



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.¹

The School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.e. of F. S. 1006.21-.27 and F.S. 1012.45, The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the school will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section F.S. 1002.33. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

- **Parent Transportation:** The School's plans for contracting services, as described in Florida law, F.S. 1002.33(20)(c) provides that the governing body of the charter school may provide transportation through an agreement with parents. The School plans to engage parents/guardians to provide transportation for their children when at all possible. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day's activities and events at the school to the extent possible.
- **Ensuring Equal Access:** The school will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. In the case transportation is needed and if the parent advises the school that there is a hardship, and he/she is unable to provide the transportation, the school will provide transportation through a contract with the Sponsor or a Sponsor-approved private transportation carrier to provide specialized transportation for students with disabilities based on their particular student needs and that, which may be specified in a student's IEP. In such cases as the school uses a private company, the school will provide the Sponsor the name and information of the private transportation firm.
- **Private Providers:** - Any private providers contracted by the school will be such providers who have been approved by the Sponsor as per the Sponsor's approved provider list (if available). The school will comply with all applicable requirements of F. S. 1012.45 and review these rules and statutes at least annually for any changes thereto in ensuring compliance with statutes and rules pertaining to the safety of transported students. The school will provide the Sponsor with the names and contact information of any and all contracted private providers in ensuring monitoring of compliance for the safe transporting of students.

¹ 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.

An organized meal service that meets local health, state and federal regulations will be offered at the school site. Nutritious meals will be provided in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. All meals will be also be prepared and distributed to students according to their individual IEP. Wingate Oaks will operate as a site of an approved Sponsor of the National School Lunch Program (NSLP). If required, Wingate Oaks will apply for separate Sponsorship under the NSLP. The School plans to participate in the free/reduced price meal program. The School will sponsor the National School Lunch and Breakfast Programs, as required, and will provide free and reduced priced meals for eligible students from households with gross incomes within the free limits on the Federal Income Guidelines and may be eligible for either free or reduced priced meals. At this time the confirmations of eligibility for free and reduced price meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the student is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR).

Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Child Nutrition Program (CNP) system. The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- Disseminate lunch applications to all students upon enrollment
- Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- Enter determinations for each child into database;
- Provide students with notice of eligibility;
- Serve/Charge student lunches in accordance with determined eligibility;
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year (if sponsoring the NSLP).

Lunch Area - The school facility includes a kitchen and lunchroom that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.



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. The budget should be based on the projected student enrollment indicated on the cover page of the application.**

See Exhibit 1

- B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.**

See Exhibit 2

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

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

Wingate Oaks is an existing exceptional student education center. Being an ESE Center, Wingate Oaks Charter School is permitted to give first enrollment priority to students currently attending the school. As such, the FTE estimate is based on the current number of students, reduced by the number of students who will not be returning due to age limitations, and increased by the number of estimated students who will enroll in the school. As the Broward School District was planning on closing this special day school program, several eligible students were reassigned to other district schools. It is assumed that many of these students will return to a school within their local community.

The February 20, 2014 FEFP calculation was used to develop the revenue based on the estimated student enrollment. Entitlement grants such as IDEA are estimated based on the current year amount.

The assumption is that many of the staff will remain at the charter school following the conversion. Therefore, current salary information for staff members was used to determine the personnel budget. Health insurance will be in accordance with the existing plan at Broward Children's Center, the school's ESP. Utility information is based on actual usage.

Broward Children's Center is the Education Service Provider for Wingate Oaks and will absorb many of the start-up costs of the conversion school. Additional strategies for addressing startup funding include, but are not limited to, a CSP Grant application to the State and independent fund-raising through the school's ESP.



D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

A committee will be established by the Governing Board consisting of the Treasurer, principal, and ESP who will meet on a monthly basis to review and assess the financial condition of the school. The Treasurer will present the information to the Governing Board at the quarterly meeting. Although the estimated enrollment is conservative, in the event that the enrollment does not meet projection, it would be necessary to reduce staff, embark on an aggressive fundraising campaign with the assistance of the BCC Foundation, and/or look to the partner to provide additional support.

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

See Exhibit 3

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

Fundraising efforts will begin when the Sponsor approves the charter application. BCC's Foundation Department is highly successful in raising funds and will sponsor events for Wingate Oaks. During the past year, the Foundation has raised more than \$270,000. Therefore, a very conservative estimate of \$75,000 under this category has been included in the first year of operations.

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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.

Although the school principal is responsible for maintaining a balanced budget and ensuring that financial resources are properly managed through the ESP; the ultimate responsibility over the the school's finances lies with the Governing Board.

The ESP, with their staff of experienced finance and accounting supervisors, will oversee accounts receivable/payable, payroll processing, employee benefits, bank record reconciliation, monthly and quarterly reports, Sponsor and DOE reporting, insurance requirements, audit preparation, and financial management. Additionally, the Governing Board will approve and/or modify the annual budget and review all financial information related to the school.

Day-to-day management of the school's finances will involve the Principal and ESP. The Principal and/or Assistant Principal (if delegated) will be responsible for recommending purchases or to identify needed services to maintain the instructional program and support services. Upon identifying a good or service, the Principal and/or AP will authorize a purchase order for the procurement of a good or service. The Principal and ESP will then review the purchase order for budget alignment, if the item is within the budget boundaries it is presented to the Governing Board for approval.

Upon the delivery and confirmation of ordered materials or the satisfactory completion of a service, the Principal or designee reviews and approves the packing slip, work order or shipping bill and returns these with any invoice to the ESP for recordation, filing and payment. This system has proven itself through multiple independent audits as providing for adequate separation of duties and control of the school's finances.

Small, miscellaneous purchases are facilitated through either a small, school-based impressed fund or pre-paid charge cards held by the Principal and AP for emergency expenditures. All internal funds are subject to the same level of control and a thorough record of each internal fund is maintained so that the Governing Board, Principal, Office Manager and ESP have full visibility on all internal funds, revenue and expenses.

The principal will be required to present financial information to the Governing Board on a quarterly basis. The Governing Board will then have the opportunity to review the state of the budget and determine if resources are being managed properly.

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 will approve the initial budget and all subsequent amendments to the budget. An annual audit will be conducted at the end of the fiscal year and will be reviewed by the governing board. As stated above, the governing board will review financial information throughout the year to



ensure compliance with sound financial practices. Monthly financial statements will be provided to the district in accordance with section 1002.33(9)(g), F.S. Rule 6A-1.0081 and will be reviewed by the governing board.

Wingate Oaks will, at a minimum, have the following financial controls in place, [which will be documented in a Policy and Procedure Manual](#):

- Only one operating bank account will be maintained by the school (others may be maintained by the Board Treasurer as approved by a majority vote of the Board).
- All funds will be deposited to the bank account on a daily basis intact, whenever practical. At a minimum, no receipts will go longer than two days without being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence.
- Disbursements of a minor nature will be accommodated by the use of a petty cash fund.
- The Principal and/or Office Manager, or their designee, will authorize all expenditures prior to any commitment being made regarding any school funds.
- Expenditures over \$10,000 will require two signing officers on all checks (Principal, AP, Board Treasurer or ESP).
- No checks will be pre-signed.
- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the Governing Board and Principal.
- All funds associated with school related activities will be administered through the school office.
- All outside groups with a relation to the school (PTA, Boosters, etc.) will conduct their activities in such a way as to be clearly distinguished from school sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.
- School finance records, including files for receipts, invoices, bank statements and cancelled checks will be kept up-to-date and fully accessible at all times.
- Transfers to/from the school savings account may only be made by the signing officers.
- All investments will be appropriate for the school, consisting of federally insured certificates of deposit, therefore minimizing investment risk. All interest will be reported as receipts of revenue and as a result become a part of school funds.
- Bank reconciliations will be prepared monthly and a copy kept on file.
- A balance sheet and Income Statement will be prepared monthly, a printed copy reviewed by the Principal, Office Manager and ESP.
- Financial reports for all special interest groups (i.e., Yearbook, Student Government, etc.) will be prepared on a monthly or quarterly basis as determined by activity and distributed to the



appropriate group advisor for review.

- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.

The internal control policy of Wingate Oaks shall be guided by the following broad principles:

- Responsibility will be clearly established.
- Adequate records will be maintained.
- Assets will be insured and inventoried, and appropriate employees bonded.

Adequate procedures for cash receipts, cash disbursements and record keeping will be in place.

Audit Procurement

On or before April 30, 2015, the School will issue a Request for Proposal for the services of a certified public accounting firm. The qualifications for the firm will include experience with audits of governmental and not-for-profit organizations in accordance with American Institute of Certified Public Accountants (AICPA), pursuant to yellow book and single audit act standards. The audits will be of assistance to the Board of Trustees in carrying out its responsibility to assure that its financial resources are properly managed.

Wingate Oaks will adhere to the audit selection requirements per Florida Statute and the Auditor General Requirements and ensure that the Audit Report checklist (11.45(3)(a), Florida Statutes accompany the audit in a timely manner according agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter. The auditing firm shall be selected by competitive bid and only those firms experienced in governmental accounting including GASB 34 will be considered. The RFP shall include as a specification, the requirement included in HB55 (1002.33 (7)(10) that, *"if an internal audit reveals a deficit financial position, the auditors are required to notify the charter school governing boards, the sponsor, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the chair of the governing board within 7 working days after finding the deficit position. A final report shall be provided to the entire governing board, the sponsor, the Department of Education within 14 days of the exit interview."*

Financial Reporting

The Board will develop a unique and highly transparent method of making all financial documents, including but not limited to; transaction histories, bank reconciliations, general ledger detail, bank registers, purchase histories, credit card use, etc. available to the Principal, AP and Board members.

All financial transactions and records area scanned to a secure document portal that is available to persons authorized by the Board. This document portal is organized to permit the view of each check's history including the purchase order and signed shipping invoice authorizing payment. A copy of monthly bank reconciliation and financial reports (ledger detail, balance sheet, P&L) are maintained on the document portal and the bank register is updated weekly and posted to the portal. Restricted persons are also permitted online confirmation of account balances and activity to facilitate the monitoring of school funds 24 hours, seven days a week.



Enrollment is monitored weekly through the Sponsor's Student Management System and the School's Registrar must inform the Principal and/or Office Manager before withdrawing a student to enable the Principal to conduct an exit interview with the family and stay abreast of school enrollment.

The school will provide an annual financial report and program cost report information in state-required formats for inclusion in the District's reporting in compliance with F.S.1011.60(1). In addition, the school will provide the Sponsor with reports showing balance sheets, income statements, bank reconciliations, as agreed to and provided in the Charter.

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

All financial information will be maintained in accordance with Generally Accepted Accounting Principles (GAAP). Account classifications will be maintained in accordance with the state chart of accounts (The Red Book) and will be approved by the governing board at the initial budgeting process, as well as amendments throughout the year. As required, the presentation of expenditures will be by function and object and will be reported by funded FEFP program in the same manner as traditional schools.

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

Electronically, Wingate Oaks Charter School will use Broward School District's Electronic Management System (PCG) to store the students' IEP information. The district TERMS system will be utilized for student FTE information. Manual records will be stored at the school. Financial records, purchases and order processing, payroll, etc. will be handled and stored through the ESP's financial system.

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

Health insurance and workers compensation insurance will be provided through the ESP. Property insurance is not required because this is a conversion school and, as such, is the responsibility of Broward School District. Liability insurance coverage for Wingate Oaks will be included in the ESP policy.

Wingate Oaks will provide evidence of insurance consistent with the Sponsor's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. Wingate Oaks will acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under the Florida Statutes. The insurer will have an AM Best rating of "A-" or better and financial size category of "IV" or better



according to the latest edition of Best's key rating guide published by AM Best Company. The School Board of Broward County, Florida will be listed as an additional named insured.

Insurance coverage will be as follows, unless agreed to differently by the Sponsor and Board in the Charter Agreement:

School Leaders Professional Liability, Errors and Omission Insurance

One million dollars per claim/annual aggregate, maximum \$25,000 deductible.

Fidelity Bonds

Wingate will carry fidelity bonds on all employees whose duties include receiving or disbursing cash.

Commercial General Liability Insurance

One million (\$1,000,000) per occurrence / Three million (\$3,000,000) annual aggregate. Property damage liability will be on a first dollar basis without deductible or self-insured retention. The maximum property damage liability shall be \$1,000.

Automobile Liability Insurance – Hired and Non-Owned Vehicles

One million (\$1,000,000) per occurrence combined single limit, including all owned and non-owned automobiles.

Umbrella Liability Insurance

Three million (\$3,000,000) per occurrence and annual aggregate.

Worker's compensation Insurance

Part I as required in the Florida Statute and part II shall have the following limits:

- ▲ \$1,000,000 each accident
- ▲ \$1,000,000 Disease(s)
- ▲ \$1,000,000 Diseases, each employee; or as required by Florida Law

Health Insurance

Wingate Oaks employees will be provided group health, dental, vision and short and long term disability insurance coverage through the School. The School will provide coverage including a prescription drug benefit with a major health care insurer. Employee dependents and spouses are eligible for coverage through the plan at the employee's expense.



Section 19: Action Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:**
- i. Identifying and securing facility**
 - ii. Recruiting and hiring staff**
 - iii. Staff training**
 - iv. Governing Board training**
 - v. Policy Adoption by Board (if necessary)**
 - vi. Lottery, if necessary**
 - vii. Student enrollment**

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)

The approximate timetable for the start-up of Wingate Oaks is included in table below. This represents the key activities involved in this process, but is not all-inclusive.

Key Activities for Wingate Oaks Start-up

Date(s)	Activity/Action	Responsible Person/Group
August 1, 2014	Submission of charter application on behalf of organizing parents	ESP/Founding Board
October 1, 2014	Anticipated charter approval	District/Founding Board
October 2014	Formation of Nonprofit Charter School Corp	Board Members
October 2014	Apply for Federal 501(c)(3) Status	Founding Board
October 2014	Sales Tax Exemption Form Filed	Founding Board
October 2014	Finalize contract with ESP	Founding Board
October – November, 2014	Contract negotiations with Sponsor to include access and maintenance of the facility	ESP/Founding Board Rep
November 2014 – August, 2015	Monthly Governing Board Meetings	Founding Board
November – December 2014	Hire School Principal	ESP/Founding Board
December 2014	Complete and ratify non-profit school bylaws	ESP/Founding Board
January 2015	Hire AP/LEA Designee	ESP/Founding Board
January 2015	Submit CSP Grant Application	ESP/Founding Board
February 2015	Establish FRS Retirement Plan for staff continuing with conversion charter	ESP/Founding Board
February 2015	Hire AP/LEA Designee	Principal/ESP/Founding Board
January – August, 2015	Marketing and student recruitment	ESP
January – March, 2015	Secure insurance and benefits	ESP/Founding Board
December, 2014 – March, 2015	Advertise for any open staff positions	ESP/Founding Board
February – April, 2015	Hire staff/secure contracts	Principal/ESP/Founding Board



Date(s)	Activity/Action	Responsible Person/Group
February – March, 2015	Policy Development, including Handbooks: Parent/Student, Teacher, Governing Board)	Principal/AP/ESP/Founding Board
February – March 2015	Develop emergency/evacuation plans	Principal/AP/ESP/Founding Board
February – March, 2015	Adopt School Calendar in line with BCPS	Principal/Founding Board
March – June, 2015	Additional Student Enrollment	AP/Staff
February - May, 2015	Fingerprinting, drug testing and background screening	Principal/ESP
April – August, 2015	Student/Parent Interviews and enrollment	Principal/Staff
May – June 2015 (or sooner - per DOE time frame)	Required Board Training	Founding Board
TBD	Secure facility, fire, safety inspections	Principal/ESP
July 1, 2015	Conduct Lottery for student placement (as needed)	AP
August 2015	Staff orientation	Principal/AP
August 2015	Professional Development	TBD
August 2015	Open School	Principal/AP/ESP/Founding Board

School-Emergency Management and Recovery Plan - The Governing Board and Wingate Oaks Administration will ensure that all provisions of The Jessica Lunsford Act (F.S.1012.465) are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the District.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

Staff Responsibilities:

In an emergency, staff members will be responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall:

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
- Direct students in their charge according to established Universal Emergency Procedures (to assembly area, Severe Weather Safe Area, etc.)
- Render first aid if necessary.
- Take roll book or attendance sheet with them for student accounting.
- Take roll when the class relocates in Assembly area



- Report missing students and staff to Principal (using color cards)
- Assist as directed by the Principal, or representative of the Emergency Management Team.

Universal Emergency Procedures

Universal Emergency Procedures are standard, clear directives that may be implemented across a variety of emergency situations. The Principal as School leader, or designee, will activate appropriate emergency procedures, based on the situation. There are five basic procedures, which can be utilized in responding to various emergencies. These will be outlined in the Staff Handbook and include:

- Evacuation – In case of fire or other emergency that warrants an evacuation of the facility
- Shelter – External conditions warrant any staff or students outside of the facility take immediate shelter within the facility
- Severe Weather – Take shelter in designated safe areas within the facility
- Lockdown – Securing the facility to protect occupants from potential dangers
- Drop and Cover – Immediate threat to building or surroundings that does not allow for movement; occupants take cover under any available structure, away from windows

The Governing Board will also reference the following Charter School Readiness Checklist as a means to document all procedures are followed prior to school opening. It should be noted that this checklist is all-inclusive and may contain items not specifically relevant for a conversion charter.

1. School year calendar developed: Follow Broward's Calendar. However, special events, unique to MeritEd High, can also be added to the District's Calendar, and via an eclectic approach will result in the MEH's calendar.
2. Charter School Contract Agreement must be on file in a secure cabinet.
3. Students enrolled through District's System are shown at the Charter School
4. Secure (fire & water proof) location for student cumulative files
5. Proof of ownership or signed lease for facility
6. Certificate of Occupancy Type E
7. Fire Inspection Complete
8. Health Inspection Complete
9. Traffic Engineering Review Complete
10. Environmental Testing Complete; test for asbestos, radon, lead, etc.
11. ADA inspection Complete
12. Safety Inspection Complete
13. Final Site Plan with Acreage and Floor Plan



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14. Verification that no religious symbols, statues or artifacts etc. are affixed on or about the property and facility and facility where the school operates
 15. Proof of insurance naming the District as an additional insured
 16. Teaching certificates or qualifications are on file for all instructional personnel verifying certification and/or qualifications
 17. Proof of fingerprinting for all school personnel and board members
 18. Posted Compliance with Ch. 119 Fla. Stat. relating to Public records & Section 289.111 Fl. Stat., relating to public meetings
 19. Governing Board training verification
 20. Copy of Management Agreement (If Applicable)
 21. Transportation arranged (If Applicable)
 22. Food Service Agreement / Contract (If Applicable)
 23. Updated budget for the opening year
 24. Agreements in place for financial services
 25. Application for 501 C3 status has been processed
 26. Application for Sales Tax Exemption has been processed
 27. Application for Employer Identification Number been processed
 28. Employee benefits are clearly defined and payroll calendar developed
 29. Policies have been developed with regard to approval of expenditures
 30. The school has a clear understanding with the District as to the distribution of funds
 31. An evacuation plan, in case of emergency, is in place
 32. An evacuation plan, in case of emergency, is in place
 33. Emergency phone numbers on file for all students and charter school staff
 34. Registration information is available for all student
 35. All emergency plans will be readily available onsite and easily accessible to emergency responders, staff, students, parents, and visitors alike.
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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 that the information submitted in this application for a charter for Wingate Oaks Charter School 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 Melissa Butler-Smith, Board Member to sign as the legal correspondent for the school.

Melissa Butler-Smith
Signature

7-28-14
Date

Melissa Butler-Smith
Printed Name

**WINGATE
OAKS
CHARTER
SCHOOL**



APPENDIX



Wingate Oaks Charter School – Appendices

Exhibit 1

Wingate Oaks Conversion Charter School Section 17 - A

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

Based on 2013-14 FEPP Calculation

WINGATE OAKS CHARTER SCHOOL 5 YEAR BUDGET PROJECTIONS	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
Federal, State and Local Revenue					
FEPP	\$ 2,196,908	\$ 2,532,096	\$ 3,112,734	\$ 3,426,918	\$ 3,941,465
IDEA Funding	434,640	434,640	434,640	434,640	434,640
Medicaid Fee for Service	32,000	33,000	34,000	35,000	36,000
Subtotal	2,663,548	2,999,736	3,581,374	3,896,558	4,412,105
Supplemental Fee Revenue					
Before & After Child Care					
Other Local Revenue (Fundraising)	75,000	75,000	75,000	75,000	75,000
Subtotal	75,000	75,000	75,000	75,000	75,000
Grants					
Start-up Grants					
Other Grants	-	-	-	-	-
Subtotal	-	-	-	-	-
Total Revenue	2,738,548	3,074,736	3,656,374	3,971,558	4,487,105
Less Administrative Fee	31,515	43,189	41,672	45,855	52,020
Adjusted Revenue	\$ 2,707,033	\$ 3,031,547	\$ 3,614,702	\$ 3,925,703	\$ 4,435,085

Expenditures

Instruction					
Instructional Salaries	\$ 479,477	\$ 489,781	\$ 581,352	\$ 634,685	\$ 732,459
Fringe Benefits	122,794	129,954	155,983	170,243	197,296
Speech Language	72,327	117,583	160,021	163,221	207,477
Fringe Benefits	17,394	30,321	42,783	43,311	56,074
Art, PE, Music	118,900	121,278	162,166	165,409	168,717
Fringe Benefits	30,539	30,931	43,137	43,672	44,218
Behavior Specialist	43,800	85,564	128,163	130,726	133,341
Fringe Benefits	12,687	25,038	37,527	37,950	38,381
Paras	246,970	280,832	345,099	410,651	538,510
Fringe Benefits	128,110	144,617	177,061	198,797	241,734
Supplements	27,000	30,375	37,125	40,500	47,250
Contract Services	64,308	75,240	94,050	106,277	123,281
Instructional Materials	10,000	11,700	14,625	16,526	19,170
Technology Equipment	10,000	11,700	14,625	16,526	19,170
Classroom Supplies	10,000	11,700	14,625	16,526	19,170
Pool Subs	39,300	39,300	39,300	78,600	78,600
Medical Supplies	10,000	11,700	14,625	16,526	19,170
Pupil Personnel Services					
Nurses	43,507	44,377	45,265	46,170	88,114
Health	12,639	12,782	18,389	18,538	30,919
Behavior Techs.	76,668	102,777	129,921	158,088	161,250
Health	29,030	38,798	48,737	58,845	59,366
Job Coach	25,556	26,067	53,177	81,360	82,987
Health	9,677	9,761	19,694	29,804	30,073
Staff Development					
Workshop Stipends	4,000	4,500	5,500	6,000	7,000
Travel	2,000	2,250	2,750	3,000	3,500
Board					
Liability Insurance	5,000	5,000	6,000	6,000	6,500
Travel	3,000	3,000	3,000	3,000	3,000
School Administration					
Principal	98,000	99,960	101,959	103,998	106,078
Fringe Benefits	21,630	21,953	22,283	22,620	22,963
Assistant Principal/LEA Rep.	81,244	82,869	84,526	86,217	87,941
Fringe Benefits	18,865	19,133	19,407	19,686	19,970
Clerical	67,659	69,012	115,611	117,923	120,281
Fringe Benefits	22,084	22,307	35,456	35,837	36,226
Postage, Printing, Office Supplies	6,000	6,500	7,000	7,500	8,000
Technology Repair Contract	3,500	3,500	4,000	4,000	4,500
Dues/Fees	1,000	1,500	2,000	2,500	3,000
Food Service					
Costs Above Fed Program	28,000	32,844	41,216	46,690	54,096
Fiscal Services					
Accounting/Auditing	9,000	9,000	9,500	9,500	9,500
Pupil Transportation Services	285,000	250,000	226,000	202,000	182,000
Operation of Plant					
Security	37,289	75,324	76,830	78,367	79,934
Fringe Benefits	11,613	23,348	23,597	23,851	24,109
Custodial	85,962	87,681	110,945	113,164	115,427
Fringe Benefits	25,104	25,387	34,686	35,052	35,425
Gasoline	500	750	1,000	1,200	1,250
Telephone	4,800	4,900	5,000	5,200	5,500
Water/Sewage	28,500	30,000	31,000	32,000	33,000
Garbage Collection	6,300	6,400	6,500	6,700	7,000
Pest Control	1,200	1,200	1,500	1,500	1,800
Electricity/Natural Gas	105,000	107,000	108,000	110,000	112,000
Custodial Supplies	6,000	8,000	9,000	10,000	11,000
Security Monitoring	1,000	1,000	1,000	1,200	1,200
Total Expenditures	\$ 2,609,933	\$ 2,886,494	\$ 3,472,716	\$ 3,777,657	\$ 4,238,928
Contingency - 3%	81,211	121,262	108,441	117,771	133,053
Available Funds	\$ 15,889	\$ 23,791	\$ 33,545	\$ 30,276	\$ 63,104



Exhibit 2
Wingate Oaks Conversion Charter School
Section 17 - B

Provide a Start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start up of the school.

Beginning March 2015 for opening for the 2015-16 school year
Balance Sheet

Estimated Revenue from BCC	\$ 25,000
Expenses	
Advertising	4,000
Website Development	500
Consultants	5,000
Administration	7,500
Printing	4,000
Establish Chart of Accounts	4,000
	\$ 25,000
Balance	\$ -

As Wingate Oaks is a conversion charter school, many of the costs associated with beginning a charter school are not necessary. For example, equipment, supplies, rental fees, etc. are not applicable. In addition, Broward Children's Center will be providing many of the services that would ordinarily be necessary for a start-up school. These include legal services, human resource services, bookkeeping, etc. BCC would pick up any additional expenditures.



Wingate Oaks Charter School – Appendices

Exhibit 3

Wingate Oaks Conversion Charter School Section 17 - E

Fiscal Year 2014-15 - Start-Up Budget

The Education Service Provider, Broward Children's Center, will absorb many of the costs associated with start-up including legal costs and human resources. They will begin with \$23,000 to offset other costs at the school.

	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Funding thru BCC					\$ 5,000	\$ 5,000	\$ 7,000	\$ 5,000	\$ 3,000
Carryover					\$ 3,000	\$ 4,250	\$ 4,250	\$ 6,250	
Total Revenue					\$ 5,000	\$ 8,000	\$ 11,250	\$ 9,250	\$ 9,250
Administration									7,500
Advertising					1,000	1,000	1,000	1,000	500
Printing					1,000	1,000	750	750	
Website Development						500			
Consultants						1,250	1,250	1,250	1,250
Establish Accounting							4,000		
Total Expense					\$ 2,000	\$ 3,750	\$ 7,000	\$ 3,000	\$ 9,250
Fund Balance					\$ 3,000	\$ 4,250	\$ 4,250	\$ 6,250	\$ -

Fiscal Year 2015-16

	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Funding	294,337	219,336	219,336	219,336	219,336	219,336	219,336	219,336	219,336	219,336	219,336	219,336
Carryforward	\$ -	225,648	280,199	251,879	220,560	192,239	163,918	137,599	108,278	81,959	55,638	29,319
Total Revenue	\$ 294,337	\$ 444,984	\$ 499,535	\$ 471,215	\$ 439,896	\$ 411,575	\$ 383,254	\$ 356,935	\$ 327,614	\$ 301,295	\$ 274,974	\$ 248,655
Salaries & Fringe	39,121	112,624	186,128	186,128	186,129	186,129	186,128	186,129	186,128	186,129	186,128	112,624
Supplements		2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700
Pool Subs		3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930	3,930
Utilities	12,050	12,050	12,050	12,050	12,050	12,050	12,050	12,050	12,050	12,050	12,050	12,050
Liab. Insurance	5,000											
Contestual Supplies	500	500	500	500	500	500	500	500	500	500	500	500
Postage, Printing	500	500	500	500	500	500	500	500	500	500	500	500
Transportation		14,250	28,500	28,500	28,500	28,500	28,500	28,500	28,500	28,500	28,500	14,250
Instructional Materials	10,000											
Medical Supplies		500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	500
Technology Contract	292	292	292	291	292	292	291	292	292	292	291	292
Contract Services		3,214	6,431	6,431	6,431	6,431	6,431	6,431	6,431	6,431	6,431	3,215
Dues & Fees	1,000											
Technology	10,000											
Classroom Supplies		2,000	2,000	2,000	2,000	2,000						
Gas, Pest Control	142	142	141	142	142	141	142	142	141	142	142	141
Accounting/Auditing												3,000
Food Service		1,400	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	1,400
Security Monitoring	84	83	84	83	83	84	83	83	84	83	83	83
Workshop Stipends		400	400	400	400	400	400	400	400	400	400	-
Travel		200	200	200	200	200	200	200	200	200	200	200
Total Expense	\$ 68,689	\$ 164,785	\$ 247,656	\$ 250,655	\$ 247,657	\$ 247,657	\$ 245,655	\$ 248,657	\$ 245,655	\$ 245,657	\$ 245,655	\$ 148,555
Fund Balance	\$ 225,648	\$ 280,199	\$ 251,879	\$ 220,560	\$ 192,239	\$ 163,918	\$ 137,599	\$ 108,278	\$ 81,959	\$ 55,638	\$ 29,319	\$ 100,100



Appendix A

Sample SWD Elementary Schedule:

SEC #					C18	
GR	GRP	PRD	TRM	MIN	TERM 3 (ALL YEAR)	PACKAGE #
K			3	000	00000000 HOMEROOM	
			3	600	77100110 ACCESS LANG ART: KG (2 periods example 0203)	
			3	300	77120150 ACCESS MATH: K	
			3	300	77200150 ACCESS SCIENCE: K	
			3	300	77210110 ACCESS SOC ST: K	
			3	75	7715010M PE:K-5	
	X		3	75	77010100 ART K-5	
	Y		3	75	77130100 MUS K-5	
	Z		3	75	77150100 PE K-5	
GR	GRP	PRD	TRM	MIN		
1	A		3	000	00000000 HOMEROOM	
	A	0304	3	600	77100120 ACCESS LANG ART: 1 (2 periods example 0203)	
	A	1	3	300	77120200 ACCESS ACCESS MATH GR 1	
	A	5	3	300	77200200 ACCESS ACCESS SCIENCE GR 1	
	A	5	3	300	77210120 ACCESS SOC ST: 1	
	A	6	3	75	7715010M PE:K-5	
	X	6	3	75	77010100 ART K-5	
	Y		3	75	77130100 MUS K-5	
	Z	6	3	75	77150100 PE K-5	
GR	GRP	PRD	TRM	MIN		
2	A		3	000	00000000 HOMEROOM	
	A	0304	3	600	77100130 ACCESS LANG ART: 2 (2 periods example 0203)	
	A	1	3	300	77120300 ACCESS ACCESS MATH GR 2	
	A	5	3	300	77200300 ACCESS ACCESS SCIENCE GR 2	
	A	6	3	75	77210130 ACCESS SOC ST: 2	
	A	6	3	75	7715010M PE:K-5	
	X	6	3	75	77010100 ART K-5	
	Y		3	75	77130100 MUS K-5	
	Z	6	3	75	77150100 PE K-5	
GR	GRP	PRD	TRM	MIN		
3	A		3	000	00000000 HOMEROOM	
	A	0304	3	600	77100140 ACCESS LANG ART: 3 (2 periods example 0203)	
	A	1	3	300	77120400 ACCESS ACCESS MATH GR 3	
	A	5	3	300	77200400 ACCESS ACCESS SCIENCE GR 3	
	A	6	3	75	77210140 ACCESS SOC ST: 3	
	A	6	3	75	7715010M PE:K-5	
	X	6	3	75	77010100 ART K-5	



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	Y		3	75	77130100 MUS K-5	
	Z	6	3	75	77150100 PE K-5	
GR	GRP	PRD	TRM	MIN		
4	A		3	000	00000000 HOMEROOM	
	A	0304	3	600	77100150 ACCESS LANG ART: 4 (2 periods example 0203)	
	A	1	3	300	77120500 ACCESS ACCESS MATH GR 4	
	A	5	3	270	77200500 ACCESS ACCESS SCIENCE GR 4	
	A	6	3	75	77210150 ACCESS SOC ST: 4	
	A	6	3	75	7715010M PE:K-5	
	X	6	3	75	77010100 ART K-5	
	Y		3	75	77130100 MUS K-5	
	Z	6	3	75	77150100 PE K-5	
GR	GRP	PRD	TRM	MIN		
5			3	000	00000000 HOMEROOM	
			3	600	77100160 ACCESS LANG ART: 5 (2 periods example 0203)	
			3	300	77120600 ACCESS ACCESS MATH GR 5	
			3	300	77200600 ACCESS ACCESS SCIENCE GR 5	
			3	300	77210160 ACCESS SOC ST: 5	
			3	75	7715010M PE:K-5	
	X		3	75	77010100 ART K-5	
	Y		3	75	77130100 MUS K-5	
	Z		3	75	77150100 PE K-5	
			3		77630700 Phy Therapy	
			3		77630500 Occ Therapy	
			3		77630300 Speech Therapy	
	7	2	3	300	77630400 Lang Therapy	

Sample Middle School Schedule:

	SEC #					
GR	GRP	PRD	TRM	SB	MIN	TERM 3 (ALL YEAR)
6			3		000	00000000 HOMEROOM
			3	LA	300	78100110 ACCESS M/J LANG ARTS 1
			3	MA	300	78120150 ACCESS M/J MATH 1
			3	SC	300	78200150 ACCESS M/J COMP SCI 1
			3	SS	300	78210210 ACCESS M/J CIVICS
			3	NC/EL	300	78200200 HEALTH 6-8
			3	NC/VO	75	78210300 CAREER EDUCATION & PLANNING 6-8
	X		3	EL	75	78010100 V/P ARTS: 6-8
	Y		3	EL	75	78130100 MUS: 6-8
	Z		3	PE	75	78150100 PE: 6-8
GR	GRP	PRD	TRM		MIN	



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7			3		000	00000000 HOMEROOM
			3	LA	300	78100120 ACCESS M/J LANG ARTS 2
			3	MA	300	78120200 ACCESS M/J MATH 2
			3	SC	300	78200160 ACCESS M/J COMP SCI 2
			3	SS	300	78210220 ACCESS M/J WORLD HISTORY
			3	NC/EL	300	78200200 HEALTH 6-8
			3	VO	75	78210300 CAREER EDUCATION & PLANNING 6-8
	X		3	EL	75	78010100 V/P ARTS: 6-8
	Y		3	EL	75	78130100 MUS: 6-8
	Z		3	PE	75	78150100 PE: 6-8
GR	GRP	PRD	TRM		MIN	
8	D		3		000	00000000 HOMEROOM
	D	1	3	LA	300	78100130 ACCESS M/J LANG ARTS 3
	D	2	3	MA	300	78120300 ACCESS M/J MATH 3
	D	5	3	SC	300	78200170 ACCESS M/J COMP SCI 3
	D	6	3	SS	300	78210250 ACCESS M/J US HISTORY
	D	3	3	NC/EL	75	78200200 HEALTH 6-8
	D	3	3	NC/VO	75	78210300 CAREER EDUCATION & PLANNING 6-8
	X	3	3	EL	75	78010100 V/P ARTS: 6-8
	Y		3	EL	75	78130100 MUS: 6-8
	Z	3	3	PE	75	78150100 PE: 6-8
	GRP	PRD	TRM		MIN	
	4		3			78660700 Phy Therapy
ID	3		3			78660500 Occ Therapy - ID
ASD	5		3			78660500 Occ Therapy - ASD
			3			78660300 Speech Therapy
	6	4	3		300	78660400 Lang Therapy

