in both size and activity
- Phone service to support sufficient simultaneous calls in and out of the school

- An appropriate number of standard POTS lines to support faxes, alarms, elevator phones, etc. as needed
- A secure, high-speed connection to other CSUSA schools for communication, distribution and support needs
- Connection to District or sponsor systems as needed

Physical Network

The physical network consists of the internal wiring and essential equipment necessary for network-based services to operate. Although each school may require different physical layouts, CSUSA standards require the following:

- Category 6 (Cat-6) twisted pair wiring throughout the building to enable Gigabit Ethernet network traffic
- 802.11g/n-compatible wireless access points in sufficient quantity and appropriate locations to cover both area and bandwidth requirements
- Layer 2/3 Gigabit Ethernet switches to enable VoIP and network traffic at acceptable service levels
- Gigabit Ethernet connections between services and essential equipment
- Fiber optic connections between buildings and floors

Security

Security is vital in a school environment both for safety, privacy and compliancy. To accomplish these goals, CSUSA employs hardware-, software- and procedural-based security including the following:

- A closed TCP/IP-based network protected externally through a firewall
- Virtual local access networks (VLANs) to separate network traffic and avoid service interruptions
- Implementation of best practices to prevent unauthorized access to network equipment
- SSL encryption on CSUSA-based Internet services
- WPA2 encryption on all wireless access points
- Anti-virus/anti-malware software on all computers
- Content filtering to protect against inappropriate access
- Individual accounts with passwords
- Network-based permissions assigned to individuals and/or groups
- Computer- and network-based configurations to minimize alterations that could lead to security compromises and/or loss of functionality
- Limited access to network equipment and servers
- Security cameras throughout the school with recording and search capabilities
- Visitor screening and pass equipment or services located in the front office
- Strict policies and procedures on accessing accounts and information

In addition to the above, all staff, students and parents are subject to CSUSA's Computer System and Internet Policy. This policy outlines access restrictions, acceptable use and consequences of violating the policy. This policy is part of CSUSA's Employee Handbook and part of a student's registration packet and is a requirement of employment or enrollment in a CSUSA-operated school or corporate office.

Communication

Communication is essential to normal operation of a school and critical in emergencies. CSUSA provides multiple methods for communication within and outside of the classroom. Among these are the following:

- Voice over IP (VoIP) phone system to simplify wiring infrastructure, minimize utility needs and expenses and provide remote manageability
- PA system, intercom and/or phone system in every classroom, office and other gathering areas to allow for school-wide announcements and communication to the main office
- Callout system or service to alert parents and/or staff of important or emergency information
- Method to create and distribute internal video broadcasts throughout the school
- Access to CSUSA authorized Student Information System (SIS)
- A custom school website

Network-Based Tools and Services

An internal network provides the infrastructure necessary to allow all users to access resources and services required to perform standard business and instructional activities. Each school runs a stand-alone school-based network following CSUSA's standard network configuration. This configuration is the result of many years of onsite experience at the school level in addition to best practices for manageability and support and includes functionality such as the following:

- File management including access to public and private folders for storage and security of data
- Print management to enable printing network-based printers and/or copiers
- Scripting to facilitate access to resources
- Security permissions to prevent access to unauthorized resources or to permit access to shared resources

While CSUSA employs a standard design for internal networks, each school is unique in the applications and services that are used. Those applications and services are implemented in a standard way to maintain manageability and support.

To establish a local network, one or more servers are required. These servers incorporate the necessary resources and capabilities required to operate a local network and provide

room for expansion. In addition, manageability features such as redundancy and rapid on-site support warranties avoid or eliminate unscheduled interruptions in service.

Business Tools

CSUSA provides all staff and student computers with access to standard business tools. CSUSA aims to standardize software versions, provide cross platforms to reduce support costs and enable users to easily move from one system to another. Free and open-source software is used where feasible. Some of the typical business tools provided are the following:

- CSUSA's authorized SIS to provide tools for various school needs
- Microsoft Office-compatible office productivity suite including applications for word processing, presentations and spreadsheets
- Application supporting reading writing and/or reading of Adobe PDF formatted documents
- Web-based email for standard business communication to enable platform independence and reduce training
- Standard browser plug-ins and stand alone applications to provide access to common multimedia formats

Educational Tools and Services

Although educational tools and services are individual to each school, CSUSA schools will typically use a common set of tools and services that have been proven to be effective. In addition, schools within a region may have common tools and services provided by a District, state or sponsor. CSUSA's IT Department is charged with providing recommendations and support for all such educational tools and services in order to ensure success.

Standardized Testing

As more state standardized tests are becoming computer-based, it is essential that schools have computer equipment that meets testing requirements and in sufficient numbers to accommodate simultaneous testing. Typically student classroom computers, media center and/or mobile computing lab equipment will be repurposed during these testing periods, as necessary, to minimize inventory and costs while providing this essential need.

In addition to the number of testing-approved devices, sufficient bandwidth must be available for successful testing. There are several factors for sufficient bandwidth including total Internet bandwidth, wireless coverage and wireless density. There are many methods to address these issues, depending on the connectivity of devices, location and equipment availability.

Classroom Equipment

Classrooms are the primary focus of school technology and to a large degree determine the infrastructure needs of the school. CSUSA promotes the use of technology in the classroom through versatile and interactive equipment in combination with valuable content and services. A standard CSUSA classroom typically contains the following:

- 1 teacher laptop to provide full and mobile access to resources and services
- 1 multimedia display with interactive capabilities sufficiently large enough for a classroom setting
- 1 document camera for display of physical documents and items
- A minimum of 4 student computers to provide sufficient access to resources and services for small groups or a minimum of 7 for online textbooks and curriculum
- Headphones with microphone for all student computers
- Multimedia stations for small groups to enhance reading comprehension (for primary grades)
- Access to printing in a convenient but cost-effective and supportable manner
- A system with sufficient access for all students in the class to provide instant feedback for teachers.
- Public Announcement (PA) system
- In-room phone and voicemail to allow parent/teacher communication
- Access to in-house and external video feeds

Teacher Workroom

A dedicated teacher workroom provides space for teachers to work outside of the classroom, collaborate with peers and access resources without disrupting class. Teacher workrooms typically include:

- Multiple teacher stations with power for laptop use
- Networked printers and/or copiers for printing capabilities

Computer Lab Equipment

The primary function of a computer lab is to provide all students in the classroom with their own computer. For this reason, each computer lab requires additional infrastructure in place, such as additional power, data and air conditioning to support equipment. Full computer labs are the preference for middle and high school grade levels. Typical to a computer lab is the following:

- 1 teacher laptop to provide full and mobile access to resources and services
- 30 student desktops to provide full access to resources and services with sufficient power, storage capacity and usability needed for a wider variety of specialized software not typically available in classrooms
- Headphones for all student computers

- 1 multimedia display with interactive capabilities
- 1 document camera for display of physical documents and items
- Access to a dedicated workgroup-class printer to provide convenience and durability
- Screen and application sharing software to allow teachers to display one or more student computers to the class and/or allow for monitoring

Mobile Computer Labs

Mobile computer labs provide schools with the ability to provide classrooms with a computer for each child without the need to utilize the computer lab itself. The number of mobile labs is dependent on the school with the recommendation that one mobile lab is present for each standard computer lab. A mobile lab is the preference for elementary grade levels. A typical mobile lab will include the following:

- 25-30 laptops or portable computers
- A cart with sufficient storage and recharging capabilities with consideration for ease of use to minimize time to load and unload
- A dedicated wireless access point is preferred to provide sufficient dedicated bandwidth for online activity and testing

Media Center Equipment

Media centers are typically a hybrid of a traditional library and a small computer lab. As such, the infrastructure needs of a media center are similar to computer labs but are geared for individual research and presentations rather than instruction. Media centers will typically have the following:

- 1 media specialist desktop to provide full access to research materials and services while usable for significant online reading
- 6-12 student desktops to provide access to research materials and services while usable for significant online reading
- Headphones and microphones for all student computers
- Access to a dedicated workgroup-class color printer to provide convenience and durability
- Projector, screen and sound system to enable presentations to small to medium sized groups
- Library system equipment and/or services, as necessary

Multimedia Production Room

The multimedia production room houses the necessary equipment for TV and internet-based creation, editing and distribution consisting of one or more computers, cameras and various software titles.

- Digital camera for school events

- Workstation with enough memory to provide video editing
- Multiple large monitors to allow multiple video feeds
- Video Transmission hardware to every classroom
- Cable/Satellite receivers for TV reception

Multi-Purpose Room Equipment

Besides providing a space for students to eat, cafeterias are often used for medium and large group presentations. To accommodate this, special presentation equipment is required to provide sufficient capabilities to larger groups. In addition, require equipment for processing of meal service payments. Typical multi-purpose room equipment includes:

- High quality projector for picture size, quality and brightness requirements in a large room with connection capability for TV, cable, satellite, DVD and/or computer and Internet access
- Large screen that is motorized or manually hidden from view during normal meal service operation
- Sound system that covers the entire area and includes sufficient microphone capabilities
- Lunch system equipment, as necessary

Administration and Office Staff Equipment

Staff members, whether located in the front office or in an individual office located elsewhere in the building will typically be provided the following:

- 1 desktop computer per staff member to provide full access to resources and services while usable for significant online operation and reading
- Access to shared workgroup-class printers or copiers for convenient and high capacity printing needs
- Access to shared color workgroup-class printers or copier for convenient and high capacity printing needs for front office staff

Exceptions to this are for key positions such as Principal, Assistant Principal, Deans and Business Administrators who are typically provided the following:

- 1 laptop to provide full and mobile access to resources and services
- 1 tablet computer to provide mobile access to resources (for Principals, Assistant Principals and Business Administrators)
- 1 dedicated individual printer or multifunction printer (for business administrators/office managers) for convenience and privacy

Personal Electronic Devices

Charter Schools USA recognizes that staff and students wish to bring their own electronic devices on campus. CSUSA is currently developing a BYOD (Bring Your Own Device) Policy to enable staff and students to utilize those devices to further the educational experience. We are working with various groups to establish this policy to ensure that such devices can be accommodated while meeting the legal and logistical requirements of operating a school.

Deployment

Equipment deployment is performed with experienced and skilled CSUSA technicians. Installations and configurations are coordinated to have minimal disruption to the standard operation of a school. Deployments are arranged according to each situation and may involve staged or partial rollouts as necessary.

Professional Development and Training

Schools USA is committed to providing training and instruction to ensure that provided equipment, software and/or services can be used effectively. The methods of such training, such as a train-the-trainer model or online videos, will depend on several factors including complexity, timeframe required, budget available, customer experience, among others. It is critical that such training is available in a timely manner, whether that is prior to the start of the school year, prior to a scheduled roll-out or as new employees come on board. Proper and timely training can improve efficiency and/or quality as well as reduce stress and avoid wasted resources of idle equipment. Evaluation of training further improves results by identifying potential areas for improvement, which can then be applied to future training.

In addition to standard training, continued professional development increases the effectiveness of staff in utilizing new equipment, software, services or procedures to increase educational outcomes. CSUSA encourages and supports the administrative staff at each school in seeking out and incorporating professional development as a routine. The methods to do so are subject to each school's administration, budget, education and technology vision.

Disaster Prevention and Recovery

CSUSA is aware that any technology can fail. To combat this possibility, CSUSA utilizes a combination of hardware, software, services and procedures to guard against data loss. Among the techniques and process utilized for disaster prevention and recovery are:

- High-quality equipment for reliability
- Sufficient warranties for rapid replacement of critical equipment
- Internet- and network-based services to reduce likelihood of local data loss

- Offsite and routine backups of key information
- Written documentation of data recovery procedures and equipment configurations
- Uninterrupted Power Supplies (UPS) on key equipment
- Surge protection on all computer equipment

Technology Refresh

Computer equipment is expected to be in service for a number of years. It is therefore important that such equipment is both durable and has sufficient warranties to repair issues for the entire lifespan of the equipment. It is also critical that equipment be replaced in a timely manner.

CSUSA recommends the following typical lifespan for equipment:

Desktops:	3-4 years
Laptops:	2-3 years
Tablet Computers:	3-4 years (estimated)
Servers:	3-4 years
Switches:	4-5 years
Interactive whiteboards:	5-6 years
Projectors:	3-4 years
Document Cameras:	3-4 years

Technology refresh cycles ensure that equipment is still viable. In addition, a set technology refresh cycle allows for budgets to be normalized to guard against spikes for large-scale purchases and avoid, as much as possible, the unexpected expenses of equipment failure for old equipment. Steps should be made to provide similar equipment to all schools during a refresh cycle.

Technology is to be replaced in the least disruptive way possible, usually during breaks during the school year. Older equipment is redeployed where possible and equipment taken out of service is properly logged and prepared for disposal using government standard data procedures.

Funding and Budget

Fiscal responsibility is a key component of long-term success and Charter Schools USA maintains this as one of its core values. In addition to a multi-year budget, CSUSA prepares an annual technology budget, in collaboration with school administration, education and finance representatives and other stakeholders. This budget includes hardware, software, services, licenses and maintenance and support costs for both new acquisitions and current items to meet the educational and operational needs of the school. The budget is subject to fiscal constraints and long-term costs are factored into decisions. Budgets are not finalized until approval of the appropriate Board or authorizer.

Funding is not unlimited, of course, and alternative funding sources are used to supplement the budget. Charter Schools USA actively pursues funding through grants, fundraising, donations and other sources. Additionally, CSUSA participates in the E-rate program, providing significant discounts to eligible technology equipment and services. Such funding frequently requires additional oversight, documentation and compliancy.

Vendors

CSUSA utilizes only established and reputable vendors for equipment and services. Vendor selection is done through a Request for Proposal (RFP) and/or vendor selection criteria matrix that includes critical factors such as company reputation, ability to fully deliver on time and that will extend necessary credit. The number of vendors used is kept to a minimum to maintain manageability and accountability. This, in combination with the purchasing power of multiple schools, allows CSUSA to realize significant savings in equipment and services to benefit all schools. In addition to these savings, CSUSA strives to achieve cost benefits through value-added services, such as pre-imaged equipment, which reduce expenses associated with deployment and configuration. These extra services allow large-scale installations to take place rapidly with minimal disruption.

Support

CSUSA provides support to all schools to maintain the infrastructure, provide and maintain business and instructional tools and address current and future needs. One or more of the following are used to provide this support:

- CSUSA's online Help Desk that provides staff with access to support at any time
- Onsite support to provide customers with individual service and address issues that cannot be resolved remotely
- Remote software to enable technicians to rapidly assist from off-site locations or to provide support to multiple customers at once
- Content filter reporting to monitor network performance as well as provide insight to potential issues
- Network performance monitoring tools to ensure optimal network operation and troubleshoot issues
- Documentation on common applications, questions and procedures
- Support monitoring and planning to proactively mitigate potential support issues

Evaluation and Adjustments to the Technology Plan

Technology is dynamic and new trends in technology or education can drastically change the recommendations outlined in this Plan. To ensure that resources are used effectively and efficiently, this Plan is re-evaluated on an annual basis by various school- and corporate-level stakeholders. The review includes feedback on industry trends, curriculum support needs, utilization and effectiveness evaluation results and support demand in addition to pilot program results, Principal recommendations and other information. Adjustments are made to the plan to eliminate unnecessary or ineffective technology and updated to include new requirements or recommendations. As a result, the latest Technology Plan incorporates the latest information and thinking.

Charter Schools USA

Charter Schools USA continues to grow and new schools are added each year. All newly approved schools will be covered under this Plan and subsequent updates in addition to any applicable Technology Plan approved by the District approving the charter or hosted District.



Broward County 2015-2016 Sample School Year Calendar

July 27-August 6	New Teacher Induction
August 7	Summit
August 10-14	Returning Teacher Orientation
August 17	First Day for Students
September 7	Labor Day - Schools Closed
September 24	Teacher Professional Development Day/ Student Holiday
October 22	End 1st Quarter
October 23	Teacher Professional Development Day/ Student Holiday
October 26	Begin 2nd Quarter
November 3	Teacher Professional Development Day/ Student Holiday
November 11	Veterans Day - Schools Closed
November 25 - 27	Thanksgiving Break - Schools Closed
December 18	Teacher Professional Development Day/Student Holiday
Dec 22 - Jan 2	Winter Break - Schools Closed
January 15	End 2nd Quarter
January 18	Martin Luther King, Jr. Day - Schools Closed
January 19	Begin 3rd Quarter
February 15	Presidents' Day - Schools Closed
March 17	End 3rd Quarter
March 18	Teacher Professional Development Day/ Student Holiday
March 21 - 25	Spring Break - Schools Closed
March 28	Begin 4th Quarter
April 1	Teacher Professional Development Day/ Student Holiday
May 30	Memorial Day - Schools Closed
June 2	Last Day for Students
June 3	Teacher Professional Development Day/GVC Workshop

Total Days: 180

THE Code Book

FOR STUDENT CONDUCT



Broward County Public Schools
2013-2016

FALSE ADDRESS CAN LEAD TO ARREST

IMPORTANT NOTICE TO PARENTS

SUBJECT: RESIDENCY

Your child has the right to attend school in the boundary in which you, the parent, reside. It is the responsibility of the parent to provide proper and accurate documentation to the school to prove residency. **The school shall have the right to verify any information that is provided to them.**

Submission of Fraudulent Documentation

In accordance with School Board Policy 5.1, any parent who submits fraudulent documentation to register a student gives cause for such student ***to be withdrawn immediately*** and referred for enrollment in the appropriate boundaried school.

False Information

Florida Statute 837.06 states: “whoever knowingly makes a false statement in writing with intent to mislead a public servant in the performance of his or her official duty **shall be guilty of a misdemeanor of the second degree, punishable by law.**” Additionally, a person who knowingly makes a false declaration under penalties of perjury is **guilty of the crime of perjury by false written declaration, a felony of the third degree** under Florida Statute 92.525 and will be reported to the State’s Attorney’s office.

Potential Loss of Homestead Exemption

Florida Statute 196.031 requires that you reside on the property qualifying for Homestead Exemption.

Renting Homestead Exemption Property

Florida Statute 196.061 states that the rental of all or substantially all of a dwelling previously claimed to be a homestead for tax purposes shall constitute the abandonment of such dwelling as a homestead. **Homestead Exemption may be lost.**

Please review this book with your students so that your family is aware of what is and is not appropriate in school, during school-sponsored activities and on school bus transportaion.

IMPORTANT THINGS TO DO

Since *parent(s) can be held responsible for the actions of their children, it is important that they are aware of the rules and the consequences if their students break the rules. However, parents also have the right to advocate for their children. Therefore, the school system must have proof that every student and every parent has had a chance to read this Code for Student Conduct.

1. The Acknowledgement Form on page viii of this Code for Student Conduct book must be signed and returned within 3 days of receipt of the form. Your signature does not mean you agree or disagree with the rules, but rather that you have reviewed the electronic book and know the rules. A copy of the Acknowledgement Form is provided on page xv of this booklet and should be retained for your records.
2. Choose your options for Media Release on page ix. You must select one option in Section A and another option in Section B. If you do not choose an option in either section, you will default to allow the school to photograph your child, videotape your child, or for your child to be interviewed by the news media or the School District for school and district purposes.
3. Parents of students in any grade level (or independent students 18 or over) may opt out of (prevent) having any or all directory information provided to certain outside agencies as well as for certain uses within their child's school or school district (for example, information published in yearbooks and school programs).

To request that directory information is not disclosed to specific entities, please complete the Opt-Out Notification Form on page x and return it to your school.

4. For 11th and 12th grade students who do not wish to share directory information with armed services/military recruiters and/or postsecondary educational institutions, complete the opt-out section on page xi and submit the form to the principal within 10 days from the date of enrollment.
5. The District's Discipline Matrix assigns specific consequences for violating the rules of the Code for Student Conduct and is part of the school's discipline plan. A copy is now located in Appendix A of this booklet. Please review the Discipline Matrix with your child. For more information on the matrix, talk with a school administrator.

**Whenever the term "parent" is used, it also refers to either or both parents, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of a parent.*



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301-3125 • TEL 754-321-2600 • FAX 754-321-2701

ROBERT W. RUNCIE
Superintendent of Schools

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Welcome to the New School Year!

Dear Students and Parents:

As your Superintendent, I am dedicated to working with the staff, parents and community to meeting the educational needs of all students in a safe learning environment.

