



**CHARTER RENEWAL PROGRAM REVIEW COVER SHEET**

**NAME OF CHARTER SCHOOL SEEKING RENEWAL:** Somerset Academy Charter High School Miramar Campus #5007

**CHARTER SCHOOL LOCATION NUMBER:** 5007      **GRADES SERVED:** 9-12      **DATE:** 12/15/2015

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes.

**NAME OF GOVERNING BOARD:** Somerset Academy, Inc., a Florida not for profit corporation

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process..

**CONTACT PERSON:** Athena Guillen, Principal      **TITLE/RELATIONSHIP TO GOVERNING BOARD:** School Principal

**MAILING ADDRESS:** 9300 Pembroke Road, Miramar, FL 33025

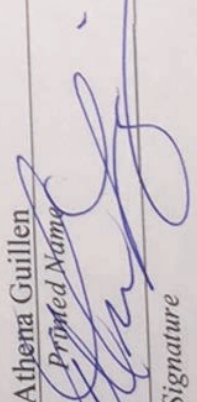
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**NAME OF EDUCATION SERVICE PROVIDER (if any):** Academica Corporation

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

Athena Guillen  
Principal  
12/18/15  
Date

Athena Guillen  
Printed Name  
  
Signature

## Broward County Public Schools Charter School Renewal: Indicators and Standards

In accordance with section 1002.33(7)(a)(19)(b)(1), Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract [1002.33(7)(a)(19)]. Pursuant to section 1002.33(8)(a), Florida Statutes, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter.” In conducting a renewal program review, the sponsor will focus its analysis on the school’s performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types and level of information and data that will be collected) and standards (the benchmark by which such indicators will be measured) that will be analyzed and evaluated within these three categories. It is a school’s performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

**Furthermore, should a charter school meet the standards for renewal, The School Board of Broward County, Florida, will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/adjustments/amendments proposed to the current charter that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.**

### Important Reminders

- All renewal documents must be submitted electronically, as one continuous PDF file per school, to [charterapplications@browardschools.com](mailto:charterapplications@browardschools.com) by 5:00 PM Friday, December 18, 2015.
- Only electronic documents submitted as one continuous PDF file, will be accepted. Please scan the appendices as part of the PDF file.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal document and all appendices referenced in the narrative.
- Scan the complete packet and appendices as one continuous PDF file and include the school’s name and location number when saving (Ex. HappyCharter6868; SunnyCharter7878, etc.)
- Renewal packets must contain a table of contents, clearly outlining all required components, and identifying the pages where the sections are discussed.
- Number all pages and ensure that pagination is in sequential order.
- Table of Contents must accurately identify each section, including appendices, with correct page numbers. Revise the provided Table of Contents to accurately reflect the page numbers of the final draft.

**NOTE: Complete packets will be reviewed as submitted; additional documents will not be accepted after 5:00 PM Friday, December 18, 2015.**

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**EDUCATIONAL PERFORMANCE**

Focus Area	Indicator	Standard/Criteria	Sources of Evidence *
Federal Accountability	AYP/AMO School Improvement status	The school has not been identified for School Improvement	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• State AYP/AMO Standards (Appendix C)</li> <li>• EOC (Appendix D)</li> </ul>
	AYP/AMO Attainment	The school has achieved its AMO target	
	Sub-group(s) Attainment of AYP/AMO	The school has achieved its AMO targets in identified student sub-group(s)	

**In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not. Include the school’s plan to increase and/or maintain its AMO status for the upcoming term of the charter. List any appendices.**

**Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.**

- Appendix A: FCAT 2.0
- Appendix B: FSA
- Appendix C: State AYP/AMO Standards
- Appendix D: EOC, if applicable

**AYP/AMO School Improvement Status**

Somerset Academy Charter High School Miramar Campus has not been identified for School Improvement during any of the current contract years 2011-2015. Somerset Academy Charter High School Miramar Campus for the 2013-2014 school year received the grade of ‘B’ from the Florida Department of Education. The state has yet to release school grades for the 2014-2015 school year. As reflected on the FLDOE School Report Card, Somerset Academy Charter High School Miramar Campus earned the following grades: 2011-2012 “A”, 2012-2013 “B”, 2013-2014 “B”.

For the 2013-2014 school year, Somerset Academy Charter High School Miramar Campus did meet AMO in Reading for almost all sub groups, except for the Hispanic subgroup. The school did not meet these standards for the Hispanic subgroup because it was implementing strategies for all low-level learners and did not focus on specific subgroups. The school has implemented a push-in/pull-out intervention program for students in the Hispanic Subgroup and will consistently monitor all other subgroups, in the event that some are showing deficiencies and not making learning gains. The Hispanic subgroup students 5-2016 school year and subsequent years, to ensure that all students meet AMO in Reading and narrow the learning gap. The school did meet AMO in mathematics for all students, in all subgroups. (Appendix C - AMO Report 2011-2012 - 2013-2014 school years). The AMO target in mathematics was met since mathematics is a more universal subject area, where primary language does not play an integral role in the understanding of concepts.

Overall, 50% of students achieved a level 3 (mastery) or above in reading and 65% achieved a level 3 (mastery) or above in the area of math. Since the schools inception, data shows that the students of Somerset Academy Charter High School Miramar Campus have shown an increase in learning gains for both reading and math. During the 2013-2014 school year, 67% of students made learning gains in reading and 74% in mathematics. Students who fell within the lowest 25% of all test takers, also made learning gains, with 64% of students showing an increase in reading and 79% of students in math. The

school has analyzed previous years' data and monitored student performance via the Stop, Drop, Test model to successfully use differentiated instructional strategies to close the learning gap, in essence, increasing the percentage of learning gains.