Sample High School Schedule:

GR	G R P	P R D	T R M	MN	SB	SEMESTER 1	G R P	P R D	T R M	MN	SB	SEMESTER 2
9			1	300	EN	79101110 Access English 1/2			2	300	EN	79101110 Access English 1/2
			1	300	MA	79120800 Access Algebra 1A			2	300	MA	79120800 Access Algebra 1A
			1	300	SC	79200200 Access Earth/Space Sci			2	300	SC	79200200 Access Earth/Space Sci
			1	300	SS	79210150 Access US Government			2	300	SS	79210150 Access US Government
			1	300	EL	79213300 Career Education			2	300	EL	79213300 Career Education
	Z		1	75	PE	79150100 Specially Designed PE	Z		2	75	PE	79150100 Specially Designed PE
	X		1	75	EL	79670100 Visual & Perf Arts - Art	X		2	75	EL	79670100 Visual & Perf Arts - Art
	Y		1	75	EL	7967010M Vis & Perf Arts - Music	Y		2	75	EL	7967010M Vis & Perf Arts - Music
			1	75	VO	79801100 Career Preparation			2	75	VO	79801100 Career Preparation
	G R P	P R D	T R M	MIN	SB		G R P	P R D	T R M	MIN	SB	
10	E	1	1	300	EN	79101110 Access English 1/2	E	1	2	300	EN	79101110 Access English 1/2
	E	2	1	300	MA	79120900 Access Algebra 1B	E	2	2	300	MA	79120900 Access Algebra 1B



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	E	3	1	300	SC	79200150 Access Biology 1	E	3	2	300	SC	79200150 Access Biology 1
	E	5	1	300	SS	79210100 Access Economics	E	5	2	300	SS	79210100 Access Economics
	E	6	1	75	VO	79801100 Career Preparation	E	6	2	75	VO	79801100 Career Preparation
	E	6	1	75	EL	79630700 Social and Pers Skills	E	6	2	75	EL	79630700 Social and Pers Skills
	Z	6	1	75	PE	79150100 Specially Designed <u>PE</u>	Z	6	2	75	PE	79150100 Specially Designed <u>PE</u>
	X	6	1	75	EL	79670100 Visual & Perf Arts - <u>Art</u>	X	6	2	75	EL	79670100 Visual & Perf Arts - <u>Art</u>
	Y		1	75	EL	7967010M Vis & Perf Arts - <u>Music</u>	Y		2	75	EL	7967010M Vis & Perf Arts - <u>Music</u>
	G R P	P R D	T R M	MIN	SB		G R P	P R D	T R M	MIN	SB	
11	E	1	1	300	EN	7910112 Access English 3/4	E	1	2	300	EN	7910112 Access English 3/4
	E	2	1	300	MA	7912060 Informal Geometry	E	2	2	300	MA	7912060 Informal Geometry
	E	3	1	300	SC	79200250 Access Integrated Sci	E	3	2	300	SC	79200250 Access Integrated Sci
	E	5	1	300	VO	79801200 Career Experiences	E	5	2	300	VO	79801200 Career Experiences
	E	6	1	75	EL	79200500 Health Safety	E	6	2	75	EL	79200500 Health Safety
	E	6	1	75	EL	79631400 Self Determination	E	6	2	75	EL	79631400 Self Determination
	Z	6	1	75	PE	79150100 Specially Designed <u>PE</u>	Z	6	2	75	PE	79150100 Specially Designed <u>PE</u>
	X	6	1	75	EL	79670100 Visual & Perf Arts - <u>Art</u>	X	6	2	75	EL	79670100 Visual & Perf Arts - <u>Art</u>
	Y		1	75	EL	7967010M Visl & Perf Arts - <u>Music</u>	Y		2	75	EL	7967010M Visl & Perf Arts - <u>Music</u>
	G R P	P R D	T R M	MIN	SB		G R P	P R D	T R M	MIN	SB	
12			1	300	EN	7910112 Access English 3/4			2	300	EN	7910112 Access English 3/4
			1	300	MA	79120700 Access Liberal Arts Math			2	300	MA	79120700 Access Liberal Arts Math
			1	75	VO	79801200 Career Experiences			2	75	VO	79801200 Career Experiences
			1	300	VO	7980130 Career Placement			2	300	VO	7980130 Career Placement
			1	300	EL	7963140 Self-Derermiation			2	300	EL	7963140 Self-Derermiation
			1	300	EL	79630100 Prep for Post School			2	300	EL	79630100 Prep for Post School
	Z		1	75	PE	79150100 Specially Designed <u>PE</u>	Z		2	75	PE	79150100 Specially Designed <u>PE</u>
	X		1	75	EL	79670100 Visual & Perf Arts - <u>Art</u>	X		2	75	EL	79670100 Visual & Perf Arts - <u>Art</u>
	Y		1	75	EL	7967010M Visl & Perf Arts - <u>Music</u>	Y		2	75	EL	7967010M Visl & Perf Arts - <u>Music</u>
	G R P	P R D	T R M				G R P	P R D	T R M			
	4		1			79660100 Phy Therapy	4		2			79660100 Phy Therapy
ID	3		1			79660200 Occ Therapy	3		2			79660200 Occ Therapy
AS						79660200 Occ Therapy						79660200 Occ Therapy
D	5		1			79660300 Speech Therapy	5		2			79660300 Speech Therapy
			1			79660300 Speech Therapy			2			79660300 Speech Therapy
	7	4	1	300		79660400 Lang Therapy	7	4	2	300		79660400 Lang Therapy



Appendix B

Grade K – 5 Sample Course Offerings*:

Course Title	Course Number	Grade Level	Credit	Prerequisites
Art	5001010	K		
Art	5001020	1		
Art	5001030	2		
Art - Intermediate	5001040	3-5		
ESOL-E	5010010	K-5		ESOL Designation
FNC Basic Skills in Reading	5010020	K-5		Assessed below level
FNC Basic Skills in Communications	5010030	K-5		Assessed below level
Access Language Arts	7710011	K		Students with IEP/504
Access Language Arts	7710012	1		Students with IEP/504
Access Language Arts	7710013	2		Students with IEP/504
Access Language Arts	7710014	3		Students with IEP/504
Access Language Arts	7710015	4		Students with IEP/504
Access Language Arts	7710016	5		Students with IEP/504
Language Arts	5010041	K		
Language Arts	5010042	1		
Language Arts	5010043	2		
Language Arts	5010044	3		
Language Arts	5010045	4		
Language Arts	5010046	5		
Access Mathematics	7712015	K		Students with IEP/504
Access Mathematics	7712020	1		Students with IEP/504
Access Mathematics	7712030	2		Students with IEP/504
Access Mathematics	7712040	3		Students with IEP/504
Access Mathematics	7712050	4		Students with IEP/504
Access Mathematics	7712060	5		Students with IEP/504
Mathematics	5012020	K		



Course Title	Course Number	Grade Level	Credit	Prerequisites
Mathematics	5012030	1		
Mathematics	5012040	2		
Mathematics	5012050	3		
Mathematics	5012060	4		
Mathematics	5012070	5		
Music	5013060	K		
Music	5013070	1		
Music	5013080	2		
Music - Intermediate	5013090	3-5		
Adaptive PE	5015000	K-5		Students with IEP/504
Physical Education & Health	5015020	K		
Physical Education & Health	5015030	1		
Physical Education & Health	5015040	2		
Physical Education & Health	5015050	3		
Physical Education & Health	5015060	4		
Physical Education & Health	5015070	5		
Access Science	7720015	K		Students with IEP/504
Access Science	7720020	1		Students with IEP/504
Access Science	7720030	2		Students with IEP/504
Access Science	7720040	3		Students with IEP/504
Access Science	7720050	4		Students with IEP/504
Access Science	7720060	5		Students with IEP/504
Science	5020010	K		
Science	5020020	1		
Science	5020030	2		
Science	5020040	3		
Science	5020050	4		
Science	5020060	5		
Access Social Studies	7721011	K		Students with IEP/504
Access Social Studies	7721012	1		Students with IEP/504
Access Social Studies	7721013	2		Students with IEP/504
Access Social Studies	7721014	3		Students with



Course Title	Course Number	Grade Level	Credit	Prerequisites
				IEP/504
Access Social Studies	7721015	4		Students with IEP/504
Access Social Studies	7721016	5		Students with IEP/504
Social Studies	5021020	K		
Social Studies	5021020	1		
Social Studies	5021020	2		
Social Studies	5021020	3		
Social Studies	5021020	4		
Social Studies	5021020	5		
Unique Skills Social and Emotional	7721020	PK-5		Students with IEP/504
Unique Skills	7763010	PK-5		Students with IEP/504
Speech and Auditory Training	7763020	PK-5		Students with IEP/504
Orientation and Mobility	7763060	PK-5		Students with IEP/504
Expanded Core Competencies	7763080	PK-5		Students with IEP/504
Expanded Skills	7763090	PK-5		Students with IEP/504
Unique Skills Independent Functioning	7763100	PK-5		Students with IEP/504
Unique Skills Curriculum and Learning	7763110	PK-5		Students with IEP/504
Unique Skills Communication	7763120	PK-5		Students with IEP/504
Speech Therapy	7763030	PK-5		Students with IEP/504
Language Therapy	7763040	PK-5		Students with IEP/504
Occupational Therapy	7763050	PK-5		Students with IEP/504
Physical Therapy	7763070	PK-5		Students with IEP/504

* Regular education courses will be offered through Connections Academy of Florida Virtual School to the extent possible (<http://www.connectionsacademy.com/florida-virtual-school/curriculum/home.aspx>). Additional courses may be added to address specific content or elective areas



Grade 6 - 8 Sample Course Offerings*:

Course Title	Course Number	Grade Level	Credit	Prerequisites
M/J INTENS LANG ARTS	1000000	6		Assessed below level
M/J INTENS READ	1000010	6		Assessed below level
ACCESS M/J LANG ARTS 1	7810011	6		Students with IEP/504
M/J LANG ARTS 1	1001010	6		
ACCESS M/J LANG ARTS 2	7810012	7		Students with IEP/504
M/J LANG ARTS 2	1001040	7		
ACCESS M/J LANG ARTS 3	7810013	8		Students with IEP/504
M/J LANG ARTS 3	1001070	8		
M/J READ 1	1008010	6		
M/J READ 2	1008040	7		
M/J READ 3	1008070	8		
M/J INTENS MATH (MC)	1204000	6-8		
ACCESS M/J MATH 1	7812015	6		Students with IEP/504
M/J MATH 1	1205010	6		
ACCESS M/J MATH 2	7812020			Students with IEP/504
M/J MATH 2	1205040	7		
ACCESS M/J MATH 3	7812030			Students with IEP/504
M/J PRE-ALG	1205070	6-7		Assessment/Rec
ALG 1	1200310	7-8		Pre-Algebra or Adv 2
GEO	1206310	8		Alegbra
M/J ADAP PE IEP/504	1500000	6-8		Students w/ IEP or 504
M/J FITNESS GRADE 6	1508000	6		
M/J COMPRE GRDE 6/7	1508600	6-7		
M/J COMPRE GRDE 7/8	1508700	7-8		
M/J CRIT THINK	1700100	6-8		
M/J CAR RES & DEC MA	1700060	6-8		
ACCESS M/J COMPRE SCI 1	7820015	6		Students w/ IEP or 504
M/J COMPRE SCI 1	2002040	6		
ACCESS M/J COMPRE SCI 2	7820016	7		Students w/ IEP or 504
M/J COMPRE SCI 2	2002070	7		
ACCESS M/J COMPRE SCI 3	7820017	8		Students w/ IEP or 504
M/J COMPRE SCI 3	2002100	8		
ACCESS M/J WORLD HIST	7821022			Students w/ IEP or 504
M/J WORLD HIST	2100010	6		
ACCESS M/J CIVICS	7821021	7		Students w/ IEP or 504
M/J CIVICS	2106010	7		
ACCESS M/J US HIST	7821025			Students w/ IEP or 504
M/J US HIST	2109010	8		
M/J PHOTOGRAPHY 1	0102040	6-8		
M/J GUITAR 1	1301060	6-8		
M/J EXPLOR WHEEL	0600000	6-8		
M/J PERS CAR SCH	0500000	6-8		
VISUAL AND PERFORMING ARTS	7801010	6-8		STUDENTS W/ IEP OR 504



Course Title	Course Number	Grade Level	Credit	Prerequisites
MUSIC	7813010	6-8		Students w/ IEP or 504
UNIQUE SKILLS: SOCIAL & EMOTIONAL	7863000	6-8		Students w/ IEP or 504
UNIQUE SKILLS	7863010	6-8		Students w/ IEP or 504
SPEECH AND AUDITORY TRAINING	7863020	6-8		Students w/ IEP or 504
UNIQUE SKILLS: INDEPENDENT FUNCTIONING	7863030	6-8		Students w/ IEP or 504
UNIQUE SKILLS: CURRICULUM & LEARNING	7863040	6-8		Students w/ IEP or 504
UNIQUE SKILLS: COMMUNICATION	7863050	6-8		Students w/ IEP or 504
ORIENTATION AND MOBILITY	7863060	6-8		Students w/ IEP or 504
EXPANDED SKILLS	7863070	6-8		Students w/ IEP or 504
EXPANDED CORE COMPETENCIES	7863080	6-8		Students w/ IEP or 504
LEARNING STRATEGIES	7863090	6-8		Students w/ IEP or 504
LEARNING STRATEGIES & CAREER PLANNING	7863095	6-8		Students w/ IEP or 504
SPEECH THERAPY	7866030	6-8		Students w/ IEP or 504
LANGUAGE THERAPY	7866040	6-8		Students w/ IEP or 504
OCCUPATIONAL THERAPY	7866050	6-8		Students w/ IEP or 504
PHYSICAL THERAPY	7866070	6-8		Students w/ IEP or 504

* Regular education courses will be offered through Broward Virtual and/or Florida Virtual School (<http://www.flvs.net/Students/Pages/find-course.aspx#middleschool>). Additional courses may be added to address specific content or elective areas.

Grade 9 - 12 Sample Course Offerings*:

Course Title	Course Number	Grade Level	Credit	Prerequisites
Art History and Criticism 1 Honors	0100330	9-12	1	
Creative Photography 1	0108310	9-12	1	
Two-Dimensional Studio Art 1	0101300	9-12	1	
Two-Dimensional Studio Art 2	0101310	9-12	1	
Three-Dimensional Studio Art 1	0101330	9-12	1	
Health 1-Life Management Skills	0800300	9-12	.5	
Health 2-Personal Health	0800310	9-12	.5	
Personal, Social, and Family Relationships	0800330	9-12	.5	
Peer Counseling 1	1400300	9-12	.5	
Parenting 1	0800370	9-12	.5	
Leadership Skills Development	2400300	9-12	1	
Psychology 1	2107300	9-12	.5	



Course Title	Course Number	Grade Level	Credit	Prerequisites
Journalism 1	1006300	9-12	1	
Music of the World	1300340	9-12	1	
Guitar 1	1301320	9-12	1	
Theatre, Cinema, & Film Production	0400660	9-12	1	
Spanish for Spanish Speakers 1	0709300	9-12	1	
Spanish 1	0708340	9-12	1	
Spanish 2	0708350	9-12	1	
French 1	0701320	9-12	1	
French 2	0701330	9-12	1	
Chinese 1	0711300	9-12	1	
Chinese 2	0711310	9-12	1	
Intensive Language Arts	1000400	9-12		
Intensive Reading	1000410	9-12		
Intensive Writing	1000420	9-12		
English 1	1001310	9-12	1	
English 2	1001340	9-12	1	
English 3	1001370	9-12	1	
English 4	1001400	9-12	1	
Reading for College Success	1008350	9-12	.5	
Access English 1/2	7910111	9-12		Students w/ IEP or 504
Access English 3/4	7910112	9-12		Students w/ IEP or 504
Fundamental English 1	7910115	9-12	1	Students w/ IEP or 504
Fundamental English 2	7910120	9-12	1	Students w/ IEP or 504
Fundamental English 3	7910125	9-12	1	Students w/ IEP or 504
Fundamental English 4	7910130	9-12	1	Students w/ IEP or 504
Life Skills Communication	7910190	9-12		Students w/ IEP or 504
Life Skills Reading	7910400	9-12		Students w/ IEP or 504
Intensive Mathematics	1200400	9-12		
Algebra 1	1200310	9-12	1	
Algebra 2	1200330	9-12	1	
Algebra 1-A	1200370	9-12	1	
Algebra 1-B	1200380	9-12	1	
Geometry	1206310	9-12	1	
Pre-Calculus Honors	1202340	9-12	1	
Calculus Honors	1202300	9-12	1	
Math for College Readiness	1200700	9-12	1	
Math	7912050	9-12		Students w/ IEP or 504
Access Informal Geometry	7912060	9-12		Students w/ IEP or 504
Access Liberal Arts Mathematics	7912070	9-12		Students w/ IEP or 504
Access Algebra 1A	7912080	9-12		Students w/ IEP or 504



Course Title	Course Number	Grade Level	Credit	Prerequisites
Access Algebra 1B	7912090	9-12		Students w/ IEP or 504
Fundamental Algebraic Skills	7912100	9-12	1	Students w/ IEP or 504
Fundamental Consumer Mathematics	7912105	9-12	1	Students w/ IEP or 504
Fundamental Explorations in Mathematics 1	7912110	9-12	1	Students w/ IEP or 504
Fundamental Explorations in Mathematics 2	7912115	9-12	1	Students w/ IEP or 504
Life Skills Math	7912340	9-12		Students w/ IEP or 504
Personal Fitness	1501300	9-12	.5	
HOPE-Physical Education	3026010	9-12	1	
Outdoor Education	1502480	9-12	.5	
Fitness Lifestyle Design	1501310	9-12	.5	
Intensive Science	2000300	9-12		
Biology 1	2000310	9-12	1	
Earth/Space Science	2001310	9-12	1	
Chemistry 1	2003340	9-12	1	
Physics 1	2003380	9-12	1	
Anatomy and Physiology	2000350	9-12	1	
Anatomy and Physiology Honors	2000360	9-12	1	
Marine Science 1	2002500	9-12	1	
Physical Science	2003310	9-12	1	
Science: 9-12	7920010	9-12		Students w/ IEP or 504
Access Chemistry 1	7920011	9-12		Students w/ IEP or 504
Access Biology 1	7920015	9-12		Students w/ IEP or 504
Access Earth/Space Science	7920020	9-12		Students w/ IEP or 504
Access Integrated Science 1	7920025	9-12		Students w/ IEP or 504
Fundamental Integrated Science 1	7920030	9-12	1	Students w/ IEP or 504
Fundamental Integrated Science 2	7920035	9-12	1	Students w/ IEP or 504
Fundamental Integrated Science 3	7920040	9-12	1	Students w/ IEP or 504
Health and Safety	7920050	9-12		Students w/ IEP or 504
Civics	2106330	9-12	1	
World History	2109310	9-12	1	
Economics with Financial Literacy	2102335	9-12	.5	
United States Government	2106310	9-12	.5	
United States History	2100310	9-12	1	
Access United States Government	7921015	9-12		Students w/ IEP or 504
Access Economics	7921020	9-12		Students w/ IEP or 504
Access Economics with Financial Literacy	7921022	9-12		Students w/ IEP or 504
Fundamental World History	7921030	9-12	1	Students w/ IEP or 504



Course Title	Course Number	Grade Level	Credit	Prerequisites
Fundamental United States History	7921035	9-12	1	Students w/ IEP or 504
Fundamental Economics	7921040	9-12	.5	Students w/ IEP or 504
Fundamental Economics With Financial Literacy	7921042	9-12	.5	Students w/ IEP or 504
Fundamental United States Government	7921045	9-12	.5	Students w/ IEP or 504
Career Education	7921330	9-12		Students w/ IEP or 504
Transition Planning	7960010	9-12		Students w/ IEP or 504
Visual and Performing Arts	7967010	9-12		Students w/ IEP or 504
Academic Skills for Functional Living	7961010	9-12		Students w/ IEP or 504
Communication Skills for Functional Living	7961020	9-12		Students w/ IEP or 504
Personal and Home Skills for Functional Living	7961030	9-12		Students w/ IEP or 504
Leisure and Recreation Skills for Functional Living	7961040	9-12		Students w/ IEP or 504
Community and Social Skills for Functional Living	7961050	9-12		Students w/ IEP or 504
Cognitive and Linguistic Skills	7962010	9-12		Students w/ IEP or 504
Life Sustaining and Environmental Interaction Skills	7962020	9-12		Students w/ IEP or 504
Leisure/Recreation Skills for Improvement of Quality of Life	7962030	9-12		Students w/ IEP or 504
Developmental-Functional Motor and Sensory Skills	7962040	9-12		Students w/ IEP or 504
Preparation for Adult Living	7963010	9-12		Students w/ IEP or 504
Skills for Students who are Motor and Other Health Impaired	7963030	9-12		Students w/ IEP or 504
Skills for Students who are Deaf or Hard of Hearing	7963040	9-12		Students w/ IEP or 504
Skills for Students who are Visually Impaired	7963050	9-12		Students w/ IEP or 504
Orientation and Mobility	7963060	9-12		Students w/ IEP or 504
Unique Skills: Social & Emotional	7963070	9-12		Students w/ IEP or 504
Exploratory Education	7980010	9-12		Students w/ IEP or 504
Practical Arts Education	7980020	9-12		Students w/ IEP or 504
Job Preparatory Education	7980030	9-12		Students w/ IEP or 504
Preparation for Entrepreneurship/Self-Employment	7980040	9-12		Students w/ IEP or 504
Career Preparation	7980110	9-12		Students w/ IEP or 504



Course Title	Course Number	Grade Level	Credit	Prerequisites
Career Experiences	7980120	9-12		Students w/ IEP or 504
Career Placement	7980130	9-12		Students w/ IEP or 504
Supported Competitive Employment	7980150	9-12		Students w/ IEP or 504
Technology Education	7980190	9-12		Students w/ IEP or 504
Physical Therapy	7966010	9-12		Students w/ IEP or 504
Occupational Therapy	7966020	9-12		Students w/ IEP or 504
Speech Therapy	7966030	9-12		Students w/ IEP or 504
Language Therapy	79660140	9-12		Students w/ IEP or 504

* Regular education courses will be offered through Broward Virtual and/or Florida Virtual School (<http://www.flvs.net/Students/Pages/find-course.aspx#highschool>). Additional courses may be added to address specific content or elective areas.



Appendix C

Elementary Struggling Reader Chart





Intervention for Struggling Readers

Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied (State Rule 6A-6.054).

The Struggling Reader Charts were developed to assist teachers and schools with strengthening reading instruction for struggling readers. It is critical that schools think in terms of student data (skills/needs) rather than instructional programs. The Tiers below refer to a continuum of instructional intensity and are not attached to specific programs or categories. Instructional intensity refers to more time per session, more sessions per week, smaller group sizes, and more explicit and systematic delivery, etc. Reading resources are allocated in direct proportion to the differentiated needs of students.

Core Curriculum Instruction (Tier I)

The comprehensive core reading program is the foundation of reading instruction and consists of scientific, research-based instructional practices and methodologies, designed to support all students in the general curriculum. When core instruction must be supplemented in any essential component of reading, the programs recommended on the Struggling Reader Charts provide guidance in the selection process. Consider English Language Learner's (ELL) reading skills in both their native language and English, as well as their English language proficiency level prior to identifying them as struggling readers.

For example, if data indicates a specific school has a need to increase vocabulary instruction beyond that offered by the comprehensive core reading program, then a vocabulary program is needed to supplement the core curriculum for all students.

Strategic Intervention Instruction (Tier II)

The comprehensive core reading program includes many additional supplemental and intervention resources, designed to provide alignment with effective core instruction for students who need additional instructional support.

For example, Triumphs can be delivered at a variety of strategic levels to increase student progress:

- * **Treasures Approaching Level; w/Triumphs Intervention**, both during two separate small group instruction times within the 90-minute reading block
- * **Triumphs Intervention**, during small group instruction within the 90-minute reading block
- * **Triumphs Intervention**, during small group instruction within the 90-minute reading block; **w/ Triumphs Intervention**, during a double dose of instruction delivered beyond the 90-minute reading block

The Struggling Reader Charts provide additional supplemental/comprehensive intervention reading programs recommended for use in delivering strategic instruction, when data indicates that the comprehensive core reading program resources are not adequate to meet the differentiated needs of students.

For example, the phonics instruction in Foundations provides more visual, tactile, and kinesthetic support than Triumphs, and may be more effective and powerful for certain populations of students:

- * **Triumphs Intervention**, during small group instruction within the 90-minute reading block; **w/ Foundations**, during a double dose of instruction delivered beyond the 90-minute reading block

Intensive Intervention Instruction (Tier III)

When data indicates that student progress is inadequate, a more intensive instructional intervention is needed in addition to, and in alignment, with the comprehensive core reading instruction. The Struggling Reader Charts provide information designed to assist schools in selecting programs best suited to the specific differentiated needs of students. The School-Based Leadership Team is responsible for the design, implementation, support, and monitoring of intensive interventions.

For example, comprehensive and supplemental intervention programs can be combined to provide increased daily doses of intensive explicit and systematic instruction, offering a more effective and powerful instructional plan for students exhibiting the greatest substantial reading deficiencies:

- * **Triumphs Intervention**, during small group instruction within the 90-minute reading block; **w/ Triumphs Intervention**, extended during a double dose of instruction delivered beyond the 90-minute reading block; **w/ Great Leaps**, during a triple dose of instruction delivered beyond both the 90-minute reading block and double dose instructional time
- * **Triumphs Intervention**, during small group instruction within the 90-minute reading block; **w/ Foundations**, during a double dose of instruction delivered beyond the 90-minute reading block in a two-to-one pull-out model



Elementary Struggling Reader Chart

Florida's Formula for Reading Success

$$6 + 4 + \text{ii} + \text{iii} = \text{NCLB}$$

6 = essential COMPONENTS OF READING instruction – oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension

4 = types of ASSESSMENT – screening, progress monitoring, diagnostic, outcome

ii = high quality INITIAL INSTRUCTION – delivered to all students through a comprehensive core reading program during a daily 90-minute uninterrupted reading block. Instruction must be explicit, systematic, differentiated, and scaffolded based on the specific needs of each student, and include the following components: background knowledge, motivation, reading/writing connection, and print-rich environment.

iii = IMMEDIATE INTENSIVE INTERVENTION – delivered to struggling readers through supplemental/comprehensive intervention reading programs beyond the 90-minute reading block. Instruction includes extended time, flexible grouping, accommodations, and more frequent progress monitoring.

Florida's Formula for Effective and Powerful Instruction

$$3 \text{ Fs} + 1 \text{ S} + \text{Data} + \text{PD} = \text{Effective and Powerful Instruction}$$

FREQUENCY and duration of meeting in small groups – once daily, twice daily, etc.

FOCUS of instruction (the WHAT) work in vocabulary, phonics, comprehension, etc.

FORMAT of lesson (the HOW) determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.

SIZE of instructional group – 1, 3, 4, 6, or 8 students, etc.

Analyze **DATA** to determine the 3 Fs and 1 S (the WHY)

Provide **PROFESSIONAL DEVELOPMENT** that focuses on the collection and analysis of data, the 3 Fs, and 1 S

"The primary difference between instruction appropriate for all children in the classroom and that required by children at risk for reading difficulties is related to the manner in which instruction is provided."
(Foorman & Torgesen, 2001)



Elementary Struggling Reader Assessments

The instruments listed on the following page represent assessments currently in use, and are not intended to be recommendations. Schools are encouraged to continue using the assessments that have proven to be valuable for the purpose(s) intended.

ASSESSMENT FOR INSTRUCTION

SCREENING assessments are informal inventories that provide a beginning indication of student preparation for grade level reading instruction. Screening assessments are used to determine the need for differentiated support during both initial core instruction for all students and intervention instruction for struggling readers (Tiers I, II, and III).

PROGRESS MONITORING assessments provide a quick sample of critical reading skills that indicate student progress toward grade level reading ability, and are used to evaluate the effectiveness of initial core and intervention instruction. Progress monitoring data also provides an indication whether greater instructional density is needed in order to meet adequate progress.

Florida Law mandates that a student not meeting the school district requirements for proficiency in reading receive a Progress Monitoring Plan (PMP). The PMP must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the District K-12 Comprehensive Reading Plan includes instructional and support services to be provided to meet the desired levels of performance.

The student PMP requires grade-level progress for a struggling reader be monitored at least three times a year (beginning, middle, and end of the year) using Oral Reading Fluency (ORF) probes or the Florida Assessments for Instruction in Reading. Student assessment data for the ORF probes must be entered into Virtual Counselor (VC), while student assessment data for the Florida Assessments for Instruction in Reading must be entered into the Progress Monitoring and Reporting Network (PMRN). In addition, students receiving strategic or intensive intervention instruction should receive more frequent ongoing progress monitoring at their instructional reading level (Tiers II and III).

*There are different types and purposes for progress monitoring, which call for a range in the frequency of administration. “General Outcome” measures can indicate whether or not an intervention is sufficiently powerful to “close the gap” over a reasonable period of time. These measures can be used to determine growth rate in the specific area of concern and are administered monthly. For example, administer the Developmental Reading Assessment (DRA) monthly to determine whether student progress is sufficient to meet grade-level standards within a reasonable amount of time.

“Classroom-Based Formative” measures are closely tied to the specific curriculum being used and can suggest ways that instruction should be changed in order to increase student performance. Teachers can use these measures more frequently (hourly, daily, weekly) to acquire data informing student progress in mastering specific skill lesson objectives. For example, administer Weekly Check-Ups and End-of-Unit Tests, as scheduled during Foundations intervention instruction, to determine student mastery of lesson objectives.

*2009 Florida Department of Education

DIAGNOSTIC assessments are used to evaluate a broad range of critical reading skills for the purpose of determining a more precise and detailed picture of a struggling reader's strengths and weaknesses, and to plan interventions that target the specific differentiated needs of the student. Diagnostic assessments are recommended for designing intensive intervention instruction that meets the unique needs of the student (Tier III). Diagnostic assessments may also be helpful in designing strategic instruction for students not progressing adequately in the core reading program (Tier II). A diagnostic assessment must be administered to all ESE students with deficits in reading due to the impact of their disability.

OUTCOME assessments are used to monitor and evaluate the effectiveness of reading instruction for all students through the measurement of student progress on critical grade level reading comprehension standards/benchmarks (Tiers I, II, and III).



Assessment Instruments

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Diagnostic Assessments of Reading (DAR) D	X	X	X	X	X
Florida Assessments for Instruction in Reading S, PM, D	X	X	X	X (K-2 ONLY)	X
2010/2011 – The following list of assessments may be reduced based on district-wide implementation of the FAIR.					
Oral Reading Fluency (ORF): Treasures, Trophies S, PM			X		
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) S, PM	X (K-1 ONLY)	X (K-2 ONLY)	X		
Developmental Reading Assessment (DRA, DRA2) and Rigby PM Benchmark S, PM		X	X		X
Burns and Roe Informal Reading Inventory (IRI) S, PM		X	X		X
Cool Tools: Informal Reading Assessments by Project Central S, PM	X	X	X		
Yopp/Singer Test of Phoneme Segmentation S, PM	X				
Rosner Test of Auditory Analysis S, PM	X				
Peabody Picture Vocabulary Test (PPVT-III) D, O				X	

S = Screening

PM = Progress Monitoring

D = Diagnostic

O = Outcome



District-Supported Interventions for Struggling Readers in Grades K-2

These resources should be considered when students need more strategic (Tier II) or intensive (Tier III) intervention instruction, beyond the core reading program (Tier I).

Fidelity of implementation is critical to the success of these research-based programs.

Oral language intervention should be incorporated into all daily instruction, based on student need.

Use the school-based speech and language pathologist as a resource.

INTERVENTION PROGRAMS	Triumphs Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Foundations Phonemic Awareness Phonics Fluency	Phonics for Reading Phonics
Screening Criteria	Scoring below 70% on Treasures' Assessment.	Screening data indicate a lack of progress toward benchmarks in phonemic awareness and/or phonics.	Screening data indicate lack of progress in decoding beyond second grade level. Pre-test required.
Grade Levels	1-2	K-2	2-5
Delivery Frequency Options: Universal (Tier I) – whole group Strategic (Tier II) – small group Intensive (Tier III) – small group	20 minutes daily twice daily (time based on need)	20 minutes daily 20 minutes daily 30 minutes or twice daily	30 minutes daily 30 minutes daily
Group Size: Universal (Tier I) – whole group Strategic (Tier II) – small group Intensive (Tier III) – small group	4-6 students 1-3 students	All students 4-6 students 1-3 students	4-8 students 4-6 students
Delivery Model	Within initial 90-minute reading block, and Supplemental beyond 90-minute reading block, if needed.	Supplemental beyond 90-minute reading block.	Supplemental beyond 90-minute reading block.
Pacing	Daily lesson	One lesson per day, but some lessons may require two days.	One lesson in two days
On-Going Progress Monitoring	Quick Checks within Lessons Weekly Tests Mid-Unit Tests End-of-Unit Tests	Weekly Check-Ups End-of-Unit Tests OPM every 2-3 weeks	Core Program Assessments and Quick Checks
Data Analysis	Use data to determine need for program.	Use data to determine need for greater density - increase frequency and/or duration of instruction, decrease group size.	Use data to determine need for more intensive program.
Instructor	Teacher (training recommended)	Teacher (training required)	Teacher (training recommended)
Training and Instructional Support	One-day training Follow-up on request	One-day training On-site follow-up Fidelity checks	One-day training Train-the-trainer on request
Comments	Triumphs' sequence aligns with Treasures core program.	Follow the sequence of instruction, even when it differs from the core instruction.	Follow sequence of program. Use multisequence speed drills to monitor progress.



District-Supported Interventions for Struggling Readers in Grades K-2

These resources should be considered when students need more strategic (Tier II) or intensive (Tier III) intervention instruction, beyond the core reading program (Tier I).

Fidelity of implementation is critical to the success of these research-based programs.

Oral language intervention should be incorporated into all daily instruction, based on student need.

Use the school-based speech and language pathologist as a resource.