The *Code of Student Conduct*, Policy 5.8, provides specific information regarding the rules that all students are expected to adhere to, as well as consequences for violations of the policy set forth in this document. The *Code of Student Conduct* policy addresses expectations for all students in terms of consistent and timely attendance, respect for people and property, appropriate dress, technology usage, student publications, student activities, student records and the right to appeal, including grievance procedures. Please review all information in the *Code of Student Conduct* policy carefully and together discuss the consequences of violating the rules.

The *Code of Student Conduct*, Policy 5.8 will be distributed electronically. Students and parents are required to sign a statement indicating that they have received their *Code of Student Conduct* booklet, are aware of the explanation of rules it provides in policy, and have selected their options for media and directory information release.

It is important for you to review the *Code of Student Conduct*, Policy 5.8 annually because it incorporates changes from previous versions. A list of substantive changes can be found on page vi. You may view the *Code of Student Conduct* under School Board Policies on the District website (www.browardschools.com). You may also view the Code of Student Conduct video on BECON television and on the District's website. Schools will provide parents and students with the program schedule.

I hope you experience a fulfilling, engaging and safe school year as we strive to continue educating today's students for tomorrow's world.

Sincerely,

Robert W. Runcie
Superintendent

RWR/MVP/ACN/NS:gd



Need Help?

2-1-1 offers:

- Information about services
- Referrals
- Live help in any language, 24 hours a day
- Free, confidential, anonymous services
- Every call answered by a trained, degreed counselor
- Emotional support
- Crisis/suicide intervention

Dial 2-1-1 for help with:

- Food/Shelter
- Job Assistance
- Healthcare
- Childcare
- Substance Abuse
- Special Needs
- Teen issues
- Domestic Violence
- Depression
- Disaster-related issues

2-1-1: Your First Call for Help!

2-1-1 Speciality Service Helplines

Homeless Helpline 954-563-HELP (4357)

Gateway to accessing homeless services in Broward County.

Special Needs Connections 2-1-1 or 954-537-0211

Helps parents, caregivers, and professionals who serve children with disabilities.
www.211specialneeds.org

TeenSpace 211 2-1-1 or 954-567-TEEN (8336)

Safe, anonymous helpline for youth. Help provided by live counselors, audio tapes at 954-390-0490 and an interactive website at www.teenspace211.org

Behavioral Health INFOLine 954-396-INFO (4636)

Frontdoor entry to child and adolescent mental health services or substance abuse.

Touchline for Seniors 954-390-0485

Free, daily reassurance calls to seniors age 60 or over who live alone.

TTY 954-390-0942



www.211-broward.org

Dial 2-1-1 or (954) 537-0211

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Haitian-Creole Règleman sou Kondwit Elèv disponib an kreyòl nan lekò-la.

Spanish El Código de Conducta de Estudiantes está a su disposición en español, en la escuela.

Portuguese O Código de Conduta do Estudante encontra-se disponível em português, em sua escola.



Summary of Changes 2013-2014

Grades K-5 Video

Grades 6-12 Video

- Additional forms:
Authorization for Medication/Treatment & Health Screenings Parent Opt Out Form
- Addition:
Guiding Principles for students, parents, teachers, administrators, additional school-based staff and district staff
- Clarification:
Parents of adult students shall continue to perform parental functions for the dependent student
- Revision:
College/university campus visits/tours are considered excused absences
- Addition:
Inclusion of the District's Social Media Guidelines
- Revision:
Language regarding disclosure of student directory information
- Addition:
Language for parents regarding notification of the Protection of Pupil Rights Amendment (PPRA)
- Revision:
Sale, attempted sale and/or transmittal of authorized or unauthorized over-the-counter medications shall receive a consequence per the Discipline Matrix
- Revision:
Elementary and Secondary Level Discipline Matrices





Acknowledgment

This booklet lists the District's rules in Policy 5.8, for students in Broward County Public Schools. The rules apply to all activities occurring on school grounds, on other sites being used for school activities, and on any vehicles authorized to transport students. Your signature below does not indicate that you agree or disagree with the rules, **but rather that you have reviewed the electronic copy of these rules** (www.BrowardSchools.com/index.asp). Return this form to school within 3 days from the first day of school or from the date of enrollment.

Parents need to be involved in the education of their children and have the responsibility to:

- Know that for school safety, schools are not required to provide supervision more than 30 minutes prior to the official starting time, nor are they required to provide supervision for more than 30 minutes after the official closing time (F.S. 1003.31 (2)).
- Know that for school safety, for students who ride a school bus, drivers are NOT permitted to let students off the bus except at the designated stop.
- Provide the school with the names of current emergency contact person(s) and/or telephone numbers on an annual basis and when there are changes.
- Notify the school of anything that may affect their child's ability to learn, to attend school regularly, or to take part in school activities.
- Be aware that medicine must be administered in accordance with SB Policy 6305, as may be amended, and that consequences for transmittal and/or sale or attempted sale of over-the-counter medications and possession and/or use of unauthorized medications can be found in SB Policy 5006. SB Policy 6305 outlines the rules regarding over-the-counter and prescription drugs and SB Policy 5006 outlines the consequences for violating those rules. You may view the complete health and suspension and/or expulsion policies, as well as all School Board policies, on the Web at: www.Broward.k12.fl.us/sbbcpolicies.
- Be aware that parents have rights with regard to the privacy and confidentiality of student records that are maintained by schools as defined in Section VIII of this booklet.
- Neither the School Board of Broward County nor its employees will be held liable for items that are prohibited and are lost, stolen, or confiscated; or for wireless communication devices or other personal technology that is lost, stolen, or confiscated.
- Be aware that confiscated items not claimed by the end of the school year will be donated to local charities.
- Recognize that they are responsible for their student's behavior on the way to and from school and at the bus stop. A safe and respectful learning environment is key to academic achievement; therefore any student's off campus actions that seriously affect a student's ability to learn or a staff member's ability to teach may be handled as a disciplinary infraction. For serious incidents that occur at bus stops and/or that are not on School Board property, parents should contact law enforcement directly. For bullying incidents (see bullying definition, Section II), school officials should be notified and will investigate and/or provide assistance and intervention, as the principal/designee deems appropriate, which may include the use of the School Resource Officer.
- Ensure their child demonstrates legal, ethical and responsible use of technology including networks, digital tools, the Internet, and software, as defined in Section IV of this booklet.
- Parents will continue to maintain responsibility for students who reach the age of majority, (18 years or older), for all educational and discipline purposes, with exceptions as provided by statute.

Student Name (PRINT)

Student Signature

Parent Signature

Date

Media Release Form 2013/2014 School Year

As a parent of a student in Broward County Public Schools, I understand that my student may be photographed, videotaped or interviewed by the news media or by the School District to promote Broward County Public Schools. I understand that pictures and interviews may be used on the District's Web site, in School District publications, external publications and electronic media, as indicated below.

You Must Mark a Choice in Both Section A and Section B



Section A

Please Check Choice #1 or Choice #2
(If no choice is marked, then it will default to Choice #1.)

1. I WILL permit my student to be photographed, filmed or interviewed by the news media or by the School District to promote Broward County Public Schools.
2. I WILL NOT permit my student to be photographed, filmed or interviewed by the news media or by the School District to promote Broward County Public Schools.

Section B

Please Check Choice #1 or Choice #2
(If no choice is marked, then it will default to Choice #1.)

1. I WILL permit my student to be photographed, videotaped or interviewed for school publications, such as school yearbooks, school newspapers, class pictures, or other school communications tools. I understand the District is required to release this information if requested by the media or other members of the public (i.e., public records requests).
2. I WILL NOT permit my student to be photographed, videotaped or interviewed for school publications, such as school yearbooks, school newspapers, class pictures, or other school communications tools. I understand my student will not be included in school publications, such as school yearbooks, school newspapers, class pictures or other school communications tools.

_____	_____	_____
Student Name (PRINT)	Student Signature	Date
_____	_____	_____
Parent Name (PRINT)	Parent Signature	Date

FERPA Opt-Out Notification Form 2013/2014 School Year (All Grades)

ATTENTION! Checking items below will prevent the selected information from appearing in school publications, including, but not limited to, the yearbook, even if you select the "I Will" option on the Media Release Form.

Note: Checking "Student's Name" below will also prevent the student's photograph from appearing in the yearbook.



Directory information is personally identifiable information that would not generally be considered harmful or an invasion of privacy if disclosed. Pursuant to the Family Educational Rights and Privacy Act (FERPA), the School Board of Broward County, Florida may disclose in its discretion directory information of a student in any grade level, without prior consent only to (a) colleges, universities or other institutions of higher education in which the student is enrolled, may seek enrollment or may be recruited, (b) for school publications, instructional materials and other school communication tools (including, but not limited to, yearbooks, athletic programs, graduation programs, recruitment brochures, theatrical programs and websites), and/or (c) agencies that provide food, shelter or clothing to students and their families, as determined by District Family Counselors, District Guidance Counselors and District Social Workers.

Parents/guardians of students in any grade level, or eligible students (those over the age of 18, emancipated, or attending a postsecondary institution), may opt out of having any or all of the following types of directory information disclosed by indicating, with a check mark (√), those items NOT TO BE DISCLOSED:

- | | | |
|---|---|---|
| <input type="checkbox"/> Student's Name | <input type="checkbox"/> Residential Address | <input type="checkbox"/> Awards Received |
| <input type="checkbox"/> Telephone Number | <input type="checkbox"/> Date Of Birth | <input type="checkbox"/> Place Of Birth |
| <input type="checkbox"/> Major Field Of Study | <input type="checkbox"/> School-Sponsored Activities And Sports | <input type="checkbox"/> Height and Weight Of Athletic Team Members |
| <input type="checkbox"/> Dates Of School Attendance | <input type="checkbox"/> Degrees Received | <input type="checkbox"/> Name Of The Most Recent School Or Program Attended |

NOTE: This form must be completed and submitted to the school on an annual basis regardless of whether any of the above items were checked or not, WITHIN 10 DAYS FROM THE FIRST DAY OF SCHOOL or from the date of enrollment if a student enrolls after the start of each school year.

Student Name _____

School _____

Parent/Guardian/Eligible Student's Name (Print) _____

Parent/Guardian/Eligible Student's Signature _____

Date _____

(NCLB) Opt-Out Form - 11th & 12th Grades 2013/2014 School Year

Pursuant to the No Child Left Behind Act (NCLB), the School Board of Broward County, Florida may disclose student name, address, and telephone number without prior consent to armed services/military institutions for recruitment purposes and to postsecondary educational institutions (colleges, universities, and institutions of higher education), when requested.

However, parents/guardians and eligible students (those over the age of 18) may opt out of having this information disclosed by indicating their choice below.

Information disclosed to armed services/military recruiters:



1. _____ I WILL permit the limited directory information listed above to be disclosed to armed services/military recruiters.
2. _____ I WILL NOT permit the limited directory information listed above to be disclosed to armed services/military recruiters without my prior permission.

Information disclosed to postsecondary institutions:

1. _____ I WILL permit the limited directory information listed above to be disclosed to postsecondary institutions.
2. _____ I WILL NOT permit the limited directory information listed above to be disclosed to postsecondary institutions without my prior permission.

NOTE: This form must be completed and submitted to the principal on an annual basis, regardless of the chosen option, **WITHIN 10 DAYS FROM THE FIRST DAY OF SCHOOL** or from the date of enrollment if a student enrolls after the start of each school year.

In addition to this form, all 11th and 12th grade students must also complete the FERPA Opt Out Notification Form/All Grades provided in the Code for Student Conduct.

Student Name _____

High School _____

Parent/Guardian/Eligible Student's Name (Print) _____

Parent/Guardian/Eligible Student's Signature _____

Date _____

AUTHORIZATION FOR MEDICATION
Prescription or Over-the-Counter Medication

Student's Name: _____ **Date of Birth:** _____ **Grade:** _____
School: _____ **Phone #:** _____ **Fax#:** _____

Allergies: _____
Diagnosis: _____

MEDICATION	DOSAGE & ROUTE	FREQUENCY	SPECIFIC TIMES	SPECIAL INSTRUCTIONS/ SIDE EFFECTS

List any emergency precautions / health emergencies that should be anticipated for this student; e.g. allergy triggers, diabetic reactions, etc.) : _____

There are no extraordinary emergency medical services available at school. Since only CPR and first aid are available until 911 arrives, is this adequate for student survival? YES NO, IF "NO", specify:

 Physician's Name (Printed)

 Physician's Signature

 Physician's Telephone & Fax Numbers

 Physician's Office Address

 Date Completed

 This information will be obtained by School Board District Personnel

PARENTAL PERMISSION FOR MEDICATION
 (TO BE COMPLETED BY THE STUDENT'S PARENT / GUARDIAN)

Student's Name: _____ **Date of Birth:** _____ **Grade:** _____

I grant the principal or his/her designee the permission to assist or perform the administration of each medication to or for my child during the school day, including when he/she is away from school property for official school events. If my child has been authorized by his/her physician to self-administer their medication(s), I grant permission for my child to self-administer their medication at school and when they are away from school property for official school events. In the event that my child is unable to self-administer their medication, I give permission for the principal/designee to perform the administration of the prescribed medication.

NOTE:

- **Medications must be supplied in the original container.** Ask the pharmacist to divide the medication into two completely labeled containers, providing one for home and one for school.
- Only medications authorized by a physician may be administered by school personnel.
- It is your responsibility to notify the school when there is a change in medication regimen.

 Parent/Guardian Name (Printed)

 Signature of Parent/Guardian

 Date Signed

 Home Phone Number

 Work/Cell Phone Number (Include Ext. if any)

AUTHORIZATION FOR TREATMENT

Student's Name: _____ **Date of Birth:** _____ **Grade:** _____
School: _____ **Phone #:** _____ **Fax#:** _____

Diagnosis: _____ **Allergies:** _____

TREATMENTS DURING SCHOOL HOURS

Treatment Plan: _____

PROCEDURE	TYPE	MEDS / FEEDING AMOUNT	FREQUENCY SPECIFIC TIMES	RATE / FLOW
Catheterization				
Feedings	<input type="checkbox"/> G-Tube <input type="checkbox"/> J-Tube <input type="checkbox"/> NG-Tube <input type="checkbox"/> Special _____			
Suctioning	<input type="checkbox"/> Oropharynx <input type="checkbox"/> Tracheostomy <input type="checkbox"/> Deep <input type="checkbox"/> Surface			
Tracheostomy	<input type="checkbox"/> Tube Replacement <input type="checkbox"/> Care (Cleaning)			
CPT				
Oxygen /Misting				
Ventilator				
Nebulizer Tx				
Pulse Oximeter				

Are any of the above procedures required for emergency care? YES NO, IF "YES", specify:

List any procedures the student has been trained to perform _____

List any limitations / precautionary measures that should be considered; e.g. physical education, outdoor activities, transporting, lifting, moving, special devices / equipment: _____

List any emergency precautions / health emergencies that should be anticipated for this student; e.g. allergy triggers, diabetic reactions, etc.): _____

There are no extraordinary emergency medical services available at school. Since only CPR and first aid are available until 911 arrives, is this adequate for student survival? YES NO, IF "NO", specify:

Physician's Name (Printed)

Physician's Signature

Physician's Telephone & Fax Numbers

Physician's Office Address

Date Completed

 This information will be obtained by School Board District Personnel

PARENTAL PERMISSION FOR TREATMENT
 (TO BE COMPLETED BY THE STUDENT'S PARENT / GUARDIAN)

Student's Name: _____ **Date of Birth:** _____ **Grade:** _____

I grant the principal or his/her designee the permission to assist or perform the administration of each treatment/procedure to or for my child during the school day, including when he/she is away from school property for official school events. If my child has been authorized by his/her physician to self-administer their medication(s), I grant permission for my child to self-administer their treatment at school and when they are away from school property for official school events. In the event that my child is unable to self-administer their treatment, I give permission for the principal/designee to perform the administration of the prescribed treatment. **NOTE: Only treatments authorized by a physician may be administered by school personnel. It is your responsibility to notify the school when there is a change in treatment regimen.**

 Parent/Guardian Name (Printed)

 Signature of Parent/Guardian

 Date Signed

 Home Phone Number

 Work/Cell Phone Number (Include Ext. if any)

Health Screenings - Parent Opt-Out Form (Grades K, 1, 3 and 6) 2013/2014 School Year

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Health Education Services, 600 SE 3 Avenue, 9th Floor, Ft. Lauderdale, FL 33301
Phone: 754-321-2272

The School Health Services Program provides health screening to public school students in K, 1, 3 and 6 Grades, as mandated in Florida Statue 381.0056(7)(d). The screenings include vision, hearing, height and weight - BMI, and Scoliosis. They are offered in an effort to decrease health barriers to learning and may be performed individually or in groups. Parents or guardians have the right to opt their child out of the screenings.

If you **DO NOT** want your child to receive one or more of the screenings, please check the appropriate box below and return this form to your **child's school** WITHIN **10 DAYS FROM THE FIRST DAY OF SCHOOL** or from the date of enrollment if a student enrolls after the start of each school year.

Student's Name: _____ Sex: _____

School: _____ Grade: _____

DO NOT SCREEN:

- Vision (Grades K, 1, 3 and 6)**
- Hearing (Grades K, 1 and 6)**
- Height and Weight - BMI (Grades 1, 3 and 6)**
- Scoliosis (Grade 6)**

Parent's Name (Print): _____

Parent's Signature: _____

Date: _____



Acknowledgment

This booklet lists the District's rules in Policy 5.8, for students in Broward County Public Schools. The rules apply to all activities occurring on school grounds, on other sites being used for school activities, and on any vehicles authorized to transport students. Your signature below does not indicate that you agree or disagree with the rules, **but rather that you have reviewed the electronic copy of these rules** (www.BrowardSchools.com/index.asp). Return this form to school within 3 days from the first day of school or from the date of enrollment.

Parents need to be involved in the education of their children and have the responsibility to:

- Know that for school safety, schools are not required to provide supervision more than 30 minutes prior to the official starting time, nor are they required to provide supervision for more than 30 minutes after the official closing time (F.S. 1003.31 (2)).
- Know that for school safety, for students who ride a school bus, drivers are NOT permitted to let students off the bus except at the designated stop.
- Provide the school with the names of current emergency contact person(s) and/or telephone numbers on an annual basis and when there are changes.
- Notify the school of anything that may affect their child's ability to learn, to attend school regularly, or to take part in school activities.
- Be aware that medicine must be administered in accordance with SB Policy 6305, as may be amended, and that consequences for transmittal and/or sale or attempted sale of over-the-counter medications and possession and/or use of unauthorized medications can be found in SB Policy 5006. SB Policy 6305 outlines the rules regarding over-the-counter and prescription drugs and SB Policy 5006 outlines the consequences for violating those rules. You may view the complete health and suspension and/or expulsion policies, as well as all School Board policies, on the Web at: www.Broward.k12.fl.us/sbbcpolicies.
- Be aware that parents have rights with regard to the privacy and confidentiality of student records that are maintained by schools as defined in Section VIII of this booklet.
- Neither the School Board of Broward County nor its employees will be held liable for items that are prohibited and are lost, stolen, or confiscated; or for wireless communication devices or other personal technology that is lost, stolen, or confiscated.
- Be aware that confiscated items not claimed by the end of the school year will be donated to local charities.
- Recognize that they are responsible for their student's behavior on the way to and from school and at the bus stop. A safe and respectful learning environment is key to academic achievement; therefore any student's off campus actions that seriously affect a student's ability to learn or a staff member's ability to teach may be handled as a disciplinary infraction. For serious incidents that occur at bus stops and/or that are not on School Board property, parents should contact law enforcement directly. For bullying incidents (see bullying definition, Section II), school officials should be notified and will investigate and/or provide assistance and intervention, as the principal/designee deems appropriate, which may include the use of the School Resource Officer.
- Ensure their child demonstrates legal, ethical and responsible use of technology including networks, digital tools, the Internet, and software, as defined in Section IV of this booklet.
- Parents will continue to maintain responsibility for students who reach the age of majority, (18 years or older), for all educational and discipline purposes, with exceptions as provided by statute.