Somerset Academy Charter High School Miramar Campus has maintained steady average performance on End of Course Exams. The students have performed with at least a 50% passing rate depending on the exam. During the 2014-2015 school year, 60% of Algebra I students achieved a passing score, 63% of Geometry students received a passing score, 52% of students in Biology received a passing score and 49% of students in US History received a passing score. Our school continues to rank comparatively to our area schools in End of Course Exam results. In order to continue increasing our percentage rate of students passing, we focus on conducting boot camp sessions on the EOC courses and provide a push-in/pull-out model to increase our learning gains. The boot camp sessions are conducted based on our in-house Stop, Drop, Test data which are assessments that are focused on specific skills conducted on a bi-weekly basis. The boot camp sessions are conducted in 4 hour/3 day seminars, which target the areas of weaknesses identified by the assessments, in a small group setting, which provides a more hands-on, one on one approach.

### **AMO Attainment**

Somerset Academy Charter High School Miramar Campus has consistently provided a rigorous academic curriculum in a nurturing environment by setting high expectations for both students and teachers since the schools inception, and has added and revamped programs in order to assist struggling students as well as enrich those that are high achievers. As a result of Somerset Academy Charter High School Miramar Campus commencing during the 2011-2012 school year, there is no data regarding AYP. However, based on the 2013-2014 Florida Department of Education School Report Card, Somerset Academy Charter High School Miramar Campus did prove to have 50% of its students reading at or above grade level, while 67% of the student population is making adequate yearly progress and 64% of its struggling students are also making adequately yearly progress in reading. The School Report Card identifies 65% of students at or above grade level in mathematics, 74% are making adequately yearly progress and 79% of struggling students are making adequately yearly progress in mathematics as well. In the 2013-2014 school year, the school met its AMO overall targets in both reading and math. In the area of reading, the school met the AMO target for all subgroups except Hispanic students, which will be closely monitored this school year by the push-in/pull-out intervention program. The school has been able to maintain steady academic achievements and gains maintaining its grade of B during the 2013-2014 school year. As evidenced in the FLDOE School Grade report, Somerset Academy Charter High School Miramar Campus has maintained an A or B average for three consecutive years, 2012, 2013 and 2014. Our grade is still pending for the 2014-2015 school year, as the state has not yet released school grades.

### **AMO Attainment Sub-groups**

Somerset Academy Charter High School Miramar Campus implements strategies that are aimed at targeting individual learner needs to positively affect student performance and achievement with all student populations. The FLDOE State AMO Standards (Appendix C – State AMO Standards), provides evidence that our students are making learning gains and our struggling students are making a year's worth of progress in reading and mathematics. Data trends show that students at Somerset Academy Charter High School Miramar Campus have increased their achievement levels, increasing at least 1 achievement level and increasing in the percentage of students exhibiting mastery (level 3 or above). The school did experience difficulties in meeting the AMO in reading for the Hispanic population and upon evaluation and reflection has modified the program by including a push-in/pull-out intervention model that will allow for a smaller group setting, with a hands-on, one on one approach to ensure the needs of Hispanic learners are met. The school will be providing more resources in their native language, implementing a peer to peer system, as well as, a mentor that will provide language assistance to

remediate the instruction. The school's educational programs are aligned to specific learning methods and strategies that have proven success in increasing student learning and achievement.

In order to continue growing and in an effort to meet AMO within all subgroups, the school has implemented a variety of programs ranging from technology to on-on-one/small group interventions. Somerset Academy Charter High School Miramar Campus provides students with a push-in/pull-out model of assistance, where students work in a small group setting, focusing on their areas of weaknesses to ensure that students are closing the learning gap. The model uses a hands-on, one on one approach, where students will be able to receive more direct instruction from their teacher to ensure that students are consistently applying strategies and teachers are remediating the instruction by providing resources and tools for students to gain mastery of the content or skill. Our school administrators, coaches and teachers are constantly progress monitoring and analyzing student performance based on data derived from school, district and state assessments. The collaborative partnership between administration, teachers and parents in analyzing data and enhancing the curriculum each year to meet school improvement goals, enables Somerset Academy Charter High School Miramar Campus to become more successful each year.

Professional development opportunities are provided to teachers in efforts to ensure that the latest instructional strategies are being practiced within the classroom setting. Our hands-on approach ensures that our students' needs are being met and that we are constantly at the forefront of student achievement by regularly reviewing data and conducting Data Chats with our students to create a system of accountability and self-monitoring that will enhance the collaboration between teachers and students. Parents are also closely involved in the process by providing an open line of communication between parents and teachers. The school also conducts Parent Universities (informational sessions for parents) on a variety of topics, such as, ELA and Math Curriculum, Technology Tools, and Assessments, just to name a few and invites parents to attend the annual Title I seminar, where many resources are provided to parents. Somerset Academy Charter High School Miramar Campus also hosts 2 parent conference nights per year, 1 per semester, where parents have the opportunity to sit down with their child's teacher and review their child's progress based on grades and data. The teachers take the opportunity to review the goals set by the teacher and the student and their current progress as they aim to reach the set goals. As a result of Somerset's ability to collaborate with all stakeholders and demonstrate high academic standards which in turn lead to student achievement, the school's accreditation through SACS/CASI was renewed in 2014.