Great Leaps Phonemic Awareness Fluency	Super QAR Comprehension	Accelerated Literacy Learning (A.L.L.) Phonemic Awareness Phonics Fluency Vocabulary Comprehension
The assessment and decision-making procedures for each content area are at the beginning of each section.	Screening data indicate lack of progress in comprehension beyond grade placement level.	Screening data indicate that the student is in the lowest 20 th percentile of the class.
K-2	1-2	1-2
5-10 minutes daily 5-10 minutes daily	15-30 minutes three times weekly 15-30 minutes daily	30 minutes daily 30 minutes daily
one student one student	4-6 students 4-6 students	1-3 students 1-3 students
Supplemental beyond 90-minute reading block.	Supplemental beyond 90-minute reading block.	Supplemental beyond 90-minute reading block (30-minute intervention delivery).
Daily one-minute fluency practice with sounds, phonemes, words, and passage reading.	Concept lessons can be divided into two sessions per day. Booster lessons may take more than one day.	Daily lesson focused on individual student needs.
Suggested Mastery for each Probe Activity	Core Program Assessments and Quick Checks	Daily Running Record Assessment
Daily Charting is a fundamental component of Great Leaps Reading. Data are recorded on a standard Great Leaps Reading Progress Chart.	Use data to determine need for program.	Daily Running Record Assessment guides instruction for following day. Teacher determines lesson focus based on data analysis of Running Record Assessment.
Teacher and/or Paraprofessionals	Teacher and/or Paraprofessionals	A.L.L.-Certified Teacher (training required) Elementary Reading Department has verification of teachers who have successfully completed the A.L.L. certification process.
One-hour training Train-the-trainer on request	Two-hour training Train-the-trainer on request	Year-long training supported by observations conducted by a certified A.L.L. trainer - District supported based on demand for training.
The probes index of activities should be followed.	"In The Book" strategies instructed at this level are called "right there" and "think and search".	Based on needs of the student, A.L.L.-certified teacher has the potential to accelerate the student to grade-level expectations within 12-20 weeks.



District-Supported Interventions for Struggling Readers in Grades 3-5

These resources should be considered when students need more strategic (Tier II) or intensive (Tier III) intervention instruction, beyond the core reading program (Tier I).

Fidelity of implementation is critical to the success of these research-based programs.

Oral language intervention should be incorporated into all daily instruction, based on student need.

Use the school-based speech and language pathologist as a resource.

INTERVENTION PROGRAMS	<u>Triumphs</u> Phonemic Awareness Phonics Fluency Vocabulary Comprehension	<u>Wilson Reading</u> Phonemic Awareness Phonics Fluency Vocabulary Comprehension	<u>Phonics for Reading</u> Phonics
Screening Criteria	Scoring below 70% on Treasures' Assessment.	Screening data indicates a severe lack of progress in phonemic awareness and phonics, impacting all areas of reading. DAR and WADE (Wilson Assessment) required.	Screening data indicates lack of progress in decoding beyond second grade level. Pre-test required.
Grade Levels	3-5	3-5	3-5
Delivery Frequency Options: Strategic (Tier II) – small group Intensive (Tier III) – small group	20 minutes daily twice daily (time based on need)	60-90 minutes daily 60-90 minutes daily	30 minutes daily 30 minutes daily
Group Size: Strategic (Tier II) – small group Intensive (Tier III) – small group	4-6 students 1-3 students	4-10 students 3-6 students	4-8 students 4-6 students
Delivery Model	Within initial 90-minute reading block, AND Supplemental beyond 90-minute reading block, if needed.	Alternative core reading program delivered during 90-minute reading block for third year third graders, OR Supplemental beyond 90-minute reading block (60-minute intervention delivery).	Supplemental beyond 90-minute reading block.
Pacing	Daily lesson	Daily lesson (Parts 1-8, then alternate Parts 9 and 10 to complete the lesson)	One lesson in two days
On-Going Progress Monitoring	Quick Checks within Lessons Weekly Tests Mid-Unit Tests End-of-Unit Tests	Weekly Charting Daily Dictation Tasks End-of-Step Tests	Core Program Assessments and Quick Checks
Data Analysis	Use data to determine need for program.	Use data to determine need for program.	Use data to determine need for more intensive program.
Instructor	Teacher (training recommended)	Teacher (training required)	Teacher (training recommended)
Training and Instructional Support	One-day training Follow-up on request	Three-day training Follow-up on request	One-day training Train-the-trainer on request
Comments	Triumphs' sequence aligns with Treasures core program.	Must follow the Steps/Sub-Steps of the program in sequence. The Steps/Sub-Steps DO NOT equate to grade levels.	Follow sequence of program. Use multisquence speed drills to monitor progress.



District-Supported Interventions for Struggling Readers in Grades 3-5

These resources should be considered when students need more strategic (Tier II) or intensive (Tier III) intervention instruction, beyond the core reading program (Tier I).

Fidelity of implementation is critical to the success of these research-based programs.

Oral language intervention should be incorporated into all daily instruction, based on student need.

Use the school-based speech and language pathologist as a resource.

Intermediate Rewards Phonics (multisyllabic words) Fluency	Super QAR Comprehension	Soar to Success Phonics Fluency Vocabulary Comprehension
Screening data indicate deficits in decoding multisyllabic words. Mastery of one-syllable words is required. Addresses fluency of 6-120 WCPM.	Screening data indicate lack of progress in comprehension beyond grade placement level.	Screening data indicate instructional reading level below grade placement level.
3-5	3-5	3-5
30 minutes daily 30 minutes daily	15-30 minutes three times weekly 15-30 minutes daily	30-40 minutes daily 30-40 minutes daily
4-8 students 4-6 students	4-6 students 4-6 students	4-7 students 4-6 students
Supplemental beyond 90-minute reading block.	Supplemental beyond 90-minute reading block.	Supplemental beyond 90-minute reading block.
One lesson in two days	Concept lessons can be divided into two sessions per day. Booster lessons may take more than one day.	Daily lesson
Core Program Assessments and Quick Checks	Core Program Assessments and Quick Checks	Informal Reading Inventory (IRI) Assessment Protocols for Oral Reading Fluency and Retelling Phonics and Decoding Screener
Use fluency pre- and post-test data to monitor progress.	Use data to determine need for program.	Use data to determine need for program.
Teacher (training required)	Teacher and/or Paraprofessionals	Teacher (training recommended)
One-day training Train-the-trainer on request On-site visit recommended	Two-hour training Train-the-trainer on request	Two-hour training Train-the-trainer on request
Strategy program that can be used in all content areas to teach multisyllabic words.	"In My Head" strategies ("on my own" and "author and me") are added to the "In The Book" strategies applied in grades 1-2.	Includes 18 sets of leveled texts used across 18 weeks of instruction focusing on the four reciprocal teaching strategies: summarization, clarification, questioning, and prediction.



Elementary Struggling Reader Supplemental Resources

Supplemental resources are suitable for differentiating instruction for all students (Tiers I, II, III).

Oral language intervention should be incorporated into all daily instruction, based on student need.
Use the school-based speech and language pathologist as a resource.

Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Oral Language
Road to the Code (K-1)	Words Their Way (K-5)	Great Leaps (3-5) Multi-Sequence Speed Drills (1-5) QuickReads (2-5) Six-Minute Solution (K-2, 3-5)	Elements of Reading - Vocabulary (K-5) Vocabulary Improvement Program (4-5)	Fast Track Reading (3-5)	Let's Talk About It (K-2) Text Talk (K-3)

Phonemic Awareness

Phonics

Fluency



Vocabulary

Comprehension

Oral Language



Elementary Struggling Reader Technology Resources

Technology resources are suitable for differentiating instruction for all students (Tiers I, II, III).

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Oral Language
Breakthrough to Literacy (K-3)	X	X	X	X	X	X
Destination Reading (K-3, 4-5)	X (K-3 ONLY)	X	X	X	X	X
Earobics (K-3)	X					
QuickReads Technology Edition (2-5)			X	X	X	
Read Naturally (1-5)			X			





District Supported Interventions for Language Acquisition - ESOL K-5

*The materials listed below are supplementary and are intended for differentiated instruction for English Language Learners.

Fidelity of implementation is critical to the success of these research-based programs.

	Newcomer Kit Levels I, II, III (Published by Rigby)	English In My Pocket (Published by Rigby)
	<div>Oral Language Phonemic Awareness Phonics Comprehension</div> <div><div><div>Kit Level</div><div>Level I</div><div>Level II</div><div>Level III</div></div><div><div>Interest Level¹</div><div>K & 1st</div><div>2nd & 3rd</div><div>4th & 5th</div></div></div>	<div>Oral Language Phonemic Awareness</div>
Program Description	Newcomer Kit is a 16-week program that provides practice with basic classroom language, academic language, thematic concepts, phonemic awareness/phonics, and beginning literacy skills. This program complements any program for English language learners and supports independent practice.	English In My Pocket is a 16-week program that provides opportunities and support to develop English language skills through interactive rhymes, chants, songs, books, and games involving visual, auditory, and kinesthetic activities.
Screening Criteria	Screening data indicate a lack of progress in oral language, phonemic awareness, phonics, and/or comprehension.	Screening data indicate a lack of progress in oral language and/or phonemic awareness
Language Proficiency/ Language Classification	Beginning-Low Intermediate A1-B1	Beginning A1
Grade Levels ²	K-5	K-2
Frequency Options: Strategic Intensive	Daily for 20-30 minutes Daily for 30 minutes	Daily for 20-25 minutes Daily for 30 minutes
# of Students: Strategic Intensive	6-8 5 or fewer	4-6 3 or fewer
Delivery Model	Instruction is supplemental to the 90-minute core reading.	Instruction is supplemental to the 90-minute core reading.
Pacing	1 lesson per day Some lessons may require 2 days.	1 lesson per day Some lessons may require 2 days.
On-going Progress Monitoring	Unit Assessment Summary Reports	Unit assessments
Data Analysis	Use data from built-in assessments to inform instruction and to determine need for program.	Use data from unit assessments to inform instruction and to determine need for program.
Instructor	Teacher and/or Paraprofessional	Teacher and/or Paraprofessional
Training and Instructional Support	On-site follow-up and fidelity checks Overview PowerPoint available upon request	On-site follow-up and fidelity checks Overview PowerPoint available upon request
Comments	The program can be used out of sequence based on specific student needs.	The unit can be used out of sequence based on specific student needs.



District Supported Interventions for Language Acquisition - ESOL K-5

***The materials listed below are supplementary and are intended for differentiated instruction for English Language Learners.**

Fidelity of implementation is critical to the success of these research-based programs.

Let's Go Series (Published by Oxford)	In Step Readers Levels A-T (Published by Rigby)	Reading Basics (Published by Hampton –Brown)
Oral Language Phonics <div><div>Book Level¹</div><div>Interest Level¹</div><div>1K</div><div>21st</div><div>32nd</div><div>43rd</div><div>54th</div><div>65th</div></div>	Oral Language Phonics Comprehension Vocabulary Fluency	Phonemic Awareness Phonics Vocabulary Fluency
Let's Go Series combines a carefully controlled, grammar-based syllabus with practical language for newcomers. Functional dialogues, interactive games, and pair work activities introduce the alphabet, basic phonics, and simple language structures.	InStep Readers is a leveled reading program with a unique instructional path that helps to address the individual needs of English language learners. (Leveled books according to Fountas & Pinnel)	Reading Basics builds fundamental reading skills, including letter-sound correspondences, word families, word patterns, word structures, and decoding.
Screening data indicate a lack of progress in oral language and/or phonics.	Screening data indicate a lack of progress in oral language, phonics, comprehension, vocabulary and/or fluency.	Screening data indicate a lack of progress in phonemic awareness, phonics, vocabulary and/or fluency.
Beginning-Low Intermediate A1-B1	Beginning-Proficient A1-C1	Beginning-Proficient A1-C1
K-5	K-5	3-5
Daily for 30 minutes Daily for 30 minutes	Daily for 30 minutes Daily for 30 minutes	Daily for 30 minutes Daily for 30 minutes
4-6 3 or fewer	4-6 3 or fewer	6-8 5 or fewer
Instruction is supplemental to the 90-minute core reading.	Instruction is supplemental to the 90-minute core reading.	Instruction is supplemental to the 90-minute core reading.
Refer to the Let's Go Series Pacing Chart found on the Multicultural, ESOL and Program Services Department website.	1 lesson per day Some lessons may require 2 days.	Time will vary depending on placement within the program.
For each level, there are daily quizzes as well as Unit Tests, Review Tests, Midterm Tests, and a Final Test. Also included are listening questions that correspond to audio clips.	Running records every other day	Progress checks throughout the program
Use data from built-in assessments to inform instruction and to determine need for program.	Use data from running records to drive instruction and to determine the lesson focus.	Use data from progress checks to inform instruction. Use built-in fluency checks and chart progress.
Teacher and/or Paraprofessional	Teacher and/or Paraprofessional	Teacher and/or Paraprofessional
On-site follow-up and fidelity checks Overview PowerPoint available upon request	On-site follow-up and fidelity checks Overview PowerPoint available upon request	On-site follow-up and fidelity checks Overview PowerPoint available upon request
The skills in each level build upon the previous level.	The program can be used out of sequence based on specific student needs.	The placement test should be used for grouping and lesson placement. Follow the sequence of instruction but the program can be used out of sequence based on specific student needs.

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**Supporting Differentiated Instruction for Struggling Readers
Using Supplemental Leveled Texts**

Struggling readers become frustrated if unable to read grade-level text. When a student's instructional reading level falls significantly below grade level, exposure to grade-level texts through scaffolded teacher support is vital. **Scaffolded instructional support occurs as "teachers challenge their students to engage in learning tasks they are unable to complete independently by providing support," through modeling, thinking aloud, and dialoguing, which enables students to actively participate by "sharing their teachers' understanding of the tasks" until they become capable of performing the tasks independently** (contributed by Judith Winn, Ph.D., Associate Professor in the Department of Exceptional Education at the University of Wisconsin-Milwaukee).

Equally important is providing struggling readers with supplemental texts that appropriately match their instructional and independent reading levels. Leveled texts are therefore considered a significant component of both the initial instruction (ii) in a comprehensive core reading program and the immediate intensive interventions (iii) provided to struggling readers.

Although struggling readers may exhibit deficiencies in one or more of the six essential components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension), acquiring proficiency in these foundational components of the reading process requires that students be provided appropriate texts that will allow them to successfully practice and apply their learned skills and concepts within the context of authentic reading. An effective struggling reader plan will incorporate the use of leveled texts that students are able to read successfully during small group differentiated instruction and independent reading.

When choosing leveled texts as supplemental resources, it is necessary to diversify the text options. To address the differentiated needs of all students, the diversification of leveled texts should include a wide range of reading levels, a balance between literary and informational genres, a variety of content topics, as well as selections that appeal to different cultural, linguistic, and demographic groups.

Motivating struggling readers is always a challenge. If the only text provided to struggling readers is frustration-level text, then lack of motivation will be the consequence. Struggling readers need to feel confident in themselves as learners. Providing struggling readers with appropriately leveled texts that match their instructional and independent reading levels is key to supporting them as they successfully apply their newly learned skills and concepts within the context of authentic reading. When struggling readers achieve success during reading, their motivation will be apparent. A motivated, successful reader becomes better equipped to address the challenge of reaching proficiency as a reader.

The Reading Level Equivalency Chart on the following page provides measurements for determining grade-level equivalency across several text-leveling systems and assessments.



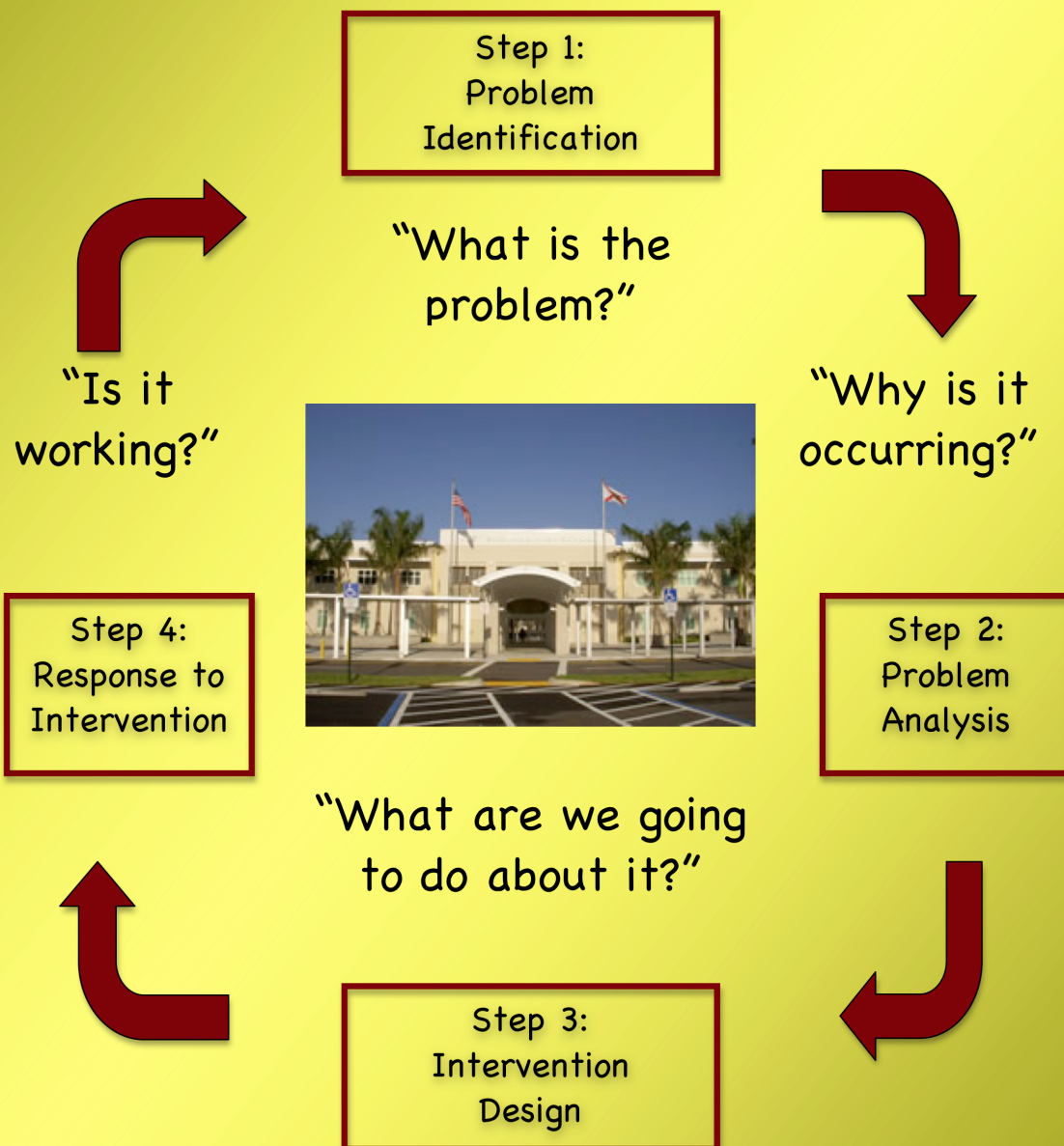
Reading Level Equivalency Chart

Readiness Through Grade Five

GRADE LEVEL: BASAL LEVEL	GUIDED READING LEVEL (Fountas and Pinnell)	RIGBY PM BENCHMARK LEVEL	DEVELOPMENTAL READING ASSESSMENT (DRA/DRA2) LEVEL	ACCELERATED LITERACY LEARNING (A.L.L.) LEVEL	LEXILE LEVEL
Kindergarten: Early Readiness	A	NA	A – 1	1	Beginning Reader to 100
Kindergarten: Late Readiness	B	1 – 2	2 – 3	2	
Grade 1: Pre- Primer 1	C	3 – 4	4	3 – 4	100 – 400
Grade 1: Pre- Primer 2	D	5 – 6	6	5 – 6	
Grade 1: Pre- Primer 3	E	7 – 8	8	7 – 8	
Grade 1: Primer	F – G	9 – 11	10 – 12	9 – 12	
Grade 1: Late	H – I	12 – 16	14 – 16	13 – 16	
Grade 2: Early	J	17 – 18	18	17 – 18	300 – 600
Grade 2: Mid	K – L	19 – 20	20 – 24	19 – 20	
Grade 2: Late	M	21 – 22	28	NA	
Grade 3: Early	N	23	30	NA	500 – 800
Grade 3: Mid	O	24	34	NA	
Grade 3: Late	P	25	38	NA	
Grade 4: Early	Q	26	40	NA	600 – 900
Grade 4: Mid	R	27		NA	
Grade 4: Late	S	28		NA	
Grade 5: Early	T	29	44 – DRA 50 – DRA2	NA	700 – 1000
Grade 5: Mid	U	30		NA	
Grade 5: Late	V	NA		NA	



Secondary Struggling Reader Chart





Meeting the Needs of Striving and Struggling Secondary Readers

The resources in this Struggling Reader Chart were developed to assist secondary teachers, reading coaches and administrators in strengthening reading instruction for striving, struggling and at-risk adolescent learners. It is critical that schools use student data, obtained through screening, diagnostic assessment, and progress monitoring to understand the needs of struggling secondary readers. With the proper data, schools identify the targeted interventions that best meet the differentiated needs of these students and place them in courses that focus on remediating their needs.

Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs and deficits. No single program or strategy will be successful in the remediation of *all* students. Following Florida Department of Education requirements, Broward County Public Schools implements an annual comprehensive reading plan that incorporates a combination of research-based Comprehensive Intensive Reading Programs (CIRP), Supplemental Intensive Reading Programs (SIRP), screening, diagnostic, and progress monitoring assessments, and systematic and explicit instructional strategies and classroom practices that have been proven successful in the remediation of older, struggling readers.

Section 1011.62, Florida Statutes, requires that students who score at Level 1 or 2 on FCAT Reading must complete an intensive reading course taught by a highly qualified teacher who is reading endorsed or reading certified. Students who have intervention needs in the areas of *decoding and/or fluency* must have an extended block of reading intervention. The same teacher must teach the double block of instruction, using the same instructional materials for the entire 90-minute period of instruction. This teacher must be highly qualified to teach reading, or working toward that status by pursuing reading endorsement or K-12 reading certification. Under some circumstances, *fluent* Level 2 students may be served in a content area reading course taught by a highly qualified teacher utilizing reading strategies that enhance student literacy learning. These teachers must complete the 150-hour Content Area Reading Professional Development (CAR-PD) or they must be Reading Endorsed or Reading Certified.

According to the K-12 Reading Plan, intensive reading intervention should include on a *daily* basis:

- Whole group explicit instruction
- Small group differentiated instruction
- Independent reading practice monitored by the teacher
- Infusion of SSS benchmarks within classroom instruction, and for content area courses, specific to the subject area
- A focus on informational text at a ratio matching FCAT

The vision of Broward County Public Schools as reflected in the Strategic Plan 2008-2011 is to raise the student achievement of all students to ensure graduation from high school and readiness for post secondary education. This updated edition of the Struggling Reader Chart provides, in one document, essential resources and guidance to help schools accomplish this important district strategic goal.

"Ensuring adequate ongoing literacy development for all students in the middle and high school years is a more challenging task than ensuring excellent reading education in the primary grades, for two reasons: first, secondary school literacy skills are more complex, more embedded in subject matters, and more multiply determined; second, adolescents are not as universally motivated to read better or as interested in school-based reading as kindergartners."

Biancarosa and Snow (2005)



Rtl and Intervention for Struggling Secondary Readers *(Including the role of English Language Learners and Students with Disabilities and Rtl)*

Schools must implement instruction based on students' needs and skills, as evidenced by student data. The District's Response to Intervention (RTI) model guides school Collaborative Problem Solving Teams (CPT) in implementing a tiered approach to instructional delivery that includes fidelity of instruction within the core program and interventions of increasingly higher intensity, based on students' needs. Problem solving at all tiers is a cyclical process that involves using the data to define the problem, analyzing the data to determine why it is occurring, implementing a plan to target specific student needs, and evaluation to ensure positive response to the intervention. The Tiers below refer to a continuum of instructional intensity and are not attached to specific programs alone. This multi-tiered approach of providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis.

As part of Tier I, II and III instruction, lesson sequences are enhanced with strategies, resources, and supplemental instruction to meet the differentiated needs of on-level learners, advanced learners, below-level learners, English-language learners, and students with disabilities. The Secondary Struggling Reader Chart identifies Supplemental Intensive Reading Programs (SIRPs) and resources specifically targeted to meet instructional needs of students with deficits in one or more areas of reading. Through ongoing progress monitoring and in-program assessments, teachers identify these needs, implement supplemental instruction to target these specific student needs, and assess frequently, both informally and formally, to ensure student progress.

Core Curriculum Instruction (Tier I)

Tier I instruction is the universal, core instruction required for all students in middle and high schools. As part of Tier I instruction, all students must participate in a daily schedule of core classes as required for student progression and to meet graduation requirements for career and college readiness. These required areas of core instruction are based on the Sunshine State Standards (SSS) and include language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. While schools support the instruction of reading across the content areas, Tier I instruction in reading includes Language Arts courses in which all students receive instruction for mastery of the SSS for Language Arts.

Strategic Intervention Instruction (Tier II)

As part of Tier II instruction, all students who score at Level 1 or 2 on FCAT Reading are required by Florida statute 6A-6.054 to be provided Intensive Reading Intervention daily. All Level 1 and 2 secondary students are administered a screening at the beginning of the year and are Progress Monitored three times a year using the Florida Assessment for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes and Diagnostic Assessment of Reading (DAR) word lists. Students are placed in either a 55-minute or 90-minute block of uninterrupted reading instruction using a Comprehensive Intensive Reading Program (CIRP). To qualify as a CIRP, it must consist of scientific, research-based instructional practices and strategies to meet the needs of students in all areas of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Students are placed in the specific Intensive Reading program that best meets their needs based on data, and the criteria for placement in each program is outlined in detail on the Middle and High School Intensive Reading Placement Charts.

As part of Tier II instruction, students who are not progressing sufficiently using the core resources of the Comprehensive Intensive Reading Program (CIRP) may need additional strategic interventions and supplemental instruction to support remediation in one or more areas of reading. For example, students with specific deficits in decoding multisyllabic words might need instruction using the supplemental intervention program, REWARDS. Strategic intervention instruction may be implemented during whole group explicit instruction or in small group differentiated instruction. The Struggling Reader Chart provides information to assist schools in selecting programs and strategies shown to be effective in remediating the specific needs of students with deficits in one or more areas of reading.

Intensive Intervention Instruction (Tier III)

When data indicates that students are not progressing adequately and students have severe deficits in reading, more intensive instructional intervention is needed in addition to, and in alignment with, the core instruction in place. The school Collaborative Problem Solving Team (CPT) will use the collaborative problem-solving approach to identify more intensive, targeted interventions for Tier III students following Florida's Formula for Effective and Powerful Instruction. Students with severe deficits in multiple areas of reading may need more explicit and systematic instruction, additional instruction through extended learning opportunities, push-in or pull out tutoring, or a change in the focus, format, frequency and/or size of instructional group to best meet the Tier III student's specific learning needs. Students with severe deficits in all five areas of reading are placed in the Comprehensive Intensive Reading Program, Wilson Reading. The Struggling Reader Chart provides information to assist schools in selecting programs and strategies shown to be effective in remediating the specific needs of students with severe deficits in multiple areas of reading.

For more information, refer to the middle and high school sections of the K-12 Comprehensive Reading Plan



Florida's Formula for Reading Success

6 + 4 + ii + iii = NCLB

The goal of all instruction is to improve student achievement through mastery of the Sunshine State Standards. Reading programs alone cannot accomplish the task of moving students to achieve mastery with grade level text. Schools need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print-rich and that are compatible with the instructional goals in the district's Comprehensive Intensive Reading Programs. Instruction must follow Florida's Formula for Reading Success: 6 + 4 + ii + iii = No Child Left Behind

6 = The **6** essential components of reading instruction

Oral language	Phonemic awareness
Phonics	Fluency
Vocabulary	Comprehension

4 = The **4** types of assessment

Screening	Progress monitoring
Targeted Diagnosis	Outcome measures

ii = High quality **Initial Instruction** delivered to all students through a comprehensive core reading program during a 55 or 90-minute daily reading block. An effective reading program integrates the six instructional components of effective reading instruction into a comprehensive and cohesive instructional design. Classroom teachers use assessment data to plan for and provide instruction to meet the specific needs of each including:

- Explicit instructional strategies
- Coordinated instructional sequences
- Differentiated instruction
- Print-rich instruction
- Whole group/small group/whole group

iii = **Immediate Intensive Intervention** to support striving and struggling readers using comprehensive and supplemental intervention reading programs within and beyond the regular reading block. This intensive intervention may include more explicit and systematic instruction, extended learning opportunities, push-in or pull out tutoring, or a change in the focus, format, frequency and/or size of instructional group to best meet the Tier III student's specific learning needs.

Florida's Formula for Effective and Powerful Instruction

= 3 Fs + 1 S + Data + PD

Frequency and duration of instruction (the WHEN or HOW OFTEN)

Focus of instruction in phonics, fluency, vocabulary, and/or comprehension (the WHAT)

Format of lesson determining the instructional structure and the level of scaffolding, including modeling, think-aloud, use of graphic organizers, and other explicit instructional strategies (the HOW)

Size of instructional groups (the HOW MANY)

Analyze **D**ATA to determine the 3 Fs and 1 S = (the WHY)

Provide **P**rofessional **D**evelopment that focuses on the collection and analysis of data, the 3 Fs, and 1 S

"The primary difference between instruction that is appropriate for all children in the classroom and that required for children at risk for reading difficulties is related to the manner in which instruction is provided."

(Foorman & Torgesen, 2001)



Placement Of Secondary Students In Reading Intervention

The vision of Broward County Public Schools as reflected in the district's Strategic Plan is to raise student achievement and ensure that all students achieve grade level mastery of the Florida Sunshine State Standards for career and college readiness. To achieve this goal, all students must be correctly placed in a reading intervention program that meets their specific instructional needs. Students who score at Level 1 or 2 on FCAT Reading are required by Florida statute 6A-6.054 to be provided Intensive Reading Intervention daily. The criteria for placement in intensive reading intervention is based on data from the Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes and the Diagnostic Assessment of Reading (DAR) word list. By following the criteria for placement as identified on the current year's middle and high school Intensive Reading placement charts, schools ensure the correct placement of students based on their reading intervention needs.

Students at the secondary level must be placed in the highest level of program in which student data suggests the student can succeed. In some cases, the student's formal assessment data, such as FCAT score, may not provide the full picture of a student's strengths and their needs, and the reading coach may need to administer an additional assessment or administer a previously administered assessment again to determine the best placement for the student. The school's Reading Leadership Team should review placement criteria to ensure the proper placement of students in programs that will challenge them and best meet their reading intervention needs. Schools are allowed some flexibility, but they may not bend state mandates to meet school scheduling parameters.

Any student that drops from a FCAT Reading Level 3, 4, or 5 to a Level 1 or 2 must be screened within one week of receiving FCAT Student Achievement data and correctly placed in Intensive Reading as required by state statute and the K12 Comprehensive Reading Plan.

Fluency and Placement

Students are placed in a single or double block of instruction based on whether they are identified as *disfluent* (having intervention needs in the areas of decoding and/or fluency) or *fluent* (not having intervention needs in the areas of decoding and/or fluency) using the criteria outlined on the appropriate placement charts using either the FAIR or FORF placement data.

Disfluent Level 1 and 2:

Students identified as *disfluent* by the criteria are placed in Intensive Reading instruction for an extended block of instruction of at least 90 minutes per day, 5 days per week for the full year (36 weeks or 180 days). The same teacher must teach this double block of instruction and must have Reading Endorsement or Certification in Reading (Grades K-12). Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course on a daily basis. The following are examples of Intensive Reading schedules for students identified as FCAT Reading Level 1 and Level 2 *Disfluent*:

- Traditional schedule: daily 36 weeks, 2 periods
- 4x4 schedule: daily 36 weeks
- Alternate day block: daily 36 weeks, 2 periods – blocked
- Other schedule types should provide comparable instructional time for students.

Fluent Level 1 and 2:

Students identified as *fluent* are placed in Intensive Reading instruction for at least 55 minutes per day, 5 days per week for the full school year (36 weeks or 180 days), or the equivalent of a single block of instruction at schools on block, rotating, or alternating schedules. The following are examples of Intensive Reading schedules for students identified as FCAT Reading Level 1 and Level 2 *Fluent*:

- Traditional schedule: 36 weeks, 1 period
- 4x4 schedule: daily 18 weeks, 1 period
- Alternate day block: every other day 36 weeks, 1 period
- Other schedule types should provide comparable instructional time for students.

Content Area Reading Placement:

According to DOE technical assistance, it is strongly recommended that districts keep all Level 1 and Level 2 middle and high school students in a reading course until they score Level 3 on the FCAT. There are conditions under which Fluent Level 2 students *may* be exempt from an Intensive Reading Course and can be served in content coursework (CAR-PD). Teachers of these classes must complete the one hundred fifty (150) hour Content Area Reading Professional Development (CAR-PD) or have Reading Endorsement or Certification in Reading (Grades K-12) and must be coded appropriately ("Y") in TERMS. Classroom



infrastructure (class size, materials, etc.) must be adequate to implement the content area reading intervention course. Refer to the current placement chart for the criteria for Content Area Reading placement.

English Language Learners:

Schools that have 22 or *more* ELLs who meet criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive Intensive Reading through Developmental Language Arts through ESOL using identified curriculum and materials. Class size should be limited to 22 students per section. Schools that have *fewer* than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT scores, must receive Intensive Reading through programs listed in the K-12 Comprehensive Reading Plan. Clustering students is recommended.

Students with Disabilities:

Students with disabilities are placed in Intensive Reading Intervention based on the criteria in the appropriate placement charts. The student's IEP team may determine a more appropriate placement for an ESE student based on diagnostic data and the impact of the student's disability on reading.

11th and 12th Grade Intensive Reading Placement:

- 11th and 12th grade Fluent Level 2 students who have not passed the 10th grade FCAT must be placed in Intensive Reading until they pass the FCAT Retake exam or meet graduation requirements with a concordant score on the SAT or ACT. These students must be taught by teachers that are reading endorsed, reading certified, or who have completed CAR-PD.
- 11th and 12th grade Fluent Level 2 students who have passed the 10th grade FCAT but are still classified as level 2 (FCAT reading scale score 300-326 or equivalent score) must continue to receive reading instruction and be progress monitored three times per year.
- 11th and 12th grade Fluent Level 2 students that met graduation requirements with a concordant score on the SAT or ACT may be served in reading coursework or in content area course work. These students must be taught by teachers that are reading endorsed, reading certified, have completed CAR-PD, or are CRISS or McRel trained.
- 11th and 12th grade students identified as *disfluent* by the criteria outlined on the placement charts are placed in Intensive Reading instruction following the same criteria as required for placing all disfluent secondary students.