Student Name (PRINT)

Student Signature

Parent Signature

Date

Preface – Guiding Principles

Policy 5.8: Code for Student Conduct
Adopted 7/23/13

Broward County Public Schools firmly believes a positive school culture promotes equal educational opportunity and establishes the framework for a safe learning environment. The Code for Student Conduct is comprised of a set of policies, rules, and laws by which order is established and maintained for the benefit of all. Discipline within a school must have the qualities of objectivity, consistency and equity. It is the responsibility of all school personnel, students, parents, external stakeholders and the greater community to ensure the school environment encourages a climate conducive to learning.

The Code for Student Conduct is intended to be an instructive policy based on interventions and supports for students. However, when consequences are warranted, they shall be implemented based on a system of progressive discipline. Minor infractions and first offenses have less serious consequences than major infractions and repeat offenses. Factors such as age, grade level, social, emotional and intellectual development, and overall student rights and responsibilities shall also be considered. Disciplinary issues will be resolved by every means possible prior to exclusion from school. Equitable and reasonable procedures will be followed to assure students of their rights.

Broward County Public Schools expects all stakeholders to demonstrate mutual respect for the rights of others. It is expected that all involved in teaching and learning fully accept their responsibilities to model and practice the Character Traits - Responsibility, Citizenship, Kindness, Honesty, Self-Control, Tolerance, Respect and Cooperation.

Stakeholders' responsibilities are outlined below.

Responsibility of Students

- Attend school daily, be prepared for class and complete assignments to the best of their abilities
- Follow the Code for Student Conduct and school-based rules
- Model and practice the expected behaviors and character traits
- Notify school staff about any dangerous behavior, bullying or activity that occurs on school grounds, or off school grounds when it may result in disruption to the educational setting
- Accept and respect individual differences and people
- Bring only those materials to school that are allowed
- Keep parents informed of school-related issues and ensure communications are brought home

Responsibility of Parents/Guardians

- Read the Code for Student Conduct
- Make sure your child attends school regularly and on time
- Notify the school of absences or tardiness in a timely manner
- Monitor your child's academic and behavioral progress
- Talk with your child about school and behavioral expectations
- Visit your child's school, as necessary
- Play an active role and support your child's educational experience
- Be a positive role model and practice the expected behaviors and character traits
- Teach your child to respect the rights and property of others

Responsibility of Teachers

- Use well-planned, creative and engaging instructional plans daily
- Teach and review the Code for Student Conduct, as necessary
- Set expectations, teach, model and reinforce positive behavior

- Provide students with meaningful and relevant feedback on their behavioral and academic progress
- Use appropriate classroom management strategies to maintain the learning environment
- Maintain a safe and orderly classroom by using prevention and intervention strategies
- Provide corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct
- Use professional judgment to prevent minor incidents from escalating
- Keep parents informed of student academic progress and behavior through regular communication
- Support and cooperate in implementing opportunities for parents to participate in their child's education
- Request additional training and staff development as needed
- Refer students in need of additional support to the Collaborative Problem-Solving Team

Responsibility of Administrators

- Distribute the Code for Student Conduct to students, parents and school personnel
- Maintain a safe and orderly school by using prevention and intervention strategies
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment
- Define, teach, model, reinforce and support appropriate student behaviors to maintain a positive school environment
- Provide students with meaningful and relevant positive feedback on their behavioral and academic progress
- Implement the Code for Student Conduct in a fair, equitable and consistent manner
- Expand the adoption and implementation of alternatives to suspension at the school
- Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents in a timely manner
- Use professional judgment to prevent minor incidents from escalating
- Identify appropriate training and resources as needed to implement positive behavior interventions and supports
- Provide meaningful opportunities for parent participation and involvement

Responsibility of Additional School-based Staff

- Maintain a safe and orderly school environment by modeling and supporting appropriate student behaviors
- Provide students with meaningful and relevant positive feedback on their behavioral progress
- Provide appropriate corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment
- Use professional judgment to prevent minor incidents from escalating

Responsibility of District Staff

- Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals
- Protect the legal rights of school staff, principals, students and parents
- Provide appropriate training and resources to implement a positive school culture and behavior interventions
- Utilize individual school discipline data to identify and allocate professional development services for school administrators and staff
- Assist parents who are unable to resolve issues at the school-level
- Expand the adoption and implementation of alternatives to suspension across the District

Stakeholders are collaborative partners in education and each plays an important role in the commitment to educating all students to reach their highest potential.

Section A

In order for teaching and learning to take place, a safe and secure school environment is essential. This policy provides specific information on the rules that all students are expected to adhere to, as well as consequences for violations of these rules. The rules apply to all activities occurring on the grounds or other sites being used for such activities and on any vehicle authorized to transport students to and from school, and other activities and various school functions. The School Board is not responsible for students, their conduct and activities, when attending non-school sponsored activities.

Section B

Florida law supports the active involvement of parents until the student graduates from school (F.S. 743.07, 1003.26, 1003.21). It is presumed that students are dependent students (as defined by FERPA 34 C.F.R §99.31(a)(8) and by Internal Revenue Code §152). Parents will be notified that when a student reaches the age of majority (18 years of age), the parent shall continue to perform the parental functions of a dependent student, including, but not limited to, provide excusal of absences and tardiness, permission slips for early release, field trips, other activities, as necessary, and to register or terminate (withdraw) school enrollment, until the student graduates, except under the following circumstances:

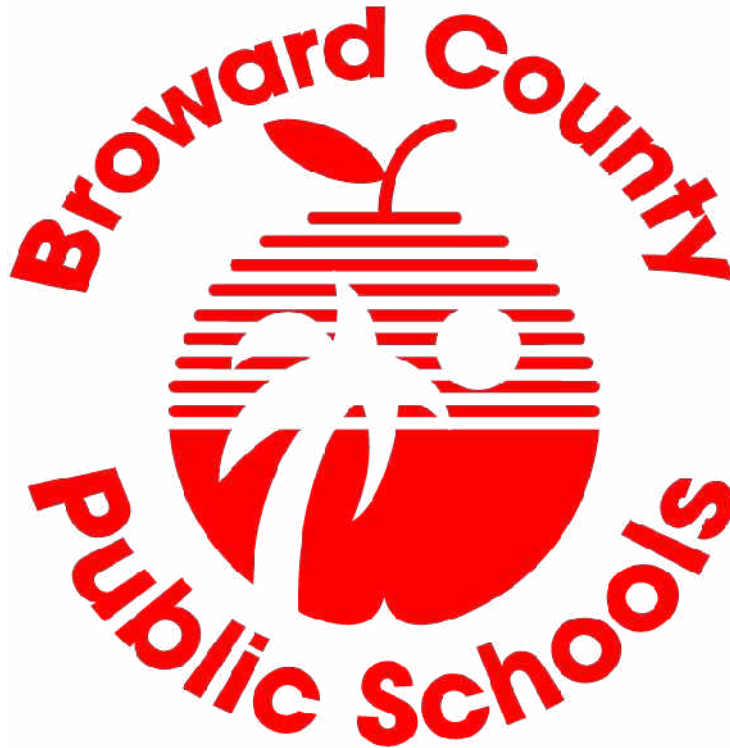
- (1) The student has been emancipated in compliance with Florida laws (F.S. 743.015) which provides the procedures for a court to remove the “disabilities of nonage” upon the filing of the appropriate papers and making the appropriate showing to the court.
- (2) When the student has no parent and this fact is verified by the school administrator (e.g., by communications with relatives, the Homeless Education Program, or the Florida Department of Children and Families, as is appropriate).
- (3) The student has submitted specific and acceptable documentation (such as rental agreement, lease, etc.) to establish that he or she is independent of his/her parents and that the presumption of dependency does not apply to him or her.



SECTION I

The parent of a child of compulsory school age is responsible for the child's daily school attendance (F.S. 1003.24). School staff, parents, students, and appropriate state agencies are expected to work together to ensure that laws are obeyed including, but not limited to, referral to the state designated agency for possible court action for extended absence or truancy (F.S. 1003.27). SB Policy 5.5 outlines the rules that apply to attendance and attendance procedures. You may view this policy and all School Board policies on the Web at: www.Broward.k12.fl.us/sbbcpolicies. Florida law supports the active involvement of parents until the student graduates from school (F.S. 743.07, 1003.26, 1003.21). This serves as notice to the parent, that when a student reaches the age of majority (18 years of age) the parent shall continue to perform the parental functions of a dependent student, including, but not limited to, provide reasons for absences and tardiness, permission slips for early release, field trips, other activities, as necessary, and to register or terminate (withdraw) school enrollment, until the student graduates.

A student's presence in class is required to maximize the attainment of instructional objectives. For students who demonstrate patterns of non-attendance, interventions may be recommended.



Rights

Students have a right to know how the District defines and handles excused absences, unexcused absences, and tardiness. The District's Discipline Matrix that assigns specific consequences for misbehavior is part of the school's discipline plan. The Discipline Matrix, attached hereto as Appendix A, is hereby made part of this Code for Student Conduct. The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the Matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances.

Students have a right to make-up work they missed during an excused absence or suspension.

Students who are married, are parents, or are expectant mothers have a right to remain in the regular school program or to attend a special program designed to meet their needs.

Students have a right to be protected from exposure to communicable diseases and infestations when in school.

Rule

The School Board of Broward County, Florida stresses the importance that all students attend school regularly and remain in school until they graduate from high school. However, "a child who attains the age of 16 years [or age specified by state statute, whichever is older] during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the child files a formal declaration of intent to terminate school enrollment with the District's School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce earning potential and must be signed by the child and the child's parent. The school district must notify the child's parent of receipt of the child's declaration of intent to terminate school enrollment" (F.S. 1003.21). Declaration of Intent Forms are available at each school's administration office. Also be aware that students who drop out of school are not eligible to receive a driver's license or driver's permit or will have their license or permit revoked.

NON-ATTENDANCE AND EARLY SIGNS OF TRUANCY

IT IS IMPORTANT TO BE IN SCHOOL EVERY DAY. If your child is not in school, he or she MAY BE showing early signs of truancy through a pattern of non-attendance (SB Policy 5.5).

WHAT IS A PATTERN OF NON-ATTENDANCE?

A student may be establishing a pattern of non-attendance when:

- 1) He or she has an accumulation of tardiness, early sign outs, and/or absences (excused and unexcused) that exceed 5 days in one marking period or 10 days in 2 marking periods; or
- 2) He or she is absent and unexcused 5 days in 30 calendar days or 10 days in 90 calendar days (F.S. 1003.26 (b)).

Responsibilities

Students have a responsibility to attend all classes.

Students have a responsibility to be on time for school and all classes.

Students have a responsibility to ask their parents to notify the school when they are absent.

Students have a responsibility to ask teachers for, and to complete, make-up assignments.

Students have a responsibility to get medical advice and/or counseling about how to adjust their schooling for marriage, pregnancy, and parenthood.

Students having or suspected of having a communicable disease are not allowed to attend school. In order to return to school, parents must obtain a doctor's note stating that the student is no longer contagious. Chickenpox is the only infectious disease that does not require a doctor's note.

However, a student does establish a pattern of non-attendance when he or she has an accumulation of 15 unexcused absences within 90 calendar days, with or without a parent's knowledge (habitual truant) (F.S. 1003.01 (8)).

Parents and students may verify absences at any time at school or at home by contacting the school or by accessing electronic attendance records through Virtual Counselor.

If after an accumulation of absences as noted above, the principal and/or his designee determines that the reasons for time out of school are invalid, the principal/designee shall refer the student to the Collaborative Problem Solving Team to determine if early patterns of truancy are developing and provide appropriate interventions (F.S. 1003.26 (1)(b)), and/or the State Attorney's Office will be notified due to non-compliance with compulsory school attendance laws. However, if the principal and/or his designee determine that the reasons for the absences are valid and there are no early signs of truancy, the parent must provide a note (to be kept on file at the school) that provides the reasons for those absences. No further action will be taken.

ABSENCE REPORTS

Absences may be reported by telephone or written note. The report must come from a parent and give the date(s) of the absence(s) and the reason for the absence(s). Parents **MUST** report these absences within two (2) days, although school principals **MAY** make exceptions in cases of need. School staff members have a legal right to ask for a written medical excuse.

For High School Only, absences for shared-time students must be reported to both schools.

For Elementary Only, the Broward Truancy Intervention Program (BTIP) is a joint partnership program of the Broward State Attorney's Office and the School Board of Broward County. The program is designed to prevent excessive absences through parent notification and accountability, school interventions, and daily monitoring of attendance. Parents are expected to communicate with school personnel regarding absences. Parents who do not comply are referred to the State Attorney's Office for failure to comply with F.S. 1003.27 which provides that a parent commits a misdemeanor of the second degree, punishable as provided by law, if the parent refuses or fails to have a child attend school regularly or refuses to participate in meetings concerning the child's truancy.

EXCUSED ABSENCES

Students must be in school. However, when it is necessary to be out of school, absences may be excused for one of the reasons listed below. (Students on field trips, in internal in-school suspension, or attending alternative-to-suspension programs are not considered absent.) **Parents must report the absence the day before, the day of, or within 2 school days following the absence, or the absence will be considered unexcused.** Any absence is unexcused until the school receives a telephone call or a note to excuse the absence. **A reason for the absence must be provided and absences can only be excused for one of the eight School Board allowed reasons for absences.** Some situations will require written documentation from a private physician or public health unit. Excused absences include:

1. Illness. Students who expect to miss at least 15 consecutive school days due to illness, a medical condition, or for social/emotional reasons, or who would miss excessive days intermittently throughout the school year for the same reasons and could benefit from instruction, should obtain a copy of the Hospital/Homebound referral packet from the Hospital/Homebound contact person at their school.
2. Illness of an immediate family member.
3. Death in the family.
4. Religious holidays of the student's specific faith.

5. Required court appearance or subpoena by a law enforcement agency.
6. Special event. Examples of special events include important public functions, conferences, state/national competitions, college/university campus tour/visit as well as exceptional cases of family need.
7. Scheduled doctor or dentist appointments.
8. Students having or suspected of having a communicable disease or infestation that can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (F.S. 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies. Students are allowed a maximum of five (5) days excused absence for each infestation of head lice.

UNEXCUSED ABSENCES

It is the responsibility of the school principal to ensure that parents are contacted after each unexcused absence and to ensure that there are specific, appropriate consequences/interventions as a result of each unexcused absence. Parents may receive letters to inform them of their student's unexcused absences. These letters are generated from official attendance records.

1. Absences are excused only for the reasons previously listed. If absences are not excused, as defined in the previous section, the absences are considered unexcused. This does not apply to suspensions.
2. Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until the certificate is provided or a waiver is obtained. Students who receive the first shot in a series of immunizations but who are late obtaining subsequent shots will be given 3 days grace period after which they will be excluded from school and the resulting absences will be considered unexcused.
3. **For Secondary Only**, students 14-18 years of age who drop out of school or who have 15 unexcused absences within 90 calendar days and have a driver's license or driver's permit will have their driving privileges suspended by the Division of Highway Safety and Motor Vehicles or will not be issued a license or permit if they apply for one. Additional information about procedures and waivers is available from school administration or guidance offices.

SUSPENSIONS

1. Students who have been assigned an out-of-school suspension and choose not to participate at the alternative-to-suspension site will be considered suspended.
2. Students who have been assigned an out-of-school suspension and do not attend all of the assigned days in the alternative-to-suspension site, those days that they do not attend will be considered suspended.

MAKE-UP WORK

1. Make-up work for credit and grade is allowed for all excused absences.
2. Students have two (2) class days to make-up the work for each class day of an excused absence, **not including the day of return**. However, previously assigned work is due the day of return. These deadlines may be extended by the principal for extenuating circumstances.

3. **Middle School Students:** Make-up work for credit and grade is allowed for all absences due to the statutory promotion requirements to high school and the impact on course recovery.
4. **For Secondary Only,** when class work is not completed for a marking period due to excused absences, a grade of “I” may be given. Students must complete the work prior to the end of the next marking period and may earn a grade to replace the “I.” In extenuating circumstances, the principal has the authority to extend the deadline. But in most cases, when these deadlines are not met, the “I” changes to an “F” and may cause a semester course failure. If and when the class is repeated and students earn a grade, the “I” or the “F” will not be counted in computing grade point averages.
5. **For Secondary Only,** when a semester exam is not completed, a grade of “I” is given. If students are absent on an exam day, the exam must be made up in order for credit to be given. For each semester exam day students are absent, they will have two (2) days to make-up the exam, not including the day of return. These deadlines may be extended by the principal for extenuating circumstances.
6. **Suspensions:** Make-up work for credit and grade is allowed. It is the student’s responsibility to get the missed work. All work is due on the day of return from the suspension. Student is NOT allowed to participate in any school activities during the suspension period. Students who are assigned in-school suspension are expected to be in school. These students must complete assignments and turn in work daily.

For students who are not offered the option to attend an alternative-to-suspension site, specific homework assignments will be provided (F.S. 1003.01). These absences will be considered suspensions.

TARDINESS

Tardiness is disruptive to the learning environment and can have a negative impact on student achievement. Tardiness may also count toward establishing a pattern of non-attendance that may indicate early signs of truancy. A pattern of non-attendance may be established by an accumulation of tardiness, absences (excused and unexcused), and early sign outs that exceed five (5) days in a marking period or ten (10) days in two (2) marking periods.

1. A tardy is excused for the same reasons that an absence is excused. Excused absences/tardiness include: illness, illness of an immediate family member, death in the family, religious holidays of the student’s faith, required court appearance or subpoena by a law enforcement agency, special event, scheduled doctor or dentist appointments, or communicable disease. In extenuating circumstances, principals and/or their designee may also excuse a tardy for reasons other than those stated if documentation is provided. Parents must follow the same process to excuse a tardy as they do to excuse an absence.
2. Tardiness is defined as a student not being in the classroom when classes are scheduled to begin. A student who has an excused tardy (note or telephone call) should report directly to class after first checking in at the designated check-in area of the school.
3. Excessive tardiness will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.
4. Tardiness to any class without documentation may be considered unexcused.

EARLY SIGN OUTS

When students are signed out early on an ongoing basis, their academic performance may be negatively impacted. The school system strongly encourages parents to ensure their student is in school for the full school day every day. Signing out early may count toward establishing a pattern of non-attendance that may indicate early signs of truancy. A pattern of non-attendance may be

established by an accumulation of tardiness, absences (excused and unexcused), and early sign outs that exceeds five (5) days in a marking period or ten (10) days in two (2) marking periods.

1. All schools will establish procedures for early release that ensure that all students are treated consistently.
2. Students shall not be released within the final 30 minutes of the school day unless the principal/designee determines that it is an emergency or the student has a medical/dental appointment that cannot be reasonably scheduled at another time.
3. Excessive early sign outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.



Renaissance Charter High School of West Broward
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**SECTION
III**

Character education is woven into the policies and procedures of Broward County Public Schools. Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control, Tolerance, and Cooperation are the foundation of this Code for Student Conduct.

Rights

Students have the right to be treated with respect and honesty.

Students have the right to privacy.

Students have the right to a safe and orderly school.

Responsibilities

Students have the responsibility to demonstrate the character education traits.

Students have the responsibility to treat others with respect and honesty.

Students have the responsibility to respect the rights of others.

Students have the responsibility to treat school property and the property of others with respect and to act in a way that does not interfere with the rights of others and is not harmful to the health and safety of others.

Students have the responsibility to provide information on any potentially dangerous situations to a staff member or through one of the anonymous tip lines provided by the school system (see the BrowardSchools.com website).

Rule

It is important for students to know their rights and responsibilities, which include obeying teachers and all other school employees, obeying each individual rule as defined by the school, and obeying bus drivers. Students are expected to honor their responsibilities and behave in ways that respect the rights of all. Consequences for unacceptable behaviors are found in the Discipline Matrix - see Appendix A.

EXPECTED BEHAVIORS

- Treat others with respect and honesty
- Prepare for class by bringing paper, pencil, pen, books, and other needed supplies
- Complete all class work and homework
- Use class time properly
- Take home and return necessary forms
- Follow rules and regulations, including those for field trips
- Take care of and return all textbooks, library books, or other school-owned materials loaned to them
- Act responsibly on campus, on buses, on field trips, and at all school-sponsored events, regardless of location
- Wear properly fitted safety-rated helmets when riding a bicycle. Law enforcement officers may issue traffic citations and assess fines to riders under age 16 who do not comply (F.S. 316.2065)
- Secondary students must wear identification (ID) badges, if the school has the infrastructure and/or funding in place to require ID badges and the school's handbook specifies the rules and consequences for ID badges

UNACCEPTABLE BEHAVIORS LEADING TO DISCIPLINARY ACTION**ATTENDANCE INCIDENTS**

- Leaving class or school without permission
- Not attending school (truancy)
- Being tardy excessively
- Skipping class
- Out of assigned area

RULE VIOLATION INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Violating the dress code
- Taking, possessing, displaying, distributing, and/or transmitting pictures using a camera telephone during the school day.