**Statutory References: 1002.33(7)(a)(4)**

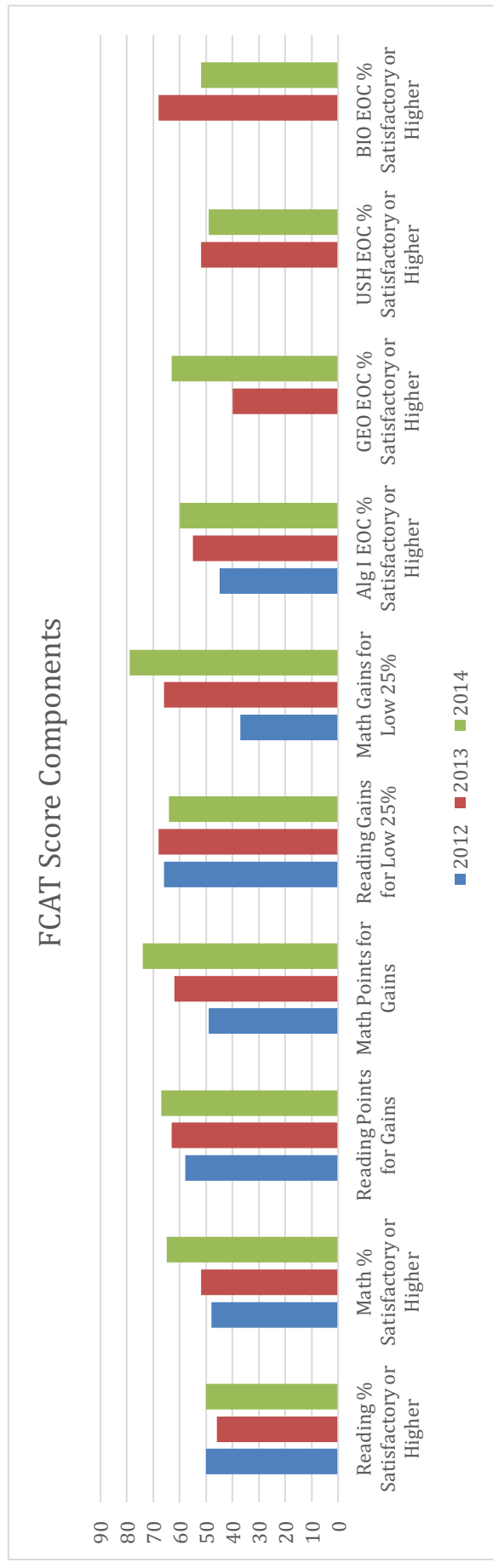
Focus Area	Indicator	Standard/Criteria	Sources of Evidence *
State Accountability	FCAT 2.0 achievement FSA EOC	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, writing and science). The school obtained a school grade of "C" or above.	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• EOC (Appendix D)</li> </ul>
	School Grade		<ul style="list-style-type: none"> <li>• FLDOE School Grade, prior 5 years (Appendix E)</li> <li>• FLDOE Report Card, most recent year (Appendix F)</li> </ul>
	School Improvement Rating (SRI)	The school has been identified as Improving (I) in the areas of Reading and Math.	<ul style="list-style-type: none"> <li>• SIR designation, prior 5 years (Appendix G)</li> </ul>
	Annual Student Gains	Students are making one-year's worth of growth annually in Mathematics and Reading.	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• EOC (Appendix D)</li> <li>• Progress Monitoring (Appendix H)</li> </ul>
	Annual gains of students achieving in the bottom 25%	Fifty percent (50%) of students make one-year's worth of growth.	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• EOC (Appendix D)</li> <li>• Progress Monitoring (Appendix H)</li> </ul>
	Percent of Students Tested	The school is appropriately administering applicable state standardized tests to its students.	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• EOC (Appendix D)</li> </ul>
	Relative Performance	The school's performance meets or exceeds the performance of schools with closely comparable student populations.	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• EOC (Appendix D)</li> </ul>
	Graduation Rate	The school's graduation rate meets or exceeds the school's graduation rate goal	<ul style="list-style-type: none"> <li>• Graduation rate (Appendix I)</li> </ul>
<p><b>In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not. Include the school's plan to increase and/or maintain student achievement, school grade, school improvement rating, learning gains, relative performance and graduation rate for the upcoming term of the charter. List any appendices.</b></p> <p><b>Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.</b></p> <p>Appendix A: FCAT 2.0 Appendix B: FSA Appendix D: EOC</p>			



- Appendix E: FLDOE School Grade, prior 5 years
- Appendix F: FLDOE Report Card, most recent year
- Appendix G: SIR Designation – **Not Applicable**
- Appendix H: Progress Monitoring
- Appendix I: Graduation rate

**FCAT/FSA/EOC Achievement**

Somerset Academy Charter High School Miramar Campus offers an educational program that holds the school and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida. Accordingly, the school participates in all applicable components of the Florida State Accountability System, as well as any other age-appropriate, research-based assessments required by the state and/or district, for example the FAIR (Florida Assessments for Instruction in Reading), BSA (Broward Standards Assessment) and FSA (Florida Standards Assessments). Annually, stakeholders analyze prior year student performance trends and establish measurable goals for the current school year as stated in the School Wide Plan and Reading Plan for the subsequent school year, affording the school a consistent and ongoing continuous improvement process. The school has shown a steady increase in the percentage of students scoring satisfactory in reading and math from 2012 to 2014. (Appendix E – FLDOE School Grade) EOC results showed an increase in Algebra I from a 45% passing rate in 2012, to a 10 point increase of 55% mastery in 2013, and a 5 point increase in 2014 reaching 60% mastery. (Appendix D - EOC) Somerset Academy Charter High School Miramar Campus will continue to use research-based curriculum, adopted by the state of Florida and will maintain a rigorous learning environment for its students. The teachers will create data driven lesson plans that will



**School grade**

Somerset Academy Charter High School Miramar Campus has demonstrated proficiency and made progress towards mastery in mathematics, reading, and End of Course Assessments by maintaining a school grade of “B” for the 2013-2014 school year (Appendix E – FLDOE School Grades (prior 5 years) and Appendix F - FLDOE Report Card (most recent year). The school received an “A” during the 2011-2012 school year and a “B” during the 2012-2013 school year. The state has not yet released school grades for the 2014-2015 school year.