Placement of Current Students (Not New to Broward):

Using data from Virtual Counselor and the District Placement Chart criteria, the automated registration system recommends placement for students in the appropriate reading course. If the student is missing data, and the system is unable to place the student, the school must reassess the student using the Diagnostic Assessment of Reading (DAR) Word List and Florida Oral Reading Fluency (FORF) Probe or the Florida Assessments for Instruction in Reading (FAIR) web-based assessment modules for the Reading Comprehension, Maze, and Word Analysis tasks. Students who score below 180 on the FCAT or whose FCAT Probability of Success (FSP) on the FAIR is in the 1-2 percentile must be given additional screening using the full DAR. If the full DAR is required, the reading coach or a trained member of the school's Reading Leadership Team should administer this assessment, then schedule the student.

Placement of New Students (New to Broward):

The reading coach or a member of the school's testing team should administer the Diagnostic Assessment of Reading (DAR) Word List and Florida Oral Reading Fluency (FORF) Probe or the Florida Assessments for Instruction in Reading (FAIR) web-based assessment modules for the Reading Comprehension, Maze, and Word Analysis tasks. Students who score below 180 on the FCAT or whose FCAT Probability of Success (FSP) on the FAIR is in the 1-2 percentile must be given additional screening using the full DAR. If the full DAR is required, the reading coach or a trained member of the school's Reading Leadership Team should administer this assessment, then schedule the student.

Assessment and placement of students should take place within the first two days the student reports to the school. End-of-year or the most recent assessments available should be used to diagnose the specific areas of student reading difficulty and determine reading intervention placement. The student should not be placed in Intensive Reading classes until the initial reading screenings have been administered. If the student does not have any reading deficiencies, the student does not need to be placed in Intensive Reading.



Assessments for Effective Reading Instruction

SCREENING assessments are informal inventories that provide a beginning indication of student preparation for grade level reading instruction. Screening assessments are used to determine the need for differentiated support during both initial core instruction for all students and intervention instruction for struggling readers (Tiers I, II, and III).

PROGRESS MONITORING assessments provide a quick sample of critical reading skills that indicate student progress toward grade level reading ability, and are used to evaluate the effectiveness of initial core and intervention instruction. Progress monitoring data also provides indication whether greater instructional density is needed in order to meet adequate progress.

Florida Law mandates that a student not meeting the school district requirements for proficiency in reading receive a Progress Monitoring Plan (PMP). The PMP must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the District K12 Comprehensive Reading Plan includes instructional and support services to be provided to meet the desired levels of performance.

The student PMP requires grade-level progress for a struggling reader be monitored at least three times a year (beginning, middle, and end of the year) using Florida Oral Reading Fluency (FORF) probes or the Florida Assessments for Instruction in Reading (FAIR). Student assessment data for the FORF probes must be entered into Virtual Counselor (VC), while student assessment data for the Florida Assessments for Instruction in Reading is automatically reported into the Progress Monitoring and Reporting Network (PMRN). In addition, students receiving strategic or intensive intervention instruction should receive more frequent ongoing progress monitoring at their instructional reading level (Tiers II and III).

There are different types and purposes for progress monitoring, which call for a range in the frequency of administration. “General Outcome” measures can indicate whether or not an intervention is sufficiently powerful to “close the gap” over a reasonable period of time. These measures can be used to determine growth rate in the specific area of concern and are administered monthly. For example, the Instructional Level Passages with Discussion Templates in the FAIR toolkit are adjusted for difficulty level and allow for comparison across passages over time.

Classroom-Based Formative measures are closely tied to the specific curriculum being used and can suggest ways that instruction should be changed in order to increase student performance. Teachers can use these measures more frequently (daily, weekly) to acquire data informing student progress in mastering specific skill lesson objectives. For example, the Reading and Literary Analysis unit test in Hampton Brown/National Geographic Edge provides a summative assessment of student’s performance in targeted skills in vocabulary strategies, literary analysis, comprehension and critical thinking.

DIAGNOSTIC assessments are used to evaluate a broad range of critical reading skills for the purpose of determining a more precise and detailed picture of a struggling reader’s strengths and weaknesses, and to plan interventions that target the specific differentiated needs of the student. Diagnostic assessments are recommended for designing intensive intervention instruction that meets the unique needs of the student (Tier III). Diagnostic assessments may also be helpful in designing strategic instruction for students not progressing adequately in the Comprehensive Intensive Reading Program (Tier II). A diagnostic assessment must be administered to all ESE students with deficits in reading due to the impact of their disability.

OUTCOME assessments are used to monitor and evaluate the effectiveness of reading instruction for all students through the measurement of student progress on critical grade level reading comprehension standards/benchmarks (Tiers I, II, and III).



Middle School (Grades 6-8) Struggling Reader Chart

Comprehensive Intensive Reading Programs (CIRP)	Most Intensive Reading Wilson Reading (R.L. 0-3.0)	Intensive Reading READ XL with REWARDS (R.L. 4.0 – 5.0)	Intensive Reading READ XL (R.L. 5.0 – 7.0)
Areas Of Reading	Oral Language (OL) Phonemic Awareness (PA) Phonics (P) Fluency (F) Vocabulary (V) Comprehension (C)	Phonics (P) Fluency (F) Vocabulary (V) Comprehension (C)	Fluency (F) Vocabulary (V) Comprehension (C)
Program Purpose	Disfluent Level 1 Students needing this program have severe phonemic awareness and decoding deficits that impact all areas of reading.	Disfluent Level 1 or 2 Students needing this program have deficits decoding multisyllabic words, deficits in fluency, vocabulary, and comprehension.	Fluent Level 1 or 2 Students needing this program may have some deficits in fluency and text reading efficiency.
Placement Criteria	Refer to the current Placement Chart for the cut scores for each assessment and criteria for placing students in Intensive Reading Intervention. Assessments used for placement are the Florida Oral Reading Fluency (FORF) and DAR word list OR The Florida Assessments for Instruction in Reading (FAIR) Reading Comprehension, Maze, and Word Analysis Percentile Rank Scores.		
Delivery Model	Extended Time Required: 90 min/180 days Student Teacher Ratio: 15:1	Extended Time Required: 90 min/180 days Student Teacher Ratio: 22:1	Required Time: 55 min/180days Student Teacher Ratio 22:1
Course Codes	1 st year 1000010 W 1000010 S 2 nd year 1000010 Y 1000010 T 3 rd year 1000010 V 1000010 U	6 th grade 1000010 D 1000010 G 7 th grade 1000010 E 1000010 H 8 th grade 1000010 F 1000010 I	6 th grade 1000010 O 1000010 3 7 th grade 1000010 1 1000010 4 8 th grade 1000010 2 1000010 5
Screening Assessments	<ul style="list-style-type: none"> DAR Word List and Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments WADE 	<ul style="list-style-type: none"> DAR Word List and Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> DAR Word List and Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments
Progress Monitoring Assessments (3 times per year)	<ul style="list-style-type: none"> Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) WADE 	<ul style="list-style-type: none"> Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments
Diagnostic Assessments	<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) WADE 	<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments
Certification Requirements	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement. 	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement. 	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement.
Instructional Focus	Provide extensive and intensive intervention in word study/recognition, applying decoding strategies to text, building fluency as accuracy increases, and focusing vocabulary and comprehension strategies.	Provide intensive intervention in word study/recognition with multisyllabic words, applying decoding strategies to text, building fluency as accuracy increases, and focusing on vocabulary and comprehension strategies.	Provide instruction with strong comprehension, reasoning, and vocabulary focus. Work on text reading efficiency (fluency and comprehension), automaticity at the sentence and paragraph level, and practice with repeated readings.
Supplemental Intervention Reading Programs (SIRP)	Wilson Fluency (F) Quick Reads/QReads (P, F, V, C) Great Leaps Reading Advantage A and B	<ul style="list-style-type: none"> REWARDS (P, F, V) Jamestown Fluency (F) QReads (F, V, C) Impact (F, V, C) Vocabulary Improvement Program (V) Word Wisdom (V) Jamestown Signatures (F, V, C) Reading Advantage (F, V, C) Super QAR (C) 	<ul style="list-style-type: none"> REWARDS (P, F, V) Jamestown Fluency (F) QReads (F, V, C) Impact (F, V, C) Vocabulary Improvement Program (V) Word Wisdom (V) Jamestown Signatures (F, V, C) Reading Advantage (F, V, C) Super QAR (C)
Technology	<ul style="list-style-type: none"> Read Naturally Teen Biz News Currents 	<ul style="list-style-type: none"> Read 180 Reading Plus Accelerated Reader Scientific Learning Fast ForWord Jamestown Reading Navigator Teen Biz News Currents Compass Odyssey Lesson Plans in BEEP BEEP Online Resources 	<ul style="list-style-type: none"> Read 180 Reading Plus Accelerated Reader Scientific Learning Fast ForWord Jamestown Reading Navigator Teen Biz News Currents Compass Odyssey Lesson Plans in BEEP BEEP Online Resources



Middle School (Grades 6-8) Struggling Reader Chart

Intensive Reading READ XL Plus (R.L. 6.0 – 8.0)	Developmental Reading NOVEL STUDY or JUNIOR GREAT BOOKS (R.L. 6.0 -8.0)	Developmental Language Arts Through ESOL VISIONS
Fluency (F) Vocabulary (V) Comprehension (C)	Vocabulary (V) Comprehension (C)	Oral Language (OL) Phonics (P) Vocabulary (V) Phonemic Awareness (PA) Fluency (F) Comprehension (C)
Level 1 or 2 Fluent Students in this program need strategies to develop more advanced vocabulary, comprehension and critical thinking skills for reading more challenging texts. Students may need strategies for developing text reading efficiency	Level 2 Fluent Students in this program need strategies to enhance vocabulary and develop comprehension and critical thinking skills for reading increasingly more challenging texts.	ELL Students in this program are non-English speaking or are at the beginning level of English Language proficiency. Students are given the opportunity to develop their oral and written English abilities while enhancing their language development.
Refer to the current Placement Chart for the cut scores for each assessment and criteria for placing students in Intensive Reading Intervention. Assessments used for placement are the Florida Oral Reading Fluency (FORF) and DAR word list OR The Florida Assessments for Instruction in Reading (FAIR) Reading Comprehension, Maze, and Word Analysis Percentile Rank Scores.		
Extended Time NOT Required: 55 min/180 days Student Teacher Ratio: 22:1	Extended Time NOT Required: 55 min/180 days Student Teacher Ratio: 22:1	Extended Time Required Time: 90 min/180days Student Teacher Ratio 22:1
1 st year 1000010 J 1000010 M 2 nd year 1000010 K 1000010 N 3 rd year 1000010 L 1000010 P	6 th grade 1008010 0 7 th grade 1008040 0 8 th grade 1008070 0	1 st Yr. 100218R1 100218RA 2 nd Yr. 100218R2 100218RB 3 rd Yr. 100218R3 100218RC
<ul style="list-style-type: none"> DAR Word List and Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> DAR Word List and Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> Comprehensive English Language Learning Assessment (CELLA) All English Language Learners must take the same assessments as non- English Language Learners
<ul style="list-style-type: none"> Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> All English Language Learners must take the same assessments as non- English Language Learners
<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> Comprehensive English Language Learning Assessment (CELLA) All English Language Learners must take the same assessments as non- English Language Learners
<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement. 	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement. 	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement.
Provide enhanced instruction in comprehension strategies, high-level reasoning, and vocabulary. Work on fluency at paragraph and passage level and practice with repeated readings.	Provide enhanced instruction in comprehension strategies, high-level reasoning and critical thinking skills, and building vocabulary.	Provide Intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.
<ul style="list-style-type: none"> REWARDS Plus Social Studies (8th only) (F, V, C) Jamestown Fluency (F) Jamestown Signatures (F, V, C) QReads (F, V, C) Impact (F, V, C) Vocabulary Improvement Program (V) Vocabulary Through Morphemes (V) Word Wisdom (V) Reading Advantage (F, V, C) Super QAR (C) 	<ul style="list-style-type: none"> REWARDS Plus Social Studies (8th only) (F, V, C) Jamestown Fluency (F) Jamestown Signatures (F, V, C) Impact (F, V, C) Vocabulary Improvement Program (V) Vocabulary Through Morphemes (V) Word Wisdom (V) Reading Advantage (F, V, C) Super QAR (C) 	<ul style="list-style-type: none"> Heinle, Visions Series Basic Heinle Facts and Figures Heinle Picture Dictionary Heinle Illustrated Classics Library Set Heinle Grammar Practice Sets
<ul style="list-style-type: none"> Read 180 Reading Plus Accelerated Reader Scientific Learning Fast ForWord Jamestown Reading Navigator Teen Biz News Currents Compass Odyssey Lesson Plans in BEEP BEEP Online Resources 	<ul style="list-style-type: none"> Read 180 Reading Plus Accelerated Reader Scientific Learning Fast ForWord Jamestown Reading Navigator Teen Biz News Currents Compass Odyssey Lesson Plans in BEEP BEEP Online Resources 	<ul style="list-style-type: none"> BEEP Online Resources Lesson Plans in BEEP



**Middle School Reading Assessment Schedule
(Including ESOL and ESE Students)**

6 th – 8 th Grade Most Intensive Reading <u>Wilson Reading</u>	6 th – 8 th Grade Intensive Reading <u>Read XL w/REWARDS,</u> <u>Read XL, READ XL Plus</u>	6 th – 8 th Grade Developmental Language <u>Arts through ESOL</u> <u>VISIONS</u>	6 th – 8 th Grade Developmental Reading <u>or Jr. Great Books</u>
Progress Monitoring Results In Virtual Counselor 3 times/year AP1 (Pre) – Beginning of the Year AP2 (Mid) – Mid-Year AP3 (Post) – End of Year	Progress Monitoring Results In Virtual Counselor 3 times/year AP1 (Pre) – Beginning of the Year AP2 (Mid) – Mid-Year AP3 (Post) – End of Year	Progress Monitoring Results In Virtual Counselor 3 times/year AP1 (Pre) – Beginning of the Year AP2 (Mid) – Mid-Year AP3 (Post) – End of Year	Progress Monitoring Results In Virtual Counselor 3 times/year AP1 (Pre) – Beginning of the Year AP2 (Mid) – Mid-Year AP3 (Post) – End of Year
DAR Word List Pre and Post Only	DAR Word List Pre and Post Only	DAR Word List Pre and Post Only	DAR Word List Pre and Post Only
AND	AND	AND	AND
Florida Oral Reading Fluency (FORF):	Florida Oral Reading Fluency (FORF):	Florida Oral Reading Fluency (FORF):	Florida Oral Reading Fluency (FORF):
Pre Assessment Period 1 (AP1) Student Day 6 to 23	Pre Assessment Period 1 (AP1) Student Day 6 to 23	Pre Assessment Period 1 (AP1) Student Day 6 to 23	Pre Assessment Period 1 (AP1) Student Day 6 to 23
Mid Assessment Period 2 (AP2) Student Day 66 to 87	Mid Assessment Period 2 (AP2) Student Day 66 to 87	Mid Assessment Period 2 (AP2) Student Day 66 to 87	Mid Assessment Period 2 (AP2) Student Day 66 to 87
Post Assessment Period 3 (AP3) Student Day 136 to 150	Post Assessment Period 3 (AP3) Student Day 136 to 150	Post Assessment Period 3 (AP3) Student Day 136 to 150	Post Assessment Period 3 (AP3) Student Day 136 to 150
OR	OR	OR	OR
Florida Assessment for Instruction in Reading (FAIR) Progress Monitoring for Correct II and Intervene, & Designated Schools only -Results reported directly to PMRN	Florida Assessment for Instruction in Reading (FAIR) Progress Monitoring for Correct II and Intervene, & Designated Schools only -Results reported directly to PMRN	Florida Assessment for Instruction in Reading (FAIR) Progress Monitoring for Correct II and Intervene, & Designated Schools only -Results reported directly to PMRN	Florida Assessment for Instruction in Reading (FAIR) Progress Monitoring for Correct II and Intervene, & Designated Schools only -Results reported directly to PMRN
Pre Assessment Period 1 (AP1) Day 6 to 40	Pre Assessment Period 1 (AP1) Day 6 to 40	Pre Assessment Period 1 (AP1) Day 6 to 40	Pre Assessment Period 1 (AP1) Day 6 to 40
Mid Assessment Period 2 (AP2) Day 66 to 100	Mid Assessment Period 2 (AP2) Day 66 to 100	Mid Assessment Period 2 (AP2) Day 66 to 100	Mid Assessment Period 2 (AP2) Day 66 to 100
Post Assessment Period 3 (AP3) Day 136 to 170	Post Assessment Period 3 (AP3) Day 136 to 170	Post Assessment Period 3 (AP3) Day 136 to 170	Post Assessment Period 3 (AP3) Day 136 to 170
ADDITIONAL ASSESSMENTS	ADDITIONAL ASSESSMENTS	ADDITIONAL ASSESSMENTS	ADDITIONAL ASSESSMENTS
Diagnostic Assessments of Reading Full (DAR) in Virtual Counselor Or for ESE students at the beginning of the year and prior to IEP meeting.	<ul style="list-style-type: none"> • Florida Assessments for Instruction in Reading (FAIR) Toolkit • Florida Assessments for Instruction in Reading (FAIR) Ongoing Progress Monitoring • Scholastic Reading Inventory (SRI) • In-Program Assessments • Comprehensive English Language Learning Assessment (CELLA) – ESOL • Phonological Awareness Profile – ESE 		
AND			
WADE 2 times/year (Pre and Post)			



High School (Grades 9-10) Struggling Reader Chart

Comprehensive Intensive Reading Programs (CIRP)	Most Intensive Reading Wilson Reading (R.L. 0-3.0)	Intensive Reading Edge A with REWARDS (R.L. 4.0 – 5.0)	Intensive Reading Edge B (R.L. 6.0 – 7.0)
Areas Of Reading	Oral Language (OL) Phonemic Awareness (PA) Phonics (P) Fluency (F) Vocabulary (V) Comprehension (C)	Phonics (P) Fluency (F) Vocabulary (V) Comprehension (C)	Fluency (F) Vocabulary (V) Comprehension (C)
Program Purpose	Disfluent Level 1 Students needing this program have severe phonemic awareness and decoding deficits that impact all areas of reading.	Disfluent Level 1 or 2 Students needing this program have deficits in phonics, fluency, vocabulary, and comprehension.	Fluent Level 1 or 2 Students needing this program have deficits in vocabulary and comprehension, with some deficits in fluency and text reading efficiency.
Placement Criteria	Refer to the current Placement Chart for the cut scores for each assessment and criteria for placing students in Intensive Reading Intervention. Assessments used for placement are the Florida Oral Reading Fluency (FORF) and DAR word list OR The Florida Assessments for Instruction in Reading (FAIR) Reading Comprehension, Maze, and Word Analysis Percentile Rank Scores.		
Delivery Model	Extended Time Required: AB/4x4: 90 min - 180 days Rot 7: 110 min - 180 days Student Teacher Ratio: 15:1	Extended Time Required: AB/4x4: 90 min - 180 days Rot 7: 110 min - 180 days Student Teacher Ratio: 22:1	Extended Time NOT Required: AB/4x4: 90 min – 90 days Rot 7: 55 min – 180 days Student Teacher Ratio 25:1
Course Codes	1 st year 1000410 W 1000410 E 2 nd year 1000410 Y 1000410 F 3 rd year 1000410 R 1000410 G	9 th grade 1000410U 1000410A 10 th grade 1000410V 1000410B	9 th grade 1000410S 1000410C 10 th grade 1000410T 1000410D
Screening Assessments	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments WADE 	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments
Progress Monitoring Assessments (3 times per year)	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) 	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) 	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessments	<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) WADE 	<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments
Certification Requirements	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement. 	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement. 	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement.
Instructional Focus	Provide extensive and intensive intervention in word study/recognition, applying decoding strategies to text, building fluency as accuracy increases, and focusing vocabulary and comprehension strategies.	Provide intensive intervention in word study/recognition with multisyllabic words, applying decoding strategies to text, building fluency as accuracy increases, and focusing on vocabulary and comprehension strategies.	Provide instruction with strong comprehension, reasoning, and vocabulary focus. Work on text reading efficiency (fluency and comprehension), automaticity at the sentence and paragraph level, and practice with repeated readings.
Supplemental Intervention Reading Programs (SIRP)	Wilson Fluency (F) QReads (P, F, V, C)	<ul style="list-style-type: none"> REWARDS (P, F, V) Jamestown Fluency (F) QReads (F, V, C) Word Wisdom (V) Vocabulary through Morphemes (V) REWARDS Plus (V, C) Jamestown Signatures (V, C) 	<ul style="list-style-type: none"> Jamestown Fluency (F) QReads (F, V, C) Word Wisdom (V) Vocabulary through Morphemes (V) REWARDS Plus (V, C) Jamestown Signatures (V, C) Jamestown Critical Reading (V, C)
Technology	<ul style="list-style-type: none"> Teen Biz News Currents 	<ul style="list-style-type: none"> Edge Online Coach Reading Plus Read On Read 180 Accelerated Reader Reading Assistant (Soliloquy) Teen Biz News Currents Compass Odyssey Jamestown Reading Navigator Lesson Plans in BEEP BEEP Online Resources 	<ul style="list-style-type: none"> Edge Online Coach Reading Plus Read On Read 180 Accelerated Reader Reading Assistant (Soliloquy) Teen Biz News Currents Compass Odyssey Jamestown Reading Navigator Lesson Plans in BEEP BEEP Online Resources



High School 11th and 12th Grade Struggling Reader Chart

Comprehensive Intensive Reading Programs (CIRP)	Intensive Reading 11 th Grade <u>FCAT RETAKERS</u> IMPACT 3/4 Topics from the Restless	Intensive Reading 12 th Grade <u>FCAT RETAKERS</u> IMPACT 4/5 The Real ACT	Intensive Reading 11 th /12 th Grade Content Area Coursework Option	Developmental Language through ESOL Shining Star
Areas Of Reading	Vocabulary (V) Comprehension (C)	Vocabulary (V) Comprehension (C)	Vocabulary (V) Comprehension (C)	Oral Language (OL) Phonemic Awareness (PA) Phonics (P) Fluency (F) Vocabulary (V) Comprehension (C)
Program Purpose	11 th graders who have NOT passed the FCAT must be served in Intensive Reading Coursework until they pass the FCAT or meet graduation requirements with a concordant score on the SAT or ACT.	12 th graders who have NOT passed the FCAT must be served in Intensive Reading Coursework until they pass the FCAT or meet graduation requirements with a concordant score on the SAT or ACT.	11 th and 12 th graders who have PASSED the FCAT but are still Level 2 Reading must receive reading instruction. Fluent Level 2 students who have met graduation requirements with a concordant score on the SAT or ACT may be served in reading OR content area coursework.	Developmental Language Arts through ESOL provides Intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners that are non-English speaking or at the beginning level of English Language proficiency.
Placement Criteria	Students who have not passed the FCAT must be placed in Intensive Reading FCAT Retakes. Refer to the current placement chart for the FCAT cut scores for determining placement.	Students who have not passed the FCAT must be placed in Intensive Reading FCAT Retakes. Refer to the current placement chart for the FCAT cut scores for determining placement.	Students who have passed the FCAT but are still Level 2 may be served with Content Area Reading Intervention. Refer to the current placement chart for the FCAT cut scores for determining placement.	English Language Learners Classified as A1 or A2 with no FCAT data or ELLs at FCAT Reading Level 1 or 2
Delivery Model	Extended Time NOT Required: 90 minutes 90 days or 55 minutes 180 days Student Teacher Ratio: 25:1			
Course Codes	1000410 L 1000410 N	11 th 1000410 5 12 th 1000410 6	1000410 7 1000410 8 1000410 M 1000410 P	(1 Yr) 1002180 1 1002180 A (2 Yr) 1002180 2 1002180 B (3 Yr) 1002180 3 1002180 C
Screening Assessments	<ul style="list-style-type: none">DAR Word List and Florida Oral Reading Fluency (FORF)Florida Assessment for Instruction in Reading (FAIR)In Program Assessments			<ul style="list-style-type: none">Comprehensive English Language Learning Assessment (CELLA)All English Language Learners must take the same assessments as non- English Language Learners
Progress Monitoring Assessments	<ul style="list-style-type: none">Florida Oral Reading Fluency (FORF)Florida Assessment for Instruction in Reading (FAIR)In Program Assessments			
Diagnostic Assessments	<ul style="list-style-type: none">Florida Oral Reading Fluency (FORF)Florida Assessment for Instruction in Reading (FAIR)In Program Assessments			
Certification Requirements	FCAT Retake courses must be taught by teachers who are Reading Certified, Reading Endorsed OR who have completed Content Area Reading Professional Development (CAR-PD).	FCAT Retake courses must be taught by teachers who are Reading Certified, Reading Endorsed OR who have completed Content Area Reading Professional Development (CAR-PD).	Content area students that have met graduation requirements but are still Level 2 Reading must be taught by teachers who are Reading Certified, Reading Endorsed or that have completed CAR-PD, CRISS, or McRel.	All Developmental Language Arts through ESOL teachers must be Reading Endorsed or Reading Certified. All ESOL Teachers must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement.
Instructional Focus	Provide Instruction with strong comprehension, reasoning, critical thinking and vocabulary focus. Infuse SSS and ACT/SAT strategies with challenging informational text.	Provide Instruction with strong comprehension, reasoning, critical thinking and vocabulary focus. Infuse SSS and ACT/SAT strategies with challenging informational text.	Provide Instruction with strong comprehension, reasoning, critical thinking and vocabulary focus. Infuse scientifically based reading strategies and literacy instruction across the content areas.	Provide Intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.
Supplemental Intensive Reading Programs (SIRP)	Refer to the SRC and BEEP lesson plans for additional supplemental resources to meet specific needs	Refer to SRC and BEEP lesson plans for additional supplemental resources to meet specific needs	Refer to 9 th & 10 th Grade SRC and BEEP lesson plans for additional supplemental resources to meet specific needs	Refer to 9 th & 10 th Grade SRC and BEEP lesson plans for additional supplemental resources to meet specific needs
Technology	<ul style="list-style-type: none">Teen BizNews CurrentsLesson Plans in BEEPBEEP Online Resources	<ul style="list-style-type: none">Teen BizNews CurrentsLesson Plans in BEEPBEEP Online Resources	<ul style="list-style-type: none">Teen BizNews CurrentsLesson Plans in BEEPBEEP Online Resources	<ul style="list-style-type: none">Teen BizNews CurrentsLesson Plans in BEEPBEEP Online Resources



High School Reading Assessment Schedule (Including ESOL and ESE Students)

9 th – 12 th Grade Most Intensive Reading <u>Wilson Reading</u>	9 th – 10 th Grade Intensive Reading <u>Edge A, B, C or CAR-PD</u>	9 th – 12 th Grade <u>Developmental Language</u> <u>Arts through ESOL</u> <u>Shining Star</u>	11 th – 12 th Grade Intensive Reading <u>FCAT Retake Students</u>
Progress Monitoring Results In Virtual Counselor 3 times/year AP1 (Pre) – Beginning of the Year AP2 (Mid) – Mid-Year AP3 (Post) – End of Year	Progress Monitoring Results In Virtual Counselor 3 times/year AP1 (Pre) – Beginning of the Year AP2 (Mid) – Mid-Year AP3 (Post) – End of Year	Progress Monitoring Results In Virtual Counselor 3 times/year AP1 (Pre) – Beginning of the Year AP2 (Mid) – Mid-Year AP3 (Post) – End of Year	Progress Monitoring Results In Virtual Counselor 3 times/year AP1 (Pre) – Beginning of the Year AP2 (Mid) – Mid-Year AP3 (Post) – End of Year
DAR Word List Pre and Post Only	DAR Word List Pre and Post Only	DAR Word List Pre and Post Only	DAR Word List Pre and Post Only
AND	AND	AND	AND
Florida Oral Reading Fluency (FORF):	Florida Oral Reading Fluency (FORF):	Florida Oral Reading Fluency (FORF):	Florida Oral Reading Fluency (FORF):
Pre Assessment Period 1 (AP1) Student Day 6 to 23	Pre Assessment Period 1 (AP1) Student Day 6 to 23	Pre Assessment Period 1 (AP1) Student Day 6 to 23	Pre Assessment Period 1 (AP1) Student Day 6 to 23
Mid Assessment Period 2 (AP2) Student Day 66 to 87	Mid Assessment Period 2 (AP2) Student Day 66 to 87	Mid Assessment Period 2 (AP2) Student Day 66 to 87	Mid Assessment Period 2 (AP2) Student Day 66 to 87
Post Assessment Period 3 (AP3) Student Day 136 to 150	Post Assessment Period 3 (AP3) Student Day 136 to 150	Post Assessment Period 3 (AP3) Student Day 136 to 150	Post Assessment Period 3 (AP3) Student Day 136 to 150
OR	OR	OR	OR
Florida Assessment for Instruction in Reading (FAIR) Progress Monitoring for Correct II and Intervene, & Designated Schools only -Results reported directly to PMRN	Florida Assessment for Instruction in Reading (FAIR) Progress Monitoring for Correct II and Intervene, & Designated Schools only -Results reported directly to PMRN	Florida Assessment for Instruction in Reading (FAIR) Progress Monitoring for Correct II and Intervene, & Designated Schools only -Results reported directly to PMRN	Florida Assessment for Instruction in Reading (FAIR) Progress Monitoring for Correct II and Intervene, & Designated Schools only -Results reported directly to PMRN
Pre Assessment Period 1 (AP1) Day 6 to 40	Pre Assessment Period 1 (AP1) Day 6 to 40	Pre Assessment Period 1 (AP1) Day 6 to 40	Pre Assessment Period 1 (AP1) Day 6 to 40
Mid Assessment Period 2 (AP2) Day 66 to 100	Mid Assessment Period 2 (AP2) Day 66 to 100	Mid Assessment Period 2 (AP2) Day 66 to 100	Mid Assessment Period 2 (AP2) Day 66 to 100
Post Assessment Period 3 (AP3) Day 136 to 170	Post Assessment Period 3 (AP3) Day 136 to 170	Post Assessment Period 3 (AP3) Day 136 to 170	Post Assessment Period 3 (AP3) Day 136 to 170
ADDITIONAL ASSESSMENTS	ADDITIONAL ASSESSMENTS	ADDITIONAL ASSESSMENTS	ADDITIONAL ASSESSMENTS
Diagnostic Assessments of Reading Full (DAR) in Virtual Counselor Or for ESE students at the beginning of year and prior to IEP meeting.	<ul style="list-style-type: none"> • Florida Assessments for Instruction in Reading (FAIR) Toolkit • Florida Assessments for Instruction in Reading (FAIR) Ongoing Progress Monitoring • Hampton Brown Edge Placement Test • Reading Gains Lexile Assessment (RGLA) • In-Program Assessments • Comprehensive English Language Learning Assessment (CELLA) – ESOL • Phonological Awareness Profile – ESE 		
AND			
WADE 2 times/year (Pre and Post)			



Developmental Language Arts Through ESOL Guidelines for Placement and Instruction

Developmental Language Arts through ESOL Middle School Grades 6-8 VISIONS	Developmental Language Arts through ESOL High School Grades 9-12 Shining Star
<ul style="list-style-type: none"> Developmental Language Arts through ESOL (Grades 6-8) is in lieu of Intensive Reading, therefore it must follow guidelines set forth in the district K-12 Comprehensive Reading Plan. Students may not be enrolled in both Intensive Reading <i>and</i> Developmental Language Arts through ESOL. Middle Schools that have 22 or more ELLs classified, as A1-A2 in the same grade level must provide M/J Language Arts through ESOL 1-3 using identified curriculum and materials. Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must provide Intensive Reading through M/J Developmental Language Arts through ESOL using identified curriculum and materials. Class size should be limited to 22 students per section. Middle Schools that have 22 or more ELLs classified, as A1-A2 must provide sheltered instruction in the Content Area using identified curriculum and materials. Middle Schools that have fewer than 22 ELLs classified, as A1-A2 in the same grade level must provide M/J Language Arts 1-3 in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is recommended. Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must provide Intensive Reading through programs listed in the K-12 Comprehensive Reading Plan. Clustering students is recommended. Middle Schools that have fewer than 22 ELLs classified, as A1-A2 must provide basic mainstream instruction in the Content Area using differentiated instruction and identified curriculum. Clustering students is recommended. Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction. 	<ul style="list-style-type: none"> Developmental Language Arts through ESOL (Grades 9-12) is in lieu of Intensive Reading, therefore it must follow guidelines set forth in the district K-12 Comprehensive Reading Plan. Students may not be enrolled in both Intensive Reading <i>and</i> Developmental Language Arts through ESOL. High Schools that have 25 or more ELLs classified, as A1-A2 in the same grade level must provide English through ESOL I-IV using identified curriculum and materials. Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive Intensive Reading through Developmental Language Arts through ESOL using identified curriculum and materials. Class size should be limited to 22 students per section. High Schools that have 25 or more ELLs classified, as A1-A2 must provide sheltered instruction in the Content Area using identified curriculum and materials. High Schools that have fewer than 25 ELLs classified, as A1-A2 in the same grade level must provide English I-IV in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is recommended. Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive Intensive Reading through programs listed in the K-12 Comprehensive Reading Plan. Clustering students is recommended. High Schools that have fewer than 25 ELLs classified, as A1-A2 must provide basic mainstream instruction in the Content Area using differentiated instruction and identified curriculum. Clustering students is recommended. Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction.



GLOSSARY OF INSTRUCTION, INTERVENTIONS, AND ASSESSMENT

Comprehensive Intervention Reading Programs (CIRP) are stand-alone programs providing instruction in multiple areas of reading. Secondary students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many secondary students, success in subject areas is contingent upon intensive reading intervention of content area vocabulary and concepts. The acquisition of mature language and reading comprehension skills require intense intervention for many struggling students. The secondary reading curriculum must contain explicit instruction for intensive student assistance in fluency, English morphology, inference modification processes, classification skills, analysis, synthesis, and research skills with informational and complex literary text. Students must have opportunities to practice and apply language and reading skills in effective written and oral communication. The expected student outcome of the curriculum and instruction is accelerated growth in student proficiency in reading and writing of both informational and literary text.

Developmental Reading Programs provide a variety of methods and materials to develop strategies and critical thinking skills in reading for middle school students who are reading on and above grade level and enrolled in reading courses that may be transferred to content courses across the curriculum. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks that are assessed by the Florida Comprehensive Assessment Test (FCAT).

Developmental Language Arts Through ESOL (6-12) is a course designed for ELLs who are non-English speaking and/or at the beginning level of English Language Proficiency (A1-A2) and score a level 1 or 2 on FCAT Reading or have no FCAT Reading Score. This course is in lieu of Intensive Reading therefore it must follow guidelines set forth in the district K12 Comprehensive Reading Plan.

Diagnostic Assessments can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a student is behind in reading growth, they will usually be given only if a student fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a student's knowledge and skill so that instruction can be more precisely planned. A diagnostic assessment must be administered to all ESE students with deficits in reading due to the impact of their disability, and to all students in the Wilson Reading Program. All ELLs are to participate in all diagnostic assessments regardless of time in an ESOL program and language classification.