Note: Use of a camera telephone may result in additional consequences (beyond confiscation) if used to take pictures that are pornographic or obscene or to break rules or laws

- Littering

DISRUPTIVE INCIDENTS (INCLUDING BUT NOT LIMITED TO)

- Disturbing the class or school by: being disrespectful or rude, refusing to obey any staff member, failing to follow classroom rules, running in the halls, throwing objects, possessing or igniting fireworks or firearms, fighting, gambling, or bringing distracting items to school. Examples of distracting items include, but are not limited to: skateboards, scooters, in-line skates/roller blades/heelies (sneakers with wheels), toys, playing cards, games, cigarette lighters, radios, audio recorders, or laser pointers/pens and other laser devices
- Sole possession of a wireless communication device is not a violation of the Code for Student Conduct. However, the possession of a wireless communication device which disrupts the educational process; the use of a wireless communication device during school hours; except as indicated below; the use of a wireless communication device on school buses in the absence of an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay); and the possession or use of a cellular telephone (other than text messaging that does not disrupt the bus driver), would be a violation of the Code for Student Conduct, subjecting violators to progressive discipline.

[Note: School Board employees will not be held liable for wireless communication devices that are lost, stolen, or confiscated. Violations of this policy will result in confiscation, and the device will only be released to the parent. F.S. 1006.07(2)(e) requires school districts to notify parents that students who use wireless communication devices in the commission of a criminal act may face school disciplinary action and/or criminal penalties.]

- Students will not be subject to disciplinary action for the use of their cell phones or other personal technology used to report a potentially dangerous situation.
- Sole possession of personal technology is not a violation of the Code for Student Conduct. Personal technology, should be turned off and kept out-of-sight during all instructional and class time activities. No cell phones or other personal technology may be used **for communication purposes** except under the direction of a teacher or administrator for instructional purposes. Using personal technology during all non-instructional or non-class time activities or during class time at the direction of a teacher will not be subject to discipline under this policy. Time before or after school, passing time between classes, or during lunch is not considered instructional time for secondary students. For elementary students, instructional time is defined as time from the beginning bell until the end of the school day bell: non- instructional time is time prior to the first bell or the bell at the end of the school day. When personal technology is used, headphones, ear buds or other accessories must be used so that it can not be heard by others. Violations of this policy will result in confiscation, and the device will only be released to the parent. Progressive discipline will apply for repeated violations.

- Using scooters and inline skates/rollerblades/heelies in the school building
- Behaving inappropriately on field trips
- Possessing pornographic/obscene material or drug paraphernalia at school
- Misrepresenting oneself by cheating, copying, plagiarizing, counterfeiting, using false identification, or making false reports by posing as a parent to excuse absences or tardiness, sign a report card, etc.
- Unauthorized possession or use of school/county documents or forms
- Abusing another student or staff member including, but not limited to, verbal abuse, actual or threatened physical harm, extortion, destruction of personal property, intentionally making a false accusation, or **intentionally** providing misinformation
- Conducting, recruiting, or participating in youth gang activities on campus
- Using gang-related or cult-related gestures, language, and/or signs
- Unauthorized presence on school property
- For Secondary Students Only, parking a motorized vehicle on school grounds without an official permit or in unauthorized areas
- Endangering the lives of students and staff by setting off unfounded fire alarms
- Gambling

SUBSTANCE ABUSE/DRUG INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Possessing or using drugs, alcohol, and/or tobacco products, including unauthorized over-the-counter medications or unauthorized prescription medications
- Sale or attempted sale and/or transmittal of drugs, alcohol, and/or tobacco products, including authorized or unauthorized over-the-counter medications or prescription medications
- Possessing drug paraphernalia

ACTS AGAINST PERSONS (INCLUDING, BUT NOT LIMITED TO)

- Bullying and/or harassment
- Cyberbullying
- Taking part in physical acts of a sexual nature, engaging in sexual harassment, or offending others by indecent exposure
- Using insulting, abusive, profane, racially or sexually offensive written or oral language, or making obscene remarks or gestures
- Harassing others because of age, color, gender, gender identity, gender expression, national origin, marital status, race, religion, or sexual orientation
- Harassing others because of a disability
- Harassing others because of ethnicity, socio-economic background, or linguistic differences
- Harassing others because of physical appearance or for any other reason
- Hazing
- Threatening, stalking, hitting, or hurting a teacher or other school personnel
- Intentionally making a false accusation that jeopardizes the professional reputation, employment, or certification of a teacher or other member of a school staff
- Committing a hate crime

See definitions section

PROPERTY INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Damaging, destroying, or vandalizing school property
- Misusing technology
- Starting a fire (arson)
- Committing petty theft

- Breaking and entering/burglary

OTHER CRIMINAL INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Having and/or hiding a weapon (see definitions of weapons)
- Threatening or hurting a person with a weapon
- Committing robbery
- Forcing someone to give money, possessions, or other things of value to another or oneself (extortion)
- Endangering the lives of students and staff by failing to report a threat of violence against others
- Making a bomb threat
- Sexual battery
- Kidnapping or abduction
- Homicide
- Committing other criminal acts

DEFINITIONS

Hazing means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student regardless of: 1) the student's willingness to participate or; 2) that the conduct or activity was not sanctioned by the organization or; 3) that the activity was not done as a condition of membership to an organization (F.S. 1006.63).

Hate crime refers to an attack or offense against an individual or his/her property in which the individual is intentionally selected because of his/her race, color, religion, national origin, gender, gender identity, gender expression, disability, or sexual orientation. The attack or offense may range from racial remarks or graffiti on school walls to threats of physical harm, intimidation, hate mail and hate e-mail, vandalism, arson, physical assault, etc. Students who believe they have been victims of a hate crime must immediately report the act to a teacher and/or school administrator. **Broward District Schools Police conducts hate crime investigations.**

National origin pertains to, but is not limited to, an individual's or his/her ancestor's place of origin, as well as, physical, cultural, or linguistic characteristics.

"Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted purposeful written, verbal, nonverbal or physical behavior, including, but not limited to, any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power. Bullying may involve, but is not limited to:

1. Unwanted teasing
2. Threatening
3. Intimidating
4. Stalking
5. Cyberbullying
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public humiliation
10. Destruction of school or personal property
11. Social exclusion, including incitement and/or coercion
12. Rumor or spreading of falsehoods

“Sexting” the use of a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another, any photograph or video of any person, which depicts nudity as defined in F.S. 847.0141 (1) (a).

“Harassment” means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student’s educational performance, and employee’s work performance, either’s opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student’s or employee’s emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

“Cyberstalking” as defined in F.S. 784.048(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

“Cyberbullying” is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, e-mail, blogs, texting on cell phones, social websites (e.g., MySpace, Facebook, Twitter, etc.), chat rooms, sexting, instant messaging, or video voyeurism.

Note: Per F.S. 810.145, voyeurism, which may be utilized in cyberbullying, in and of itself, is a criminal offense.

“Bullying,” “Cyberbullying,” and/or “Harassment” also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination.
2. Retaliation also includes reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.
3. Perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system; or
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

“Bullying,” “Cyberbullying,” “Harassment,” and “Discrimination” also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socioeconomic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, parent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored activities or events, on school buses, and at training facilities or training programs sponsored by the District.

Disciplinary sanctions may be imposed when the alleged bullying, cyberbullying, harassment or discrimination takes place off campus provided that a nexus exists between the off campus conduct and conduct at a school or during a school sponsored event. This is determined on a case-by-case basis after reviewing the facts and circumstances unique to each situation. If a sufficient nexus exists, appropriate discipline shall be issued in accordance with this policy and as provided for in current law.

“Nothing in this section shall be construed to abridge the rights of students or school board employees that are protected by the First Amendment” to the state or federal constitutions. (1006.147)(10).

Note: Suspected acts of persistent bullying encompassing “Discrimination” relating to any “Protected Category” by any student, Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored activities or events, on school buses, and at training facilities or training programs sponsored by the District (refer to the School Board of Broward County (SBBC) Policy 4001.1, Nondiscrimination Policy Statement) shall be reported to the school based administration, but the complaint shall also be filed with, and investigated by, the EEO/Title IX Coordinator (754) 321-2150.

SCHOOL BUS BEHAVIOR

Misconduct by any student while riding a school bus represents a serious threat to the safety of all occupants of the bus as well as other motorists, pedestrians, and members of the community. All rules that apply to the school grounds and school activities also apply to the school bus. Parents are responsible for their student’s behavior on the way to and from school and at the bus stop. While the District does not assume any liability for incidents that occur at a bus stop or en route to and from school, a student, parent, or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.

Unacceptable Behaviors on a School Bus Leading to Disciplinary Action

Level One Violations

- Eating or drinking on the bus
- Failing to sit in the seat assigned by the bus operator

Level One Consequences

First Offense Verbal or written reprimand from the school principal or designee.

Second Offense Parent Conference.

Third Offense 3-day suspension from school bus transportation.

Repeated Offenses Repeated Level One unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

Level Two Violations

- Disrupting, distracting, or disobeying a bus operator
- Failing to utilize required safety equipment on the bus
- Getting out of the seat while the bus is in motion
- Loud talking, inappropriate remarks, or spitting out of the bus window at other students, pedestrians, or motorists

Level Two Consequences

First Offense	Verbal or written reprimand from the school principal or designee.
Second Offense	1-day to 10-days suspension from school bus transportation.
Repeated Offenses	Repeated Level Two unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

Level Three Violations

- Placing head, arms, or legs outside the window of the bus
- Opening a school bus emergency door and/or exiting the bus when the bus is stopped, unless directed by the school bus operator in an emergency or during an evacuation drill
- Threats against the bus operator, bus attendant, or passengers on the bus
- Use of profanity
- Fighting on the bus
- Smoking on the bus
- Opening a school bus emergency exit door while the bus is in motion
- Throwing objects out of the window of the bus, which may or may not cause injury to persons or physical damage
- Throwing objects at a bus after leaving the bus, which may or may not cause injury to persons or physical damage
- Vandalism of seats or other bus equipment
- Boarding or attempting to board a bus route other than the student's assigned bus route or attempting to leave the school bus at other than the student's assigned bus stop without permission of the school principal or designee

Level Three Consequences

First Offense	1-day to 10-days suspension from school bus transportation and/or school.
Second Offense	10-days suspension from school bus transportation and/or school.
Third Offense	Repeated Level Three unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

*For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.

The principal or designee may review individual cases before assigning consequences.

Discrimination and/or Harassment

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex or sexual orientation. If any **student feels that he or she has been discriminated against or harassed, there are specific procedures to report such offenses. See p. 66 for further information.

**Whenever the word "student" appears, parents may become involved.

FORMS OF DISCRIMINATION

Harassment is a form of discrimination. Harassment based on age, color, disability, ethnicity, gender, gender identity, gender expression, linguistic differences, *national origin, marital status, race, religion, or sexual orientation are violations of School Board policies, civil rights laws and statutes and should be addressed in a similar manner as detailed above.

*National origin pertains to, but is not limited to, an individual's or his/her ancestor's place of origin, as well as physical, cultural, or linguistic characteristics.

SEXUAL HARASSMENT AND SEXUAL VIOLATIONS

Sexual harassment is a form of sex discrimination that violates the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and SB Policy 4001.1. Sexual violence is a physical act of aggression that includes a sexual act of sexual purpose. Sexual violence is also a violation of these same statutes and may also represent a criminal law violation. The school district prohibits any form of sexual harassment and sexual violence.

Sexual harassment and sexual violence are unlawful and will be grounds for disciplinary action. Students who believe they have been victims of sexual harassment or sexual violence should report the alleged act immediately to a teacher and/or school administrator. Because sexual harassment can take on many forms, the following are some examples of sexual harassment/violence.

SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or communication of a sexual nature. Sexual harassment includes, but is not limited to, the following behaviors:


- Unwelcome statements of a sexual nature
- Unwelcome solicitation or pressure for sexual activity
- Intentional brushing against, patting, or pinching of another's body
- Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, unwanted physical contact, and blocking movements
- Leering with sexual overtones, gestures, display of sexually suggestive objects, posters, or cartoons
- Indecent exposure

NOTE: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) SB Policy 4001.1, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against any students with regard to access to programs, services, and activities on the basis of disability. If any student feels he or she has been discriminated against because of such disabilities or perception of a disability, there are specific procedures to report such offenses located in Section X.

**CHOOSE
PEACE**
**STOP
VIOLENCE**

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Renaissance Charter High School of West Broward
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SECTION III

Appropriate dress and grooming can help to create a positive learning environment. Other attire may be allowed for special school activities with approval of the school administration. Possible consequences for violating the dress code are found in the Discipline Matrix. **Changes in clothing trends will not override the dress code policy.**

Rights

Students have a right to wear stylish clothes of their choice as long as those clothes are appropriate for school, are not dangerous to health and safety, and do not create a substantial and material disruption of the school.

Responsibilities

Students have a responsibility to dress neatly appropriately, to be clean and well groomed.

Rule

All students are expected to honor their responsibilities and dress in a way that respects the rights of others.

1. Footwear must be worn at all times. For grades K-12, bedroom slippers are not allowed, and for elementary students, backless footwear is not allowed. Additionally, elementary students may not wear backless, sling-backs, or open-toed footwear. Socks may not be worn with backless shoes as a substitute back for backless shoes.
2. Special clothing, including footwear, may be required for safety reasons in certain programs or activities such as physical education, home economics, career/technical education, and science.
3. Revealing clothing or clothing that exposes the torso is not allowed. Examples include, but are not limited to: tank tops or spaghetti straps without overblouses (long shirts) or jackets; see-through garments; mini-skirts or mini-dresses; halters; backless dresses; jackets, shirts, or blouses tied at the midriff; and bare midriff outfits.
4. Clothing which is not worn appropriately, is not properly fastened, or has tears that are *indecent will not be permitted. All trousers, including oversized or low-hanging trousers, must be worn and secured at waist level.
5. Garments including, but not limited to, pajamas, boxer shorts, bloomers, and bustiers, which were traditionally designed as undergarments, sleepwear, or beachwear, may not be worn as outer garments. Other clothing not allowed are: leggings without overblouses (long shirts) that reach mid-thigh, tights, bodysuits, or hosiery, including those with lace trim, and bicycle racing attire unless they are worn underneath dresses, skirts, or shorts of appropriate length. Appropriate T-shirts may be worn as outer garments.
6. Clothing that exposes the upper thigh is not allowed. Shorts that are not shorter than mid-thigh, including walking shorts, Bermuda shorts, and split skirts (culottes), are allowed. **For Pre-K through 3**, shorter shorts may be worn since these are standard attire for these ages.
7. Clothing, jewelry, buttons, haircuts, or other items or markings which are, *suggestive, *revealing, or *indecent, associated with gangs or cults, encourage the use of drugs, alcohol, or violence, or support discrimination on the basis of age, color, disability, ethnicity, gender, gender identity, gender expression, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis are not allowed.
8. Head coverings including, but not limited to, caps and hats are not allowed unless they are necessary for safety in programs such as home economics, technology education, vocational education, and athletics or are worn for religious or medical reasons. Bandannas are not allowed. Hats, that do not violate #7 above, are allowed to be worn outdoors for physical education and recess

as a safety precaution from sun damage.

9. Curlers and other hair grooming aids are not allowed. Personal grooming including, but not limited to, combing, brushing, and/or spraying hair, and applying cosmetics is allowed only in restrooms and/or designated areas.
10. Sunglasses may not be worn indoors unless a doctor's authorization is on file. Sunglasses are allowed to be worn outdoors for physical education and recess as a safety precaution from sun damage.
11. Any articles of clothing or jewelry that may cause injury including, but not limited to: items with spikes or sharp objects, wallet chains, and heavy link chains are not allowed.
12. Parents/guardians may request exemptions for their students from participation in the mandatory unified dress program, and shall be informed by the principal, in writing, of the following procedure in this regard:
 - a. Parents/guardians may request an application for exemption from the current school.
 - b. An application for exemption must be made annually.
 - c. The application for exemption must be completed in full and must be submitted to the school principal within the first ten (10) school days of a student's initial attendance.
 - d. The school principal (or a designated school administrator) shall communicate with the parents to discuss the unified dress policy and the nature of the request for the exemption. The purpose of this communication shall include:
 - (1) Ensuring that the parents/guardians understand the unified dress policy and its intent.
 - (2) Verifying the accuracy of the information on the application for an exemption.
 - e. The principal's response in this regard shall be transmitted to the parents/guardians in writing via the Application For Exemption form within ten (10) school days of submission.

Principal may only deny an application if the application is received on or after the 11th school day after enrollment.

13. Violators of the uniform policy (SB Policy 5309) shall be subject to the same penalties as violators of the dress code policy. For further clarification, see the District's Discipline Matrix that assigns specific consequences and is part of the attached school's discipline plan. You may view the complete uniform policy and all School Board policies on the Web at: www.Broward.k12.fl.us/sbbcpolicies.

*Indecent, suggestive, and revealing refer to exposure of private body parts and/or pictures or words with a sexual connotation.

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**SECTION
IV**

Computers, networks, and online communications and information systems such as the Internet and e-mail are becoming more commonplace in our classrooms and media centers every year. Digital Curriculum and Resources for students provided by SBBC are becoming commonplace via the Broward Enterprise Education Portal (BEEP) and accessible via the Internet. While these systems deliver a huge number of resources to our classrooms, their ability to serve students and teachers depends on the responsible and ethical use of every device and system.

Use of the school district's technology and/or software for any unauthorized purpose is prohibited. This includes the unauthorized use of a computer/technology, including, but not limited to, accessing or breaking into restricted accounts or networks, creating, modifying or destroying files/records without permission, copying software, entering, distributing or printing unauthorized files/records, uploading to the Internet and/or sharing or distributing, offensive or inappropriate material, including video, and any other misuse or violation of the School Board of Broward County Technology-Acceptable Use Policy 5306, Section 6.

Rights

Students have a right to use appropriate online communications and information systems, the Internet and networks to increase their access to information and resources.

Students have a right to use appropriate online communications and information systems, the Internet and networks to obtain information, create intellectual products, collaborate and communicate for educational purposes.

Students have a right to use appropriate online communications and information systems, the Internet and networks without the fear that their products or their personal reputation will be violated, misrepresented, tampered with, destroyed, or stolen.

Responsibilities

Students have a responsibility to understand the difference between appropriate and unacceptable uses of online communications and information systems, the Internet and networks.

Students have a responsibility to use online communications and information systems, the Internet and networks in a responsible, efficient, ethical, and legal manner in accordance with their educational mission.

Students have a responsibility to recognize that the use of online communications and information systems, the Internet and networks is a privilege that can be withdrawn if they engage in unacceptable or illegal use of this resource.

Rule

Students are expected to use technology responsibly.

SB Policy 5306 defines the appropriate use of technology throughout the District. This policy describes how computers and networks must be used to support research and instructional activities in our classrooms, labs, and media centers. It also includes the use of the digital resources provided by SBBC and made available through the Broward Education Enterprise Portal (BEEP) for students. First, it promotes the use of technology as a powerful educational tool that is increasingly becoming a common part of every student's day. Second, it provides those students who use these computers, and the networks to which they are connected, to act in accordance with prescribed rules and behavioral codes detailed in the policy. Several major provisions are noted below. The full text of SB Policy 5306 is available upon request from each school's media center and on the School Board web site. You may view the complete technology policy and all School Board policies on the Web at: www.Broward.k12.fl.us/sbbcpolicies.