**School Improvement Rating (SRI)**

Somerset Academy Charter High School Miramar Campus has not been identified as a school to receive a School Improvement Rating.

**Annual Student Gains**

As evidenced by the FLDOE District Report of Schools of FCAT and FCAT 2.0 results from 2012-2014, the students showed gains within reading and math as follows:

During the 2011-2012 school year, 50% of students were proficient in reading and 48% in mathematics. Students showed 58% of reading learning gains and 49% of math learning gains. The proficiency scores for the 2012-2013 school year dropped a bit in reading to 46% mastery, but increased in mathematics by 4 points to 52%. During the 2012-2013 school year the school's enrollment increased and many of the new students were not on grade level for reading. The intensive reading teachers worked on fundamental reading strategies to increase their proficiency level therefore, we saw a significant increase in learning gains, where 63% of our students showed gains in reading and 62% in math. During the 2013-2014 school year, our reading proficiency scores increased by 4 points to 50% mastery and our math proficiency scores increased by 13 points to a 65% mastery. Learning gains were evident for all students. In reading, there was an increase of 4 points for learning gains, where 67% of our students showed growth and in math there was an increase in learning gains by 12 points, where 74% of our students showed gains. To continue making learning gains for our struggling readers and in efforts to reinforce their deficiencies and reach mastery level, the school implemented the Inside/Edge curriculum for the 2014-2015 school year. The newly implemented curriculum has a focus of fundamental reading strategies, which include decoding skills, vocabulary and fluency. In the area of mathematics, the school has consistently proven to show learning gains, so the same model will be utilized during the 2014-2015 school year, which entails the push-in/pull-out intervention model and after school tutoring.

The EOC results show very similar data to that of the FCAT Scores. Within the last three (3) years (2012-2014), students have shown an increase in Algebra I mastery by at least 5% each year, beginning with 45% mastery in 2012, increasing to 55% mastery in 2013 and 60% mastery in 2014. Geometry also showed a significant increase from 40% mastery in 2013 to 63% mastery in 2014. Unfortunately, there has been a slight decline in US History EOC scores from 52% in 2013 to 49% in 2014. Biology EOC scores also demonstrated a decline from 68% mastery in 2013 to 52% in 2014. (Appendix D – EOC) The declines are primarily based on the group of students being assessed. The same students that in 2013 did not have an increase in mastery of reading because of the increase in enrollment leading to having new students at the school, are the same students that in 2014 where in Biology and US History course. Therefore, the trend in data is clear and consistent with the findings of the prior year. However, in order to

continue making gains or to increase the school's current proficiency scores, Somerset Academy Charter High School Miramar Campus has implemented various programs including the use of technology, which include Reading Plus, Study Island and Plato, as well as small group instruction and one-on-one interventions. The school implemented the use of a Stop, Drop and Test assessment model for continued progress monitoring (Appendix H – Progress Monitoring). The school has also developed the Boot Camp sessions which consist of 4 hour/3 day seminars targeting specific skills and content based on the data gathered from the school's bi-weekly Stop, Drop, Assessments, in a small group setting, with a hands-on, one-on-one approach.

#### **Annual gains of students achieving in the bottom 25%**

The lowest 25% of students at Somerset Academy Charter High School Miramar Campus made learning gains each year. During the 2011-2012 school year, students that were part of the lowest 25% had 66% learning gains in reading and 37% learning gains in math. In the 2012-2013 school year, the learning gains increased in reading by 2 points to 68% and by 29 points in math to 66%. There was a slight decrease of 4 points, in learning gains for the lowest 25% of students during the 2013-2014 school year in reading, therefore 64% of that group made learning gains. The decline occurred due to a lack of student participation in after school tutoring, which is why the push-in/pull-out intervention model has been adopted on a more consistent basis and has a proven track record for achieving learning gains. During this same year (2013-2014), students not in the lowest 25% did achieve a greater percentage of master in reading, therefore those students are now being targeted with after school tutoring and boot camp sessions, while the lowest 25% are reached with the push-in/pull-out model. In math, however, another significant increase of 13 points, in our lowest 25% learning gains was evident with 79% of those students making learning gains.

Throughout the years of Somerset Academy Charter High School Miramar Campus, we have shown to consistently have a significant affect on our lowest 25% by consistently showing an increase in learning gains. Therefore, more than 50% of the lowest 25% have almost always made learning gains at Somerset Academy Charter High School Miramar Campus. (Appendix E – School Grades and Report Cards 2012-2014 - Educational Performance).

#### **Percent of Students Tested**

Somerset Academy Charter High School Miramar Campus administers the FCAT/FSA to 99-100% of it students on a yearly basis as evidenced on the School Accountability Report. Somerset Academy Charter High School Miramar Campus has earned and maintained the a grade no lower than of a “B” during the last 3 years of the contract (Appendix E – FLDOE School Grades (prior 5 years) and Appendix F - FLDOE Report Cards (most recent year)).

#### **Relative Performance**

Somerset Academy Charter High School Miramar Campus outperformed our neighboring school in most areas with closely comparable student demographics. On average in reading, 50% of Somerset Academy Charter High School Miramar Campus students have scored level 3 or higher in reading on FCAT for 2014. Miramar High School, scored an average of 40% respectively in reading for 2014.

Somerset Academy Charter High School Miramar Campus has shown a steady increase of students reaching proficiency and an even high increase in math.