Educational Technology provides additional support in reading. Educational technology programs and resources must supplement not supplant instruction by a highly qualified instructor. Educational software in the form of Integrated Learning Systems (ILSs) that do not require a teacher-led instructional component are identified on the Struggling Reader Chart as Supplemental Intervention Reading Programs. If these programs are used, the data must be carefully reviewed and the programs implemented with fidelity as recommended by the publisher. All instruction in computer labs or using wireless laptop carts must be monitored by a teacher who interacts with students to ensure that students are appropriately placed, on task, and making learning gains.

Additionally, all schools and teachers have access to digital content and resources through the district's curriculum and instruction portal, BEEP. These resources include teacher access to online versions of lesson plans, assessments, and resources to support lesson plans. In addition, teachers and students can access online versions of student textbooks, online databases, multimedia encyclopedias, Discovery Education Streaming videos, netTrekker Academic Search Engine, Teaching Books.net, and other literacy learning resources can provide background knowledge and help students make connections before, during and after reading to enhance the learning process. The ideal 21st century learning environment includes technology resources and equipment such as an interactive whiteboard, a video (LCD) projector, document camera, and student interactive responders that bring learning alive for students and allow the teacher to provide explicit, visual modeling of the reading process and reading strategies.

Fluency pertains to students who are able to decode words quickly and accurately and read with prosody as determined by district assessments. The cut score for fluent reading rate and accuracy is established by the district and is posted on the appropriate grade level placement charts. Level 1 and 2 students who are fluent usually have difficulty with comprehension and vocabulary. These students who are considered to be fluent readers are required to have a reading intervention, but do not require additional instructional time.



Outcome Assessments, such as the FCAT, are used to monitor and evaluate the effectiveness of reading instruction for all students through the measurement of student progress on critical grade level reading comprehension standards/benchmarks. Outcome assessments are usually given at the end of the year for two purposes: to assist all stakeholders in evaluating the overall effectiveness of the reading program for all students and to determine student progress on grade level expectations in reading.

Progress Monitoring Assessments keep all stakeholders informed regarding students' progress during the school year. Progress Monitoring assessments provide a quick sample of critical reading skills that indicate the student's progress toward grade level reading ability, and are used to evaluate the effectiveness of core and supplemental intervention instruction. Progress monitoring data also indicates whether greater instructional density is needed in order to help students make adequate progress.

Florida Law mandates that a student not meeting the school district requirements for proficiency in reading receive a Progress Monitoring Plan (PMP). The PMP must be designed to assist the student or the school in meeting state and district expectations for reading proficiency. If the student has been identified as having a deficiency in reading, the District K-12 Comprehensive Reading Plan and the resources identified on this Struggling Reader Chart provide guidance on effective instructional and support strategies to help students meet the desired levels of performance.

State and district mandates require that all Level 1 and 2 students be progress monitored at least three times per year to ensure that the appropriate interventions are in place. This includes a Baseline or Pre-Assessment at the beginning of the year (Assessment Period 1 also known as AP1), a Midyear Assessment (Assessment Period 2 or AP2), and an End of the Year Assessment (Assessment Period 3 or AP3).

Schools use either the Florida Oral Reading Fluency (FORF) probes or the Florida Assessment for Instruction in Reading (FAIR). Student assessment data using the FORF probes must be recorded in Virtual Counselor. Schools implementing the Florida Assessment for Instruction in Reading (FAIR) use a Web-based Assessment Module (WAM) to complete the online assessment. Using the FAIR, student data is automatically uploaded into the state's Progress Monitoring and Recording Network (PMRN).

Screening Assessments help place students in the appropriate reading intervention programs. These informal inventories provide a beginning indication of student preparation for grade level reading instruction. They are used to determine the need for differentiated support during both initial core instruction for all students and intervention instruction for struggling readers.

Supplemental Intervention Reading Programs (SIRP) – are intervention programs providing instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student-learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The right Supplemental Intervention Reading Program provides targeted, intensive interventions for smaller groups of struggling readers and can provide targeted instruction designed to fill in gaps in student knowledge or skill. These Supplemental Intervention Reading Programs are consistent with the reading research and supported by scientifically valid evidence that the programs are highly effective for struggling readers. By following the recommendations of the Struggling Readers Chart, schools select programs that have been shown to have a substantial research base. Although schools have some choice of SIRP materials, materials selected by schools must be on the Struggling Reader Chart and implemented with fidelity. The supplementary intervention programs on the Struggling Reader Chart organize research-based programs by deficiency area based on the six essential components of reading.



The School Board of Broward County, Florida
STRUGGLING K-12 MATHEMATICS CHART 2010-2011
 Mathematics Assessments and Supplementary Interventions for Struggling Math Students (including ESOL and ESE)

SCREENING	The following assessments determine mathematics instructional levels for students:			
	<ul style="list-style-type: none">Go Math! Pre-Requisite Skills Assessment (Grades K-5)Publisher-made Diagnostic and Placement Tests (Grades 6-12)AGS: Math Level Indicator (MLI) (Grades 4-5)			
Textbook Resources	HOUGHTON MIFFLIN HARCOURT <i>Go Math! (Grades K-5)</i> <i>Reteach Book</i> <i>Strategic Intervention</i> <i>Intensive Intervention</i> <i>Soar to Success</i> (online resource) (All are included with Teacher Resource Materials)	GLENCOE/McGRAW-HILL Glencoe Connects (Plus) (Grades 6-8) <i>Math Triumphs</i>	HOLT McDUGAL (Grades 6-12) <i>IDEA Works!</i> <i>Are You Ready? Intervention and Enrichment</i> <i>Focus on SSS Intervention for Algebra EOC</i>	PEARSON (Grades 6-12) <i>MATH XL FOR SCHOOL</i>
PROGRAMS	INNOVATIVE LEARNING CONCEPTS (Grades K-upper grades) <i>Touch Math</i>	MATH TEACHERS PRESS <i>Moving with Math® Levels A-D</i> (Grades 1-12) <i>Moving with Math® Math by Topic</i> (Grades 1-12) <i>Primary Connections</i> (Grades PreK-2)	GREAT SOURCE (Grades K-5) <i>Math In Focus</i>	NORTHPOINT HORIZONS (Grades 3-8) <i>Math Elevations</i>
	BIG and SUPPORTING IDEAS			
	GEOMETRY and MEASUREMENT			
INTERVENTION RESOURCES	BESTQUEST (Grades 6-8) <ul style="list-style-type: none">Math'scool®			
	ETA CUISENAIRE (Grades 3-8) <ul style="list-style-type: none">FractionWorks®Hands-on StandardsThe Super Source® Cambium Learning Sopris (Grades PreK-8) <ul style="list-style-type: none">Trans Math® For Level 1 StudentsInside Algebra (Formerly Algebra 1 Rescue)Vmath TRIUMPH LEARNING (Grades 5-9*) <ul style="list-style-type: none">Ladders to Success WRIGHT GROUP/McGRAW-HILL (Grades 6-12) <ul style="list-style-type: none">Hands-On Base Ten BlocksThe Decimal FactoryThe Fraction Factory BECOM (SBBC) (Grades 3-8) <ul style="list-style-type: none">Math Alive DIDAX (Grades 3-8—All Strands) <ul style="list-style-type: none">Addition Facts in Seven DaysMultiplication Facts in Seven Days ALGEBRA (Grades K-3) <ul style="list-style-type: none">Hands-On Equations®Hands-on StandardsThe Super Source®24® GamesAlgebraWorks™ GREAT SOURCE (Grades 4-8) <ul style="list-style-type: none">Every Day Counts—Algebra Readiness WRIGHT GROUP/McGRAW-HILL (Grades 4-8) <ul style="list-style-type: none">NIKTUAlgebra Thinking-First Experiences			
	DATA ANALYSIS			
	ETA CUISENAIRE (Grades 3-8) <ul style="list-style-type: none">Hands-on StandardsThe Super Source SCHOLASTIC (Grades 3-8) <ul style="list-style-type: none">Super Graphs, Venns, & Glyphs WALCH PUBLISHING (Grades 4-8) <ul style="list-style-type: none">Data Analysis & ProbabilityHands-On Math Series PROBABILITY (Grades 6-8) <ul style="list-style-type: none">What Are My Chances?Data, Chance & Probability			
	CREATIVE PUBLICATIONS (Grades 6-9) <ul style="list-style-type: none">What Are My Chances? LEARNING RESOURCES (Grades 6-9) <ul style="list-style-type: none">Data, Chance & Probability			



The School Board of Broward County, Florida
STRUGGLING K-12 MATHEMATICS CHART 2010-2011
 Mathematics Assessments and Supplementary Interventions for Struggling Math Students (including ESOL and ESE)

MONITORING PROGRESS	INDIVIDUAL	DIAGNOSTIC ASSESSMENTS	
		GROUP	INDIVIDUAL
DESK REFERENCES	MONITORING PROGRESS	The following assessments are diagnostic tools for all mathematics strands: <ul style="list-style-type: none"> PEARSON ASSESSMENTS (formerly AGS): Key Math-3 PRO-ED PUBLISHER: Test of Early Mathematical Ability (TEMA-3) PRO-ED PUBLISHER: Comprehensive Mathematical Ability Test (CMAT) 	
		The following assessments are diagnostic tools for all mathematics strands: <ul style="list-style-type: none"> PEARSON ASSESSMENTS (formerly AGS): Group Mathematic Assessment and Diagnostic Evaluation (G-MADE) PRO-ED PUBLISHER: Test of Mathematical Ability (TOMA-2) Stanford Diagnostic Mathematics Tests (SDMT) 	
		The following assessments monitor progress for all mathematics strands: <ul style="list-style-type: none"> Mini-Assessments Publisher-made Chapter Tests Publisher-made Big Idea Benchmark Assessments AIMS Web: Monitors Progress for Computation/Number Sense 	
DESK REFERENCES	MONITORING PROGRESS	GREAT SOURCE <ul style="list-style-type: none"> Math to Learn and Teacher Resource Book (Grades 1-2) Math to Know and Teacher Resource Book (Grades 3-4) Math at Hand and Teacher Resource Book (Grades 5-6) Math on Call and Teacher Resource Book (Grades 6-8) Algebra to Go (Grades 8-12) Geometry to Go (Grades 8-12) 	
		CRYSTAL SPRINGS BOOKS <ul style="list-style-type: none"> 8 Step Model Drawing (Singapore Math) by Hogan & Forstein 	
DESK REFERENCES	MONITORING PROGRESS	EVERGLADES K-12 PUBLISHING <ul style="list-style-type: none"> Next Generation Florida Mathematics Standards <ul style="list-style-type: none"> - Algebra - Geometry 	
		TECHNOLOGY	
DESK REFERENCES	MONITORING PROGRESS	Apex Learning Compass Learning <ul style="list-style-type: none"> Odyssey FCAT Explorer Geogebra www.geogebra.org Illuminations www.nctm.org Inspiration <ul style="list-style-type: none"> Inspire Data National Library of Virtual Manipulatives http://nlvm.usu.edu Neufeld Learning <ul style="list-style-type: none"> Understanding Math Secondary Mathematics Wiki (Free resources from Core Curriculum) <ul style="list-style-type: none"> http://secondarymathematics.pdshrd.wikispaces.net/ 	
		Riverdeep Math Pearson <ul style="list-style-type: none"> (CCC) Successmaker Suntext International Inc. <ul style="list-style-type: none"> First in Math Tabula Digita Texas Instruments www.education.ti.com Tom Snyder Productions <ul style="list-style-type: none"> FASTT Math Fraction Nation Go Solve Graph Club Graph Master Voyager Learning <ul style="list-style-type: none"> VmathLive 	



Wingate Oaks Charter School – Appendices

The School Board of Broward County, Florida
STRUGGLING K-12 MATHEMATICS CHART 2010-2011
 Mathematics Assessments and Supplementary Interventions for Struggling Math Students (including ESOL and ESE)

TEACHER REFERENCE BOOKS	VOCABULARY RESOURCES	MATH CENTERS
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT <ul style="list-style-type: none"> Robert Marzano, Debra Pickering, and Jane Pollock, <i>Classroom Instruction That Works</i> Carol Ann Tomlinson, <i>How to Differentiate Instruction In Mixed-Ability Classrooms</i> LAWRENCE ERLBAUM ASSOCIATES <ul style="list-style-type: none"> Liping Ma, <i>Knowing and Teaching Elementary Mathematics</i> MATH SOLUTIONS PUBLICATIONS <ul style="list-style-type: none"> Marilyn Burns, <i>About Teaching Mathematics</i> NATIONAL ACADEMY PRESS <ul style="list-style-type: none"> <i>Adding It Up-Helping Children Learn Mathematics</i> NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS <ul style="list-style-type: none"> <i>Principles and Standards for School Mathematics</i> <i>A Research Companion to Principles and Standards for School Mathematics</i> PEARSON EDUCATION <ul style="list-style-type: none"> John A. Van De Walle, <i>Elementary and Middle School Mathematics Teaching Developmentally</i>, 5th ed. The Van De Walle Professional Mathematics Series, <i>Teaching Student-Centered Mathematics</i> (K-3, 3-5) Helene Sherman, Lloyd Richardson, and George Yard, <i>Teaching Children Who Struggle with Mathematics</i> (Grades K-3, 3-5) John A. Van De Walle, <i>Teaching Secondary and Middle School Mathematics</i> PEARSON SKYLIGHT <ul style="list-style-type: none"> Timothy McNamara, <i>Key Concepts in Mathematics: Strengthening Standard Practice</i>, (Grades 6-8) 	District's Vocabulary Word Lists (Grades PreK-5) FLDOE FCAT Glossary (Grades 3-8) Lonestar Learning <ul style="list-style-type: none"> Target Vocabulary Pictures—Set I/Set II (Grades 3-8) Target the Question (Grades 1-5) Options <ul style="list-style-type: none"> Math Tools (Grades 1-8) Perfection Learning <ul style="list-style-type: none"> Language of Math (Grades 3-5) Northpoint Horizons <ul style="list-style-type: none"> Math CAVS (Grades K-5) Great Source <ul style="list-style-type: none"> ACCESS Math (Grades 5-12) 	ETA/Cuisenaire <ul style="list-style-type: none"> CenterStage Math (Grades 1-5) Versa Tiles (Grades K-10) Great Source <ul style="list-style-type: none"> Everyday Counts Partner Games (Grades K-5) Wright Group/McGraw-Hill <ul style="list-style-type: none"> Everyday Mathematics Games Kit (Grades PreK-6)

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The School Board of Broward County, Florida
STRUGGLING K-12 MATHEMATICS CHART 2010-2011
 Mathematics Assessments and Supplementary Interventions for Struggling Math Students (including ESOL and ESE)

For Students with Significant Cognitive Disabilities (Access Points)

INTERVENTION PROGRAMS	(Grades K-Upper Grades) INNOVATIVE LEARNING CONCEPTS <i>Touch Math</i>	(Grades K-8) MAYER-JOHNSON LLC <i>Math Exercises for Nonreaders</i>	(Grades K-4) SAXON PUBLISHERS <i>Saxon Math</i>
	(Grades 1-8) PCI EDUCATIONAL PUBLISHING <i>Basic Math Practice</i>		(Grades 3-8) MATH TEACHERS' PRESS <i>Moving with Math-Math by Topic</i> Levels A-B
TECHNOLOGY	Intellitools Classroom Suite Attainment Inc. • Time Scales Software • Dollars and Cents Software Tobii ATI • Stages Math Number Sense • Stages Unique Learning System		
	(Grades PreK-8) (Grades 3-8) (Grades 3-8) (Grades K-3) (Grades K-8) (Grades K-12)		



Appendix D

Diploma Types

Graduation Requirements for Students Who Entered 9th Grade in 2012-13 Earning a Traditional 24-Credit Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
HOPE (Health Options Through Physical Education)	1	See policy for possible HOPE waivers.
Electives	8	
Total Credits	24	
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT). -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required



Wingate Oaks Charter School – Appendices

Graduation Requirements for Students Who Entered 9th Grade in 2011-12 Earning a Traditional 24-Credit Standard Diploma							
Requirements	Required Credits		Additional Information				
English	4		Major concentration in Composition, Reading for Information, and Literature				
Mathematics	4		One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.				
Science	3		Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.				
Social Studies	3		1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics				
World Languages	0		Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)				
Fine Arts	1		One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)				
HOPE (Health Options Through Physical Education)	<table><tr><td>option 1</td><td>option 2</td></tr><tr><td>1.5</td><td>1</td></tr></table>	option 1	option 2	1.5	1		Schools may choose from one of two options to allow students to meet the Physical Education requirement. Option 1: .5 Health/Life Management + 5. Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
option 1	option 2						
1.5	1						
Electives	<table><tr><td>7.5</td><td>8</td></tr></table>	7.5	8		The Physical Education option chosen will affect the number of elective credits required for graduation.		
7.5	8						
Total Credits	24						
State Assessment Requirements			-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT) -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I. (This is true unless the student had previously earned credit for Algebra I in middle school.) - Students are required to take the End-of-Course assessment in Geometry. The results of this assessment will count as 30% of the student's final grade for Geometry. (This is true unless the student had previously earned credit for Geometry in middle school.) -Students are required to take the End-of-Course assessment in Biology. The results of this assessment will count as 30% of the student's final grade for Biology. (This is true unless the student had previously earned credit for Biology in middle school.)				
Grade Point Average (GPA)			Cumulative unweighted grade point average of 2.0 on a 4.0 scale.				
Service Learning Hours			40 Required				
Online Learning			One or one half credit of the 24 graduation credits shall be met via Virtual Education.				



Wingate Oaks Charter School – Appendices

Graduation Requirements for Students Who Entered 9th Grade in 2010-11 Earning a Traditional 24-Credit Standard Diploma							
Requirements	Required Credits		Additional Information				
English	4		Major concentration in Composition, Reading for Information, and Literature				
Mathematics	4		One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.				
Science	3		Credits in Natural Science, two of which must have a laboratory component.				
Social Studies	3		1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics				
World Languages	0		Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)				
Fine Arts	1		One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)				
Physical Education	<table><tr><td>option 1</td><td>option 2</td></tr><tr><td>1.5</td><td>1</td></tr></table>	option 1	option 2	1.5	1		Schools may choose from one of two options to allow students to meet the Physical Education requirement: Option 1: .5 Health/Life Management + .5 Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
option 1	option 2						
1.5	1						
Electives	<table><tr><td>7.5</td><td>8</td></tr></table>	7.5	8		The Physical Education option chosen will affect the number of elective credits required for graduation.		
7.5	8						
Total Credits	24						
State Assessment Requirements			-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT). -Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle school.)				
Computer Competency			Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.				
Grade Point Average (GPA)			Cumulative unweighted grade point average of 2.0 on a 4.0 scale.				
Service Learning Hours			40 Required				



Wingate Oaks Charter School – Appendices

Graduation Requirements for Students Who Entered 9th Grade in 2008-09 or 2009-10 Earning a Traditional 24-Credit Standard Diploma						
Requirements	Required Credits	Additional Information				
English	4	Major concentration in Composition, Reading for Information, and Literature				
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course.				
Science	3	Credits in Natural Science, two of which must have a laboratory component.				
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics				
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)				
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)				
Physical Education	<table><tr><td>option 1</td><td>option 2</td></tr><tr><td>1.5</td><td>1</td></tr></table>	option 1	option 2	1.5	1	Schools may choose from one of two options to allow students to meet the Physical Education requirement. Option 1: .5 Health/Life Management + 5. Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
option 1	option 2					
1.5	1					
Electives	<table><tr><td>7.5</td><td>8</td></tr></table>	7.5	8	The Physical Education option chosen will affect the number of elective credits required for graduation.		
7.5	8					
Total Credits	24					
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)				
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.				
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.				
Service Learning Hours		40 Required				



Wingate Oaks Charter School – Appendices

Graduation Requirements for Students Who Entered 9th Grade in 2012-13 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		<p>Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT).</p> <p>Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p>
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required
Online Learning		One or one half credit of the 24 graduation credits shall be met via Virtual Education.



Graduation Requirements for Students Who Entered 9th Grade in 2011-12 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	The Physical Education option chosen will affect the number of elective credits required for graduation.
Total Credits	24	
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT) -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology. -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required
Online Learning		One or one half credit of the 24 graduation credits shall be met via Virtual Education.



Graduation Requirements for Students Who Entered 9th Grade in 2010-11 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent..
Science	3	Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		<p>Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT).</p> <p>Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle school.)</p>
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required



Graduation Requirements for Students Who Entered 9th Grade in 2008-09 or 2009-10 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course.
Science	3	Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required



Graduation Requirements for Students Who Entered 9th Grade in 2012-13 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent, or a high level mathematics from the list of courses that qualify for state university admission (SUS)
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program.
Total Credits	18	
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT) -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology. -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.



Graduation Requirements for Students Who Entered 9th Grade in 2011-12 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra1 or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program.
Total Credits	18	
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT) -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology. -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.



Graduation Requirements for Students Who Entered 9th Grade in 2010-11 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra1 or its equivalent, or a higher- level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program.
Total Credits	18	
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT). -Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle school.)
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.



Graduation Requirements for Students Who Entered 9th Grade in 2008-09 or 2009-10 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	3	One of which must be Algebra1 or its equivalent, or a higher-level mathematics course.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Practical Arts/Performing Fine Arts	3 or 5	3 credits in a single vocational/career education program or 3 credits in a single career/technical certificate or dual enrollment courses or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education courses.
Physical Education	0	Not required
Electives	0 or 2	2 credits unless 5 credits in career/technical education.
Total Credits	18	3 credits in single vocational/career education program and one elective credit OR
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.



Special Note: CS/CS/SB 850 repeals the special diploma options effective July 1, 2015.

- It authorizes students who are currently pursuing the special diploma option to receive a special diploma if all applicable requirements are met.
- Also authorizes students who are currently participating in the Road to Independence Program to continue to participate in the program.

For Students Who Entered 9th Grade in 2011-2012 and 2012-13 Special Diploma Option I		
Requirements	Required Credits	Additional Information
English	4	Credits may include a combination of English and Reading
Mathematics	4	
Science	3	
Social Studies	3	
Foreign Language	0	
Fine Arts	0	
Vocational	1	
Physical Education	1	Credit may include one half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health.
Electives	8	
Total Credits	24	
Computer Competency		Not Required
State Assessment Requirements		Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		Not Required; students have the option to participate.



For Students Who Entered 9th Grade in 2011-2012 and 2012-13 Special Diploma Option II		
Requirements	Required Credits	Additional Information
English	2	
Mathematics	2	
Science	0	
Social Studies	0	
Foreign Language	0	
Fine Arts	0	
Physical Education	0	
Vocational/Career	1	
Electives	3	
Total Credits	8	
Computer Competency		Not Required
State Assessment Requirements		Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.
Grade Point Average (GPA) Requirements		2.0 GPA Documented mastery of the academic, employment, and community competencies specified on the student's Graduation Training Plan. Paid employment at or above minimum wage full-time (based upon industry standards) for 200 days.
Service Learning Hours		Not Required

Notes relating to Special Diploma Options:

- Physical Education requirements for Special Diploma Option I may include one half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health.
- Service Learning Hours are not required for graduation with a special diploma. However, students on Special Diploma Option I may opt to participate in Service Learning Hours.
- The employer, student, parent, and instructor develop the Graduation Training Plan. The plan specifies the academic, employment, and community competencies the student is expected to master in order to graduate with a Special Diploma Option II. The Graduation Training Plan template is available on Easy IEP.
- The student's employer, job coach, and/or instructor must verify documented mastery of academic, employment, and community competencies in the Graduation Training Plan in order for student to earn a Special Diploma Option II.
- Student must be employed in the community at a site where the employer:
 - Has a Federal Employer Identification Number;
 - Provides opportunities for the student to interact with non-disabled co-workers;
 - Adheres to child labor laws and the Fair Labor Standards Act; and
 - Provides an opportunity for advancement.
- The Transition IEP committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Graduation Training Plan.
- Transition IEP committee members must verify that the student has met all criteria outlined in the student's Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student an a special diploma under Option II (F.S. 1003.438).



Appendix E

BYLAWS OF WINGATE OAKS CHARTER SCHOOL, INC. A Florida Public, Nonprofit Corporation

ARTICLE I PROVISIONS

Section 1.1. Authority to Adopt. These Bylaws have been adopted pursuant to authority evidenced by the Articles of Incorporation issued by the State of Florida.

Section 1.2. Name. The name of this Corporation is _____, Inc. (the “Corporation”).

Section 1.3. Offices. The corporation’s principal office shall be fixed and located at such place within the boundaries of the County of Broward, Florida, as the Board of Directors (“Board”) shall determine. The Board is granted full power and authority to change the principal office from one location to another.

Section 1.4. Purpose. This Corporation is organized and to be operated exclusively for educational and charitable purposes. It is not organized for profit nor shall any of its net earnings inure in whole or in part to the benefit of private stockholders, members, or individuals. Specifically, this Corporation is organized to establish and operate a special day school (ESE Center) in Broward County, Florida (the “School”).

Section 1.5. Prohibited. No substantial part of the activities of this Corporation shall attempt to influence legislation by propaganda or otherwise, nor participate in any political campaign on behalf of any candidates for public office.

Section 1.6. Corporate Seal. This corporation shall have a common seal being a circular seal of the following description: _____, Inc. around the circle, and the date of organization in the inner circle. The seal shall be in the custody of the Secretary or the Secretary’s designate.

ARTICLE II ORGANIZATION

Section 2.1. Statement of Purposes. The purpose of this Corporation, as expressed in its Articles of Incorporation, shall be to operate the School, 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 other educational organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the “Code”), 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 shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and after disposing of all remaining assets according to applicable Florida law, shall dispose of all remaining assets



of the Corporation, 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 country 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 public, non-profit, non-stock corporation, and shall have a membership consisting of the Board of this corporation serving from time to time. Any action, which would otherwise; by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

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. The Board shall comply with and carry out the duties of the governing board as set forth in Section 1002.33, Florida Statutes. 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.

Section 4.2 Initial Members of the Board. The initial members of the Board who will each serve as officers and directors of the founding board are:

Director, _____ shall be Chairperson and President of the Board of the Corporation serving a one-year term;

Director, _____ shall be Vice-Chairperson of the Board of the Corporation serving a two-year term;

Director, _____ shall be Secretary of the Board of the Corporation serving a three-year term and

Director, _____ shall be Treasurer of the Board of the Corporation serving a three-year term.

Section 4.3. Number of Directors. The Board shall consist of no less than three and no more than five Directors. Directors shall be elected by a majority vote of the Board.



Section 4.4. 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 two Directors. The nomination committee will compile and submit to the Board a slate of candidates for the directorships to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.5. Election of Directors. Directors shall be elected by a majority vote of the Board at any regular or special meeting where a quorum is present.

Section 4.6. Limits of Term. Directors shall be eligible to serve an unlimited number of three-year terms. Directors shall hold staggered terms of office with elections three years from the time of their election and thereafter until their respective successors are chosen and qualified; provided however that one third of the initial Directors were elected initially for a one-year term; one-third of the Directors were elected initially for a two-year term, and; one-third of the Directors were elected initially for a full three-year term. There will be no term limits imposed upon a Director, but each will stand for re-election within no more than a three-year period.

Section 4.7. Vacancies. Vacancies occurring during the term of an elected directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.5 above. A Director so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.8. Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his or her resignation in writing to the Chairperson of the Board or to the President of 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 Director may be removed from office with or without cause by an affirmative vote of at least two-thirds of the Board then in office. A Director may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors.

Section 4.9. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be constructed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.10. Annual Meetings of the Board. The Board shall meet annually at the principal office of the School, or at such place within Broward County, Florida, and at such time as the Board shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held on the specific day, the Board may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. The Board shall set the date of the annual meeting approximately ninety days after the end of each fiscal year so that financial statements of the immediately prior fiscal year may be available for review at the annual meeting. All meetings of the Board of Directors and its committees are subject to the "Sunshine Law" Chapter 286, Florida Statutes. All meetings will be advertised as public meetings in a local paper and will be posted on the School's website and at the School's main office.

Section 4.11. Special Meetings. Special meetings of the Board may be called at any time by the Chairperson of the Corporation. Further, special meetings of the Board must be called by the Chairperson within fourteen days of receipt of a written request of any two or more Directors. Written notice of



special meetings shall be given to each Director not less than two days prior to such meetings. 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.

Section 4.12. Regular Meetings. The Board shall meet at least four times each year with such meetings to be held on the first Thursday of each quarter unless it is a legal holiday unless the meeting date is changed by the Chairperson.

Section 4.13. Quorum and Action of the Board. A majority of Directors equal to two persons in the case of a three member Board or three persons in the case of a five member Board must be present in person at a meeting to constitute a quorum for the transaction of business at such meetings. 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.

Section 4.14. Duties of the Board of Directors.

- a. Establish and approve all policies which implement the objectives for the Corporation,
- b. Keep and maintain a membership book containing the names and addresses of each Director. Termination of each Director must be recorded in this book,
- c. Keep and maintain a Corporate Minute Book and Books of Accounts including any and all records of account including the minutes of the proceedings of its Directors and committees having any of the authority of the Board of Directors,
- d. Submission of the annual report to the Department of State,
- e. Elect the Officers of the Corporation as provided as provided in these bylaws,
- f. Review and approve all fund-raising plans and budgets,
- g. Approve the selection of all institutions with which Corporation funds may be entrusted, including any policies for the investment funds,
- h. Approve the selection of a certified public accountant to perform an independent annual audit of the funds of the Corporation,
- i. Insure that the Corporation carried out the fiduciary responsibility of a not-for-profit tax exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws,
- j. Consider and act on any matter presented by a Director, and
- k. Carry out any other duties set forth in Section 1002.33, Florida Statutes, Rule 6A-6.0784, Florida Administrative Code and Chapter 617, Florida Statutes.

ARTICLE V
OFFICERS

Section 5.1. Number. The Corporation may have a Chairperson, Vice Chairperson, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers may be deemed necessary may be elected or appointed by the Board. Any two or more offices may be held by



the same person. The failure to elect an officer shall not affect the existence of the Corporation. The Chairperson/Director, if appointed, shall serve as the Chief Executive Officer.

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 4.5 hereinabove at the Annual Meeting of the Board. A duly elected officer shall hold office for a term of one year, commencing August 1st, and until their earlier death, resignation or removal. All officers shall hold office until others are chosen and qualified in their stead. The offices of Chairperson and Vice Chairperson will be subject to term limits except as otherwise provided by law, the Chairperson and Vice Chairperson shall hold office until the next Annual Meeting of the Board or the Special Meeting held in lieu thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in electing or appointing them. The Chairperson and Vice-Chairperson may not serve in such capacity for more than three consecutive one-year terms; provided, however, that the Chairperson and Vice-Chairperson may serve additional, non-consecutive terms.

Section 5.3. Vacancies. A vacancy is 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 4.7 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 Chairperson or the Secretary. Resignations shall become effective upon the date specified therein or, if not date is specified, upon receipt by the Corporation. The Directors may remove any officer, with or without cause, by a vote of two-thirds of the Directors then in office. An officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Board.

Section 5.5. Chairperson. The Chairperson shall establish the agenda for all meetings of the Board in consultation with the other officers and as appropriate in the discretion of the Chairperson, with other members of the Board. The Chairperson shall preside over all meetings of the Board and shall have other powers, as the Board shall determine, such as determining the need for and appointing members to various committees and attending such committee meetings as deemed necessary or appropriate, serving as signatory on financial accounts and all official school business, and acting as spokesperson for the Board, all of these responsibilities fall under the Chairperson's duties of office.

Section 5.6. Vice-Chairperson. In the absence of the Chairperson, or in the event of his/her inability, or refusal to act, the Vice Chairperson shall perform the duties of the Chairperson and when so acting shall have all the powers of and subject to all restrictions upon the Chairperson. Any action taken by the Vice Chairperson in the performance of the duties of the Chairperson shall be conclusive evidence of the absence or inability to act by the Chairperson at the time such action was taken. From time to time, the Vice Chairperson shall perform such other duties as may be assigned to him/her by the Chairperson or by the Board.

Section 5.7. Secretary. The Secretary shall maintain records of all action items at all meetings of the Board in a book or series of books kept for that purpose. The Secretary, or designee, shall give such notices of Board meetings as are required by the Charter, these By-Laws, or state law. No longer than five



days before any meeting of the Board, the Secretary, or designee, shall distribute to the members of the Board copies of any minutes of the prior meetings of the Board that have not been approved by the Board. The Secretary shall have such other powers and duties as are usually included as part of that office and as may be vested in that office by these By-Laws or by the Board. In the absence of the Secretary from any meeting of the Board, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary at such meeting. The Secretary shall oversee the person designated by the Board to record the minutes of all action items taken by the Board at any meeting. The Secretary is empowered to act as Chairperson in the absence of the Chairperson and Vice Chairperson.

Section 5.8. Treasurer. The Treasurer shall chair a finance committee composed of Directors appointed by the Chairperson, and appropriate school staff and consultants, and serve as signatory on financial accounts. The committee shall meet at least monthly to review and assess the financial condition of the school. The Treasurer shall present a report on the financial condition and affairs of the Academy, along with any recommendations for Board action at each meeting of the Board. The Treasurer shall review all financial filings required by the Sponsor, State of Florida, the Internal Revenue Service and any other government agency. The Treasurer shall have such other powers and duties as are usually incidental to that office and may be vested in that office by these By-Laws or by the Board.

5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be constructed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity unless otherwise prohibited by law or Agreement with the Sponsor.

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 Chairperson shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairperson shall be made at the annual meeting of the Board. In addition, the Chairperson 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 the Board.

Section 6.2. Standing Committees. Standing committees may be created 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 may be created 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 Chairperson of such committee or upon the written request of one-third of the committee members. 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 Chairperson of the Board. The Board, by a majority 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 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, against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him or her 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 or she is or is threatened to be made a party because he or she is or was a Director, officer, employee or agent of this Corporation. He or she shall have no right to reimbursement, however, in relation to matters as to which he or she has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her 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 against any liability



asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him/her 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.

ARTICLE IX

FISCAL YEAR

Section 9.1. Fiscal Year. The fiscal year of the Corporation shall begin July 1 and end on June 30 each year.



ARTICLE X

NOTICE

Section 10.1. 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 constructed 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 electronic transmission, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three days after the same shall be so mailed or delivered to the Director or officer shall be deemed to be the time of the giving of such notice.

Section 10.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required 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.

ARTICLE XI

AMENDMENTS

Section 11.1. Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting by an election of two-thirds of the current membership of the entire Board.