Major Policy Provisions:

- Use of computers, networks, the Internet and online communication and information systems must be related to students' educational activities
- Students must recognize that computers, networks, and equipment used to support online learning are shared devices and agree

to use them in ways which will maintain their continued operability for all users

- No illegal activity may be conducted using the District's computers, networks, or online communication and information systems
- Students must not access or distribute offensive, obscene, inflammatory, or pornographic materials, or participate in "sexting" (see Section II for the definition)
- Students shall not intentionally spread, or attempt to spread computer viruses, vandalize data, infiltrate systems, or degrade/disrupt computer and/or network performance
- All users of computers, networks, and online communications and information systems shall adhere to laws regarding copyright

FCAT Administration Policy

- It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education for mandatory tests, such as FCAT, and knowingly and willfully fail to follow test administration directions specified in the test administration manuals (F.S. 1008.24)
- The FCAT Administration Manual states:
"During FCAT testing, possession of any electronic device that reproduces, transmits, calculates, or records is cause for invalidation. "Possession" is defined as "within arm's reach," even if the electronic device is not visible. For example, students [shall] not have cellular phones in their pockets, clipped to their belts, at their desks, or anywhere they can be easily accessed during testing."
- Schools will direct students on the appropriate storage of electronic devices during testing
- It is strongly advised that you do not bring a cell phone or any other prohibited electronic device to any testing environment including but not limited to: Advanced Placement exams, PSAT or International Baccalaureate. If your electronic device makes any noise, or you are seen using it at any time - including breaks - you may be dismissed immediately, your scores may be canceled, and the device may be confiscated

Illegally using school district technology and/or software to alter information is a felony. Misusing school district technology and/or software to transmit insulting, profane, racially or sexually offensive written language, or to make obscene remarks or gestures is unacceptable behavior that will lead to disciplinary action. Using technology including, but not limited to, computers, networks, online telecommunication systems, cellular telephones, and camera telephones to bully, extort, or libel another student or staff member is a violation of the Code for Student Conduct and will result in disciplinary action.



Broward County Public Schools Social Media Use Guidelines

Broward County Public Schools (BCPS) realizes that part of 21st century learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st century learning. As such, educational standards are now requiring the use of online educational tools to demonstrate proficiency. To address related issues, BCPS has developed the following guidelines to provide direction for employees, students and the school district community when participating in online social media activities.

Social Media refers to the use of web-based and mobile technologies that enable all Broward County Public Schools' internal and external stakeholders to connect, collaborate, and form virtual communities via the computer and/or Internet. For some, social media is used mainly for social purposes, but for others, these sites and technologies are used as tools to teach and to connect with the community.

The First Amendment, in general, protects the rights of individuals to participate in social media. However, the laws and courts have ruled that schools can discipline students and staff if their speech, including online postings, disrupts school operations or constitutes a violation of federal or state laws or School Board policies. The BCPS social media guidelines allow employees to participate in online social activities. However, when participating it is important to create an atmosphere of trust and individual accountability; keeping in mind that information produced by BCPS staff and students is a reflection on the entire district and is subject to the District's School and District Technology Usage (Policy 5306), Acceptable Use Policy (AUP), Federal and State Statutes, Educator Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, and other related applicable policies and guidelines.

By utilizing social media staff, students and parents agree to abide by these guidelines. Please read them carefully before using, posting, or commenting on any social media sites. It is important to remember that parents and guardians play a critical role in supporting and reinforcing these objectives.

General Etiquette for Social Media

- **Be Honest/Truthful:** Always be transparent about who you are and who you represent. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- **Maintain confidentiality:** Do not post any confidential or proprietary information in regards to yourself and/or others. Students can reveal some information about themselves (ethnicity, political beliefs, stance on issues, interests) but should not offer any confidential information (place of residence, phone number, discretely identifiable information, common 'hang-out' locations).
- **Know You Are Always "On":** You must assume that your social media usage is visible to the world. Be sure to manage what and with whom you are sharing. Keep in mind that while we all have occasional frustrations, social media are not the best venues in which to air frustration as those comments are available to everyone.
- **Be Respectful:** Avoid remarks that are off topic or offensive. Always demonstrate respect for others' points of view, even when they're not offering the same in return. Never bully, pick fights, and do not respond to abusive comments. If you are sharing a negative experience, please try to do so in a constructive way.
- **Think Ahead:** Be smart about protecting yourself, your privacy and the privacy of others, and confidential or personal information. What you publish is widely accessible and will be around for a long time so consider the content and consequences carefully. Show good judgment as future employment and/or academic opportunities may be adversely affected by your comments.
- **The Internet is not anonymous, nor does it forget:** Everything written on the Web can be easily traced back to its author. Information is backed up often and repeatedly, and posts in one forum are usually replicated in others through trackbacks and reposts or references.
- **Avoid "hazardous" materials:** Do not post or link to any materials that are inflammatory, defamatory, harassing or indecent.
- **Your online behavior should reflect honesty, respect, and consideration.**
- **When bringing your own technology to work make sure that you follow the guidelines set out in the BCPS Personally Owned Device Guidelines.**

Faculty and Staff Guidelines

- Personal information of the employees and other individuals associated with the services that we are delivering to our students and staff must not be shared on or disclosed through social media. When contributing online, do not post confidential student or employee information. No last names, school names, addresses or phone numbers should appear on social media sites. No student identifiable information, as defined in FERPA, can be posted on social media sites.
- As part of Policy 5306, faculty and staff are prohibited from using student photographs on personal social media sites, and can only use them on District approved social media sites in accordance with Board policies and applicable laws.
- BCPS employees are personally responsible for the content they publish online. Be mindful that what you publish could be public indefinitely and may be subject to Florida Statutes including the Florida Public Records Law and the Educator Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida. Failure to adhere to these principles and guidelines will be subject to disciplinary action.
- It is recommended that BCPS employees include disclaimers within their personal social media sites that the views posted are their own and not those of BCPS.
- Teachers should monitor content contributed by students to school sponsored social media and must contact the Legal Department if and when First Amendment issues arise.
- Teachers should communicate with parents regarding involvement of their child in any project using online social media sites, applications and services, i.e., blogs, wikis, podcast, etc.
- Remember that school sponsored social media sites are an extension of your classroom and workplace. What is inappropriate in your classroom or workplace will be deemed inappropriate online.
- Respect the intellectual property of others, copyright laws, and fair use guidelines. Be sure not to plagiarize and be sure to give credit where it is due.
- When uploading digital pictures or avatars in school sponsored social media that represent yourself, make sure you select a school appropriate image. Also, remember not to utilize images protected by law.
- All postings on social media that are created as part of the official business of BCPS are subject to the Florida Records Retention Schedules and must be retained for the applicable period of time.

Student Guidelines

- Be aware of what you post online. Social media venues including wikis, blogs, photo and video sharing sites are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.
- Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom will be inappropriate online.
- Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.
- Linking to other websites to support your thoughts and ideas is recommended when appropriate. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- Do your own work! Do not use other people's intellectual property without their permission. It is a violation of copyright law to copy and paste other's thoughts, images, designs, etc. When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.
- Be aware that pictures may also be protected under copyright laws. Verify that you have permission to use the image or that it is under Creative Commons' attribution.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity. Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.
- If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.
- Students who do not abide by these guidelines may lose their opportunity to take part in the project and/or access to future

use of BCPS online tools. In addition, disciplinary or legal action may apply.

Parent Guidelines

- Parents should expect communication from teachers regarding their child's involvement in any project using online social media applications, i.e., blogs, wikis, podcast, etc.
- Parents will not attempt to destroy or harm any information online. Instead they will report objectionable material to a school administrator.
- Parents will not use classroom social media sites for any illegal activity, including violation of data privacy laws.
- Parents are highly encouraged to be aware of their child's electronic communications and participation in social media projects.
- Parent participation is encouraged to help ensure that student involvement in social media networking is appropriate and that the privacy concerns are protected.

Referenced from: SocialMediaGuidelines.pbworks.com

Reference List of District Documents:

School Board Policy 5306: School and District Technology Use

TINKER Rule: Ruling states that school officials may not silence student expression just because they dislike it. They must reasonably forecast, based on evidence and not on an "undifferentiated fear or apprehension of disturbance," that the student expression would lead to either (a) a substantial disruption of the school environment, or (b) an invasion of the rights of others.

Children's Internet Protection Act (CIPA)

Children's Online Privacy Protection (COPPA)

Neighborhood Children's Internet Protection Act

School Board Policy 5.9: Anti-Bullying Policy

School Board Policy 6000.1: Pupil Progression

Student Code of Conduct (in District Discipline Matrix)

Teacher Professional Standards

Education Code of Ethics

Web publishing guidelines

National Education Technology Standards for Students and Teachers

School Board Policy 6318: Copyright

School Board Policy 4212: Intellectual Property

SECTION

V

School activities give students a chance to interact in positive ways. They can learn from each other how to work together harmoniously for common goals.

Rights

Students have a right to take part in extracurricular activities, assemblies, and school-approved organizations without discrimination on the basis of age, color, disability, ethnicity, gender, gender identity, gender expression, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis.

Students have a right to take part in electing officers for student government.

Students have a right to consult with faculty advisors of school-approved clubs and groups.

Students have a right to seek office in student government and/or school-approved clubs and groups without discrimination on the basis of age, color, disability, ethnicity, gender, gender identity, gender expression, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis.

Students have a right to attend educational field trips or educational school-sponsored activities. However, non-educational field trips are a privilege. Students on field trips will have the same rights, as it pertains to make-up work, as students with excused absences.

Rule

Many students take part in school-related activities that are extracurricular (take place outside of school hours), social, and interscholastic (engage in competition with other schools). Students must attend half of the classes on the day of an activity in which they want to take part unless they have been excused or exempted from class by the school administration in advance. Students are expected to have prior approval from the school administration for many activities related to school-approved and school-sponsored clubs and groups. They need approval to:

- Present a program or an assembly
- Collect funds. Items cannot be sold for personal gain such as food, jewelry, T-shirts, etc.
- Have a fundraising project on or off school grounds. Fundraising drives among students initiated by outside organizations such as the Salvation Army, United Way, Girl Scouts, etc., are not permitted in the schools
- Hold a demonstration

Responsibilities

Students have a responsibility to keep their extracurricular activities from interfering with their academic work and to know and follow the rules for the activities they choose.

Students have a responsibility to ensure that their actions as members of school clubs and groups meet the standards that have been set by the school administration.

Students have a responsibility to educate themselves as to the qualities needed for leadership and choose officers who have those qualities.

Students who hold office have a responsibility to learn how to do their jobs, support the goals of the group that elected them, and to treat other members of the group fairly.

Students who participate in field trips, social and/or extra curricular activities that are school-approved and/or sponsored by school clubs or groups, have a responsibility to follow the rules set forth in the Code for Student Conduct, and where applicable, by the conferences, conventions or contests they may attend. (See SB Policy 6303.) You may view the complete field trip policy and all School Board policies on the Web:

www.Broward.k12.fl.us/sbbcpolicies.

FIELD TRIPS

Under special conditions, students may be denied participation in educational or non-educational field trips and educational school-sponsored activities (See SB Policy 6303).

INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES**Rule**

Students must maintain satisfactory conduct in school and in the community to participate in interscholastic, extracurricular activities (See SB Policy 6201). This policy outlines the requirements to participate in these activities. You may view the complete student eligibility policy and all School Board policies on the Web at: www.Broward.k12.fl.us/sbbcpolicies.

MIDDLE SCHOOL ELIGIBILITY (Based on each 9-week marking period)

To participate in interscholastic extracurricular athletics, middle school students must meet the following requirements:

1. Students must have been regularly promoted and must maintain a quarterly grade point average of 2.0 or above on a 4.0 scale. Middle school students must pass 5 of 6, or 4 of 5 classes, depending on the schedule.
2. Middle school students may receive no more than one unsatisfactory “U” in conduct.
3. Failure to meet requirements makes the student/athlete ineligible for contests for the entire next nine weeks. This will take effect as of report card issue date.
4. Requirements are subject to the principal’s appeal based on extreme circumstances. A copy of the principal’s appeal must be filed with the County Athletic Department.

HIGH SCHOOL ELIGIBILITY (Based on an 18-week semester regardless of class scheduling format, i.e., block and rotator)

To participate in interscholastic extracurricular athletics, high school students must meet the following requirements:

1. Students shall be progressing satisfactorily toward graduation as provided for in the District’s approved pupil progression plan.
2. Students must have been regularly promoted from the 8th grade and must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale or its equivalent in the courses required for high school graduation. The cumulative grade point average and courses for graduation include all attempted credits in high school.
3. Student participation will be disallowed if the student is convicted of, or found to have committed, a felony or a delinquent act that would have been a felony if committed by an adult, regardless of whether adjudication is withheld.
4. Since representing a school either as an elected school officer or in extracurricular activities is both an honor and a privilege, only students meeting requirements established by their club, school, instructional services, and/or the Board shall be eligible to serve as representatives of their school.

Renaissance Charter High School of West Broward
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SECTION

VII

The Constitution of the United States guarantees to its citizens the right to express ideas freely. A basic education should prepare students to do that in responsible ways.

Rights

Students have a right to hear all sides of subjects about which people disagree.

Students have a right to give their opinions and points of view.

Students have a right to be free of censorship within a framework of mutual respect.

Students have a right to expect that materials listed under Section 1 below will not be allowed in the schools.

1. No printed or written materials or electronic media (hereafter “material”) may be distributed in the schools or on school grounds unless the principal or his/her designee has granted permission. A principal or designee may deny permission to distribute if the material can reasonably be interpreted as:
 - a. Obscene or pornographic;
 - b. Libelous or slanderous;
 - c. Likely to create a substantial disruption of, or material interference with, normal school activity or appropriate discipline in the operation of the school. Material will not be deemed to fall within this subsection only because students, faculty or staff may disagree with or find the contents of the material offensive;
 - d. Profane, vulgar, or lewd language;
 - e. Selling a commercial product or attempting to make a commercial profit from the sale of products. (For rules governing student/school fundraisers, refer to Section V, Student Activities and Assembly.
2. If material is denied distribution, the principal or designee must state to the student the specific reasons why such material was denied distribution.
3. If the material is denied distribution under Subsection (1)(c) as likely to cause a substantial disruption or material interference, the principal or designee must state to the student the specific reasons why a disruption is likely to occur as a result of the distribution and why such disruption would be substantial.
4. Notices of student non-curricular group meetings posted on general purpose student bulletin boards do not represent the viewpoint of the School Board and/or the administration. The Board is only offering physical space to such groups and does not promote, endorse, or otherwise sponsor such materials. Students are encouraged to be sensitive to other viewpoints and beliefs when posting such notices.
5. Students may not hand out petitions or surveys during class time unless curriculum-based.
6. A principal or designee must either approve or reject a request from a student to distribute materials within 24 hours of the request by the student. Any request to distribute materials not acted upon within 24 hours by the principal or designee is deemed approved.
 - a. For approved materials, the principal or designee may assign reasonable restrictions with regard to time, place, and manner

Responsibilities

Students have a responsibility to be informed about all sides of controversial issues.

Students have a responsibility to listen politely to the viewpoints of others.

Students have a responsibility to use good judgment in developing student publications.

Students have a responsibility to use good judgment in selecting sources of information.

of distribution.

- b. For approved materials, the publication shall contain this phrase: “THE OPINIONS AND/OR ACTIVITIES ARE NOT ENDORSED OR SPONSORED BY THE SCHOOL BOARD.”
7. Any student aggrieved by a decision made under this section has the right to appeal such decision as specified in Section X of this policy.

Renaissance Charter High School of West Broward
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SECTION

VIII

School sponsored publications are important components of school-based instructional programs. All school publications shall be consistent with the educational curriculum and the cultural values of the school community and appropriate for the school setting. In this regard, considerable latitude shall be provided to individual school leadership to plan and develop school publications.

The contents of all school publications must meet the district's journalism standards, which prohibit obscenity, profanity, libelous or slanderous material, vulgar or lewd language, or material that may cause substantial disruption of normal school activities. All school sponsored publications must include the following statement: The opinions expressed in this publication are not necessarily those of [insert name of school] or Broward County Public Schools.

Approval for publication shall be based on:

1. Consistency with the educational curriculum of the School Board;
2. Reasonable school community standards and cultural values; and
3. The overall purpose of the publication in relation to the academic curriculum and school setting.

The principal or designee(s) shall retain final authority to approve the design and content of all school publications prior to publication or posting. Any advertisements in school-sponsored publications must adhere to School Board Policy 6300-Advertising. Publications include, but are not limited to, items such as school newspapers, yearbooks, student newspapers, and publications put out by the PTA, Booster Clubs, and the like.



SECTION

VIII

Rights

Students have the right to expect that schools will keep student records safe, secure, and private. Students who are eighteen (18) years or older have the right to see their own school records.

Students have a right to expect that others will respect personal belongings.

Responsibilities

Students have a responsibility to learn how the information in their school records is gathered, how it is used, and what it means.

Collection, Use and Disclosure of Social Security Numbers of Students

Pursuant to Florida Statute 119.071(5), The School Board of Broward County, Florida (SBBC) collects, uses, and/or discloses Social Security numbers (SSNs) as mandated or authorized by law and as otherwise authorized in writing by the parent or adult/emancipated student (authorized by FS 119.071(5)(a)6c). Students are not required to provide their social security number as a condition of enrollment or graduation. Social Security numbers are kept confidential and are exempt from public inspection in accordance with FS 119.071(5)(a)5. Our District collects, uses, and/or discloses the Social Security numbers of students and/or parents for the following purposes:

1. Compensation or financial assistance provided from state or federal funds and administered by the Florida Department of Education. (Authorized by FS 1009.90 et seq.)
2. Criminal history, Level 1 and Level 2 background screenings, including Youth Mentoring and Volunteer applicants. (Required by FS 119.071(5)(a)2 & 6)
3. Employment documents utilized in hiring student workers. (Required by FAC 6A-10.0341 and FS 119.071(5)(a)6)
4. Enrollment & Salary Reduction Authorization Form (Benefits Department) for employee and dependent (student) if the student is being added to the Benefits plan. (Authorized by FS 119.071(5)(a)6f)
5. Financial aid, including the Free Application for Federal Student Aid (FAFSA), Florida Pre-Paid form, grants (including Pell Grants for vocational schools), 1098T tax form (Tuition Payment Statement) for vocational students, etc. (Authorized by FS 119.071(5)(a)6b)
6. Information received from the Florida Department of Education to locate missing Florida school children. (Required by FAC 6A-6.083 and FS 119.071(5)(a)6)
7. Information sharing pursuant to the Interagency Agreement between SBBC, the Department of Juvenile Justice, Circuit 17, the Broward County Chiefs of Police Association, Inc., the Seventeenth Judicial Circuit In and For Broward County, Florida, the Florida Department of Children and Families, the State Attorney of the Seventeenth Circuit In and For Broward County, and the Sheriff of Broward County, Florida. (Authorized by FERPA 34 CFR 99.31(5))
8. Reports from the Department of Motor Vehicles of each student whose driver's license is suspended for excessive unexcused absences and reports to the Department of non-enrollment or non-attendance upon the part of a student who is required to attend some school. (Required by FS 322.091(5), 1003.27, and 119.071(5)(a)6)
9. Reports on students required to be submitted to the Florida Department of Education. (Authorized by FS 119.071(5)(a) 2&6)
10. SBBC's management information system and school district databases (Required to request by Florida Statutes 1008.386 and 119.071 (5)(a)6)
11. Selected state and national test documents, as part of the student identification and test security process. (Authorized by FS 119.071 (5)(a)6b)
12. Student registration and student identification numbers. (Required to request by FS 1008.386 and 119.071 (5)(a)6. Pursuant to 1008.386, SSNs are not required for enrollment or graduation. Required by FAC 6A-10.0381 for adult students.)
13. The collection and/or disclosure are imperative and necessary for the performance of the School District's duties and responsibilities as prescribed by law, including but not limited to child abuse reports to the Department of Children and Families (student victim and subjects of report); password identification to the School District's network, reports to federal and state agencies who conduct discrimination investigations; and information pertaining to Social Security Assistance, court orders and subpoenas, and military purposes. (Authorized by FS 119.071(5)2.a.; required by FAC 65C-29.002, FS 39.201, and FS 119.071(5)(a)6b)

14. The disclosure is made to a commercial entity for the permissible uses set forth in the federal Driver's Privacy Protection Act of 1994, 18 USC Sec. 2721 et seq; the Fair Credit Reporting Act, 15 USC Sec. 1681 et seq.; or the Financial Services Modernization Act of 1999, 15 USC Sec. 6801 et seq., provided that the authorized commercial entity complies with the requirements of paragraph 5 in FS 119.071. (Authorized by FS 119.071(5)(a)6)
15. The disclosure is made to prevent and combat terrorism, to comply with the USA Patriot Act of 2001, Pub. L. No. 107-56, or Presidential Executive Order 13224. (Required by 31 USC 5318 and FS 119.071(5)(a)6)
16. The disclosure is necessary for the receiving agency or governmental entity to perform its duties and responsibilities as prescribed by law. (Authorized by FS 119.071(5)(a)6b)
17. To determine eligibility for the school lunch program. (Required by 42 USC 1758, 7 CFR 245.6a, and FS 119.071(5)(a)6)
18. Tort claims and tort notices of claims against SBBC. (Required by FS 768.28 (6) and FS 119.071(5)(a)6)
19. Transcripts, applications, and other records sent to the school officials of educational institutions schools, colleges, and universities. (Authorized by FERPA 34 CFR 99.31 (2))
20. Written verification from employer for vocational education, student follow up. (Required by FAC 6A-10.0341)

Rule

Students have the right to personal privacy and have the responsibility of respecting the rights of others.