**Graduation Rate**

The school's graduation rate for the 2013-2014 school year was 79%, which indicates an increase of 3% from the previous school year. The school's BRACE Advisor meets with all Juniors and Seniors to ensure that students are and remain on track for graduation. Our increase in graduation rate is due to the fact that students are monitored by the BRACE meetings and have the opportunity to meet one on one with the sponsor to keep track of their current standings. Any one in jeopardy of not graduating is placed on a monitoring plan with set goals and deadlines for any courses that he/she is on course recovery for, as well as tutoring for SAT/ACT to ensure all graduation criteria is met.

**Statutory References:** 1002.33(7)(a)(3); 1002.33(7)(a)(4); 1002.33(16)(a)(2)

Focus Area	Indicator	Standard/Criteria	Sources of Evidence*
Mission-Specific Accountability	Achievement of School/Mission-Specific Goals	The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract.	Mission Statement <ul style="list-style-type: none"> <li>• As defined in the school's contract/initial application, your mission statement.</li> <li>• In cases of subsequent renewals, as defined by the current agreement.</li> </ul>
<p><b>In the narrative, please begin with the school's mission statement and identify the specific sections of the charter agreement that support the school's mission. Identify the school's mission-specific goals and its achievement of these standards.</b></p>			
<p>Somerset Academy Charter High School Miramar Campus achieves the school and mission specific goals as defined by the school's contract. The mission of Somerset Academy Charter High School Miramar Campus is to provide a college preparatory educational environment that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed and responsible life-long learners.</p>			
<p>This mission entails putting our children first and maximizing student achievement in a safe and enriching environment, while providing a college preparatory education. The school provides many opportunities for its students to participate in college prep courses, such as Advanced Placement (AP) courses, in which the students are eligible to receive college credit based on their performance on the AP exam at the end of the school year. Currently, the school offers the following AP courses: AP Literature, AP Biology, AP Psychology, AP Government and AP US History. The teachers of the abovementioned courses have received training and are approved teachers from The College Board Association. As the school continues to increase in enrollment, it will continue adding more Advanced Placement courses based on the needs of its students. High expectations are set for all students and this has assisted the school in their mission and in ensuring that students make annual learning gains. Somerset Academy Charter High School Miramar Campus also encourages a college preparatory educational experience providing the opportunity for students to participate in the Dual Enrollment program by collaborating with Broward College. The dual enrollment program allows high school students to take college courses at the college campus. These courses are taken in an effort to achieve college credit and potentially graduating high school with their Associate's degree.</p>			
<p>Somerset Academy Charter High School Miramar Campus also enrolls Juniors and Seniors in a Reading for College Success class to best prepare students for admittance into college. The course prepares the students for the SAT and ACT by utilizing a Test Prep curriculum, Prep Works. The course is designed to provide students the opportunity to take "mock" assessments to best prepare for the college entrance exams. TCA Test Prep and My Foundations Lab are also programs infused into the curriculum that are an online study guides for PSAT, SAT, ACT, PLAN. The school's curriculum coaches also provide after school tutoring to struggling students who have been identified to have deficiencies based on the progress monitoring of the programs mentioned above. The tutoring sessions are live, face to face, sessions that target specific skills and areas, where students have shown to have some sort of difficulty.</p>			

To date, the school has increased the number of Advanced Placement courses and the number of students enrolled in the dual enrollment program at Broward College. Due to the collaboration of students, teachers, administrators and parents Somerset Academy Charter High School Miramar has been able to increase its graduation rate year after year, proving that it is meeting its mission of providing a college preparatory educational environment. The students of Somerset Academy Charter High School Miramar are seeking and being accepted to post-secondary educational institutions and continuing their education past high school.

**Statutory References:** 1002.33(7)(a)(3)

Focus Area	Indicator	Standard/Criteria	Sources of Evidence*
Educational Program Implementation	Implementation of Mission	The school is implementing its mission as defined in the school's contract.	<ul style="list-style-type: none"> <li>FCAT 2.0 (Appendix A)</li> <li>FSA (Appendix B)</li> </ul>
	Implementation of Curriculum and Instructional Techniques	The school is successfully implementing research-based curriculum and instructional strategies as defined in the school's contract.	<ul style="list-style-type: none"> <li>Standardized Test Results (Appendix J)</li> <li>Progress Monitoring Data (Appendix H)</li> </ul>
	Implementation of Specialized Instruction for Students (particularly of those below grade level)	The school implements demonstrably effective instructional strategies that support struggling students' ability to achieve grade level.	<ul style="list-style-type: none"> <li>EOC (Appendix D)</li> <li>On-Site Programmatic Reviews (OSPR) or Desktop Reviews, <b>on file</b></li> </ul>
	Data-Driven Decision-Making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.	<ul style="list-style-type: none"> <li>OSPR's Corrective Action Plans, <b>on file</b></li> </ul>
	Implementation of Exceptional Education Programs	The school provides effective services for exceptional students (SWD and Gifted) as defined in the school's contract and as required by applicable law. The school provides assurance of school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). May require an On-Site and/or Desktop Programmatic Review.	<ul style="list-style-type: none"> <li>School Improvement Plans as per s. 1002.33(9)(n)(1), F.S., <b>on file</b></li> <li>Implementation of Specific Contractual Corrective Action and Status (Appendix K)</li> <li>State-issued High Performance Designation Letter (Appendix L)</li> </ul>
	Implementation of ELL Program	The school implements effective programs and services to meet the needs of English Language Learners as defined in the school's contract and as required by applicable law. May require an On-Site and/or Desktop Programmatic Review.	<ul style="list-style-type: none"> <li>Approved Comprehensive Reading Plan (if charter school opted out of the District's K-12 Plan) (Appendix M)</li> <li>ELLevation Reports (Appendix N)</li> </ul>
<p><b>In the narrative, please explain how the school has met these standards or reasons and explanations if they have not. Include the Educational Program Implementation Plan for the upcoming term of your charter. List any appendices.</b></p> <p><b>Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.</b></p> <p>Appendix A: FCAT 2.0  Appendix B: FSA  Appendix J: Standardized Test Results  Appendix H: Progress Monitoring Data  Appendix D: EOC  Appendix K: On-Site Programmatic Reviews (OSPR) or Desktop Reviews – <b>on file</b>  Appendix L: OSPR's Corrective Action Plans, <b>-Not Applicable</b>  Appendix M: School Improvement Plans as per s. 1002.33(9)(n)(1), F.S., <b>-Not Applicable</b></p>			