ARTICLE XII

CONFLICT OF INTEREST

Section 12.1. Conflict of Interest Policies. The Board has adopted the following policies specifically for avoidance of conflict of interest:

- a. The School shall not enter into any contract or transact any business in which any part of the assets or net earnings, if any, of the School shall inure to the benefit of, or be distributable to, any Director or officer of the Corporation, except that the School may pay reasonable compensation for services rendered or goods provided, and may make payments and distributions in furtherance of its purpose as set forth in the Charter;
- b. The Board shall follow all applicable laws pertaining to conflicts of interest. The Chairperson of the Board may appoint a committee to review and establish a separate conflict of interest policy, which will manage



- matters of conflict of interest coming before the Board; and
- c. A conflict of interest is defined as an actual or perceived interest by a Director and/or officer in any action, which results or has the appearance of resulting in personal, organizational, or professional gain. This actual or perceived appearance of a bias in the decision making process is based upon the dual role a Director and/or officer, who in addition to serving on the Board, may be affiliated with other organizations, either as an employee (or), a member, or in some other capacity.
 - d. The Board will adopt a comprehensive policy on Conflicts of Interest, which is consistent with Florida Statutes. In the event a Director and/or officer has a voting conflict, the Director or officer will be required to complete the requisite disclosures in compliance with Florida Statutes.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of _____, Inc., a Florida nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Directors.

Signature of Secretary

Date

Printed name of Secretary



Appendix F

WINGATE OAKS CHARTER SCHOOL, INC. - MEMORANDUM OF VOTING CONFLICT

Conflict of Interest Policy

Gifts, gratuities – Board members are not to accept gifts, gratuities, free trips, personal property or any other item of value from any outside person or organization as an inducement to do business or provide services.

Outside business – We recognize that board members have outside business or professional interest. Board members, however, may not make a profit in any way in their outside employment or business interests from their association with this nonprofit. During Board meetings, members must disclose any conflict of interest involving an issue before the Board, and abstain from discussion or voting on that issue.

Personal beliefs – We recognize that Board members may hold a wide range of personal beliefs, values and commitments. These beliefs, values and commitments are a conflict of interest if they prevent board members from carrying out their job responsibilities, if board members attempt to use this nonprofit's time and facilities for furthering them, or if board members attempt to convince other board members, the administrators or staffers of their personal beliefs after those individuals have asked them to stop.

Disclosure of Interest:

Board Member Signature

Date



Appendix G

WINGATE OAKS CHARTER SCHOOL, INC. BOARD MEMBER CODE OF ETHICS AND BOARD SERVICE COMMITMENT PLEDGE

Directions: As a Board member, you need to be aware that more is expected of those in leadership roles. Review the following statements. Signing this Code of Ethics solidifies your commitment to honest Board service.

As a member of the Wingate Oaks Charter School Governing Board, I will:

- Represent the interests of all people served Wingate Oaks Charter School, and not favor special interests inside or outside of this nonprofit institution.
- Keep confidential information confidential.
- Respect and support the majority decisions of the Board.
- Approach all Board issues with an open mind, prepared to make the best decision for everyone involved.
- Do nothing to violate the trust of those who elected or appointed me to the Board, or those we serve.
- Focus my efforts on the mission of the School and not on my personal goals.
- Never exercise authority as a Board member except when acting in a meeting of the full Board, or as delegated by the Board.
- Consider myself a trustee of this School and do my best to ensure it is well maintained, financially secure, growing, and always operating in the best interests of those we serve.
- Never solicit or accept anything of value (including payment, gift, loan, reward, promise of future employment, and favor) based upon any understanding that my votes, official actions or judgment would be influenced thereby.
- Never corruptly use or attempt to use my official positions to secure a special privilege, benefit or exemption for myself or someone else.
- At all times exercise a duty of loyalty to Wingate Oaks Charter School, Inc. I pledge to:
 1. Establish my attendance at all meetings of the Governing Board as a high priority.
 2. Come prepared to discuss the issues and business to be addressed at scheduled meetings, having read the agenda, and all the background material relevant to the topics at hand.
 3. Observe the parliamentary procedures and display courteous conduct in all Governing Board and committee meetings.

Board Member Signature

Date



Appendix H

Ken Fulop

600 Mulberry Lane
Davie, Florida 33325
(954) 830-7284
fulop_k@bellsouth.net

PROFESSIONAL EXPERIENCE

Cross Creek School, Pompano Beach, FL
Principal, 1996-2013

The Quest, Hollywood, FL
Assistant Principal, 1986-1996

Attucks Middle School, Hollywood, FL
Acting Assistant Principal, 1985-1986
Exceptional Education Teacher, 1977-1985

CERTIFICATION

Administration and Supervision K-12
ESOL K-12
Specific Learning Disabilities K-12

EDUCATION

Nova Southeastern University, Ft. Lauderdale, FL
Master of Science, Administration and Supervision K-12, 1984

Florida International University, Miami, FL
Bachelor of Science, Specific Learning Disabilities, 1977

PROFESSIONAL INVOLVEMENT

- Executive Leadership Team
- Senior Management
- Center Principal Chairperson
- SEDNET Advisory Board
- Superintendent's Instructional Technology Steering Committee
- Instructional Council
- Budget Forecast Committee
- Mentor Principal
- IDEA Oversight Committee
- Test Operations Committee
- Unique Aid Committee
- District Attendance Committee
- Various District Interview Committees

References Upon Request



Wingate Oaks Charter School – Appendices

Melissa N. Butler-Smith

PO Box 5204, Fort Lauderdale, FL 33310
954-330-1627 mellissanbutlersmith@gmail.com

Professional Summary

Over six years of professional experience working in fast-paced environments that demand strong organizational, technical, and interpersonal skills. Detail-orientated and resourceful in completing projects: able to multi-task effectively. Talent for quickly mastering technology – recently completed Microsoft Office 07 course at Florida Tech online. Diplomatic and tactful with professionals and non-professionals at all levels, accustomed to handling sensitive, confidential records, Flexible and versatile – able to maintain a sense of humor under pressure, poised and competent with demonstrated ability to easily transcend cultural differences. Thrive in deadline-driven environments, excellent in team-building skills.

Experience

Davidson Alday, LLC Fort Lauderdale, FL
Administrative Assistant

12/2011 – Current

- Implemented tier 1 problem determination using documented procedures, available tools and resources
- Recorded detailed into trouble tickets, problem symptoms, and status information in a timely fashion in an effort to communicate with the assigned technical staff
- Remotely assisted clients with Active Directory, Microsoft Exchange Server and other network issues
- Provides administrative and clerical support to accounting staff, managers and partner(s) in the FL and TN office

03/2006 – 06/2010

Ramada Pensacola, FL
General Manager

- Three years in the hospitality industry combined with one year experience as a General Manager, Supervised a staff of twenty and maintained a B+ on the nationwide Medallia score for Wyndham Worldwide properties
- Responsible for the day-to-day management of a hotel and its staff along with commercial accountability for planning, organizing and directing all hotel services, including front-of-house (reception, concierge, reservations), food and beverage operations and housekeeping
- Experience in general business planning regarding technology to maintain company operations and competitiveness

07/2005 – 11/2006

Krispy Kreme Doughnuts Pensacola, FL
Production Supervisor

- Mass production of doughnuts, boxing, shipping and receiving
- General business planning regarding quality and transportation of product
- Trained new hires on customer satisfaction to maintain company operations and competitiveness

04/2000 – 7/2005

Great American Products Destin, FL
MIS TECH

- Assisted with software installation, re-arranged networking and phone cables, Windows 2000 upgrades and port functionality verification on all 66 systems in the call center
- Responded to technical issues from the call center and 6 other departments
- Establishing long-term needs for information systems, and plan strategies for developing systems and acquire hardware to meet application needs



Wingate Oaks Charter School – Appendices

954-330-1627 • mellissanbutlersmith@gmail.com

Melissa N. Butler-Smith

Education

Dillard High School 06/1998
Fort Lauderdale, FL
High School Diploma

AIT Acclaim Technologies Group, 10/1999
Fayetteville, NC
A+ Certificate, Network + Certificate MCSE HIT Program Certificates

Florida Institute of Technology University (online) 12/2012
Melbourne, FL
B.S: Computer Information Systems G.P.A: 3.14



Leah A. Kelly
Independent Educational Consultant
7640 Northwest 12th Court • Plantation, Florida 33322
Home (954) 474-2635 • Cell (954) 552-4294

PROFESSIONAL GOAL:

To ensure effective educational programs and support services for all students, through consultation and support to school districts, educators, and educational agencies for effective electronic record-keeping, data-driven systems, teacher practices and administrative evaluations.

EDUCATION:

- Educational Leadership, Florida Atlantic University, Boca Raton, Florida, 2004
- Master of Science, State University of New York (SUNY) at Binghamton, New York, 1977 (Full Fellowship)
- Bachelor of Science, Syracuse University, Syracuse, New York, 1976

PROFESSIONAL EXPERIENCE:

Independent Educational Consultant

April 2011-present

Public Consulting Group, Inc. (August 2011-January 2014)

- Served as primary contact for the awarded contract from the Orange County Public School (OCPS) system's Exceptional Student Education Department
- Conducted meetings with OCPS staff to define the scope of the project through a collaboratively developed work plan to include a Procedural Manual of current practices and systems used to meet State Performance Standards (SPP), OCPS data for each indicator, how data is obtained by the State, obstacles to attainment, future OCPS plans and PCG recommendations for enhancements
- Conducted interviews with staff to determine current processes and systems
- Provided ongoing updates to OCPS staff on the development of the procedural document
- Provided a completed manual with assorted resources for OCPS staff to monitor implementation of their own stated enhancements and the recommendations from PCG
- Reviewed and provided recommendations to enhance the child find identification process

Futures Education, Inc. (August 2013-November 2013)

- Served on a team to evaluate the exceptional student education program in Alachua County, through interviews and review of data; provided key findings and recommendations

The Marko Group, Educational Consulting (August 2011-present)

- Attended initial meetings to establish The Marko Group, established by Edward Marko, former General Counsel for the Broward County Public Schools
- Provided input into materials developed for distribution to Florida school districts and charter schools
- Assisted in the defining of the roles and proficiencies of consultants
- Reviewed and provided input in to the development of presentations on bullying and how school systems should address proactively



Leah A. Kelly
Resume, Page 2

**Executive Director, Student Support Services
and Exceptional Student Education**

October 2004-August 2010

School Board of Broward County, FL

Reason for leaving: retired

- Facilitated the annual development of the Student Code of Conduct policy, the Student Progression Plan, the Enrollment Policy, the Attendance Policy, the Homeless Policy and the Anti-Bullying policy; presented to and adopted by the School Board
- Provided the leadership for the Graduation Rate Task Force (recommendations provided to the School Board for direction and support), and the Testing subcommittee to develop a streamlined testing coordinator process for FCAT, SAT-10, college entrance exams, and Benchmark Assessment Tests
- Developed a protocol for ongoing analysis of data for exceptional student education, aligned with the state plan to ensure that all schools meet mandated requirements in a timely fashion
- Participated in the development and implementation of procedures to ensure fidelity of implementation of assigned School Board policies
- Developed a comprehensive plan for a possible pandemic event through a collaborative effort with school staff, departments and community stakeholders; recognized nationally as a model plan
- Served as part of the restructuring planning team to address Title I schools and other targeted schools to provide supports necessary to increase student achievement through quality teaching and learning
- Worked with the teachers' union and district staff to address teacher evaluation tied to student performance as required by the State
- Applied for and received grants and/or contracts of over \$200 million over four years, including the IDEA grant, Safe Schools/Healthy Students grant, Character Education grant, Elementary Counseling grant, and the Family Counseling grant from the Children's Services Board; provided oversight and monitoring for the implementation and accountability for these grants
- Provided technical assistance to schools in the development of appropriate school improvement goals to include all subgroups under the No Child Left Behind (NCLB) legislation; identified strategies, professional development and best practices for achieving adequate yearly progress (AYP) for students with disabilities
- Ensured comprehensive stakeholder input on policies and initiatives through a defined process with parent advisories, school principals, area and district staff; presented input as part of policy/initiative approval
- Provided supervision and assistance to eleven direct reports for quality delivery of supports necessary for student success, including the alignment of the ESE Department plan with attainment of the State Performance Plan standards and initial development of an electronic system for Response to Intervention
- (School Year 2008-09) Provided direct supervision to additional departments providing supports to teachers, support staff and principals of targeted schools under NCLB; resulting in an increase in schools receiving an "A" or "B" grade
- (School Year 2008-09) Provided direct supervision for the implementation of and compliance to the Differentiated Accountability (DA) Model from the State, including direct support to Larkdale Elementary, designated as an Intervene School; resulted in Larkdale increasing their school grade to a "C" and moving to "Transitional" Intervene
- (School Year 2008-09) Facilitated the Executive Support Team+, with members including the area directors and district staff to ensure that school needs and DA requirements were met
- (School Year 2008-09) Collaborated on the development of a comprehensive support system for DA schools; presented to and accepted by the Superintendent
- Developed an alternative oversight process for differentiated accountability (PMOC-SA) to address systemic issues needing resolution and school specific status in moving student achievement



Leah A. Kelly
Resume, Page 3

Director, Exceptional Student Education

August 1998- October 2004

School Board of Broward County, FL

Reason for leaving: promoted to Executive Director, Student Support Services/ESE

- Provided leadership for the design and implementation of the internet-based EasyIEPT™ system for improved programming for ESE students with a focus on student achievement and personal growth
- Provided the leadership for the development of a career ladder job description for interpreters of the deaf/hard of hearing and for the revision of certain job descriptions to allow graduates with special diplomas access for application to School Board jobs
- Collaborated with personnel from Psychological Services, School Social Work and Attendance to develop the collaborative problem-solving process for a more effective intervention system for struggling students
- Facilitated the design and implementation of professional development activities that are results-driven to provide appropriate programming for students with disabilities in the least restrictive environment with priorities in the areas of reading, mathematics and writing
- Provided the leadership for the solicitation, compilation, and review of input from all stakeholders for the development of the Individuals with Disabilities Education Act (IDEA) grant providing a revenue stream for ESE: approval subsequently granted by the School Board
- Provided enrollment projections for ESE to the Budget Department, recognized as accurate on an annual basis
- Coordinated a cross-functional, cross-departmental workgroup to address the Cost as a Percent of Revenue (CAPOR) report resulting in a more accurate reflection of ESE costs
- Developed a reporting mechanism for due process filings and other parent concerns that were reported annually to principals, ESE Specialists, and other staff; provided direction to due process personnel for complaint resolution
- Provided input to the state Department of Education and to the Council of Great City Schools regarding implementation interpretation of the federally legislated IDEA and the reauthorization of IDEA
- Reviewed legislation to determine the impact for students with disabilities and recommended direction the district should take to address appropriately
- Coordinated the input of all stakeholders in to the development of the ESE Improvement Plan using the Sterling approach, aligned with the District's Strategic Plan

Curriculum Supervisor, Specific Learning Disabilities

1988-1998

Exceptional Student Education Department

School Board of Broward County, FL

Reason for Leaving: Promoted to Director of ESE

- Developed program delivery systems, curriculum, and instructional strategies for exceptional students for more inclusive programming
- Assisted in the establishment of district policies and procedures ensuring compliance with federal, state, and district mandates
- Coordinated annual assessment procedures for all exceptional students and the development of an assessment system to ensure accountability for student progress and compliance with state and federal mandates
- Developed and provided professional development on the above to teachers and principals
- Applied for and received state grants for the Strategies Intervention Model (SIM), SLD Add-On Certification, and the PASS-D assessment; applied for and received funding through Title II funds for Cooperative Consultation and Improving Instruction at the Secondary Level



Leah A. Kelly
Resume, Page 4

Grant Manager

October 1987-1988

Prekindergarten Assessment for the Handicapped (PATH)

Exceptional Student Education Department

School Board of Broward County, FL

Reason for Leaving: Promoted to Curriculum Supervisor, SLD

- Coordinated state grant to develop a manual and training program for the identification of 3-5 year olds with mild disabilities; provided training throughout the state on materials developed

Child Find and Learning Resources Specialist

1980-May 1987

Florida Diagnostic & Learning Resources System (FDLRS)

Exceptional Student Education

School Board of Sarasota County, FL

Reason for leaving: moved to Ft. Lauderdale to get married

- Located and identified students with special needs, birth-21, not receiving needed educational or related services in a tri-county area; coordinated an interagency council; developed a county- wide database and referral process to ensure unduplicated service delivery developed and provided professional development for teachers to meet the unique needs of all students

Exceptional Student Education Teacher

May 1977-1980

Bay Haven Elementary School

Exceptional Student Education

School Board of Sarasota County, FL

- Provided specialized and alternative curriculum to students with emotional handicaps and specific learning disabilities; conducted observations and assessments for students referred for learning difficulties; served as behavior specialist for the school; provided professional development to assist teachers with working with difficult students

CERTIFICATIONS:

- Educational Leadership
- Specific Learning Disabilities
- Emotionally Handicapped

ADDITIONAL POSITIONS:

- Sterling Award Recipient 2004
- Superintendent's Designee for the Children's Services Board
- Superintendent's Designee for the Children and Families Leadership Association
- Member of Paraprofessional Negotiation Team
- Member of Post-Occupancy Facility Evaluation Team
- Member of Foster Care Steering Committee
- Council of Great City Schools Review Team Member
- Bureau/District Partner for Student Support Services with Florida DOE
- State Advisory Committee member, Exceptional Student Education
- Past-President, Florida Council of Administrators for Special Education (CASE)
- Conference Presenter: Council of Great City Schools (2006, 2007), DOE Administrators Management Meeting (2005), National Council of Administrators of Special Education (CASE) (2007), Mississippi Association of School Superintendents (2008), Virginia CASE (2008)

PROFESSIONAL DEVELOPMENT:

- Participated in "Classroom Walkthrough", "Eight Step Instructional Process", "Sterling", "High Yield Strategies" and "FCIM-Florida Continuous Improvement Model"



MARY JANE TURNER, CPA
DBA/Jane Turner Consulting, LLP
Email: janeturner47@att.net
Phone (954) 752-3929

Education: Florida Atlantic University
Major: Accounting
Degree: Masters of Accounting, 1993

Florida Atlantic University
Major: Accounting
Degree: Bachelors of Business Administration, 1983

Employment: The School Board of Broward County, Florida 1984-2011

Budget Office

Budget Director, 2000-2011 (Retired in 2011)

- **Determine available funds based on legislative appropriations;**
- **Prepare annual district budget and present to the School Board and the public;**
- **Review Board items for financial impact;**
- **Prepare required state and federal reports;**
- **Participate in lobbying efforts to maximize state funding;**
- **Review and interpret statutes to comply with state reporting and budgetary requirements;**
- **Establish and enforce office procedures.**

Budget Office

FTE Coordinator, 1989-2000

- **Participated in committees to determine budget guidelines for schools and departments;**
- **Provided technical assistance to district and charter school personnel as well as department personnel on FTE and budget issues;**
- **Coordinated reporting of current as well as projected FTEs;**
- **Monitored and evaluated usage of FTEs;**
- **Researched and interpreted statutes;**
- **Analyzed trends to be used in the decision-making process;**
- **Reviewed and updated FTE instructions as well as the FTE Manual;**
- **Coordinated workshops;**
- **Provided other financial departments with cost-related information.**

Facilities Department

Accountant IV, 1988-1989

- **Assisted in preparation of capital budget;**
- **Developed a system for monitoring and control of budget;**
- **Forecasted district needs;**
- **Analyzed trends;**



- Prepared reports for Associate Superintendent;
- Prepared State Department of Education reports.

Central Area Office

Business Analyst, 1986-1988

- Prepared Area Office budget and amendments;
- Provided a recap of all central area budgets for Area Directors and Area Superintendent;
- Prepared and conducted inservice training for principals and bookkeepers;
- Assisted principals in school budget preparation;
- Acted as liaison between Budget Office and principals.

Budget Office

Budget Analyst, 1984-1986

- Assisted in preparation of District budget;
- Assisted in preparation of budget amendments;
- Analyzed school budgets;
- Prepared instructions for schools to establish and amend budgets;
- Assisted in establishing school and department budget guidelines.

Associations: (Past /Present)

- Florida Institute of CPAs
- Florida School Finance Officers Association
- American Women's Society of CPAs
- Support Services Personnel Association, President 1994-1996
- Florida Atlantic University Alumni Association
- Phi Kappa Phi Honor Society
- Beta Gamma Sigma Honor Society



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Cheryl Wallin, MSN, RN, NE-BC

Experience

2013-present Children's Medical Services Ft. Lauderdale, Florida

DIRECTOR OF NURSING (2013-present)

- Direct supervision of four Nursing supervisors
- Second level supervision of approximately 60 employees including Registered Nurses, Social Workers, Licensed Practical Nurse, Health Technician, Registered Dietician and clerical support staff
- Second level supervision of approximately 25 multidisciplinary clinics each month for children with special healthcare needs
- Second level supervision of specialty programs
- Regional leadership responsibility for 3 clinic sites located in Ft. Lauderdale, West Palm Beach and Ft. Pierce
- Budgetary and administrative responsibilities

1995-present Children's Medical Services West Palm Beach, Florida

NURSING SUPERVISOR (2006-present)

- Direct supervision of a 16 member multidisciplinary team including
Registered Nurses, Licensed Practical Nurses, Health Technicians,
Registered Dietician and clerical support staff.
- Direct supervision of approximately 40-50 multidisciplinary subspecialty clinics each month for children with special healthcare needs.
- Regional and direct supervision of Brain & Spinal Cord Injury Program, Partners in Care and Injury Prevention.
- Regional Lead Clinic Supervisor for West Palm Beach, Ft. Pierce & Ft. Lauderdale CMS clinics.
- Regional Lead for 4 day Work Week team
- Direct supervision of specialty programs Pediatric HIV, Partners in
Care palliative care, Cleft lip and palate and Diabetes.
- Serve as disaster coordinator – registering children for special needs shelter and providing disaster training for families and staff.



- Responsibility for office performance measure reporting.
- Serve on both local and regional Best Practices Committees.

REGISTERED NURSE SPECIALIST

- Provided care coordination for children ages 0-19 with brain or spinal cord injuries.
- Facilitated school re-entry by providing education to schools about brain and spinal cord injuries.
- Authorized services and manage budget for clients.
- Provided education and resources to the community regarding brain & spinal cord injuries.
- Served on Safe Kids Board.
- Certified Child Passenger Safety Technician.
- Served on Brain Injury Association Annual Educational Conference Planning Committee.
- Served on Child Fatality Review Committee.
- Provided care coordination for children ages 0-21 with special health care needs who are in the foster care system.
- Provided instruction and supervision to foster parents trained to provide assessments and child specific medical interventions.

1985-1995 St. Mary's Medical Center, West Palm Beach, Fl.

REGISTERD NURSE

- Coordinated pediatric discharge and home health care planning
- Provided pediatric home health care
- Provided nursing care to premature and health impaired infant in levels 2 & 3 newborn intensive care unit
- Provided nursing care to patients requiring cardiac telemetry monitoring

1984-1985 Lake Charles Memorial Hospital, Lake Charles, La.

- Provided nursing care to patients requiring cardiac telemetry monitoring

Education

1998-2011 –Florida Atlantic University, Boca Raton, Fl.
Master's of Science in Nursing Administration and Financial Leadership
Bachelor's of Science in Nursing

Certification

1979-1983 Daytona Beach Community College Daytona Beach, Fl.
Associate Degree in Nursing
2012-2017 Nurse Executive Board Certified
American Nurses Association

Professional Membership

International Nurses Association
American Nurses Association
Florida Nurses Association

Community



Involvement

2011-present Serve on FNA negotiation team for state employees
Florida Association of Public Health Nursing
2010-2013 Served on membership committee
2012-2013 Appointed to Board of Directors as a Director at Large
Golden Key International Honor Society
Co-Founder of TuJJe Ministries, Inc
Director of Health Programs for TuJJe Ministries, Inc
Leadership team for Health Promotion Committee at Church in the Gardens,
Palm Beach Gardens, FL



Appendix I Job Descriptions

Position Title: **School Principal**

Contract Year: **Twelve Months**

QUALIFICATIONS:

Education: An earned master's Degree from an accredited college or university. Technical Center Director may substitute Advanced Vocational Certificate.

Experience: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal, Assistant School Principal, or District Administrator

Certification: Valid, Florida Certification in School Principal, or Professional School Principal; however when deemed necessary and in the best interest of students of the school an individual who holds a certificate in Educational Leadership, Administration or Administration & Supervision at the appropriate level of the assigned school may be recommended for appointment as an interim principal for a period not to exceed one (1) year during which the individual must complete the Human Resource Management applicable interim principal program. The principal internship may be waived for an out-of-county applicant with principal experience or in other special circumstances as determined by the Superintendent. Appointment under these circumstances will be as interim principals.

**ADDITIONAL
REQUIREMENTS:** Computer skills as required for the position; bilingual skills preferred.

Additional Certification Required:

1. Exceptional Student Center Principal – master's degree level certification in any area of exceptional student education.
2. ESE Center Principal requires two (2) of the five (5) years of experience must be in Exceptional Student Education

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities: Ability to: prepare and manage the school's budget and manage and inventory the school's assets; to



read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.

REPORTS TO: Governing Board

SUPERVISES: All Administrative, Instructional, and Service Personnel assigned to the school.

POSITION GOAL: To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:
The School Principal shall effectively manage through:

LEADERSHIP:

1. Establish and monitor a school mission and goals that are aligned with the charter's mission and goals.
2. Exercise proactive leadership in promoting the vision and mission of the Charter's Strategic Plan and quality improvement initiatives.
3. Model and maintain high standards of professional conduct.
4. Set high standards and expectations for self, others, and school.
5. Demonstrate satisfactory or above performance on the Florida Principal competencies while performing all duties required by the job description.
6. Provide leadership in the implementation of the Florida Standards, Florida Writes, Florida Comprehensive Assessment Test (FCAT) and/or other tests designed and adapted to measure student achievement.
7. Maintain active involvement in the school improvement planning process with the School Advisory Council (SAC) by providing resources for decision-making and priority setting.
8. Use quality improvement principles and process in daily administration of school.
9. Implement procedures and policies that ensure a safe and orderly learning environment.
10. Anticipate difficult situations and develop plans to handle them.
11. Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.
12. Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
13. Provide leadership and direction for all aspects of the school's operation.
14. Build teams to accomplish plans, goals and priorities.
15. Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
16. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
17. Establish and utilize the CQI process to drive quality improvement.



18. Develop and maintain a school atmosphere conducive to learning and student achievement.
19. Maintain visibility and accessibility on the school campus and at school related activities and events.
20. Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
21. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
22. Provide leadership to involve the school in quality initiatives.
23. Establish procedures for an accreditation program and monitor standards to ensure they are met.
24. Communicate school information, goals, student learning and behavior expectations to all customer groups.
25. Use effective communication techniques with students, teachers, parents and stake-holders.
26. Provide for the articulation of the school's instructional program among school personnel and the public by developing and maintaining a timely and informative school website and newsletter.
27. Communicate, through proper channels, to keep the Board informed of impending problems or events of an unusual nature.
28. Communicate effectively both orally and in writing with parents, students, teachers and the community.

INFORMATION & ANALYSIS:

29. Collect and maintain information appropriate to the continual monitoring of all quality goals.
30. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.
31. Address the diverse needs of the school population consistent with the Charter's Strategic Plan.
32. Analyze and use data for decision-making to improve actions, plans, and processes.
33. Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
34. Access, analyze, interpret and use data in decision-making.
35. Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
36. Make data accessible to all stakeholders.

STRATEGIC QUALITY PLANNING:

37. Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the charter.
38. Collaborate and provide resources to ensure the development of the School's Improvement Plan.
39. Set high goals and standards for self, others and the organization.
40. Establish and actively pursues a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders which is also aligned with the Charter's strategic plan.
41. Communicate overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.
42. Oversee the selection and acquisition of instructional materials and equipment.
43. Collect input and analyze data to develop goals.
44. Manage student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.
45. Direct the development of the master schedule and assign teachers according to identified needs.
46. Allocate resources consistent with implementation of the School Improvement Plans.
47. Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.
48. Establish procedures to monitor processes, manage assets and inventories, activities and responsibilities and respond to feedback.



49. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
50. Facilitate the horizontal and vertical articulation of curriculum within the school.
51. Provide recognition and celebration for student, staff, and school accomplishments.

CUSTOMER FOCUS:

52. Develop positive relationships with customers (students, parents, teachers, community, etc.)
53. Facilitate a program of family and community involvement.
54. Serve as final arbitrator for serious discipline problems in accordance with Board policy and state statutes.
55. Develop and maintain positive school/community relations and act as liaison between the two.
56. Promote/market the school and its priorities to the community.
57. Establish processes and methods to respond to valid customer requirements.
58. Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
60. Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
61. Work with parents to resolve complaints or concerns.
62. Interact with government and service agencies relative to student welfare.
63. Establish processes to determine customer needs and level of satisfaction.
64. Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
65. Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
66. Take appropriate reporting and/or referral action whenever abuse situations are recognized.
67. Provide leadership support for community involvement programs and business partnerships at the school level.
68. Direct and develop the recruitment of Business Partners to benefit the school and community.
69. Develop activities with business partners that promote student achievement.

HUMAN RESOURCES:

70. Analyze data and information to plan staff development to accomplish school goals.
71. Complete annual Needs Assessment to determine staff development needs.
72. Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
73. Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.
74. Facilitate the development and implementation of an effective staff development program.
75. Participate in meetings and other activities to enhance professional development.
76. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
77. Serve as a coach/mentor to assistant principals or other aspiring staff members.
78. Review current developments, literature and technical sources of information related to job responsibility.
79. Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
80. Delegate responsibilities to appropriate staff members.
81. Consider data and results from action research when solving problems and improving processes.
82. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
83. Assign tasks and supervise personnel in task accomplishment including special projects.



84. Provide recognition and celebration for student, staff, and school accomplishments.
85. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.
86. Interview and select qualified personnel to be recommended for appointment.
87. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to Board Policy and procedures, using instruments adopted by the Board.
88. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
89. Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance.
90. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

MANAGEMENT OF PROCESSES:

91. Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.
92. Access District and community resources to meet school needs.
93. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
94. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
95. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.
96. Understand, support, and implement Board, State, and Federal Policies, procedures, negotiated agreements and decisions.
97. Administer negotiated employee contracts in the appropriate manner at the school site.
98. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.

OPERATIONAL RESULTS:

99. Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction by implementing and monitoring the effectiveness of business practices.
100. Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.
101. Establish and manage student accounting and attendance procedures at the assigned school.
102. Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
103. Write and disseminate electronic newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
104. Coordinate and manage the extra curricular student activities and funds at the assigned school.
105. Provide leadership in the effective use of emerging technology in the classroom, internal and external communications, and in school administration.
106. Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
107. Monitor the custodial program at the school to ensure a safe, clean, and healthy, learning environment.



108. Coordinate plant safety and facility inspections at the assigned school
109. Supervise transportation services at the assigned school.
110. Coordinate the school food service program at the assigned school including the free and reduced food service requirements.
111. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.
112. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
113. Review current developments, literature and technical sources of information related to job responsibility.
114. Ensure adherence to good safety procedures.
115. Comply with negotiated procedures to manage and safeguard district assets, equipment inventory, and property.
116. Follow Federal and State laws, as well as School Board policies.
117. Perform other duties as assigned by the Governing Board consistent with the goals and objectives of the position.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Develop and maintain positive school/community relations by promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all customer groups by using effective communication techniques with students, teachers, parents and stakeholders.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the School's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board

EVALUATION:

Performance will be evaluated in accordance with Board Policy.



Position Title: School Assistant Principal

Contract Year: Eleven Months

QUALIFICATIONS:

Education: An earned Master's Degree from an accredited institution.

Certification: Valid Florida Certification in Educational Leadership, Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate level of the assigned school.

Additional Certification Preferred:

Exceptional Student Education (ESE) school assistant principal - certification in ESE subject area preferred.

Experience: Three (3) years of school experience as defined by F.S.228.041 (9) or district administrative experience.

Additional experience required:

ESE Center School Assistant Principal requires two (2) years of experience must be in Exceptional Student Education.

REPORTS TO: School Principal

SUPERVISES: Instructional and Service Personnel assigned by the principal.

POSITION GOAL: To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.

**KNOWLEDGE, SKILLS
AND ABILITIES:**

The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Bilingual skills preferred. Computer skills as required for the position.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant School Principal shall LEADERSHIP:



1. Assist in establishing and monitoring a school mission and goals that are aligned with the charter's mission and goals.
2. Exercise proactive leadership in promoting the vision and mission of the Charter's Strategic Plan and Quality Initiatives.
3. Model and maintain high standards of professional conduct.
4. Set high standards and expectations for self, others, and school.
5. Maintain an active involvement in the school improvement planning process.
6. Use quality improvement principles and processes in daily administration of school.
7. Anticipate difficult situations and develop plans to handle them.
8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.
9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
10. Assist in providing leadership and direction for all aspects of the school's operation.
11. Build teams to accomplish plans, goals and priorities.
12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
14. Assist in establishing and utilizing the CQI process for school improvement.
15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.
16. Maintain visibility and accessibility on the school campus and at school related activities and events.
17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
19. Assist in providing leadership to involve the school in quality initiatives.
20. Assist with aligning school initiatives with state and school goals and objectives.
21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.
22. Communicate school information, goals, student learning and behavior expectations to all customer groups.
23. Use effective communication techniques with students, teachers, parents and stakeholders.
24. Provide for the articulation of the school's instructional program among school personnel.
25. Communicate, through proper channels, to keep the School administration informed of impending problems or events of an unusual nature.
26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.
27. Assist in the planning and implementation of initiatives in the Innovation Zone.

INFORMATION & ANALYSIS:

28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Quality goals.
29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.
30. Address the diverse needs of the school population consistent with the Charter's Strategic Plan.



31. Analyze and use data for decision-making or to improve actions, plans and process.
32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
33. Access, analyze, interpret and use data in decision-making.
34. Use benchmarks and comparison data in the analysis of results.
35. Make data accessible to all stakeholders.

STRATEGIC QUALITY PLANNING:

36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan.
37. Assist with facilitating and coordinating the development of the School's Improvement Plan.
38. Set high goals and standards for self, others and the organization.
39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.
40. Assist in the selection and acquisition of instructional materials and equipment.
41. Collect input and analyze data to develop goals.
42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.
43. Develop the master schedule and assign teachers according to identified needs.
44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.
45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.
46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.
47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.
48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
49. Assist with providing recognition and celebration for student, staff, and school accomplishments.

CUSTOMER FOCUS:

50. Develop positive relationships with customers (students, parents, teachers, community, etc.).
51. Assist with facilitating a program of family and community involvement.
52. Serve as arbitrator for serious discipline problems in accordance with Board policy and state statutes.
53. Develop and maintain positive school/community relations and act as liaison between the two.
54. Assist in promoting/marketing the school and its priorities to the community.
55. Assist in establishing processes and methods to respond to valid customer requirements.
56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.
57. Work with parents to resolve complaints or concerns.
58. Interact with government and service agencies relative to student welfare.
59. Assist in establishing processes to determine customer needs and level of satisfaction.
60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
62. Assist in providing leadership to support community involvement programs and business



- partnerships at the school level.
63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.
 64. Assist with the development of activities with business partners that promote student achievement.