1. Information about another person must be treated with respect and privacy.
2. Student aides may not be in areas where they would be able to read student records and files that are private.

Family Educational Rights and Privacy Act (FERPA) Notice

The Family Educational Rights and Privacy Act is a federal law that protects the accuracy and privacy of students' educational records.

The Family Educational Rights and Privacy Act (FERPA), F.S. 1002.22, F.S. 1002.221 and SB Policy 5100.1 afford parents, guardians or eligible students (students over 18 years of age or attending a postsecondary institution) certain rights with respect to the student's education records. These rights are:

- (1) *The right to inspect and review a student's education records within 30 days of the day the District receives a request for access.* Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. When the educational records contain information about more than one student, parents may review the information related only to his or her child.
- (2) *The right to request the amendment of a student's education records.* Parents or eligible students may ask the Broward County School District to amend a record that they believe is inaccurate, misleading, or in violation of the student's privacy rights. They should write the school principal, clearly identify the part of the record they want changed, and specify the reasons for the request.

If the District decides not to amend the record as requested, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing within a reasonable period of time regarding the request for amendment. Additional information regarding the hearing procedures will be provided when the parent or eligible student is notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without consent in many situations, including, to a school official¹ with a legitimate educational interest, to appropriate parties in connection with an emergency if necessary to protect the health or safety of the student or other individuals, to an agency caseworker or representative of a state

or local child welfare agency, or tribal organization, when the agency is legally responsible for the care and protection of the student, and to governmental agencies. Additional requirements and conditions may apply to non-consensual disclosures. When disclosure is made in response to a court order or subpoena, the parent/guardian/majority age student will be notified, except where the law prohibits said notification.

“Directory Information” is personally identifiable information that would not generally be considered harmful or an invasion of privacy if disclosed. The School Board of Broward County designates the following as “directory information”: student’s name, residential address, telephone number, date and place of birth, major field of study, participation in school-sponsored activities and sports, height and weight of athletic team members, dates of school attendance, degrees and awards received, and the name of the most recent previous school or program attended. The School Board reserves the right to release Directory Information only to (a) colleges, universities or other institutes of higher education in which the student is enrolled, may seek enrollment or may be recruited, (b) for school publications instructional materials and other school communication tools (including, but not limited to, yearbooks, athletic programs, graduation programs, and theatrical programs) or (c) agencies that provide food, shelter or clothing to students and their families, as determined by District Family Counselors, District Guidance Counselors and District Social Workers.

Parents/guardians of students in any grade level (or eligible students, those over the age of 18 or attending a postsecondary institution) may opt out of (refuse to permit) the release of any or all of the above Directory Information. On the FERPA Opt Out Form provided in this Code for Student Conduct, parents/guardians or eligible student must indicate the types of Directory Information they do not want disclosed. The FERPA Opt Out Form must be submitted to the school principal annually.

The School Board of Broward County may also release student name, address, and telephone number of 11th and 12th grade students to the armed services, military recruiters, and/or postsecondary institutions. Parents/guardians of students or eligible students in 11th and 12th grade may opt out of having Directory Information provided to the armed services, military recruiters, and/or postsecondary institutions. On the No Child Left Behind (NCLB) Opt Out Form provided in this Code for Student Conduct, parents/guardians and eligible students must indicate the categories they wish not be disclosed. The NCLB Opt Out Form must be submitted to the school principal annually.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is **Family Policy Compliance Office • U. S. Department of Education • 400 Maryland Avenue, S.W. • Washington, DC 20202-4605.**

If you wish to discuss and try to resolve any FERPA concerns before contacting the Family Policy Compliance Office, you may contact the SBBC Privacy Officer at 754-321-1914.

1 School official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health and medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special function that would normally be performed by SBBC personnel (such as an attorney, auditor, medical consultant or therapist); a clerical or paraprofessional staff member assisting another school official in performing his or her professional duties.

2 Legitimate educational interest exists when a school official needs to review an educational record in order to fulfill his or her professional responsibility.

For additional information refer to SB Policy 5100.1. This policy outlines the privacy rights of parents and students with respect to students’ educational records. You may view the complete student records policy and all School Board policies on the Web at: www.Broward.k12.fl.us/sbbcpolicies.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTICE

Pursuant to the Protection of Pupil Rights Amendment (PPRA) (20 USC §1232h; 34 CFR Part 98), parents, guardians, or eligible students (over the age of 18 or emancipated) have certain rights pertaining to surveys, the collection and use of information for marketing purposes, and certain physical exams. These rights are as follows:

1. The right to give prior written consent before students are required to submit to surveys concerning protected information (regarding political affiliation or beliefs; mental or psychological problems of the student or student's family, sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom survey respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility) if the survey is funded in whole or in part by a program of the U.S. Department of Education,
2. The right to opt a student out of participation in any other protected information survey, regardless of funding,
3. The right to opt a student out of any non-emergency invasive physical exam or screening required as a condition of school attendance administered by the school or its agent, and not necessary to protect the immediate health and safety of a student.
4. The right to opt a student out of non-invasive health screenings, including hearing, vision, or body mass index screenings, for any reason (F.S. 381.0056). The right to opt out does not apply to scoliosis screenings, except on grounds of religious beliefs or physician certifications pursuant to F.S. 1003.22(5).
5. The right to opt a student out of activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others, and
6. The right to inspect, upon request and prior to administration or use (a) protected information surveys of students, (b) instruments used to collect personal information from students for any marketing, sales, or distribution purposes, and (c) instructional material used as part of the educational curriculum used in connection with activities noted above.

The District will ensure that student privacy is protected in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The District will directly notify (including, but not limited to, mail, e-mail, in-person, or by acknowledgement form) parents of their PPRA rights at least annually at the start of each school year and after any substantive changes. The District will also directly notify parents of students who are scheduled to participate in the specific activities or surveys noted above and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and will be provided an opportunity to opt their child out of such activities and surveys and to review any pertinent surveys.

Those who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. If you wish to discuss and try to resolve any PPRA concerns before contacting the Family Policy Compliance Office, you may contact the SBBC Privacy Officer at 754-321-1914.

PLEASE REVIEW IT
CAREFULLY

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) NOTICE

Effective Date of Notice: 7/23/2013

THE SCHOOL BOARD OF
BROWARD COUNTY'S
NOTICE OF PRIVACY
PRACTICES RELATED
TO STUDENTS & FAMILY
MEDICAL/MENTAL HEALTH
RECORDS PROTECTED BY
HIPAA

The School Board of Broward County (SBBC) Duties Under HIPAA

All medical and health records are protected by Florida Statute, FERPA or HIPAA depending on who the health care provider is who created the records and the age of the student. Medical records of a student received from health care providers who are not acting on behalf of the School District are protected by the HIPAA. This HIPAA notice pertains only to the information that is protected by HIPAA.

This notice describes how protected health information about you and/or your child may be used and disclosed and how you can get access to this information.

HIPAA, a Federal law, requires entities covered by this law, including school districts in some limited situations, to maintain the privacy of all mental and physical health records. These records are referred to as "protected health information" (PHI).

HOW THE SCHOOL DISTRICT USES AND SHARES YOUR AND YOUR CHILD'S PROTECTED HEALTH INFORMATION

PHI includes demographic and medical information about the past, present, or future physical or mental health of an individual. Demographic information may include your and your child's name, address, telephone number, Social Security number, and any other means of identifying you and/or your child as a specific person.

PHI is information the school district has received from outside health care providers, such as a report from your child's doctor.

Your or your child's PHI may be used or shared by the school district for purposes of medical and/or mental health treatment and/or payment for services. Health care professionals may use this information in the clinics, schools, and/or hospitals to take care of you or your child.

It is important for you to be aware that this law allows the school district to share your and your child's PHI without your consent under the following circumstances:

- With another health care provider for purposes of your or your child's treatment;
- With insurance companies, Medicaid, or local, state, or federal agencies to pay for the services provided to you or your child;
- Reporting abuse of children, adults, or disabled persons;
- Investigations related to a missing child;
- Internal investigations and audits by the school district or any grant funding body;
- Investigations and audits by the State's Inspector General, Department of Education, and Auditor General;
- Public health purposes including vital statistics, disease reporting, and regulation of health professionals;
- Medical examiner investigations;
- Research approved by the school district;
- Court orders and/or subpoenas; and,
- Judicial and administrative proceedings.

The school district may share your and/or your child's PHI at other times with your written authorization. This authorization will have an expiration date. Additionally, you may revoke the authorization in writing at any time. Certain uses and sharing of psychotherapy (counseling) notes may also require your written authorization, except when required by a subpoena or court order.

INDIVIDUAL RIGHTS

- **You have the right to request the school district to restrict the use and with whom your and/or your child's PHI may be shared.** The school district will consider any of your requests, but is not required to agree to them.
- You have the right to request confidential communications. The school district may mail or call you with appointment reminders or regarding your responsibility to pay for services. We will make contact with you in the manner and at the address or telephone number you select. You may provide an address other than your residence where you can receive mail and where you may be contacted. You will be asked to put your contact information in writing.
- You have the right to review and receive a copy of your PHI. Your review of the PHI will be supervised and will be at a time and place that is convenient to you and a representative of the school district. You may be denied access as specified by law. This might occur if your child consented to care and the parent's consent was not required by law or if your child is receiving care at the direction of a court or a person appointed by the court. If access is denied, you have the right to request a review by a licensed health care professional who is not involved in the decision to deny access. The licensed health care professional will be designated by the school district.
- You have the right to correct your and/or your child's PHI. Your request to correct your or your child's PHI must be in writing and provide a reason to support your requested correction. If your correction is accepted, the school district will make the correction and tell you and others who need to know about the correction. The school district may deny your request, in whole or part, if it finds the PHI:
 - Was not created by school district;
 - Does not qualify as PHI;
 - Is by law not available for your review; or,
 - Is accurate and complete.

If your request is denied, the school district will place your request for corrections with your PHI. You may also send a letter detailing the reason you disagree with the decision. The school district will respond to your letter in writing. You may also file a complaint, as described in the section entitled Complaints.

You have the right to receive a list of the individuals and/or agencies with which the school district has shared your PHI within six years from the date of the request, except for those listed below:

- Information shared with you;
- Information shared with individuals involved with your care;
- Information you authorized to be shared;
- Information shared to carry out treatment and/or payment;
- Information shared for public health purposes;
- Information shared for the purposes of research, other than those you authorized in writing;
- Information shared for health professional regulatory purposes;
- Information shared to report abuse of children, adults, or disabled persons; and
- Information shared in response to court orders and/or subpoenas.

This notice tells you how your and your child's PHI may be used and how the school district keeps this information private and confidential. The school district has always kept this information confidential; this notice simply explains the school district's legal responsibilities, with regard to PHI.

The law requires the school district to give this Notice of Privacy Practices to you. The school district is required to do what this notice says it will do. If the school district changes how it handles your or your child's PHI records, you will be informed. The most current notice will be posted on the SBBC website, www.BrowardSchools.com.

FOR FURTHER INFORMATION

Requests for further information about the matters covered in this notice may be directed to the SBBC Privacy Officer, Risk Management Department, who can be reached at 754-321-1914.

COMPLAINTS

If you believe your HIPAA privacy rights have been violated, you may file a complaint with the SBBC Privacy Officer at 600 S.E. 3rd Avenue, 11th Floor, Fort Lauderdale, FL 33301/Telephone (754) 321-1914 and/or Region IV, Office for Civil Rights, U.S. Department of Health and Human Services, Atlanta Federal Center, Suite 3B70 61 Forsyth Street, SW, Atlanta, GA 30303-8909/ HIPAA Privacy Hotline (404) 562-7886; Fax: (404) 562-7881; TDD: (404) 331-2867. Please be advised the SBBC will not retaliate against you or your child for filing a complaint.

This Notice Privacy Practices shall be in effect until a new Notice is approved and posted.

SECTION

IX

Possible Interventions and/or Consequences of Misbehavior

When students do not follow the rules and expectations outlined in this Code for Student Conduct policy, one or more of the following actions may be taken until the problem is resolved.

The district will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior. The vast majority of disciplinary issues should be addressed at the classroom level by teachers. Additionally, students exhibiting serious or chronic behavior issues will be referred to the school's Collaborative Problem Solving Team (CPST) for the development of multi-tiered interventions to address targeted behavior problems. For an overview of the CSP/Rtl process, see page 4 of the following link or speak to administration: www.Broward.k12.fl.us/STUDENTSUPPORT/psychologicalservices/pdf/CPS%20Rtl%20Manual.pdf.

In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. Any disciplinary or prosecutorial action taken against a student who violates this policy must be based on particular circumstances of the student's misconduct.

It will not be necessary to use each consequence or to use consequences in the order listed below. However, as provided in the Discipline Matrix, certain rule violations do require specific consequences. The District's Discipline Matrix is attached and also available on the District's website at: www.BrowardSchools.com/schools/discipline_matrix.htm.

- Guidance Counselor intervention
- Social Worker intervention
- Family Counselor intervention
- Timeout for students
- Teacher/student conference, including record review
- Disciplinary action initiated by teacher
- Restitution, work detail, etc.
- Before or after school detention (parent responsible for transportation).
- Saturday School (parent responsible for transportation)
- Referral to administrator
- School/parent contact
- School/parent conference
- Conflict mediation
- Alternative probationary contract
- Confiscation
- Principal involvement
- Guidance/administration referral to school Social Worker
- Removal from class by teacher
- Suspension from the bus. Students must attend school and the parent(s) must provide transportation
- For Secondary Only, warning, notification, or towing for motor vehicle violations:
 - a. First offense: Warning
 - b. Second offense: Parent notification
 - c. Third offense: Tow vehicle
- Administrative referral to student services, outside agencies, counseling programs, alternative education programs, and/or placement in other special programs, such as a state-licensed drug rehabilitation program
- Out-of-school suspension from classes and all school activities in accordance with SB Policy 5006. This policy outlines the violations and the procedures for out-of-school

suspension and expulsion. You may view the complete suspension/expulsion policy and all School Board policies on the Web at: www.Broward.k12.fl.us/sbbcpolicies.

- Recommendation for expulsion in accordance with SB Policy 5006
- Referral to Special Investigative Unit/police
- Full restitution by parent(s) for damage done by student in accordance with SB Policy 2303. This policy presents the School Board's position on financial responsibility for children's acts. You may view this complete policy and all School board policies on the Web at: www.Broward.k12.fl.us/sbbcpolicies.

Notice of the suspension, using the district-approved suspension form, shall be sent within twenty-four (24) business hours from the suspension decision by mail or hand-delivered to the parent/guardian (F.S. 1006.09(1)(b)) or to the student, if the student is not a dependent (18 years or older) student as defined in the Internal Revenue Code §152 or has been emancipated per Florida Statute, Section 743.015 or whose parent is unknown as per policy 5.5: Attendance.

**For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.*

Consequences of Serious Misbehavior Leading to Suspension and/or Expulsion (Sections II-V of SB Policy 5006: Discipline Policy: Suspensions and/or Expulsion)

The Code also includes provisions for action that MUST be taken if there are serious problems involving weapons, drugs (including alcohol), mood-altering substances, steroids, and criminal acts. Specific action, outlined in SB Policy 5006, will be taken as a result of these violations. However, if the principal determines that the student uses an instrument or object in self-defense, the student will not be suspended or expelled. Self-defense is an attempt to "ward off" an attack or stop the process of confrontation. It is not self-defense when an object is used in retaliation or when the student uses an object to become an aggressor. SB Policy 5006 outlines all the violations that result in out-of-school suspension and expulsion and/or the consequences. You may view the complete suspension/expulsion policy and all School Board policies on the Web at: www.Broward.k12.fl.us/sbbcpolicies.

All violations under SB Policy 5006 will involve the following steps:

- Principal involvement
- Immediate parent contact
- Suspension from school grounds, all classes, and all school activities
- Referral to Special Investigative Unit and police, as specified in Policy 5006, Section VI

OUT-OF-SCHOOL SUSPENSION

When, by the school's administration, a student is removed from school and school-related activities on or off school grounds.

EXPULSION

When, by action of the School Board, a student is removed from school and school-related activities on or off school grounds.

PREVENTING RECIDIVISM through OPPORTUNITIES, MENTORING, INTERVENTIONS, SUPPORTS and EDUCATION (PROMISE)

PROMISE is an intervention-based program designed to correct student behavior that violate this policy or Policy 5006: Suspension and Expulsion through a comprehensive set of supports and education. PROMISE is designed to address these policy violations that rise to the level of entrance into the delinquency system. The intent of PROMISE is to safeguard the student from entering the said system.

The list of PROMISE eligible incidents are outlined below.

1. Disruption on Campus-Major
2. Trespassing
3. Alcohol-Use/Possession/Under the Influence
4. Alcohol Sale/Attempted Sale/Transmittal
5. Drug-Use/Possession/Under the Influence
6. Drug Paraphernalia-Possession
7. Bullying
8. Harassment
9. Fighting-Mutual Combat
10. False Accusation Against School Staff
11. Assault/Threat (no harm or injury)
12. Theft-Petty <\$300
13. Vandalism/Damage to Property <\$1,000

Although Policy 5006: Suspension and Expulsion specifically outlines consequences for drug offenses by incident (i.e. first, second, third offense, etc.), the continuum of consequences for all other PROMISE incidents are referenced in the Discipline Matrix (Policy 5.8: Code for Student Conduct – Appendix A).

For PROMISE eligible incidents/violations: if the parent/student refuses the PROMISE program, then they will be referred to the Juvenile Justice System of Care. The Juvenile Justice System of Care (JJSC) is an intervention created by an Interagency Agreement of which Broward County Public Schools is a party.

Should the parent/student still refuse to participate in the PROMISE program, the child may be arrested.

When a parent/student accepts the PROMISE program but fails to fulfill the requirements of the program, the parent/student shall be referred to the Juvenile Justice System of Care. Should the parent/student still refuse to complete the program, the child may be arrested.

Medications: Use, Possession, Sale, and/or Transmittal Leading to Suspension and Possible Expulsion

School Board Policy 6305 (Administration of Medications/Treatments), provides the guidelines for the administration of medication and/or treatment for students receiving prescription and over-the-counter (OTC) medication.

A new Authorization for Medication/Treatment Form must be completed and signed by the healthcare provider and parent for any new medication(s), changes in dosage, or changes in current medication(s).

As per Policy 6305, students with special health conditions, e.g., asthma, diabetes and hypersensitivity, regardless of grade, may carry medication on self, only if approved by their physician and noted on the Medication/Treatment Authorization form.

All other medications, including over-the-counter, must be transported by the parents/guardians. Therefore students are prohibited from possessing any medication while on school grounds except as indicated above.

Students found to be in violation of School Board Policy 6305 shall be subject to the disciplinary action identified below.

Disciplinary consequences for violations at the elementary level (Grades K-5) shall not be counted when subsequent violations occur at the secondary level (Grades 6-12).

A. USE AND/OR POSSESSION OF UNAUTHORIZED OVER-THE-COUNTER MEDICATIONS IS PROHIBITED

First and Second Offense Procedures

Upon committing the first or second offense, the substance shall be confiscated from the student. The student shall receive a verbal warning and the parent shall be notified. School administration shall inform the parent if medication (prescribed or over-the-counter) needs to be taken/carried by the student, then an Authorization for Medication/Treatment form should be completed annually or as needed by the parent and a physician.