Appendix N: ELLevation Reports -Not Applicable

Appendix O: State-issued High Performance Designation Letter -Not Applicable

Appendix P: Approved Comprehensive Reading Plan (if charter school opted out of the District's K-12 Plan) -Not Applicable

### **Educational Program Implementation:**

#### **Implementation of Mission**

Somerset Academy Charter High School Miramar Campus' mission is to provide a college preparatory educational environment that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed and responsible life-long learners. The school ensures that academic excellence is obtained by curriculum plans and instructional strategies that are aligned across grade levels. These documents include: Florida state standards, curriculum guides, and lesson plans. Lesson plans are created on a weekly basis indicating daily goals to be met through various classroom and at home learning activities.

Leadership and educator Professional Growth Plans (PGP) assist the school in establishing goals and activities to drive effective instruction as each year progresses. Teachers create Professional Growth Plans that allow them to focus on goals based on their individual needs. The school uses Dr. Marzano's Art and Science of Teaching's tool to observe faculty. Using formal and informal observations, as well as data chats, administrators are able to gauge the level of differentiated instruction and best practices being used within the four domains of effective teaching and learning. To ensure teacher effectiveness, formal and informal observations are conducted by the administration and student performance data analysis is conducted and monitored. In addition, the school uses the State approved Reading Plan from Broward County Public Schools as its sole guide, to ensure the school has an optimal reading curriculum, uses research-based instructional strategies and has student-centered, differentiated activities that are implemented in the daily instructional delivery and practices of its teachers.

For struggling students, the school implements researched-based, effective instructional techniques that support the students path to success. The school utilizes the push-in/pull-out model, peer-to-peer collaboration, differentiated instructional rotations/centers with specific student-centered activities based on their learning needs and data tracking to facilitate the learning process for the struggling students, while still making them a part of the process and holding accountability for their improvements and teaching success. With emphasis focused on struggling learners, Somerset Academy Charter High School Miramar Campus has succeeded in these students making learning gains. The implementation of Instructional Focus Calendars (IFC) that lay out a detailed yearly instructional plan and the use of ongoing data analysis, allow Somerset Academy Charter High School Miramar Campus to competently use qualitative and quantitative data to inform and drive instruction. Internally, through the development of our internal Stop, Drop and Test Progress Monitoring Model, we are able to utilize standardized assessments to monitor progress of all students (Appendix H - Progress Monitoring Data). Instructional planning, practice and progress monitoring assessments are aligned with the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS) as adopted by the State of Florida and Broward County Public Schools (Appendix H - Progress Monitoring Data).

Aside from working with the teachers by providing Instructional Focus Calendars, providing Professional Development opportunities and using Stop, Drop, Test data to progress monitor its students, the school has implemented the Edge curriculum to focus on specific reading



strategies for its struggling students. The curriculum focuses on reading, writing and language skills that will assist level 1 and 2 students with decoding and text reading deficiencies. This reading intervention program is designed particularly for high school students and is utilized in the intensive reading courses. Previous years data is used to determine which students need to be placed in intensive reading and would benefit from this particular curriculum. However, at Somerset Academy Charter High School Miramar Campus teachers work collaboratively with the school's administration and ESE/ELL personnel to identify any struggling students that, based on the progress monitoring data, prove that they are not making sufficient gains to show improvement from one grade level to the next. Once a student is identified by the teacher and the data, the classroom teacher communicates with the ESE/ELL specialist or with the school's administration to begin the RTI process and implement student specific strategies that will be monitored and reevaluated to determine any changes that may or may not need to be made to that student's learning plan. Teachers are expected to collect data, create charts and identify the progress or lack thereof regarding these specific students. Alongside the classroom teacher, the ESE specialist reviews the documentation and makes suggestions on learning strategies where applicable. If it is determined that the student is still considered to be struggling, the student's file with all documentation is submitted to Broward County Public Schools for review. At that point, Broward Schools determines whether this child is in need of an evaluation to consider the possibility of participation in the Exceptional Student Education program, where a student specific, Individualized Educational Plan (IEP) is developed for the student by a collaborating team of teachers, psychologist and parents.

The school's ESE specialist works closely with teachers to provide necessary resources for struggling students and provides guidance, support and monitoring of students who may need to be a part of the RTI (Response to Intervention)/MTSS (Multi-Tiered Support System) process or are current ESE students. Students are closely tracked by teachers and specific strategies are implemented and monitored to provide the extra support and reinforcement that some learners may need. Somerset Academy Charter High School Miramar Campus Broward County's policy and procedures regarding Response to Intervention with students due to academic and behavior difficulties. The Collaborative Problem Solving Team works closely with the school psychologist to analyze and monitor student progress. Once determined eligible for Exceptional Student Education services, whether for an IEP (Individualized Educational Plan) or an EP (Educational Plan for Gifted students) the school offers services to meet the student's individual needs. The ESE specialist and teacher work closely with the students, parents and general education teachers to ensure successful outcomes. The school offers consultation, collaboration and direct instruction services based on the student's individual needs and/or as stated on their Individualized Education Plans and/or Educational Plans.