HUMAN RESOURCES:

65. Assist in analyzing data and information to plan staff development to accomplish school goals.
66. Assist with the completion of the annual Needs Assessment to determine staff development.
67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.
68. Assist in building a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.
69. Assist with the development and implementation of an effective staff development program.
70. Participate in School management meetings and other activities to enhance professional development.
71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
72. Review current developments, literature and technical sources of information related to job responsibility.
73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.
74. Delegate responsibilities to appropriate staff members.
75. Consider data and results from action research when solving problems and improving processes.
76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
77. Assign tasks and supervise personnel in task accomplishment including special projects.
78. Provide recognition and celebration for student, staff, and school accomplishments.
79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.
80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.
81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.
82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.
83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

MANAGEMENT OF PROCESSES:

84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.
85. Access District and community resources to meet school needs.
86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes,



- and takes corrective action.
88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.
 89. Understand, support, and implement Governing Board, State, and Federal Policies, procedures, negotiated agreements.
 90. Assist with the implementation and administration of negotiated employee contracts at the school site.
 91. Implement Board policy, state statutes, and federal regulations as they pertain to the assigned school.

OPERATIONAL RESULTS:

92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.
93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.
94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.
95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.
96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
97. Provide leadership in the effective use of technology in the classroom and in school administration.
98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.
99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.
100. Assist with coordinating plant safety and facility inspections at the assigned school.
101. Supervise transportation services at the assigned school.
102. Assist with the supervision of all extracurricular programs at the assigned school.
103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.
104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.
105. Ensure adherence to good safety procedures.
106. Perform other incidental tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently an/or up to 10 pound of force as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the School's approved compensation plan. Length of the work year and hours of employment shall be those established by the board.

EVALUATION:

School assistant principal performance will be evaluated in accordance with Board Policy.



POSITION TITLE: Teacher

CONTRACT YEAR: Ten Months

PAY GRADE: Teacher Salary Schedule QUALIFICATIONS:

Appropriate State of Florida certification

Special Qualifications - Bilingual skills preferred. Computer skills as required for the position.

DIRECT
ACCOUNTABILITY: School Principal

GOAL: To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet charter and state standards.

ACCOUNTABILITY
PROCEDURES: The Principal will assess the effectiveness of the Teacher with respect to the performance of specific responsibilities by means of the Instructional Personnel Assessment System (IPAS).

PERFORMANCE
RESPONSIBILITIES: The Teacher shall:

1. **ASSESSMENT**
use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner.
2. **COMMUNICATION**
use effective communication techniques with students, parents, and all other stakeholders.
3. **CONTINUOUS IMPROVEMENT**
engage in planned continuous professional quality improvement for self and school.
4. **CRITICAL THINKING**
use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.



5. DIVERSITY

use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background.

6. ETHICS AND REGULATIONS

fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and board regulations.

7. HUMAN DEVELOPMENT AND LEARNING

use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

8. KNOWLEDGE SUBJECT MATTER

demonstrate knowledge and understanding of the subject matter.

9. LEARNING ENVIRONMENTS

establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.



POSITION TITLE:	Exceptional Student Education Specialist (Resource Teacher)
CONTRACT YEAR:	Ten months teacher calendar (varying workdays) Exceptional Student Education Specialist will participate on selected days other than normal workdays for the purpose of screening and inservice education. One compensatory day will be awarded for each selected day.
QUALIFICATIONS:	<p><u>Education</u> – An earned bachelor's degree or higher from an accredited institution; Florida certification in at least one area of exceptionality.</p> <p><u>Experience</u> - Minimum of three (3) years of successful teaching experience.</p> <p><u>Special Qualifications</u> - Bilingual skills preferred. Computer skills as required for the position.</p>
DIRECT ACCOUNTABILITY: GOAL:	<p>School Principal</p> <p>To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of exceptional students.</p>
ACCOUNTABILITY PROCEDURES:	The school principal will assess the effectiveness of the ESE Specialist annually with respect to the performance of specific responsibilities.
PERFORMANCE RESPONSIBILITIES:	<p>The ESE Specialist shall</p> <ol style="list-style-type: none">1. upon request, serve as the principal's designee for ESE staffings.2. coordinate exceptional student education staffings, re-evaluations and parent conferences for exceptional students.3. provide on-site inservice training to school-based personnel on a regular basis.4. at the elementary level, participate in early intervention screenings and staffings.5. assist regular teachers of mainstreamed exceptional students to



provide appropriate educational experiences for these students.

6. coordinate and/or conduct interventions, educational evaluations and observations of exceptional students.
7. assist staffing committees in developing appropriate IEPs.
8. conduct workshops for parents.
9. prepare ESE folders for approval by the Area Coordinator.
10. assist teachers in implementing effective classroom management strategies.
11. provide feedback to the ESE Curriculum Supervisors with regard to curricula, related services and program delivery systems.
12. participate in inservice training programs designed to improve the ability to provide procedural and curricular assistance.
13. review current developments, literature and technical sources of information related to job responsibility.
14. ensure adherence to good safety procedures.
15. perform other duties as assigned by the school principal.
16. follow federal and state laws, as well as Board policies.



POSITION TITLE:	School Nurse												
CONTRACT YEAR:	10 months and may be extended to maximum number of school-based calendar at the discretion of principal												
QUALIFICATIONS:	<p><u>Education</u> – An earned bachelor’s degree from an accredited institution.</p> <p><u>Experience</u> – Requires a minimum of three (3) years pediatric clinical nursing experience.</p> <p><u>Special Qualifications</u> - Requires a degree in Nursing; Licensed Registered Professional Nurse in State of Florida; valid cardiopulmonary resuscitation (CPR) certificate and updated according to American Heart Association Standards.</p> <p>Must pass job related test requirements as follows:</p> <table><tr><td>Medication</td><td>85%</td></tr><tr><td>Universal Precautions</td><td>100%</td></tr></table> <p>Bilingual skills preferred. Computer skills as required for the position.</p> <p>OR</p> <p><u>Education</u> – An earned associate’s degree from an accredited institution.</p> <p><u>Experience</u> - Requires a minimum five (5) years clinical nursing experience, including a minimum of three (3) years in pediatric clinical nursing.</p> <p><u>Special Qualifications</u> - Requires degree in nursing; valid cardiopulmonary resuscitation (CPR) certificate and updated according to American Heart Association Standards. Licensed Registered Professional Nurse in State of Florida required.</p> <p>Must pass job related test requirements as follows:</p> <table><tr><td>Medication</td><td>85%</td></tr><tr><td>Universal Precautions</td><td>100%</td></tr></table> <p>Bilingual skills preferred. Computer skills as required for the position.</p> <p>OR</p> <p><u>Education</u> - Diploma certificate from an accredited school of nursing.</p> <p><u>Experience</u> - Requires a minimum five (5) years clinical nursing experience, including a minimum of three (3) years in pediatric clinical nursing.</p> <p><u>Special Qualifications</u> - Licensed Registered Professional Nurse in State of Florida. Valid cardiopulmonary resuscitation (CPR) certificate and updated according to American Heart Association Standards.</p> <p>Must pass job related test requirements as follows:</p> <table><tr><td>Medication</td><td>85%</td></tr><tr><td>Universal Precautions</td><td>100%</td></tr></table>	Medication	85%	Universal Precautions	100%	Medication	85%	Universal Precautions	100%	Medication	85%	Universal Precautions	100%
Medication	85%												
Universal Precautions	100%												
Medication	85%												
Universal Precautions	100%												
Medication	85%												
Universal Precautions	100%												



Bilingual skills preferred. Computer skills as required for the position.

DIRECT

ACCOUNTABILITY:

SUPERVISION:

GOAL:

Administrator of the School

Employees as assigned

To maintain and/or improve the health status of students thus enabling them to profit fully from their educational experiences; and promote optimum health status and lifestyles for all students through the joint efforts of the home, school and community.

ACCOUNTABILITY

PROCEDURES:

The Principal, will assess the effectiveness the School Nurse - respect to the performance of specific responsibilities.

PERFORMANCE

RESPONSIBILITIES:

The School Nurse shall

1. apply appropriate nursing theory as the basis for decision making in the school setting:
 - a. Demonstrate knowledge of nursing theory by sharing information with peers, students, family, staff, other professionals and the community to assist change.
 - b. Demonstrate application of nursing theory by use of most recent techniques and information which govern actions.
2. establish and maintain a comprehensive school health program following the guidelines of the Florida Department of Professional Regulation, Board of Nursing and Board Policies.
 - a. Consult with school administration to establish, review, and revise procedures for a comprehensive school health program which is in compliance with federal, state and local statutes and regulations.
 - b. Assist in training, supervising, and evaluating paraprofessionals (unique aides). Determine extent of orientation, amount and type of supervision needed to comply with the Nurse Practice Act, and other legal considerations.
 - c. Assume responsibility for inservice programs for school personnel regarding health-related issues.
 - d. Establish process to identify students at-risk for physical and psychosocial problems.
 - e. Communicate student health needs to other school



- personnel.
 - f. Establish follow up mechanism for referral of identified students.
 - g. Complete written reports to provide continuity and accountability of the program.
3. develop individualized health plans for students using nursing process.
- a. Collect information about the health and developmental status of the student in a systematic and continuous manner, including health and social histories; screening results; physical assessment; emotional status; performance level and health goals.
 - b. Collect data from student, family, school, personnel and health care professionals.
 - c. Use data collected about the health and educational status of the student to determine a nursing diagnosis.
 - 1. coordinate efforts with those of other providers and school personnel to decrease duplication of care.
 - 2. identify relationship between health status and the student's ability to learn.
 - d. develop a nursing care plan with specific goals and interventions, delineating school nursing actions unique to student needs.
 - e. intervene as guided by the nursing care plan to implement nursing actions that promote, maintain, or restore health, prevent illness, and affect rehabilitation.
 - f. assess student response to nursing actions in order to revise the database, nursing diagnoses, and nursing care plan, and to determine progress made toward goal achievement.
 - g. document diagnoses, plans, interventions, and results on the student health record.
4. collaborate with other professionals in assessing, planning, implementing, and evaluating programs and other school health activities.
- a. participate as a team member.
 - b. act as advocate for the student and family when appropriate.
 - c. include the student in team conference whenever possible and appropriate.
 - d. identify health-related needs and objectives for inclusion in the individual education plan; assume responsibility for provision of health-related



- procedures and treatments.
 - e. cooperate with other team members and community sources of care to prevent duplication of services.
5. assist student, families and groups to achieve optimal levels of wellness through health education.
- a. identify needs for health.
 - b. serve as resource person for health education classes; and as member of curriculum committee for health education.
 - c. counsel students and families in health-related matters.
 - d. promote preventive self-care strategies with school personnel.
6. participate in evaluation to assure quality of health services provided for students and assume responsibility for continuing education and professional development and contributes to the professional growth of others.
7. participate with other members of the community to assess, plan, implement and evaluate school health services and community services that include the broad continuum of promotion of primary, secondary and tertiary prevention.
- a. participate in planning for school health services within the community.
 - b. provide coordination with existing systems and services.
 - c. facilitate the development and implementation of school health services.
 - d. influence appropriate individuals and groups regarding school and community health needs.
 - e. interpret school health services needs and the role of the school nurse to the school and community.
 - f. use community resources for referral of students with unmet health needs in the school.
 - g. collaborate with agencies within and outside the community to insure continuity of service and care.
8. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The Charter Governing Board.
9. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignment.



10. review current development, literature and technical sources of information related to the job responsibility.
11. ensure adherence to good safety procedures.
12. perform other duties as assigned by the principal of each school/center in coordination with clinical nursing supervisor.
13. follow federal and state laws, as well as Board policies.



POSITION TITLE:	Behavioral Technician
CONTRACT YEAR:	186 days plus extensions, as required
<u>EDUCATION:</u>	An earned associate degree or 60 degree credits from an accredited institution.
<u>EXPERIENCE:</u>	Minimum of two (2) years of experience working with behaviorally complex children.
	OR
<u>EDUCATION:</u>	Standard high school diploma or satisfactory completion of an approved General Education Development (GED) testing program.
<u>EXPERIENCE:</u>	Minimum of four (4) years of experience working with behaviorally complex children.
<u>ADDITIONAL REQUIREMENTS:</u>	Must be certified in Professional Crisis Management (PCM) within 3 months of appointment. Must meet the physical requirements of the job to physically restrain a behaviorally complex student without injury to self or student using District approved restraint procedures, as demonstrated in the Professional Crisis Management (PCM) training and other nonphysical crisis intervention procedures. Must have the physical stamina and ability to work with behaviorally complex students and implement behavior management programs as needed. Must maintain the desired level of expertise in the District approved crisis intervention approach by completing additional training programs as required. Bilingual skills preferred. Computer skills as required for the position.
REPORTS TO:	School Principal
POSITION GOAL:	Assist in developing appropriate responses from designated students requiring behavior intervention by implementing specific plans on an individual, small group, or classroom basis, as appropriate, to ensure the safety and dignity of students and staff.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Under the direction of a Behavior Specialist, the **Behavioral Technician** shall:

1. collect data within the school environment.
2. assist in data-gathering for Functional Behavior Assessments.
3. assist in the development and implementation of behavioral programs, including behavioral support plans and behavioral intervention plans.
4. assist in training staff in techniques needed to implement behavioral systems.
5. use approved techniques while assisting in shaping and teaching appropriate behavior to student.
6. be available as needed by school staff.
7. perform specific assignments by assisting in the following areas:



- a. Material Preparation
 - Preparing classroom charts, graphs
 - Ordering reinforcement supplies
 - Constructing behavior management aids/tools
 - Clerical Support
 - Maintaining written time out and restraint logs
 - Collecting and recording data
 - Maintaining system of collected and recorded data
8. monitor data and share recommendations for intervention with appropriate staff.
9. monitor/supervise a student or small group of assigned students in need of specific behavioral intervention.
10. perform and promote all activities in compliance with equal employment and non- discrimination policies of the School Board of Broward County.
11. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignment.
12. review current developments, literature and technical sources of information related to job responsibilities.
13. ensure adherence to good safety procedures.
14. follow Federal and State laws, as well as School Board policies.
15. perform other duties as assigned by the School Principal or District Administrator.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result: On a daily basis, works with the school principal, assigned Behavior Specialist, and designated students requiring behavior intervention to assist in developing appropriate behavioral responses to enhance the instructional process.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the School's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board.

FLSA OVERTIME CATEGORY:

Job is not exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.



POSITION TITLE: Speech-Language pathologist

CONTRACT YEAR: Ten Months

QUALIFICATIONS:

EDUCATION: An earned master's degree in speech pathology; Florida state certification in speech-language impaired. Permit the Board to hire Bachelor level personnel to meet the school district's critical need necessary to serve the needs of students requiring Speech-Language services. The Board will consider individuals eligible for a temporary certificate in speech-language impaired who agree to enroll in and remain in good standing in a graduate program of study leading to a Master's degree in speech-language pathology, unless prohibited by changes in state statute.

ADDITIONAL REQUIREMENTS: Bilingual skills preferred. Computer skills as required for the position.

REPORTS TO: School Principal

POSITION GOAL: To apply the principles, practice and methods related to the identification and treatment of communication disorders to the development and implementation of speech-language therapy programs for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Speech-Language Pathologist shall:

1. use standardized screening tests and other methods to identify students with potential speech and language disorders.
2. develop an efficient referral procedure to respond to requests for services by teachers, parents and others.
3. select, administer and analyze diagnostic assessments to identify students with speech and language disorders.
4. comply with the State and District procedures to determine students eligible for speech and language therapy services.
5. participate in multidisciplinary teams and conferences for the benefit of students.
6. use diagnostic information as well as other educationally relevant information to develop an Individual Education Plan (IEP) and recommend speech and language therapy services.
7. provide an array of speech and language therapy services to students based on their individual needs
8. continuously evaluate the progress of students receiving speech and language therapy services.
9. recommend reevaluation procedures for students to determine the need for continued speech and language therapy services or dismissal.
10. select, use and maintain materials, equipment or supplies needed to provide a speech and language therapy program.
11. provide training to other school staff, parents and the community about the goals of the speech and language therapy program.
12. participate in continuing education to maintain professional skills.
13. collaborate with teachers and parents for the benefit of students.



14. communicate with outside agencies for the benefit of students.
15. direct the activities of speech-language assistants to implement specified program services.
16. keep accurate and current records on students.
17. cooperate with district, other administrators and support personnel for the benefit of students.
18. conform to all rules and regulations that may be prescribed by the state and the board.
19. perform and promote all activities in compliance with equal employment and non- discrimination policies of the Governing Board.
20. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
21. review current developments, literature and technical sources of information related to job responsibility.
22. ensure adherence to good safety procedures.
23. follow Federal and State laws, as well as Board policies.
24. perform other duties as assigned by the principal or designee.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the School's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.



Wingate Oaks Charter School – Appendices

POSITION TITLE:	Occupational Therapy Assistant
CONTRACT YEAR:	Ten Months
QUALIFICATIONS:	<p><u>Education</u> - Licensed by the Florida State Board of Medical Examiners to practice as an Occupational Therapy Assistant in accordance with Florida Statute Chapter 268.</p> <p><u>Special Qualifications</u> – Bilingual skills preferred. Computer skills as required for the position.</p>
DIRECT ACCOUNTABILITY:	Principal
SUPERVISION:	None
GOAL:	To implement occupational therapy programs developed by a registered occupational therapist
ACCOUNTABILITY PROCEDURES:	The Principal, in cooperation with the supervising occupational therapist, will assess the effectiveness of the Occupational Therapy Assistant annually with respect to the performance of specific responsibilities.
PERFORMANCE RESPONSIBILITIES:	<p>The Occupational Therapy Assistant shall</p> <ol style="list-style-type: none">1. implement the treatment programs or portions of programs as planned and directed by the supervising occupational therapist.2. assist in the collection of information needed to evaluate student performance.3. assist in formulating goals for occupational therapy techniques and activities.4. observe and report on student performance to the supervising therapist.5. prepare and maintain student progress reports and other pertinent information as directed by the supervising therapist and/or principal.6. attend parent/teacher conferences and staffings with the supervising occupational therapist.7. assist in designing, constructing, and/or selecting adaptive equipment



or devices and provide instruction to students, teachers and family in its use.

8. assume initiative in seeking assistance when encountering difficulty in treatment procedures.
9. review current developments, literature and technical sources of information related to job responsibility.
10. ensure adherence to good safety procedures.
11. performance other duties as assigned by the principal.
12. follow federal and state laws, as well as Board policy.



POSITION TITLE:	Physical Therapy Assistant
CONTRACT YEAR:	Ten Months
QUALIFICATIONS:	<p><u>Education</u> - Licensed by the Florida State Board of Medical Examiners to practice as a Physical Therapy Assistant in accordance with Florida Statute Chapter 468.</p> <p><u>Special Qualifications</u> – Bilingual skills preferred. Computer skills as required for the position.</p>
DIRECT ACCOUNTABILITY:	Principal
GOAL:	To implement occupational therapy programs developed by a registered physical therapist
ACCOUNTABILITY PROCEDURES:	The Principal, in cooperation with the supervising physical therapist, will assess the effectiveness of the Physical Therapy Assistant annually with respect to the performance of specific responsibilities.
PERFORMANCE RESPONSIBILITIES:	<p>The Physical Therapy Assistant shall</p> <ol style="list-style-type: none">1. implement the treatment programs and portions of programs as planned and directed by the supervising physical therapist.2. assist in the collection of information needed to evaluate student performance.3. assist in formulating goals for physical therapy techniques and activities.4. observe and report on student performance to the supervising therapist.5. prepare and maintain student progress reports and other pertinent information as directed by the supervising therapist and/or principal.6. attend parent/teacher conferences and staffings with the supervising physical therapist.



7. assist in designing, constructing, and/or selecting adaptive equipment or devices and provide instruction to students, teachers and family in its use.
8. assume initiative in seeking assistance when encountering difficulty in treatment procedures.
9. performance other duties as assigned by the principal.
10. observe the ethical practices as defined by the American Physical Therapy Association and Ethics Commission.
11. review current developments, literature and technical sources of information related to job responsibility.
12. ensure adherence to good safety procedures.
13. follow federal and state laws, as well as Board policy.



Wingate Oaks Charter School – Appendices

POSITION TITLE:	Teacher, Behavioral Support
CONTRACT YEAR:	Ten Months
QUALIFICATIONS:	<p><u>Education</u> – An earned master's degree from an accredited institution in an appropriate subject area related to the assignment with valid Florida certification.</p> <p><u>Experience</u> - Three (3) years of successful teaching work experience.</p> <p><u>Special Qualifications</u> - Previous work experience which demonstrated the ability to work effectively with behavioral/descriptive/disorderly students. Ability to work cooperatively with peers. Prior experience which documents the ability to communicate effectively. Bilingual skills preferred. Computer skills as required for the position.</p> <p>OR</p> <p><u>Education</u> – An earned bachelor's degree from an accredited institution in an appropriate subject area related to the assignment with valid Florida certification.</p> <p><u>Experience</u> - Five (5) years of successful teaching work experience.</p> <p><u>Special Qualifications</u> - Previous work experience which demonstrated the ability to work effectively with behavioral/descriptive/disorderly students. Ability to work cooperatively with peers. Prior experience which documents the ability to communicate effectively. Bilingual skills preferred. Computer skills as required for the position.</p>
DIRECT ACCOUNTABILITY:	School Principal
GOAL:	To serve as a support person for students, teachers, staff and parents related to the development, implementation, and monitoring of effective behavior management strategies at school and home to promote student success.
ACCOUNTABILITY PROCEDURES:	The school principal will assess the effectiveness of the Teacher, Behavioral Support annually with respect to performance of specific responsibilities.
PERFORMANCE RESPONSIBILITIES:	<p>The Teacher, Behavioral Support shall</p> <ol style="list-style-type: none">1. assist the administration and staff to develop an implement a school-wide behavior management system.2. assist in the identification of students eligible for services provided by the Teacher, Behavioral Support.



3. assist in the development and implementation of individual student behavior plans.
4. provide affective support for students, parents, families and school staff.
5. coordinate the training in behavior management techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching, in coordination with Human Resource Development.
6. assist in the establishment and implementation of a specific behavior crisis plan.
7. serve as a member of the school's Child Support Team/At-Risk Advocacy Team.
8. disseminate resource materials related to individual and group behavior management.
9. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The Governing Board.
10. participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
11. review current developments, literature and technical sources of information related to job responsibility.
12. ensure adherence to good safety procedures.
13. perform other duties as assigned by the Principal.
14. follow federal and state laws as well, as Board policies.



Wingate Oaks Charter School – Appendices

POSITION TITLE:	Licensed Practical Nurse I, II, III/Medically Complex Exceptional Students				
CONTRACT YEAR:	10 Month Calendar				
QUALIFICATIONS:	<p><u>Education</u> - Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.</p> <p><u>Experience</u> - One (1) year of work experience and/or training in the field related to the title of the position.</p> <p><u>Special Qualifications</u> - Graduation from an accredited Licensed Practical Nurse program and licensed in Florida as a Licensed Practical Nurse. Must pass job related test requirements as follows:</p> <table><tr><td>Medication</td><td>85%</td></tr><tr><td>Universal Precautions</td><td>100%</td></tr></table> <p>Bilingual skills preferred. Computer skills as required for the position.</p> <p><u>Job Progression Career Path</u> - the Licensed Practical Nurse I, II, III/Medically Complex Exceptional Students job is designated as one job for the purpose of job progression. When an employee has achieved an evaluation indicating that his/her job performance has met or exceeded the expectations of the job, he/she, at the discretion and approval of the Principal, in collaboration with the clinical supervisor, may be assigned to the next higher pay grade level of the position.</p>	Medication	85%	Universal Precautions	100%
Medication	85%				
Universal Precautions	100%				
ACCOUNTABILITY:	Principal/designee in collaboration with the school nurse.				
GOAL:	To provide medical assistance and educational assistance to ESE medically complex students.				
ACCOUNTABILITY PROCEDURES:	The Principal, in collaboration with the school nurse, will assess the effectiveness of the Licensed Practical Nurse I, II, III/Medically Complex Exceptional Students annually with respect to the performance of specific responsibilities.				
PERFORMANCE RESPONSIBILITIES:	<p>The Licensed Practical Nurse I, II, III/Medically Complex Exceptional Students shall</p> <ol style="list-style-type: none">1. implement students' nursing care plans in accordance with physicians' standing orders. Procedures may include, but are not limited to suctioning, gastrointestinal tube feeding, nebulizer treatments, ventilator care, etc.				



2. collaborate and serve as a team member with other professionals in developing and implementing ESE students' IEPs and nursing care plans.
3. take vital signs and record findings.
4. assist in administering medications in accordance with State law and Board policy.
5. chart and record administration of medications.
6. observe and report to the clinical supervisor/principal unusual symptoms of medically complex ESE students.
7. maintain inventory of students' health supplies. Clean and properly disinfect students' health equipment and supplies and properly dispose of waste. Use Universal Precautions at all times.
8. assist in reviewing and maintaining medically complex ESE students' health records.
9. assist in maintaining medically complex ESE student emergency information.
10. assist in communicating with parents, community agencies, health care specialists, and guidance personnel under the direction of the principal/clinical supervisor.
11. perform health procedures per physicians' orders under the supervision of the clinical supervisor.
12. provide comfort to medically complex ESE students and staff in distress.
13. assist schools in implementing emergency health care plans.



14. assist medically complex ESE students and their families to achieve optimal levels of wellness under the direction of the clinical supervisor.
15. make home visits as needed.
16. prepare health related correspondence under the direction of the clinical supervisor.
17. assist students with daily living activities and encourage self-management.
18. assist students, as needed, by lifting, transferring, and positioning medically complex ESE students in order to facilitate educational activities and good health.
19. perform other school-related duties, when appropriate, as determined by the principal/clinical supervisor.
20. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The Governing Board.
21. participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
22. review current developments, literature, and technical sources of information related to job responsibility.
23. ensure adherence to good safety practices.
24. perform other duties as assigned by the principal/designee.
25. follow federal and state laws, as well as Board policies.



POSITION TITLE:	Registrar
CONTRACT YEAR:	11 or 12 Months
QUALIFICATIONS:	<p><u>Education</u> - Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program</p> <p><u>Experience</u> - Three (3) years of school-related experience which has demonstrated an expertise to perform duties following standard practices which require the use of some judgment in making minor decisions.</p> <p><u>Special Qualifications</u> - A well-rounded knowledge of clerical methods, procedures, and business office practice. Bilingual skills preferred. Computer skills as required for the position. Must have passing test scores: Computer Keyboard Skills: Speed - 40 Accuracy - 70</p> <p>The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.</p>
DIRECT ACCOUNTABILITY:	Administrator/Principal or designee
GOAL:	To perform diversified clerical duties in a high school or vocational center with respect to registering students, processing and maintaining student records, and otherwise working with student schedules and data in a responsible and accurate manner.
ACCOUNTABILITY PROCEDURES:	The administrator/principal or designee will assess the effectiveness of the Registrar II (High School) annually with respect to the performance of specific responsibilities.
PERFORMANCE RESPONSIBILITIES:	<p>The Registrar II (High School) shall</p> <ol style="list-style-type: none">1. follow instructions and established policies and procedures to perform specialized registrar duties, referring questionable matters to the Principal or designee.2. process required forms and information to enroll new students and discuss the process with students and parents.



3. prepare various lists and reports in regard to student ranking, grade averages, graduation, etc.
4. prepare graduation and rank in class lists and transcripts; evaluate course records and credits, and determine grade point averages; prepare Federal, State, County, and other special statistical reports.
5. handle and mail transcripts and other requested records as authorized and prepare related correspondence.
6. maintain cumulative folders and permanent record cards in a secure manner.
7. process withdrawal and transfer of students and verify that student obligations are settled.
8. review students' immunization forms to verify adherence to governmental requirements.
9. interact effectively with the general public, staff members, students, teachers, parents, and administrators using tact and good judgment.
10. operate standard office equipment such as any generation of calculator, microcomputer, word processor, duplicator etc., as well as equipment developed or advanced from future technology as required by the job.
11. participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
12. review current developments, literature and technical sources of information related to job responsibility.
13. ensure adherence to good safety procedures.
14. perform other duties as assigned by the administrator/principal or designee.
15. follow federal and state laws, as well as Board policies.



POSITION TITLE: Speech-Language Certified Teacher Assistant

CONTRACT YEAR: Ten Months

QUALIFICATIONS:

EDUCATION: An earned Associates degree from an accredited institution or at least 60 semester hours of earned college credit from an accredited institution is required.

EXPERIENCE: Prior experience working with children preferred.

ADDITIONAL REQUIREMENTS: Six (6) earned semester hours in the area of human growth and development is desirable; Coursework in speech- language pathology is desirable; bilingual skills preferred; computer skills as required for the position.

REPORTS TO: The Principal or designee
POSITION GOAL: To provide the highest quality exceptional student education speech-language therapy program to students in Broward County. To perform specific duties under the direction of the speech-language pathologist related to the support and implementation of each student's individual educational program. To perform other duties that support the speech and language program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Speech-Language Certified Teacher Assistant shall:

1. demonstrate an understanding of the responsibilities and limits of the speech- language assistant position.
2. be able to use and understand the basic professional vocabulary of speech-language therapy.
3. demonstrate the ability to identify a student's responses as incorrect or correct with respect to different types of speech and language disorders.
4. demonstrate the ability to implement carry-over activities as written or demonstrated by the speech-language pathologist to reinforce skills previously introduced to students.
5. demonstrate the ability to administer routine speech, language and hearing screening.
6. demonstrate the ability to score evaluation protocols (without interpretation).
7. accurately record, chart, graph or otherwise collect and display data related to student performance.
8. report changes in student performance to the speech-language pathologist so that lesson plans and activities can be updated.
9. prepare and construct materials and maintain equipment used to provide speech and language therapy.
10. maintain logs of all activities performed under the direction of the speech-language pathologist.



11. assist in preparing documents used by the speech-language pathologist.
12. supervise the movement of students to and from the speech-language therapy room or other parts of the school.
13. assist in routine clerical duties including filing, record-keeping, and scheduling.
14. assist the speech-language pathologist in activities related to the support of the program, such as staff development.
15. perform and promote all activities in compliance with equal employment and non-discrimination policies of the Governing Board.
16. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
17. review current developments, literature and technical sources of information related to job responsibility.
18. ensure adherence to good safety procedures.
19. follow Federal and State laws, as well as Board policies.
20. perform other duties as assigned by the Principal or designee.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result: On a daily basis works with assigned speech-language pathologist and students in the speech-language therapy program to support high quality and effective speech-language therapy program delivery to students. Frequently interacts with other personnel within assigned school in performing daily work routine. May periodically communicate with parents under the supervision of assigned speech- language pathologist.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the School's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board.

FLSA OVERTIME CATEGORY:

Job is not exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.



POSITION TITLE:	Facilities Serviceperson and Grounds Maintenance
CONTRACT YEAR:	Twelve Months
QUALIFICATIONS:	
<u>EDUCATION:</u>	Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.
<u>EXPERIENCE:</u>	Experience in custodial work and other trades such as sprinkler repair and upkeep, lawn maintenance, trimming and fertilizing.
<u>ADDITIONAL REQUIREMENTS:</u>	<p>Ability to operate labor saving devices such as Shampoo and scrubbing machines, wet and dry vacuums, plus other equipment used in grounds maintenance. Ability to do heavy lifting, climb ladders. Must be able to follow written and oral instructions on cleaning and equipment operation. Able to work well with others.</p> <p>Must complete the Basic Facilities Service job related training program, conducted by Human Resource Development and receive a Basic Facilities Service certification within two (2) years of appointment to the job assignment.</p>
<u>REQUIRED:</u>	Computer skills as required for the position
<u>PREFERRED:</u>	Bilingual skills preferred.
REPORTS TO:	Principal/Administrator or designee
SUPERVISES:	No supervisory responsibility
POSITION GOAL:	To perform semi-skilled work in heavy cleaning such as mopping, scrubbing, stripping, refinishing to maintain the cleanliness, orderliness, appearance and safe conditions of the building and also grounds upkeep and repair in a responsible and accurate manner.
ACCOUNTABILITY PROCEDURES:	The principal/administrator or designee will assess the effectiveness of the Facilities Serviceperson and Grounds Maintenance annually with respect to the performance of specific responsibilities



ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Facilities Serviceperson and Grounds Maintenance shall:

1. clean all areas inside and outside the school as directed.
2. perform work on schedule and according to custodial standards.
3. wash and sanitize sinks, toilets, showers, plumbing fixtures and other restroom/shower room facilities and replenish supplies of soap, towels, etc.
4. empty heavy containers of trash and debris from offices, classrooms, hallways, repair shops, etc., and dispose in an appropriate manner, usually to the dumpster.
5. mow lawn and trim hedges, shrubs, trees, etc., using riding or push mower, "weed eaters", edgers, hand tools or other appropriate equipment.
6. climb steps and extension ladders to replace light bulbs or florescent lights, clean fixtures, wash windows, trim trees, etc.
7. operate heavy equipment to sweep, mop, brush, vacuum, strip and wax and otherwise clean floors, walls, walkways and other building surfaces.
8. dust, wipe, wash and wax furniture such as desks, chairs, tables, filing cabinets, etc. and perform minor repair work.
9. pick up and dispose of paper, bottles, cans, stones, twigs, leaves and other debris from yards, walkways, parking lots, etc.
10. plant flowers, bushes, trees and other items, as directed.
11. maintain equipment in a satisfactory condition by sharpening blades, lubricating parts properly, cleaning, as necessary, and storing them safely and securely.
12. inform supervisor of needed supplies. Recognize building equipment, mechanical equipment and structural problems which require servicing or maintenance. Inform immediate supervisor of needs or call in maintenance work orders as directed by facility administrator.
13. practice safety continuously and ensure that a safe working area exists.
14. participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.
15. complete all projects in a competent manner and ensure proper recording of time and



materials.

16. perform all duties which require extensive physical effort, such as climbing, lifting, pulling, etc., which requires the physical ability to lift, on average, up to fifty-five (55) pounds.
17. review current developments, literature and technical sources of information related to job responsibility.
18. ensure adherence to good safety procedures.
19. perform other duties required by the principal, administrator or designee.
20. follow federal and state laws, as well as Board policies.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Majority of contact is with employees within the department utilizing communication skills requiring tact and courtesy to give or receive information directly related to performing the job.

PHYSICAL REQUIREMENTS:

Heavy work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the School's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board.

FLSA OVERTIME CATEGORY:

Job is not exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.



POSITION TITLE: Job Coach

CONTRACT YEAR: Twelve Months

QUALIFICATIONS:

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program

EXPERIENCE: Three (3) years of progressively more responsible successful work experience where the individual has had to learn a variety of job procedures

ADDITIONAL REQUIREMENTS:

REQUIRED: Computer skills as required for the position

PREFERRED: Bilingual skills preferred.