Third and Subsequent Offense Procedures

The student shall be administered a consequence as outlined in the Discipline Matrix – Appendix A. The student shall be referred to the District substance abuse manager.

Note: Use of over-the-counter medication in excess of the manufacturer's prescribed limits may be treated as a mood-altering substance and assigned a consequence under Section III of this policy.

B. SALE, ATTEMPTED SALE, AND/OR TRANSMITTAL OF AUTHORIZED OR UNAUTHORIZED OVER-THE-COUNTER MEDICATION IS PROHIBITED

First Offense Procedures

Upon committing the first offense, the substance shall be confiscated from the student. The parent shall be notified and the student shall receive a consequence as outlined in the Discipline Matrix –Appendix A.

Second and Subsequent Offense Procedures

Upon committing the second and subsequent offense, the substance shall be confiscated from the student. The parent shall be

notified and the student shall receive a consequence as outlined in the Discipline Matrix-Appendix A. The student shall be referred to the District's substance abuse case manager.

Drug and Substance Abuse Offenses Leading to Suspension and Possible Expulsion

Each principal shall post, in a place readily seen by students, a notice stating that a student's locker or other storage area may be subject to search based upon reasonable suspicion of possession of prohibited, unauthorized or illegal materials/objects, or substances and may also result in a search of person, possessions, locker and/or vehicle. School personnel shall report to the principal/designee the suspected unlawful use, possession, sale or attempted sale by a student of any drugs, over-the-counter or prescription substances except those authorized under Policy 6305 (Administration of Medication/Treatments), alcoholic beverage or inhalant, and shall be exempt from the civil liability when making such reports.

However, any personal property brought on school grounds may be inspected by drug-sniffing dogs for alcohol, drugs, or other prohibited substances. Personal property that may be inspected includes, but is not limited to, cars parked on school grounds, desks, backpacks, lockers, book bags, and gym bags. Reasonable suspicion of improper conduct is not required to use drug-sniffing dogs to inspect personal property. Drug-sniffing dogs will not be used to inspect students for alcohol, drugs, or other prohibited substances.

If a student has been suspended or expelled for a prior drug offense by any in-state or out-of-state public, private, charter or research school, then the disposition of this offense shall constitute a second offense and the procedures for second offenses shall apply.

The following section address: (A) USE, POSSESSION, AND/OR BEING UNDER THE INFLUENCE OF MOOD-ALTERING SUBSTANCES, (B) USE/POSSESSION OF UNAUTHORIZED OR MOOD-ALTERING SUBSTANCES IS PROHIBITED AND (C) SALE, ATTEMPTED SALE, AND/OR TRANSMITTAL

Note: In the case of a change of placement, the IEP/504 TEAM should convene as soon as possible to address the student's program and determine appropriate action.

(A) USE, POSSESSION, AND/OR BEING UNDER THE INFLUENCE OF MOOD-ALTERING SUBSTANCES

Use, possession, and/or being under the influence of mood-altering substances, including alcohol and alcoholic beverages, is prohibited.

Disciplinary consequences for violations at the elementary level (Grades K-5) shall not be counted when subsequent violations occur at the secondary level (Grades 6-12).

First Offense Procedures

Elementary students, (Grades K-5): The student shall be suspended from the regular school program for four (4) days and referred to the District substance abuse case manager who shall refer the student to an appropriate counseling program. Two (2) days of the suspension shall be waived if the student attends and completes a counseling program authorized by the principal/designee in conjunction with the District substance abuse case manager. If the student does not complete the recommended counseling program, the remaining days of the initial four (4) day suspension shall be imposed.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for six (6) days and referred to the District substance abuse case manager who shall refer the student to an appropriate counseling program. Three (3) days of the suspension shall be waived if the student attends a counseling program authorized by the principal/designee in conjunction with the District substance abuse case manager. If the student does not complete the recommended counseling program, the remaining days of the initial six (6) day suspension shall be imposed.

Second Offense Procedures

Elementary students, (Grades K-5): The student shall be suspended from the regular school program for ten (10) days and referred for the Behavior Intervention Program. The student shall be placed on a Probationary Substance Contract in lieu of the Behavior Intervention Program Assignment. The Behavior Intervention Program will not be required if the student successfully completes the requirements of the Probationary Substance Contract while at a regular school program. The District substance abuse case manager shall monitor/verify that the student remains in compliance with the terms of the Probationary Substance Contract. If the student violates the terms of the Probationary Substance Contract then the student shall be placed in a Behavior Intervention Program, with Substance Workback. The student shall complete the state-certified drug/alcohol rehabilitation or treatment program with a certified addiction professional. If the student fails to complete the state certified drug/alcohol rehabilitation or treatment program, the full term of the Behavior Intervention Program Assignment shall be implemented. The student may return to a regular school program upon successful completion of the prescribed rehabilitation or treatment program. The District substance abuse case manager shall monitor/verify that the student has completed the program.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. The student shall be placed on a Probationary Substance Contract in lieu of an expulsion abeyance program. The Expulsion Abeyance Program will not be required if the student successfully completes the requirements of the Probationary Substance Contract while at a regular school program. The District substance abuse case manager shall monitor/verify that the student remains in compliance with the terms of the Probationary Substance Contract. If the student violates the terms of the Probationary Substance Contract then the student shall be placed in an expulsion abeyance program, with Substance Workback. The expulsion shall be held in abeyance if the student completes the state-certified drug/alcohol rehabilitation or treatment program with a certified addiction professional. The student may return to a regular school program upon successful completion of the prescribed rehabilitation or treatment program. The District substance abuse case manager shall monitor/verify that the student has completed the prescribed program. If the student fails to complete the state-certified drug/alcohol rehabilitation or treatment program, the full term of the expulsion abeyance program shall be implemented.

Third and Subsequent Offense Procedures

Elementary students, (Grades K-5): The student shall be suspended from the regular school program for ten (10) days and recommended for the Behavior Intervention Program for a period of one (1) calendar year commencing with the date of the offense, (F.S. 1006.09(3)), with Substance Workback. The student shall complete the District approved or state-certified drug/alcohol rehabilitation or treatment program with a certified addiction professional. The District substance abuse case manager shall monitor/verify that the student has completed the program. The student may return to a regular school program upon successful completion of the prescribed rehabilitation or treatment program.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory (F.S. 1006.09(3)). The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year commencing with the date of the offense, with Substance Workback. The expulsion shall be held in abeyance if the student completes the District approved or state-certified drug/alcohol rehabilitation or treatment program with a certified addiction professional. The District substance abuse case manager shall monitor/verify that the student has completed the program. The student may return to a regular school program upon successful completion of the prescribed rehabilitation or treatment program.

(B) USE/POSSESSION OF UNAUTHORIZED SUBSTANCES IS PROHIBITED

Disciplinary consequences for violations at the elementary level (Grades K-5) shall not be counted when subsequent violations occur at the secondary level (Grades 6-12).

Note: Students violating Policy 6305: Administration of Medication/Treatment, by possessing their own prescription medication on school grounds, on school transportation, or at a school-sponsored activity shall not receive a consequence under this section of the policy. In such instances, students shall be required to follow Policy 6305 and receive a consequence as outlined in Section II, A of this policy.

First Offense Procedures

Elementary students, (Grades K-5): The student shall be suspended from the regular school program for ten (10) days and recommended for the Behavior Intervention Program for a period of one (1) calendar year commencing with the date of the offense, with Substance Workback. The student shall complete the District approved or state-certified drug rehabilitation or treatment program with a certified addiction professional. The District substance abuse case manager shall monitor/verify that the student has completed the program. The student may return to a regular school program upon successful completion of the prescribed rehabilitation or treatment program.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year commencing with the date of the offense, with Substance Workback. The expulsion shall be held in abeyance if the student completes the District approved or state-certified drug rehabilitation or treatment program with a certified addiction professional. The District substance abuse case manager shall monitor/verify that the student has completed the program. The student may return to a regular school program upon successful completion of the prescribed rehabilitation or treatment program.

Second and Subsequent Offense Procedures

Elementary students, (Grades K-5): The student shall be suspended from the regular school program for ten (10) days and recommended for the Behavior Intervention Program, for a period of one (1) calendar year commencing with the date of the offense, with Substance Workback. The student shall complete the District approved or state-certified drug rehabilitation or treatment program. The District substance abuse case manager shall monitor/verify that the student has completed the program. The student may return to a regular school program upon successful completion of the prescribed rehabilitation or treatment program.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year commencing with the date of the offense, with no Workback allowed. The student shall complete the District approved or state-certified drug rehabilitation or treatment program with a certified addiction professional. The District substance abuse case manager shall monitor/verify that the student has completed the program.

(C) SALE, ATTEMPTED SALE, AND/OR TRANSMITTAL OF DRUGS OR MOOD-ALTERING SUBSTANCES, UNAUTHORIZED SUBSTANCES, OR OTHER SUBSTANCES HELD OUT OR REPRESENTED TO BE DRUGS OR MOOD-ALTERING SUBSTANCES, INCLUDING ALCOHOL OR ALCOHOLIC BEVERAGES* IS PROHIBITED.

Note: Broward School employees shall report this offense to the Department of Children and Families (F.S. 39.201) as appropriate.

PROCEDURES FOR SALE, ATTEMPTED SALE, AND/OR TRANSMITTAL OF ALCOHOL OR ALCOHOLIC BEVERAGES, INCLUDING SUBSTANCES HELD OUT OR REPRESENTED TO BE ALCOHOL OR ALCOHOLIC BEVERAGES

First Offense Procedures

Elementary students, (Grades K-5): The student shall be referred to the District substance abuse case manager who shall refer the student to an appropriate counseling program. The student shall be assigned to internal suspension for one to two (1-2) days.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. The student shall be placed in the Expulsion Abeyance Program not to exceed one (1) calendar year, commencing with the date of the offense, with Substance Workback. The expulsion shall be held in abeyance if the student completes the District approved or state-certified alcohol rehabilitation or treatment program with a certified addiction professional. The District substance abuse case manager shall monitor/verify that the student has completed the program. The student may return to a regular school program upon successful completion of the prescribed rehabilitation or treatment program.

Second Offense Procedures

Elementary students, (Grades K-5): The student shall be referred to the District substance abuse case manager who shall refer the student to an appropriate counseling program. The student shall be suspended from the regular school program for two (2) days.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year commencing with the date of the offense, with Workback. The expulsion shall be held in abeyance if the student completes that District approved or state-certified alcohol rehabilitation or treatment program with a certified addiction professional and all other components of the prescribed Workback Program. The District substance abuse case manager shall monitor/verify that the student has completed the program.

Third and Subsequent Offense Procedures

Elementary students, (Grades K-5): The student shall be referred to the District substance abuse case manager who shall refer the student to an appropriate counseling program. The student shall be suspended from the regular school program for four (4) days.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year commencing with the date of the offense, with no Workback. The student shall complete a District approved or state-certified alcohol rehabilitation or treatment program with a certified addiction professional. The District substance abuse case manager shall monitor/verify that the student has completed the program.

PROCEDURES FOR SALE, ATTEMPTED SALE, AND/OR TRANSMITTAL OF DRUGS OR MOOD-ALTERING SUBSTANCES, UNAUTHORIZED SUBSTANCES, OR OTHER SUBSTANCES HELD OUT OR REPRESENTED TO BE DRUGS OR MOOD-ALTERING SUBSTANCES, OTHER THAN ALCOHOL OR ALCOHOLIC BEVERAGES

First Offense Procedures

Elementary students, (Grades K-5): The student shall be referred to the District substance abuse case manager who shall refer the student to an appropriate counseling program. The student shall be suspended from the regular school program for two (2) days.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year commencing with the date of the offense, with Workback. The expulsion shall be held in abeyance if the student completes that District approved or state-certified drug rehabilitation or treatment program with a certified addiction professional and all other components of the prescribed Workback Program. The District substance abuse case manager shall monitor/verify that the student has completed the program.

Second Offense Procedures

Elementary students, (Grades K-5): The student shall be referred to the District substance abuse case manager who shall refer the student to an appropriate counseling program. The student shall be suspended from the regular school program for three to five (3-5) days.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year commencing with the date of the offense, with no Workback. The student shall complete a District approved or state-certified drug rehabilitation or treatment program with a certified addiction professional. The District substance abuse case manager shall monitor/verify that the student has completed the program.

Third and Subsequent Procedures

Elementary students, (Grades K-5): The student shall be suspended from the regular school program for ten (10) days and recommended for the Behavior Intervention Program for a period of one (1) calendar year commencing with the date of the offense, with Workback. The student shall complete the District approved or state-certified drug rehabilitation or treatment program with a certified addiction professional. The District substance abuse case manager shall monitor/verify that the student has completed the program.

Secondary students, (Grades 6-12): The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year commencing with the date of the offense, with no Workback. The student shall complete a District approved or state-certified drug rehabilitation or treatment program with a certified addiction professional. The District substance abuse case manager shall monitor/verify that the student has completed the program.

Other Offenses (Non-Drug and Non-Substance Abuse Offenses) Leading to Suspension and Possible Expulsion

Students shall be suspended and may be recommended for expulsion when they:

1. Repeatedly commit a serious breach of conduct including, but not limited to, willful disobedience and/or open defiance of authority or violations of Policy 5.9: Anti-Bullying.
2. Commit assault
3. Commit battery
4. Commit or threaten to commit vandalism/damage to property
5. Commit any act on campus or off campus that substantially disrupts the orderly conduct of the classroom or school activities
6. Commit grand theft, including motor vehicle theft
7. Possess and/or display or transmit a Class B weapon
8. Use of laser pens/pointers and other laser devices in a manner that could potentially harm or injure another individual
9. Make an internet/electronic transmission of a threat to do harm to person(s) on school grounds, or to school property that results in a substantial disruption (see Definitions – Section IX) to the school climate
10. Conduct, recruit, or participate on campus in a formal or informal manner in order to foster youth gang activity. This activity may include an association or group of three (3) or more persons who are gang-related individually or collectively who engage in a pattern of youth or street gang activity and have a common name or common identifying clothing, jewelry, buttons, colors, signs, symbols, or markings with the intent to threaten and/or present a danger to public order and safety
11. Transmit or distribute any video voyeurism or images that depict nudity or sexual content or that violate the rights of individuals having a reasonable expectation of privacy and/or violate privacy laws
12. Commit other criminal actions on School Board property, or during school events or activities not already set forth in Policy 5006, including, but not limited to, when the student
 - a. is formally charged with having committed a delinquent act which would be a felony, if committed by an adult (F.S.1006.09(2));

- b. the student has had adjudication withheld for a delinquent act which, if committed by an adult, would be a felony; or
 - c. the student has been found guilty of a felony.
13. Use the school district's technology and/or software for any unauthorized purpose. This includes the unauthorized use of a computer/technology, including, but not limited to, accessing or breaking into restricted accounts or networks, creating, modifying or destroying files/records without permission, copying software, entering, distributing or printing unauthorized files/records, uploading to the Internet and/or sharing or distributing, offensive or inappropriate material, including video, and any other misuse or violation of the School Board of Broward County Technology-Acceptable Use Policy 5306, Section 6

Note: Administrative reassignment may be imposed when a student is formally charged under 12a above, for an event that takes place off campus and is determined via an administrative hearing that the incident may have adverse impact on the educational program, discipline or welfare in the school in which the student is enrolled (F.S. 1006.09) (2)).

Mandatory Expulsion

Students shall not be subject to mandatory suspension and expulsion proceedings when the principal determines that an instrument or object was used solely for the purpose of defense against an aggressor. A student shall not be subject to mandatory expulsion proceedings if it is determined that the student immediately* returned a firearm to the person who gave it to her or him, or if the student took a firearm to a staff member or was in the process of taking it to a staff member. (*The term "immediately" means without delay.)

Offenses Leading to Mandatory Expulsion

Students found to have committed one of the following offenses will be expelled, with or without continuing educational services, from the student's regular school for a period not less than 1 full year, and will be referred to the criminal justice or juvenile justice system:

- (1) Bringing a firearm or weapon, as defined in Chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing, displaying, using, selling or transmitting a firearm at school.
- (2) Making a threat or false report, as defined by F.S. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity, including:
 - a. Threatening to throw, project, place, or discharge a destructive device with intent to do bodily harm to any person or with intent to damage any property of any person.
 - b. Making a false report, with intent to deceive, mislead, or otherwise misinform a person concerning the placing or planting of any bomb, dynamite, or other deadly explosive, or weapon of mass destruction.

In addition, students found to have committed the following offenses on school property, school-sponsored transportation, or during a school-sponsored activity shall receive the most severe consequences provided in this policy which shall be mandatory suspension and administrative assignment to the Behavior Intervention Program or expulsion, referral to appropriate counseling services, and may be referred to the local law enforcement agency for criminal prosecution. (See section on Workback. This provision is not available for some of the following offenses.) These acts pose a serious threat to school safety and include:

- Serious assault
- Arson or attempted arson
- Sexual battery (rape) or attempted sexual battery (rape)
- Possessing, displaying, using, selling or transmitting of a Class A weapon
- Homicide
- Kidnapping or abduction
- Bringing, possessing using, or selling of any explosive propellant or destructive device
- Robbery or attempted robbery
- Armed robbery or attempted armed robbery
- Serious battery
- *Battery on School Board of Broward County employee, sports official, or other specified officials as listed in F.S. 784.081

- *Found, by a court, to have committed an assault on specified officials, or School Board employees or sports official. (F.S. 784.081)
 - *Found, by a court, to have committed an assault on a law enforcement officer, firefighter, emergency medical care provider, etc., (F.S. 784.07)
 - Extortion
 - Threatening to throw, project, place, or discharge a destructive device that may cause bodily harm to any person or damage any property of any person
 - Making a false report concerning the placing or planting of any bomb, dynamite, or other deadly explosive
- *When charged with these acts, the student shall be immediately removed from the classroom and placed in an alternative school setting pending disposition (F.S. 1006.13(5)).

AT NO TIME is it appropriate for any student to possess or bring a weapon of any kind onto a school campus. Federal and state laws require local school districts to notify parents, through the Code for Student Conduct, that any student who is determined to have brought a firearm, projectile device, electric weapon or device, or flare gun to school, to any school function, or on any school-sponsored transportation will be recommended for expulsion, with or without continuing educational services, from the student's regular school for a period of not less than one full year and referred for criminal prosecution.

Possession of a firearm, projectile device, electric weapon or device, or flare gun shall be defined as knowingly, intentionally, deliberately, or inadvertently (without meaning to do it) bringing a firearm on school property, school-sponsored transportation, or to a school-sponsored activity.

Expulsion/Expulsion Abeyance

1. The expulsion shall commence with the date of the School Board's final order or, in the case of a student with a disability, the date established by the IEP/504 Team. However, the term of exclusion from the regular school shall not exceed one calendar year from the date of the offense. Additionally the expulsion shall be held in abeyance and the student shall be given the opportunity to participate in an established Expulsion Abeyance Program.
2. If a student enrolls in an expulsion abeyance program or in a program designated by the Superintendent and successfully completes the program, the expulsion shall not be documented on the student's official transcript. The District student services substance abuse/expulsion case manager will facilitate the student's re-entry into the regular school program, except where indicated otherwise in this policy. In the case of a student with a disability, return to a school placement may require action by the IEP/504 Team.
3. Refusal or failure to meet conditions specified in the Expulsion Abeyance Agreement may result in the removal of the abeyance option, and the student may be expelled from all programs and schools in the Broward County Schools until the duration of the original expulsion has lapsed.
4. The appropriate expulsion code shall be entered into the student's permanent record. This record shall be forwarded to any school requesting that record for the purpose of student admission.
5. The District student services case manager shall monitor/verify that the student has completed the program.
6. All steps necessary to protect the victim, of any acts set forth in this policy, from further victimization will be taken. With infractions that require mandatory expulsion (See Section V) or involve serious repeated acts of bullying, such actions may include assignment of the student (perpetrator) to a different school from that where the offense occurred. Only the Superintendent/designee may assign a student to another school after completion of the mandatory requirements for expulsion abeyance or after compliance with the bullying complaint procedures. Should the district make such a reassignment, transportation will be provided by the District. All "no contact orders" entered by a court shall be enforced. Transportation is not provided by the District when there is a court order for no contact requiring reassignment of the student to another school, unless there is transportation

available at no additional cost to the District.