Somerset Academy Charter High School Miramar Campus understands and appreciates that all students are individuals and provides quality services for exceptional students and for English Language Learners. In addition, we work to ensure that all ELL/SEP folders are properly maintained and updated in the Broward County Ellevation system, as well as the Student Information System (TERMS). The school employs an ESE teacher, ESE Specialist and contracts the services of a Speech Language Pathologists (SLP), in order to ensure that these students receive the support needed for success. The school works on ensuring that we meet the needs of these students and it is quite evident when looking at how the subgroups demonstrate proficiency and show learning gains. In order to meet AMO Targets within all of our subgroups and ensure that all learners are successful, the data from a variety of exams programs such as, tutoring to one-on-one interventions in the classroom and research based technology software, have been implemented. These programs help our students make learning gains

(Appendix B – FSA and Appendix C State AMO Standards). Additional evidence of compliance of Somerset Academy Charter High School Miramar Campus' implementation of the educational program can be found in the Broward County Charter Operations monitoring document.

**Statutory References:** 1002.33(7)(a)(1); 1002.33(7)(a)(2); 1002.33(7)(a)(4); 1002.33(16)(a)(3); 1003.56;

**State Board Rules:** 6A-6.0902 - 6A-6.0909 (ELL); 6A-603011 – 6A-60361 (ESE)

**FINANCIAL PERFORMANCE**

Focus Area	Indicator	Standard	Sources of Evidence*
Financial Management	Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations Adherence to Generally Accepted Accounting Principles Financial Reporting Requirements	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices. The school adheres to generally-accepted accounting principles. The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school’s contract.	<ul style="list-style-type: none"> <li>• Annual Budgets, <b>on file</b></li> <li>• Financial Reports, <b>on file</b></li> <li>• Annual Financial Audits, <b>on file</b></li> <li>• Cost Reports, <b>on file</b></li> <li>• Fixed Assets Report Reconciled with General Ledger (Appendix O)</li> <li>• Financial Corrective Action Plans (Appendix P)</li> <li>• Evidence of Resolution of any Financial Deficiencies (Appendix Q)</li> <li>• Compliance of Financial Reports with District Deadlines will be considered (Appendix R)</li> </ul>

**In the narrative, please explain how these standards have been met, or reasons and explanations if it they have not. Include the school’s plan to improve/maintain its financial performance for the upcoming term of the charter. List any appendices.**

Appendix O: Fixed assets report reconciled with general ledger

The school is under the auspices of the board of directors of Somerset Academy Inc. and its policies, which have been established to ensure the proper accountability. The Governing Board of Directors of Somerset Academy, Inc. is the ultimate policy-making body that is responsible for the financial affairs and management of the school, as well as the continued oversight of school operations. This particular Board has a proven track record of operating successful, financially sound charter schools in Florida since 1997. The Governing Board Members, experienced in managing financial operations of over fifty-four charter schools, are cognizant of their responsibility to effectively manage public funds and have proven to do so over the span of seventeen years.

To ensure fiscal soundness, the Schools have established financial policies and procedures to further safeguard their finances. These policies ensure effective internal controls over revenues, expenses and fixed assets and evaluated on a regular basis to ensure compliance both internally and through the independent audit.

As part of these policies and procedures, the governing board reviews quarterly financial statements and budgets at each of its public board meetings that are held quarterly at a minimum. The Board annually adopts and maintains operating budgets for each school, retains the services of a certified public accountant/auditor to conduct the annual independent financial audit and review, and approves the audit report, including audit findings and recommendations. Quarterly financial reports, which include a Balance Sheet and Statement of Revenue, Expenditures and Changes in Fund Balance, are reviewed at each board meeting.

Internal accounting procedures for the school pertaining to receivables and disbursements are as follows:

**For receivables**, all cash payments are logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements are made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$2,500 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

**Bank statements** are reconciled on a monthly basis. The school provides regular financial statements to the Sponsor including statement of revenues and expenditures and changes in fund balances, prepared in accordance with Generally Accepted Accounting Principles. These are provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

**Financial records** are stored in accordance with Chapter 119, Florida Statutes. Retention schedules established by the record information management program of the Division of Library and Information Services of the Department of State are followed. Permanent or archival records are kept in fireproof and waterproof safes, vaults or rooms fitted with noncombustible materials as such arrangement as to be easily accessible for convenient use.

#### **Adherence to Generally Accepted Accounting Principles**

Somerset utilizes the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting.

In adherence with Generally Accepted Accounting Principles, the governing board contracts annually with an independent professional accounting firm to complete annual audited financials, which are submitted to the sponsoring entity and state. Through a Request for Proposal (RFP) process conducted approximately every two to three years, the Board contracts an auditor to express an opinion on the financial statements reviewed in the audit. These audited financial statements are provided to the school district annually and are uploaded into the district E-Monitoring system. The auditors conduct their audit in accordance with auditing standards generally accepted accounting principles and standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that the auditors plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. Annual audits are filed with the State of Florida Department of Education along with sponsor on a timely basis. It has always been the opinion of the independent auditors that the financial position of the governmental activities and each major fund of Somerset Academy Charter High School Miramar Campus and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States.

**Financial Reporting Requirements**

Financial reporting is subject to any directives issued by the State of Florida and the local sponsor. Monthly & Quarterly financial reports, which include a Balance Sheet and Statement of Revenue, Expenditures and Changes in Fund Balance, are provided to Broward County Public Schools within the required timeframe stipulated in the schools' charter contracts. These reports include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object. BCPS Charter Schools Management currently requires financial information monthly & quarterly, at the month following the end of each month/quarter. To the present date, these deadlines have been successfully met.