REPORTS TO: School Principal

POSITION GOAL: To provide on-the-job assistance to ensure that the job for which a student is employed is completed to the employers' satisfaction and to coach the student to the extent necessary to ensure the students' continued success in the position.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Job Coach shall:

1. develop a thorough knowledge of jobs in which students will be placed by physically performing all tasks which will be required of students at job site.
2. provide on-site assistance to students by demonstrating the necessary work skills and, as needed, by helping the student to complete the task.
3. maintain on-going contact with student's on-the-job supervisor for as long as needed to ensure the student's successful performance in the position.
4. collect and record performance data for each student under the direction of the on-the-job training (OJT) teacher and principal.
5. provide input to the OJT teacher with regard to the student's performance on the job.
6. monitor student attendance and punctuality.
7. implement behavior management procedures as prescribed by the OJT teacher or other school support staff in order to ensure successful participation in the workplace.
8. assist student in learning strategies for obtaining transportation to and from the work site.
9. work the same schedule as the student (holidays, week-ends, nights, etc.) to the extent necessary to ensure the student's success on the job.
10. communicate with employers, fellow employees, parents, teachers, and agency personnel



- to facilitate long term employment for students.
11. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The Governing Board.
 12. participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
 13. review current developments, literature and technical sources of information related to job responsibility.
 14. ensure adherence to good safety procedures.
 15. follow federal and state laws, as well as Board policies.
 16. perform other duties as assigned by the School Principal.

SIGNIFICANT CONTACTS - frequency, contact, purpose, and desires end result: On a daily basis, communicates with employers, fellow employees, parents, teachers, and agency personnel to facilitate successful, long term employment for assigned students.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the School's approved compensation plan. Length of the work year and hours of employment shall be those established by the board.

FLSA OVERTIME CATEGORY:

Job is not exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy on evaluation of personnel.



POSITION TITLE: (Certified) Classroom Assistant -Instructional – Exceptional Student Education (ESE)

CONTRACT YEAR: Ten Months

QUALIFICATIONS:

EDUCATION: An earned Associates degree from an accredited institution is required, OR at least 60 semester hours of earned college credit from an accredited institution is required.

EXPERIENCE: One year experience working with children OR successful completion of the forty (40) hour child care certification training program.

ADDITIONAL REQUIREMENTS: The ability to interact and communicate effectively with children. Bilingual skills preferred. Computerskills required as needed for the position.

OR

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

EXPERIENCE: One year experience working with children OR successful completion of the forty (40) hour child care certification training program.

ADDITIONAL REQUIREMENTS: Achieve a passing score on either the Para Pro Assessment Test or other officially sanctioned standard tests, which measure required reading and mathematics skills, coordinated through the Sponsor's Title I department, to meet the mandated requirements of Public Law 107-110, No Child Left Behind Act of 2001 to demonstrate the ability to assist in instructing reading/language arts, writing, and mathematics; or reading readiness, writing readiness, and mathematics readiness, as appropriate, is required.

The ability to interact and communicate effectively with children. Bilingual skills preferred. Computer skills required as needed for the position.

QUALIFICATIONS:



EDUCATION:

Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

OR

Classified as a Certified Classroom Assistant if, *in addition* to holding a standard high school diploma, official documentation of meeting the standards of highly qualified status is provided through evidence of one of the following:

- An earned Associates degree from an accredited institution, OR
- Accrue at least 60 semester hours of earned college credit from an accredited institution, OR
- Achieve a passing score on either the Para Pro Assessment Test, or other standard tests which measure required reading and mathematics skills which may be developed, as outlined above

EXPERIENCE:

One year experience working with children OR successful completion of the forty (40) hour child care certification training program available through BCC or NSU.

**ADDITIONAL
REQUIREMENTS:**

The ability to interact and communicate effectively with children. Bilingual skills preferred. Computer skills required as needed for the position.

REPORTS TO:

The Principal or designee

SUPERVISES:

None

POSITION GOAL:

To provide the highest quality care and supervision to students of the charter by providing classroom support to enhance the instructional process of an individualized program of education.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The (Certified) Classroom Assistant - Instructional – Exceptional Student Education (ESE) shall:

1. aid student(s) requiring support in activities of daily living, which may include any or all of the following, by:
 - a. assisting with personal hygiene and restroom functions, which may include diapering or catheterization.
 - b. providing mobility assistance including lifting, positioning or transferring student.
 - c. assisting with activities related to seizure control.
 - d. assisting with feeding needs, which may include suctioning.
 - e. assisting with adaptive equipment needs.
 - f. providing behavioral assistance, which may include utilizing positive crisis



management (PCM) skills.

2. under teacher direction, provide classroom support by interacting with students to assist in maintaining the classroom atmosphere conducive to learning.
3. under the direction of a teacher or administrator, assume responsibility for the safety and welfare of students by supervising and escorting students throughout the school, as required.
4. under teacher direction, provide classroom support by providing aide in implementing the programs developed by the teacher to reach educational objectives.
5. provide classroom related clerical support, as required.
6. provide teacher assistance when utilizing media center facilities by accessing shelved material, running of audio/visual equipment and other assigned duties as might be part of the instructional program.
7. prepare and use instructional materials and teaching aids under the direction of a certified teacher.
8. under teacher direction, provide classroom support by assisting students with teacher planned activities.
9. engage in general housekeeping activities to keep the classroom safe and free of obstructions.
10. perform and promote all activities in compliance with equal employment and non-discrimination policies of the Governing Board.
11. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
12. review current developments, literature and technical sources of information related to job responsibility.
13. ensure adherence to good safety procedures.
14. follow Federal and State laws, as well as Board policies.
15. perform other duties as assigned by Principal or designee

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result: On a daily basis works with assigned classroom teacher and classroom students to enhance the instructional process by providing assistance, care and supervision to students. Frequently interacts with other personnel within assigned school in performing daily work routine. On a limited basis, may periodically communicate with parents under the direction of assigned classroom teacher or administrator.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of pressure occasionally and/or up to 20 pounds of force frequently and /or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the School's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board.

FLSA OVERTIME CATEGORY:

Job is not exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.



POSITION TITLE:	School Food Service Cook and Baker (Assistant IIA)
CONTRACT YEAR:	186 Days (Salary Based on Food Service Contract)
QUALIFICATIONS:	<u>Education</u> - High school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program preferred but not mandatory Experience - School food service experience preferred but not mandatory.
DIRECT ACCOUNTABILITY:	School Food Service Manager, Supervisor, or designee
GOAL:	To perform skilled work in the preparation of food, be responsible for meeting production deadlines and assume responsibility for the quality of the products.
ACCOUNTABILITY PROCEDURES:	The School Food Service Manager, Supervisor, or designee will assess the effectiveness of the School Food Service Cook and Baker (Assistant IIA) annually with respect to the performance of specific responsibilities.
PERFORMANCE RESPONSIBILITIES:	<p>The School Food Service Cook and Baker (Assistant IIA) Shall:</p> <ol style="list-style-type: none">1. complete three state-approved training courses: Foundations, Nutrition, and Quantity Cooking/Use and Care of Equipment.2. assume major responsibility in the preparation and service of food as assigned.3. follow daily work schedules for production, service and cleaning.4. assist in control of food by following recipes and recording food used in preparation and leftovers.5. operate food service equipment such as mixers, food choppers, ovens, expando units, steamers, slicers, steam-jacketed kettles, fryers, tilting skillets, scales, food pulpers, compactors, cash registers, calculators and computers.6. follow written recipes and instructions. Use simple mathematics in checking recipe conversions and recording leftovers.7. perform necessary cleaning (requiring no climbing), including dining room tables and chairs.



8. transport garbage to kitchen back door weighing an average up to 30 pounds.
9. maintain high standards of work practices.
10. participate in inservice training programs as required.
11. strictly observe all rules of sanitation. Maintain high standards of grooming and hygiene.
12. exhibit interest, sense of responsibility and loyalty to the School Food Service Program.
13. exhibit ability and willingness to cooperate and work well with people; take oral and written instructions, cope in emergency situations and follow through efficiently. Meet the public graciously.
14. practice safety continuously and insure that safe working conditions exist in the kitchen area.
15. review current developments, literature, and technical sources of information related to the job responsibility.
16. ensure adherence to good safety procedures.
17. perform necessary average lifting up to 30 pounds.
18. perform other duties as assigned by the School Food Service Manager, Supervisor, or designee
19. follow federal and state laws, as well as Board policies.



Appendix J

Education Service Provider Agreement

This Education Service Provider ("ESP") Agreement is made and entered into effect as of TBD, by and between Broward Children's Center, Inc ("BCC") and Wingate Oaks Charter School (the "Charter").

Recitals

WHEREAS, Wingate Oaks has been granted a charter from the School Board of Broward County to organize and operate a public school charter;

WHEREAS, BCC, as an ESP is a private, nonprofit providing an array of medical, educational, and community living services designed to maximize the independence of children and young adults with special health care needs;

WHEREAS, the Governing Board desires to ensure the Charter is professionally managed and operated in accordance with the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the Charter;

WHEREAS, BCC as the ESP will provide professional planning, accountability processes, management and support services to the Charter to ensure the vision of the Charter's Governing Board is faithfully and effectively implemented;

WHEREAS, the Governing Board representing the Charter desires to enter into this agreement for BCC as the ESP to perform specified services related to the Charter's educational program and operations as set forth below.

THEREFORE, the parties mutually agree as follows:

Education and Support Provider Duties

BCC shall be responsible and accountable to the Governing Board of the Charter for the administration, operation and performance of the Charter.

1. Manage and report financial activities related to the initial set-up and ongoing operational budget of the Charter. This duty will include the maintenance of the records of the Charter as well as the bookkeeping requirements. BCC will prepare annual budget and financial forecasts for the Charter to present to the Governing Board for review and approval. The Board shall annually adopt and maintain an operating budget.
2. As required by State law the Charter will participate in a yearly financial audit. BCC will



coordinate with the accounting firm selected by the Governing Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping. BCC will coordinate the preparation of the annual report for the Charter as required by Charter School Legislation. The report will be submitted to the Governing Board for approval prior to submission to the Sponsor.

3. In consultation with the Governing Board and final Board approval, BCC will solicit grants available for the funding of the Charter from various sources, which align the Charter design. The financial needs of the Charter will also be considered when BCC is planning fundraising activities through their Foundation. This might include obtaining funding from private or public sources.
4. Management of all personnel, staffing recommendations and human resource coordination required for day to day administration of the charter, including required professional development for the School Leadership Team and all instructional, non-instructional and support personnel. To ensure the Charter employs sufficient staff to meet the needs of the students and enrollment numbers, BCC will identify and propose to the Governing Board qualified administrators, teachers, paraprofessionals, clerical and other support staff for positions at the Charter. Employment agreements used for hiring staff will be prepared by BCC and approved by the Governing Board. All employees of the Charter will be assigned to the Charter through BCC and may only be removed, dismissed, or transferred by Governing Board approval.
5. BCC will assist in the coordination of and attend the Charter Governing Board of Director meetings and maintain the minutes and records of those meetings to ensure the Charter is in compliance with State law and Charter requirements.
6. A representative from BCC will serve as the primary liaison with the Sponsor and its officials on behalf of the Charter. BCC will coordinate with the Sponsor for the renewal of the Charter on behalf of and with direction from the Governing Board.
7. BCC will identify and develop an information management system to be used in connection with the administration and reporting requirements for the Charter. This includes, but is not limited to, accounting documentation, student records, payroll and purchasing.
8. Monitor the implementation and administration of the educational program design, including the recommendation to the Governing Board for their approval, the instructional materials, equipment and supplies, and the administration of any extra-curricular activities and programs requested by the Charter.

Terms of Agreement

1. The term of Agreement shall commence on the start of the 2015-2016 school year. The commencement date shall be July 1, 2015, although the parties agree BCC has provided



services to the Governing Board and Charter before this date.

2. Unless terminated by the governing Board, the terms of this Agreement shall be continued along with the renewal date of the Charter agreement with the Sponsor.
3. In the event of a breach of this agreement by either party, the non-breaching party shall give the other party written notice of such breach and 60 days to remedy the breach from the date of the written notice. If the remedy is not resolved or accepted the Agreement can be terminated by either party upon 30 days written notice. Either party may terminate the Agreement at any time upon providing the other party 90 days notice of termination. In the event of this agreement for any reason, the compensation will be pro-rated.
4. Any materials purchased by BCC with BCC funds will be the property of BCC upon termination of the agreement.

Compensation

1. If duties not covered in the agreement are requested, BCC will reserve the right to negotiate a fee to cover the cost of the service.
2. All requests for compensation must be approved by the Governing Board prior to providing the service.
3. BCC shall be reimbursed for actual costs incurred in connection with travel, lodging, and food while attending required meetings, conferences or other events on behalf of the Charter with approval from the Governing Board.

This Agreement was approved at a meeting of the Governing Board of Wingate Oaks Charter School held on _____ day of _____ 2015.

In witness whereof, the undersigned have executed this Agreement as of the date and year first written above.

Broward Children's Center, Inc.

By: _____ Its _____

Date: _____

Wingate Oaks Charter School, Inc.

By: _____ Its _____

Date: _____



Appendix K

DRAFT PERSONNEL POLICIES AND PROCEDURES MANUAL

Standards of Conduct Policy Statement

Licensed professions frequently have standards of conduct to which its members are expected to adhere. In Florida, certified educators are held to standards of conduct as outlined in the Florida Statutes and State Board of Education Rules. The Code of Ethics and Principles of Professional Conduct represent the guideposts of what professional educators and members of the community can and should expect from educators. They also serve as a reminder to the educator that there are obligations and expectations associated with the profession. The Governing Board of Wingate Oaks strongly believes in these standards and will hold all staff accountable for any conduct to the contrary.

Policy Interpretation and Implementation

Per State Board Rule 6A-10.080 Code of Ethics of the Education Profession in Florida:

4. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
5. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
6. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Further, according to State Board Rule 6A-10.081 Principles of Professional Conduct for the Education Profession in Florida:

6. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
7. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
8. Obligation to the student requires that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view. A



- d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
9. Obligation to the public requires that the individual:
- a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
10. Obligation to the profession of education requires that the individual:
- a. Shall maintain honesty in all professional dealings.
 - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - e. Shall not make malicious or intentionally false statements about a colleague.
 - f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - g. Shall not misrepresent one's own professional qualifications.



- h. Shall not submit fraudulent information on any document in connection with professional activities.
- i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- p. Shall comply with the conditions of an order of the Education Practices Commission.
- q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

The Florida Department of Education Office of Professional Practice Services administers a state-level grievance process and plays an integral part in ensuring that appropriate disciplinary actions are taken against the certificate of an educator certified to teach in Florida. The Office of Professional Practices Services (PPS) investigates alleged misconduct by educators in Florida who hold an educator's certificate and pursues disciplinary actions against the certificates of educators found to have committed acts of misconduct. The PPS investigates when facts are presented which show a violation has occurred as provided in s. 1012.796, Florida Statutes, and



defined by rules of the State Board of Education. Such facts provide the basis to further investigate whether the educator has broken the law or violated the Code of Ethics and Principles of Professional Conduct, which outline the standards of conduct expected of certified educators in Florida.

Discrimination Policy Statement

We are an equal employment opportunity organization. No person shall be discriminated against because of race, color, creed, national origin, ancestry, age, sex, sexual orientation, religion, handicap, marital or veteran status or political affiliation.

Policy Interpretation and Implementation

1. No person shall be denied the benefits of or be subjected to discrimination under any of our programs, activities, financial assistance programs, admission policies, training programs, employment practices, etc., on the grounds of that person's race, color, creed, national origin, age, sex, sexual orientation, religion, handicap, marital or veteran status or political affiliation.
2. All facilities of this institution, including waiting rooms, toilets, and dining facilities, are available to all personnel without regard to race, color, creed, national origin, religion, age, sex, sexual orientation, religion, handicap, marital or veteran status or political affiliation.
3. It is our policy to employ those applicants who possess the ability to perform the essential functions of the job, necessary skills, education, experience, and qualification and to promote, upgrade, transfer, demote, recruit, advertise or solicit for employment without regard to race, color, creed, national origin, age, sex, sexual orientation, religion, handicap, marital or veteran status or political affiliation.
4. All training and apprenticeship programs are available to all personnel without regard to race, color, creed, national origin, age, sex, sexual orientation, religion, handicap, marital or veteran status or political affiliation.
5. No employee shall aid, abet, compel, coerce or conspire to discharge or cause another employee to resign because of race, color, creed, national origin, age, sex, sexual orientation, religion, handicap, marital or veteran status or political affiliation.
6. It shall be our policy to establish pay rates, terms, conditions, benefits, or privileges of employment without regard to race, color, creed, national origin, age, sex, sexual orientation, religion, handicap, marital or veteran status or political affiliation.
7. Our organization will not knowingly use any employment agency, referral services, employment service, etc., that discriminates in making referrals on the basis of race, color,



- creed, national origin, age, sex, sexual orientation, religion, handicap, marital or veteran status or political affiliation.
8. Discrimination, including ethnic slurs, jokes, puns, etc., will not be tolerated and must be reported to the supervisor.
 9. Any person who feels he/she has been discriminated against is encouraged to file a complaint in accordance with our established grievance procedures, or report such grievance to any agency listed on the "Discrimination Notice" posted on the employee bulletin board. (Note: See the policies entitled "Grievances" and "Grievance Procedures" which are included in this manual.)
 10. An individual with a disability must be an "otherwise qualified" applicant and/or employee in order to be eligible for employment or continued employment with this organization. (Note: An "otherwise qualified" applicant and/or employee is one who is able to perform the essential functions of the job in question either with or without reasonable accommodation(s).)
 11. This organization will seek to identify and provide reasonable accommodations to otherwise qualified applicants and/or employees. The organization need not offer the applicant/employee the reasonable accommodation that the applicant/employee most prefers. (Note: A "reasonable accommodation" is an accommodation, which does not constitute an undue hardship on the organization. Examples of reasonable accommodations include, but are not limited to, modifying equipment, restructuring jobs or schedules, providing readers or interpreters, and making the organization readily accessible and usable, as such may apply)
 12. In the recruitment and hiring procedures of this organization, persons who are disabled or handicapped will be provided with reasonable accommodations to provide equal access to testing or interviewing.
 13. The organization will seek to provide any reasonable accommodation(s) to those employees who become disabled or handicapped during the course of their employment.

Sexual Harassment Policy Statement

Any employee who feels he/she has been subjected to sexual harassment of any type, whether by a co-worker, supervisor, or office or agency of the organization, may file a sexual harassment complaint without fear of reprisal. Sexual harassment is a violation of the law and will not be tolerated. This organization will take immediate and appropriate action to investigate and resolve such claims, which are brought to its attention using the procedures below.



Policy Interpretation and Implementation

1. Each employee of this organization is entitled to work in an environment free of sexual harassment.
2. Each employee of this organization must refrain from any speech or conduct that would constitute sexual harassment.
3. Sexual harassment is defined as any unwelcomed sexual advance(s), request(s) for favor(s), and other verbal and physical conduct of a sexual nature when:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - b. Submission to or a rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
 - c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
4. Sexual harassment can take many forms including, but not limited to, the following forms:
 - a. Verbal harassment (e.g., suggestive comments, sexual jokes, sexual propositions, insults, etc.)
 - b. Non-verbal harassment (e.g., obscene gestures, staring, suggestive noises, etc.);
 - c. Visual harassment (e.g., sexually explicit posters, signs, etc.); or
 - d. Physical harassment (e.g., touching, brushing up against another, assault, coerced sexual intercourse, etc.).
5. All incidents of sexual harassment should be brought to the attention of the administration. Any employee who witnesses or is an alleged victim of sexual harassment should report such to the administration pursuant to the procedures set forth in this policy.
6. This organization encourages employees to, in good faith, report all incidents of sexual harassment. Therefore, no retaliation will be made against any employee, whether a witness or an alleged victim, for making a good faith complaint of sexual harassment pursuant to this policy regardless of the outcome of any investigation conducted as a result of such complaint.
7. This organization will not condone bad faith complaints of sexual harassment (i.e., complaints known to be false and fictitious at the time that they were made). Any employee knowingly participating in a bad faith complaint or investigation of sexual harassment will be subject to disciplinary action.
8. Any employee who observes sexual harassment in the workplace or who feels he/she has



been the victim of sexual harassment should immediately inform his/her supervisor or the Principal of the incident(s) in question. Such complaint must be made within 10 days of the incident(s). This initial complaint may be either oral or written. However, if the initial complaint is oral, the complainant must submit a written, signed and dated complaint no later than six (6) days after making the oral report.

9. If the complaint is given to the employee's supervisor, the supervisor must immediately relay the complaint to the Principal. If the employee's complaint involves his/her supervisor, the employee should submit his/her complaint directly to the Principal. Should the Principal be involved in the complaint the report should be submitted in writing to the Governing Board.
10. If the initial complaint was oral, the Principal may work with the complainant and the person accused in an oral discussion setting within 72 hours of receipt of the oral complaint. If all three parties agree on a resolution, a complete statement of the matter will be written by the Principal, signed, and dated by all the parties involved and filed in a file marked "confidential." No further written reports will be necessary.
11. If the matter is not fully resolved within 72 hours under the oral proceeding outlined in Number 10 above, if administration chooses not to follow the oral procedure, or if there is a reoccurrence of the problem, then the complainant must submit to the Governing Board a written, signed, and dated complaint within six (6) days of the filing of the initial oral complaint.
12. No later than two (2) days after receiving the written complaint, the Principal must contact the person who has been accused of initiating the act of sexual harassment and inform him/her that a complaint has been filed.
13. The person accused of committing the act must submit a written, signed, and dated report of his/her version of the incident to the Principal within five (5) days of his/her notification that a complaint has been filed. (Note: Failure of the accused to file a written report may be construed as an admission of guilt and can result in disciplinary action without further investigation.)
14. Within 24 hours of the receipt of the written response from the accused, the Principal shall commence an investigation of the complaint. Such investigation may include the interviewing of the complainant, accused, coworkers, former employees who have knowledge of the incident, and the gathering of other evidence that may be necessary to assure a complete and thorough investigation.
15. Upon review of the facts, the Principal will notify both parties of the results of his/her investigation and what action(s), if any, will be taken. Such notification will be completed as soon as practicable after the investigation begins. The notification must be written.
16. If the Principal determines that an employee engaged in behavior prohibited by this policy, that employee is subject to disciplinary action. Such disciplinary action may include the



following:

- a. Conference;
 - b. Transfer;
 - c. Suspension; and/or
 - d. Termination.
17. Failure of a person to file a written or oral complaint of sexual harassment within the time frame allotted by this procedure may result in dismissal of the complaint with no disciplinary action taken by the organization.
 18. All complaints of sexual harassment, investigations, reports, etc., will be kept as confidential as possible and revealed only to those persons with a need-to-know basis.
 19. All completed reports will be maintained in a separate harassment file which will be marked "confidential" and which will be kept in the Principal's office.
 20. If disciplinary action is taken against any employee as a result of this policy, a written recommendation of such action will be placed in that employee's personnel record. No other documentation of the investigation or its results will be placed in any personnel records. (Note: See Numbers 18 and 19 above.)

Whistleblower Policy Statement

A whistleblower as defined by this policy as an employee of Wingate Oaks Charter School or the Educational Management Organization (EMO) who reports an activity that he/she considers to be illegal or dishonest to his/her supervisor or department head. Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

Policy Interpretation and Implementation

1. If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor, department head, or Principal.
2. An employee must exercise sound judgment to avoid baseless allegations.
3. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.
4. Whistleblowers insofar as possible will be protected by confidentiality against retaliation. Wingate Oaks or its EMO will not retaliate against a whistleblower. This includes, but is not limited to, protection from retaliation in the form of an adverse employment action such as



termination, compensation decreases, or poor work assignments and threats of physical harm.

5. Identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense.
6. Any whistleblower who believes he/she is being retaliated against must contact the Principal or Governing Board immediately.
7. The right of a whistleblower for protection against retaliation does not include immunity for any person wrongdoing that is alleged and investigated.
8. All reports of illegal and dishonest activities will be promptly submitted to the Principal who is responsible for investigating and coordinating corrective action.
9. Employees with any questions regarding this policy should contact the Principal (or the Governing Board should the complaint involve school administration).

Substance Abuse Policy Statement

Wingate Oaks provides a safe and productive work environment for all employees. It is the policy of the organization that employees shall not be involved with the unlawful use, possession, sale or transfer of drugs or narcotics in any manner which may impair their ability to perform assigned duties or otherwise adversely impact the organization's business. Further, employees shall not possess alcoholic beverages in the workplace or consume alcoholic beverages in association with the workplace during working time. The specific purpose of this procedure is to outline the methods for maintaining a work environment free from the effects of alcohol/drug abuse or other substances, which adversely affect the mind or body.

We are implementing this policy pursuant to the drug-Free Workplace program under the Florida Worker's compensation Act (Section 440.102, Florida Statutes). This law provides that an employee who is injured in the course and scope of his employment and who either tests positive on a drug or alcohol test or who refuses to be tested, forfeits his eligibility for Workers' Compensation medical and indemnity benefits.

All current and future applicants and employees are covered by this policy and, as a condition of employment, are required to abide by the terms of this policy.

Policy Interpretation and Implementation

1. Employees are expected to report for work and remain at work in condition to perform assigned duties free from the effects of alcohol and drugs. Illegal drugs are those drugs defined as illegal under federal, state or local laws.



2. The proper use of medication prescribed by your physician is not prohibited; however, we do prohibit the misuse of prescribed medications. Any employee who is taking any prescription drug, which might impair safety, performance, or any motor functions must advise his supervisor before reporting to work under such medication. Failure to do so may result in disciplinary action. It is the employee's responsibility to determine from his/her physician whether a prescribed drug may impair job performance. If the determines that such use does not pose a safety risk, the employee will be permitted to work. If such use impairs the employee's ability to safely or effectively perform his or her job, the Organization may, at its sole discretion, temporarily reassign the employee or grant a leave of absence during the period of treatment.
3. Wingate Oaks provides the services of professionally trained counselors to assist employees in the treatment of alcohol or substance abuse problems. All counseling is strictly confidential and there is no charge for five (5) sessions of services that our Assistance Program can provide. However, the cost of any treatment received from services outside the program, which are not covered by organization insurance or other benefits are the employee's responsibility.
4. Testing: The Organization shall conduct drug testing in the following circumstances:

APPLICATION FOR EMPLOYMENT

- a. All job applicants will be tested for the presence of illegal drugs within 48 hours of the offer of employment, as a part of the application process.
- b. Any job applicant who refuses to submit to drug testing, refuses to sign a consent form, fails to appear for testing, tampers with the test, or fails to pass the pre-employment drug test will be ineligible for hire. Such an individual may not reapply for employment with the Organization for at least one (1) year from the date of the drug test.

REASONABLE SUSPICION

Employees must submit to a drug test if the Organization has reasonable suspicion that they have violated any of the rules set forth in this policy. "Reasonable suspicion" may arise from, among other factors:

- a. Observable phenomena while at work, such as direct observation of drug use or of the physical symptoms or manifestations of being under the influence of a drug.
- b. Abnormal conduct or erratic behavior while at work or a significant deterioration in work performance.
- c. A report of drug use, provided by a reliable and credible source, which has been independently corroborated.
- d. Evidence that an individual has tampered with a drug test during his employment with the current employer.
- e. Information that an employee has caused, contributed to, or been involved in an accident while at work.
- f. Evidence that an employee has used, possessed, sold, solicited, or transferred drugs



while working or while on the employer's premises or while operating the employer's vehicle, machinery, or equipment.

MEDICATION REPORTING PROCEDURE

Employees or job applicants may confidentially report to the organization's medical review officer (MRO) the use of prescription or nonprescription medications both before and after being tested. Additionally, employees and job applicants shall receive notice of the most common drugs or medications - by brand name or common name, as applicable, as well as by chemical name - which may alter or affect a drug test. (A listing of these is attached.)

POST-ACCIDENT MOTOR VEHICLE DRUG TESTING

Employees whose performance, judgment or negligence either contributed to an accident or cannot be discounted as a contributing factor, including drivers who receive a citation for a moving traffic violation arising from an accident or those involved in an accident resulting in a human fatality, are required to provide samples to be tested for the use of controlled substances and alcohol. Testing should be conducted as soon as possible but not later than 24 hours after the accident. The employee can be put on unpaid suspension from part or all of their present position pending the outcome of the post-accident drug test. It is to the discretion of the immediate supervisor, after reviewing all statements from witnesses and any noticeable visible impairment of the employee, if the employee will be suspended pending test results or if the employee is able to continue part or all of their present position.

INVESTIGATION/SEARCHES

Where a supervisor has reasonable suspicion that an employee has violated the substance abuse policy, the supervisor may inspect vehicles, work areas, desks, purses, briefcases, tool boxes, and other locations or belongings without prior notice, in order to ensure a work environment free of prohibited substances. Any such searches will be coordinated with a representative of the Administrative Staff.

Individuals may be requested to display personal property for visual inspection. Individuals may be required to empty their pockets, but under no circumstances will an employee be required to remove articles of clothing or be physically searched.

Employees will be subject to discipline, up to and including discharge for refusing to cooperate with searches or investigation.

FOLLOW-UP TESTING

If the employee in the course of employment enters an alcohol and/or drug rehabilitation program, the employee must submit to a drug test as a follow-up to such program, and on a quarterly, semi-annual, or annual basis for up to two (2) years thereafter.

Consequence of Alcohol/Drug Abuse:

- a. In the case of a first-time violation of the Organization's policy, including a positive drug or alcohol test result, the employee will be subject to discipline, up to and including discharge. Refusal to submit to testing under this policy will result in



forfeiture of eligibility for all medical and indemnity benefits and possible termination or other disciplinary action.

- b. The Organization may, at its sole discretion, suspend employees without pay under this policy pending the results of a drug test or investigation.
- c. Any employee having a second positive drug test during his/her employment with the Organization will be discharged.

CONFIDENTIALITY

All information received by the Organization through drug testing is confidential and may not be used or received in evidence, obtained in discovery, or disclosed in any public or private proceedings, except:

1. Written consent form signed voluntarily by the person tested.
2. Confidential information may be released if such release is compelled by a hearing officer of a court of competent jurisdiction pursuant to an appeal taken under Florida Statute 440.102.
3. Confidential information may be released to a professional or occupational licensing board in a related disciplinary action.
4. The Organization, agents of the Organization, or laboratories conducting drug tests have access to employee drug test information when consulting with legal counsel in connection with actions brought under or related to Florida Statute 440.102 or when the information is relevant to the Organization's defense in a civil or administrative matter.

EMPLOYEE RIGHT TO CHALLENGE TEST RESULTS

An employee or job applicant who receives a positive confirmed test result may contest or explain the result to the medical review officer within 5 working days after receiving written notification of the test result; that if an employee's or job applicant's explanation or challenge is unsatisfactory to the medical review officer, the medical review officer shall report a positive test result back to the employer; and that a person may contest the drug test result pursuant to law or to rules adopted by the Agency for Health Care Administration.

EMPLOYEE RESPONSIBILITY

When an employee undertakes a challenge to the result of a test, it shall be the employee's responsibility to notify the laboratory, and the sample shall be retained by the laboratory until the case is settled.

DRUGS SOUGHT IN A TEST

<u>Drugs</u>	<u>Trade or Common Name</u>
<u>Alcohol</u>	<u>Liquor, Beer, Booze</u>
<u>Amphetamines</u>	<u>Biphphetamine, Desoxyn, Dexedrine</u>
<u>Cannabinoids</u>	<u>Marijuana, Pot, Grass</u>
<u>Cocaine</u>	<u>Coke, Flake, Snow, Crack</u>
<u>Phencyclidine HCl</u>	<u>PCP, Angel Dust</u>



<u>Methaqualone HCI</u>	<u>Quaalude</u>
<u>Opiates</u>	<u>Paregoric, Morphine, Tylenol with Codeine</u>
<u>Barbiturates</u>	<u>Phenobarbital, Amytal, Nembutal, Seconal</u>
<u>Benzodiazepines</u>	<u>Librium, Valium, Halcion, Restoril</u>
<u>Synthetic Narcotics</u>	<u>Methadone-Polophine, Methadose, Propoxyphene-Darvocet, Darvon-N, Dolene</u>

CONSULTATION RIGHTS

Employees and applicants have the right to consult the organization's Medical Review Officer (MRO) for technical information regarding prescription and nonprescription medications.

Workplace Violence Policy Statement

It is our policy to provide a safe workplace for all Wingate Oaks employees. To ensure a safe workplace and to reduce the risk of violence, all employees should review and understand all provisions of this workplace violence policy.

Policy Interpretation and Implementation

Wingate Oaks does not tolerate any type of workplace violence committed by or against employees. Employees are prohibited from making threats or engaging in violent activities.

1. The following list of behaviors, while not inclusive, provides examples of conduct that is prohibited:
 - a. Causing physical injury to another person
 - b. Making threatening remarks
 - c. Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another individual to emotional distress
 - d. Intentionally damaging employer property or property of another employee
 - e. Possession of a weapon while on company property or while on company business
 - f. Committing acts motivated by, or related to, sexual harassment or domestic violence.
2. Reporting Procedures:
 - a. Any potentially dangerous situations must be reported immediately to a Supervisor or Principal.
 - b. Reports can be made anonymously and all reported incidents will be investigated.
 - c. Reports or incidents warranting confidentiality will be handled appropriately and information will be disclosed to others only on a need-to-know basis.
 - d. All parties involved in a situation will be counseled and the results of investigations will be discussed with them.
 - e. Designated Wingate Oaks staff will actively intervene at any indication of a possible hostile or violent situation.



3. Risk Reduction Measures:
 - a. HIRING: The Principal will take reasonable measures to conduct background investigations to review candidates' background and reduce the risk of hiring individuals with a history of violent behavior.
 - b. SAFETY: Wingate Oaks conducts periodic inspections of the premises to evaluate and determine any vulnerability to workplace violence or hazards. Any necessary corrective action will be taken to reduce all risks.
 - c. INDIVIDUAL SITUATIONS: While we do not expect employees to be skilled at identifying potentially dangerous persons, employees are expected to exercise good judgment and to inform a Supervisor, or Principal if any employee exhibits behavior which could be a sign of a potentially dangerous situations. Such behavior includes:
 - Discussing weapons or bringing them to the workplace
 - Displaying overt signs of extreme stress, resentment, hostility, or anger
 - Making threatening remarks
 - Sudden or significant deterioration of performance
 - Displaying irrational or inappropriate behavior
4. Dangerous/Emergency Situations
 - a. Employees who confront or encounter an armed or dangerous person should not attempt to challenge or disarm the individual.
 - b. Employees should remain calm, make constant eye contact and talk to the individual.
 - c. If a supervisor can be safely notified of the need for assistance without endangering the safety of the employee or others, such notice should be given. Otherwise, cooperate and follow the instructions given.
5. Enforcement
 - a. Threats, threatening conduct, or any other acts of aggression or violence in the workplace will not be tolerated
 - b. Any employee determined to have committed such acts will be subject to disciplinary action, up to and including termination.
 - c. Non-employees engaged in violent acts on the employer's premises will be reported to the proper authorities and fully prosecuted.



Appendix L

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