Workback

Elementary students, (Grades K-5) shall be administratively placed in the Behavior Intervention Program for one (1) calendar school year. Elementary students may complete a Workback Program within 45-school days and be reinstated to a traditional school program. If the student is unsuccessful at Workback Program completion within 45-school days, then the student shall continue in the Workback Program for up to 90-school days. If the student is unsuccessful after 90 school days, the full term of the administrative assignment shall be served.

Secondary students, (Grades 6-12) shall be expelled for one (1) calendar school year. For infractions that are eligible for Workback consideration, the student may complete the Workback Program within 90-school days and be reinstated to a traditional school program. If the student is unsuccessful after 90-school days, the full term of the expulsion shall be served.

Substance Workback

Substance Workback shall mean that the student is eligible to return to a regular school program upon successful completion of the state-certified rehabilitation or treatment program as determined by the District substance abuse case manager.

Workback requirements are reviewed with the student by the District case manager and include specific responsibilities the student must comply with to be considered for Workback.

Students are not eligible for the Workback Program if they commit any of the following offenses:

Elementary Students	Secondary Students
<ul style="list-style-type: none"> a. Arson or attempted arson b. Sexual battery (rape) or attempted sexual battery (rape) c. Possession, use, sale, or transmittal of a firearm, projectile device*, electric weapon or device, or flare gun d. Homicide e. Kidnapping or abduction f. Armed robbery or attempted armed robbery g. Battery of a School Board of Broward County employee h. Battery on a law enforcement officer 	<ul style="list-style-type: none"> a. Arson or attempted arson b. Sexual battery (rape) or attempted sexual battery (rape) c. Possession, use, sale, or transmittal of a firearm, projectile device*, electric weapon or device, or flare gun d. Homicide e. Kidnapping or abduction f. Armed robbery or attempted armed robbery g. Second and subsequent offense for use/possession of an unauthorized substance h. Third and subsequent offenses of sale, attempted sale, and/or transmittal of alcohol or alcoholic beverages, including substances held out or represented to be alcohol or alcoholic beverages i. Second and subsequent offenses of sale, attempted sale, and/or transmittal of drugs or mood-altering substances, unauthorized substances, or other substances held out or represented to be drugs or mood-altering substances, other than alcohol or alcoholic beverages j. Battery of a School Board of Broward County employee k. Battery on a law enforcement officer

***Elementary students, Grades K-5**, (at the time of infraction), in possession of a projectile device on campus or any school sponsored event, will be eligible for a 45-day Workback Program. Students unable to meet the requirements of the 45-day Workback Program will have an opportunity to complete a 90-day Workback Program.

Secondary students, Grades 6-8, (at the time of infraction), in possession of a projectile device on campus or any school-sponsored event, will be eligible for a 90-day Workback Program.

Upon successful completion of the Workback Program, the student shall transition back to the regular school program, except when indicated otherwise in this policy. In the case of a student with a disability, return to a school placement, is a change in placement and will require action by the IEP/504 Team.

Out-of-District Expulsions

Expulsion or dismissal of a student from any in-state or out-of-state public, private, charter, or research school will be honored by the Broward County School Board if the act committed is one that would be grounds for expulsion under this policy.

If a student who has been expelled or dismissed from another district, charter school or private school wishes admission, he/she shall be placed in an appropriate expulsion abeyance program or a program designated by the Superintendent/designee for a period of time commensurate with the terms of the original expulsion.

Definition of Weapons

For purposes of this policy, weapons are defined in two categories, Class "A" or Class "B." An object which can be defined as a Class "A" weapon pursuant to this policy shall be conclusively determined to be a Class "A" weapon and further classifications shall not be considered.

Use/Possession/Transmittal of Class A weapons include, all weapons defined in Chapter 790, Florida Statute and:

- Firearms, (whether operable or inoperable, loaded or unloaded) including, but not limited to, hand, zip, pistol, rifle, shotgun, and starter gun
- Projectile devices including, but not limited to BB guns, pellet (hard and soft) guns, and paintball guns
- Explosive propellants or destructive devices (operable or inoperable)
- Dirks
- Brass knuckles and/or metallic knuckles
- Billy clubs
- Tear gas
- Electric weapon or device including, but not limited to, stun guns and taser guns
- Slungshot - is a striking weapon consisting of weight or other hard object affixed on a flexible handle or strap.
- Chemical weapon or devices
- Flare guns
- Knives-All knives, including razor blades, box cutters, but excluding, blunt-bladed table knives and common pocketknives. A common pocketknife is defined as a folding knife with a blade measuring not greater than three (3) inches.

Use/Possession/Transmittal of Class B weapons include:

- Possession of a toy gun
- Toys which resemble weapons, when used in a threatening manner
- Knives - Blunt-bladed table knives and common pocketknives. A common pocketknife is defined as a folding knife with a blade measuring not greater than three (3) inches
- Chains, including any chain not being used for the purpose for which it was normally intended that is capable of harming an individual

- Pipe - any length of metal or other hard substance not being used for the purpose for which it was normally intended
- Razorblades of any kind or similar instruments with a sharp cutting edge
- Ice picks and other pointed instruments
- Nunchakus, Chinese stars
- Pepper spray - a mace device with the capacity to hold two (2) ounces or less of the chemical
- Any tool or instrument when used in a threatening manner, including, but not limited to, scissors, compass, or similar items
- Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips
- Slingshot - a hand-held and hand-powered device consisting of a frame with attached rubber strap/straps, used for shooting objects

Other Definitions for this Policy

Assault is defined as an intentional threat by words or action to do harm to another person, coupled with an apparent ability to carry out the threat, and/or committing an act that creates a well-founded fear in such person that such violence is imminent.

Days shall be construed to be school days (as determined by the applicable school calendar) whenever mentioned in this policy.

Serious Assault is defined as an assault in which a Class A or Class B weapon is used to commit the assault.

Battery is defined as an intentional touching or striking another person without their consent or against their will or causing bodily injury to another person. In the case of “battery on a School Board employee” or “Law Enforcement Officer” there must be evidence of an unprovoked, deliberate act with intent to cause physical harm to the person.

Serious Battery is defined as committing battery (1) using a Class A or Class B weapon or (2) causing serious injury.

Minor Injury is defined as an injury which solely requires treatment by a professional medical personnel.

Serious Injury is defined as an injury which requires treatment by professional medical personnel.

Petty Theft is defined as taking property of another that is less than \$300.

Grand Theft is defined as taking property of another worth \$300 or more.

Mood-Altering Substance is any substance that is or may be detrimental to the user or to others, including, but not limited to, alcohol or alcoholic beverages, marijuana (less than 20 grams), hallucinogens/chemical intoxication, inhalants, over-the counter medication taken in excess of prescribed amount. “*Over-the-counter* (OTC) medications” are medications that may be sold directly to a consumer without a prescription from a physician or licensed healthcare provider.

Unauthorized Substances/Drugs include any substances deemed to be illegal, any prescription drugs not prescribed for the student who is in possession of the medication, and any medication that is not authorized as part of Policy 6305.

Disruptive Behavior is that which causes confusion or disorder or interrupts, interferes, or impedes normal classroom or school activity.

Violent Behavior is that using physical force that causes damage or injury or violates or abuses another person or property.

Fighting-Mutual Combat/Altercation is when two or more persons mutually participate in use of force or physical violence that requires either 1) physical restraint or 2) results in injury requiring first aid or medical attention.

Substantial Disruption is defined as an incident which results in the temporary suspension of the educational process due to a school evacuation, interference with learning activities/educational process, and/or requires the intervention of outside agencies such as the police or fire department.

Possession is the knowing, intentional, deliberate or inadvertent control of any article, object, asset, or property.

Transmittal is the transfer of an object, thing, electronic message or image, or substance from one person to another. Transmittal does not occur when the person immediately* returns the item back to the person who gave it to them or if it is immediately delivered to a teacher or school administrator. *The term “immediately” means without delay.

Parent is one or both parents, any guardian of a student, surrogate or any person in a parental relationship to a student or any person exercising supervisory authority over a student in place of a parent.

Majority Age Student is any student who is 18 years or older.

Renaissance Charter High School of West Broward
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SECTION

X

RIGHT TO AN APPEAL

There may be times when students feel they have been unfairly penalized. Most problems can be solved if students speak with the teacher or staff member who was involved. If students feel uncomfortable with this person, they may request a conference with the next level of authority. Students may also request the presence of a third party, such as a counselor, assistant principal, other staff person, translator, interpreter, or attorney. Parents also have the right to be included. If talking things over does not solve the problem, the following steps may be taken:

1. A written statement must be presented to the principal within five (5) school days after the last conference. The statement must tell what happened, when it happened, who was involved, and how the student would like the problem resolved. A copy of the statement should be filed and maintained as an educational record. The principal or the administrator with the most knowledge of the incident has 5 school days to respond in writing.
2. If the problem still has not been resolved within five (5) school days from receipt of the written response, the student may request in writing, an appointment with the Chief Service Quality Officer/designee. The letter asking for the appointment must include a copy of the first written statement and the response.

In the case of Charter Schools: If the problem still has not been resolved within five (5) school days from receipt of the written response, the charter school student may request, in writing, a meeting with the Governing Board.

Items 3-5 below do not apply to Charter School students.

3. Upon receipt of the letter, the Superintendent's/designee will schedule a meeting within five (5) school days with the district student and his or her parent. This meeting will include the person(s) involved in the appeal process, the principal, the district student, the parent(s) and anyone else he or she wishes to attend. An attorney may be present to represent either the district student and/or the school. The Superintendent's/designee has five (5) school days after the date of the meeting to send a written response to the district student.
4. If district students still are not satisfied, they may take the problem to the Superintendent following the above procedures.
5. The Superintendent will schedule another meeting to see how the matter can be resolved. After the date of this meeting, the Superintendent has five (5) school days to send a written response. The decision of the Superintendent shall be final for the appeal of any penalties fewer than ten (10) days. For appeals of ten (10) days, district students have the right to appeal to the School Board.
6. A student shall serve his or her suspension during the pendency of any appeals. If the student is successful in his or her appeal, the student's record shall be corrected to remove all indications of the suspension and the absences shall be reflected as "excused," for the period in question. Refer to pages 5-6, regarding make-up work.

GRIEVANCE PROCEDURES for DISCRIMINATION, BULLYING and/or HARASSMENT OFFENSES, including SECTION 504 DISCRIMINATION

REPORTING DISCRIMINATION, BULLYING and/or HARASSMENT OFFENSES

If any district school student feels that he or she has been discriminated against or harassed, he or she may contact the Executive Director of Benefits and EEO Compliance in the Department of Equal Educational Opportunities, 600 Southeast Third Avenue, 14th Floor, Fort Lauderdale, Florida 33301, Phone: 754-321-2150. Teletype Machine (TTY): 754-321-2158. Email: EEO@BrowardSchools.com. Complaints relating to discrimination may also be addressed to the Office for Civil Rights, 61 Forsyth Street, S.W., Suite 19T70, Atlanta, GA 30303, or the state or federal Office for Civil Rights.

REPORTING SECTION 504 DISCRIMINATION

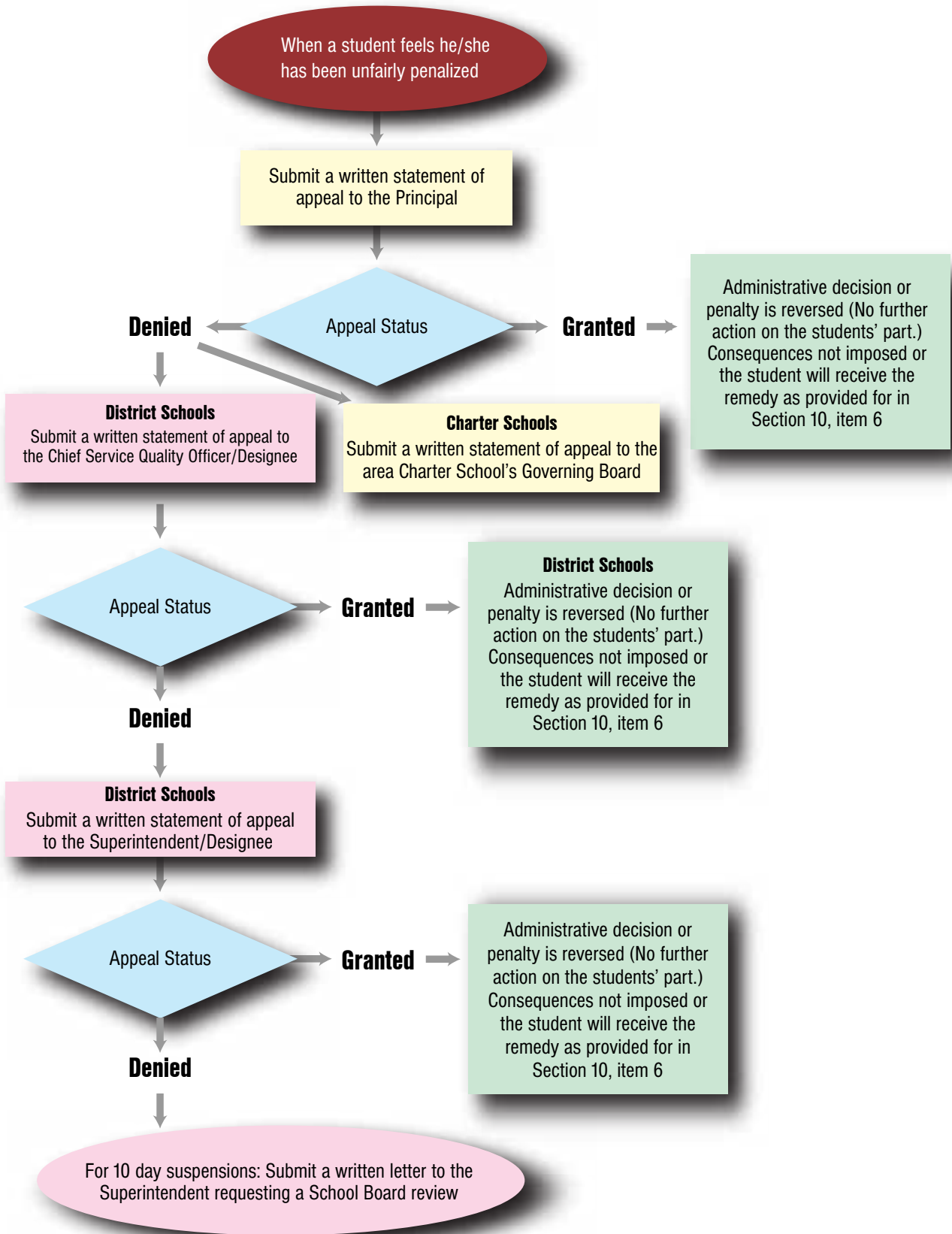
The steps below have been developed to comply with the law for resolution of individual complaints under Section 504/ADA. Persons aggrieved by district school actions are not required by law to exhaust the District's grievance procedures before filing a complaint at the federal or state level.

The following steps should be followed if resolution on Section 504/ADA issues through informal discussion with appropriate district school personnel is not achieved. All meetings, discussions, etc., should be documented. Appropriate district school personnel could include teachers, the Section 504 liaison, counselors, school administrator, etc.

1. If informal discussions do not resolve the issue, the district school student/parent/guardian may obtain a Grievance Filing Form from the principal. The completed form should be submitted to the district school principal within 15 school days.
2. Within 15 school days of receipt of the written grievance, the district school principal shall provide the grievant with a Grievance Resolution Notice that upholds, modifies, or denies the resolution sought.
3. If the district school student/parent/guardian is not satisfied with the response issued in Step 2, he/she may file a complaint with the Director of Benefits and EEO Compliance in the Department of Equal Educational Opportunities at 754-321-2150, who will inform the district school student of his or her rights under Section 504/ADA, including an impartial hearing pursuant to federal and state regulations. The Department of Equal Educational Opportunities will conduct an investigation, convene pertinent parties, including legal counsel, and make a determination as to whether probable cause exists to believe that the district student was, in fact, discriminated against. A determination of probable cause will include specific recommendations for corrective behavior.



Right to Appeal Process



APPENDIX

What is the Discipline Matrix?

The Discipline Matrix: A Tool For Administrators To Assign Consequences For Serious Misbehavior

The Discipline Matrix is a tool for administrators to respond appropriately when students have committed serious violations, per the *Code for Student Conduct*. This tool is designed to offer consistency at all levels across the District so that students are disciplined fairly from school to school when their behavior requires punishment beyond the classroom. There are two different versions of the Matrix: One to assign consequences to elementary students (Grades K-5) and the other to assign consequences to secondary students (Grades 6-12).

A copy of the Matrix is included at the bottom of this page to assist you and your child in understanding the consequences of seriously violating school rules. While most parents will have no need to be familiar with the Matrix, the School Board and the District want to ensure that parents are knowledgeable about the actions of its school administrators when students misbehave. The Matrix enables administrators to assign consequences consistently, regardless of the school your child attends.

HOW DO I READ THE MATRIX?

The Matrix outlines the violations in the same way as the *Code for Student Conduct*. Each incident type contains interventions and consequences for each violation. The letters within the consequence boxes correspond to the “Action Legend” beneath the “Types of Incident” grid. Therefore, if a student commits a first offense violation for an incident, the actions that can be taken will be listed in the box for the 1st Consequence. Second offense violation will be listed in the box for the 2nd Consequence, and so forth. It is important to note however, that school administrators have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the Matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances.

IS THERE ANYTHING ELSE I NEED TO KNOW?

Yes. The Discipline Matrix does not apply to classroom management as assigned by the teacher but rather as a progressive step when a student has broken the rules requiring a principal and/or designee to assign consequences. While continuous disregard for classroom rules will almost always be referred to an administrator, certain violations of the rules, e.g. weapon possession, assault, sexual harassment, require initial administrative action.

Like the *Code for Student Conduct*, the Matrix is reviewed annually by District stakeholders, including parents, teachers, administrators, counselors, and other community representatives.

WHERE DO I GO IF I WANT FURTHER EXPLANATION OF THIS DOCUMENT?

Should you require further explanation of the Discipline Matrix, please call your school administrator.

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Scott Jarvis, Office of Service Quality
Taina Sierra, New River Middle
Todd Sussman, Risk Management
Yva Dieudonne, Social Work and Attendance

STUDENT GOVERNMENT

Julia Santana, Fort Lauderdale High School
Shariff Martin, Piper High School

600 Southeast Third Avenue • Fort Lauderdale, Florida 33301 • 754-321-0000

“Educating Today’s Students For Tomorrow’s World.”
Broward County Public Schools Is an Equal Opportunity/Equal Access Employer

WE ALL DESERVE TO FEEL SAFE AND RESPECTED!



Did you know?

- Each year 1 in 4 adolescents reports verbal, physical, emotional or sexual abuse by their dating partner *
- Dating violence is when one person uses their power to control and/or abuse another person in a dating relationship
- Dating violence is unacceptable and against the law in: ✓ School ✓ Home ✓ Community
EVERYWHERE!



Who can you talk to for help?

- SIU's Anonymous Tip Hotline 754-321-0911, your school administrators, or other trusted adults
- 211 First Call for Help 24-hour Info. & Referral, Dial 211 or 954-537-0211
- Women In Distress 24-hour Crisis Line 954-761-1133
- Florida Domestic Violence Hotline 1-800-500-1119

* Foshee VA, Linder GF, Bauman KE, et al. The safe dates project: theoretical basis, evaluation design, and selected baseline findings. *American Journal of Preventive Medicine* 1996;12(2):39-47. Avery-Leaf S, Cascardi M, O'Leary KD, Cano A. Efficacy of a dating violence prevention program on attitudes justifying aggression. *Journal of Adolescent Health* 1997; 21:11-17.



YOU HAVE THE POWER TO MAKE A DIFFERENCE... USE IT!

Send an e-mail

To:

Cc:

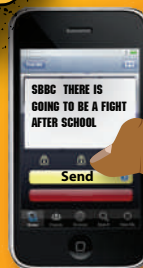
Subject:

Call

754-321-0911



www.browardschools.com
Click on
Report a Crime Online



- Message must begin with SBBC
- Then a space
- Followed by the message

Send a text message
to CRIMES (274637)

COMPLETELY ANONYMOUS