**Statutory References:** 1002.33(7)(a)(9); 1002.33(7)(a)(10); 1002.33(7)(a)(11); 1002.33(9)(g); 1002.33(9)(h)

Focus Area	Indicator	Standard	Sources of Evidence*
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	<ul style="list-style-type: none"> <li>• Annual Budgets, <b>on file</b></li> <li>• Projected 5-year Budget is requested (2016-2021) (Appendix S)</li> <li>• Financial Reports, <b>on file</b></li> <li>• Annual Financial Audits, <b>on file</b></li> <li>• Financial Corrective Action Plan (Appendix T)</li> <li>• Evidence of Resolution of any Financial Deficiencies (Appendix U)</li> </ul>
	Financial Obligations	The school's financial obligations are in good standing.	
	Long-Term Financial Planning	The school has a sound and sustainable long-term financial plan.	
<p><b>In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to improve/maintain its financial performance for the upcoming term of the charter. List any appendices including the projected 5-year budget (2016-2021).</b></p>			
<p><b>Appendix S – Financial Management: Five year Budget</b></p>			
<p><b>Budgeting and Financial Obligations</b></p>			
<p>Somerset Academy Charter High School Miramar Campus has maintained balanced budgets and positive cash flows over the past five (5) years, as evidenced in the certified audited financial statements and notes thereto on file with the school district. As it can be seen in the most recent 2015-2016 annual budget that is on file, there is a positive cash flow and net cash flow of <b><u>\$103,650.00</u></b>.</p>			
<p>The Board reviews and approves a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School prepares a school-site budget, which include anticipated revenues and expenditures based on student enrollment. The Board reviews the budget and makes modifications as needed each board meeting (at minimum on a quarterly basis).</p>			
<p>The Principal manages the day-to-day operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal reports at least quarterly to the Governing Board on the progress of the site-based budget and makes recommendations and seeks approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.</p>			
<p>Somerset has established sound financial procedures to safeguard their finances as detailed in the Financial Management Focus Area above. As such, the Somerset's financial obligations are in good standing in that the schools can sustain any unforeseen expenditures based on the current net balance and anticipated surplus.</p>			

### **Long-Term Financial Planning**

The leadership at Somerset Academy creates and maintains a balanced budget (as approved by the Board) in order to support the vision, purpose, beliefs and values, educational programs, and action plans for continuous improvement. Each school benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, Academica (who was selected by the governing board) -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability on a long-term basis.

Long-term financial planning is also a component of Somerset Academy Strategic Plan that is analyzed and modified every 5 years. Long-term financial plans are included as objectives in the Strategic Plan to ensure that adequate funds are set aside to meet the needs of the schools on an ongoing basis.

As evidenced by the 2015 special purpose financial statements provided to the BCPS, Somerset Academy, Inc. has a total net asset balance of over \$44,524,578. Accordingly, it is anticipated that the schools will continue to accumulate a surplus that will serve to increase the net asset balance of the entity. Somerset Academy Charter High School Miramar Campus has a combined surplus of over \$ 156,840.00 in reserve as part of their sustainable long-term financial plan as it can be seen in the 2015 Audited Financials on file with FLDOE and BCPS.

Furthermore, as part of its sustainable long-term financial plan (Appendix S – Five Year Budget), The Governing Board has instituted sound business practices by establishing policies to ensure effective internal and external controls.

**Statutory References:** 1002.33(7)(a)(10); 1002.33(7)(a)(11)

**ORGANIZATIONAL PERFORMANCE**

Focus Area	Indicator	Standard	Sources of Evidence*
Student Enrollment and Conduct	Student Enrollment Trends	The school's actual enrollment is consistent with its projections.	<ul style="list-style-type: none"> <li>Student Enrollment reports (Appendix V)</li> <li>Copy of Registration Forms in Parent's Primary Language (top 3, plus English) (Appendix W)</li> </ul>
	Racial/Ethnic Composition of the Student Body	The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in the same school district that the charter school is located in.	
	Enrollment Procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.	
	School Environment	The school maintains a safe and secure environment.	<ul style="list-style-type: none"> <li>Discipline Reporting (in each category for the last five years) (Appendix X)</li> </ul>

**In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to meet this Focus Area for the upcoming term of the charter. List any appendices.**

**Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.**

**Appendix V - Student Enrollment Reports**

**Appendix W - Copy of Registration Forms in Parent's Primary Language (top 3, plus English)**

**Appendix X – Discipline Reporting (in each category for the last five years)**

**Student Enrollment Trends**

Somerset Academy Charter High School Miramar's Campus enrollment is consistent with its projections. As of the 2015-2016 school year, October FTE, the school has a total of 308 students enrolled in grades 9-12.

**Racial/Ethnic Composition of the Student Body**

The racial ethnic composition of the school's student body is reflective of the community it serves. Somerset Academy Charter High School Miramar Campus student demographics reflect 1% of the students are white, 81% are black, 15% are Hispanic, 1% are Asian, 1% are native and 2% are multiracial. As a point of comparison the neighboring schools are comparable in student body composition. At Miramar High School, the student demographic is comparable to ours, 12% of the students are white, 75% are black, 4% are Asian, less than 1% are American Indian, 3% are multiracial and 11% are Hispanic. (Appendix V – Enrollment Reports).



### **Enrollment Procedures**

Somerset Academy Charter High School Miramar Campus implements enrollment procedures in compliance with applicable law and as described in the contract. Any eligible student who submits a timely application (Appendix W - Student Registration Packet), and whose parents accept the conditions of the Parental Involvement Contract (Appendix II – Student/Parent Contract) shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School will be open to any student residing in Broward County who is of the appropriate age for the corresponding grades. An open admissions procedure, utilizing a "first come, first serve" policy, as required by statute, unless the number of applicants exceeds capacity has been and will continue to be the standard used by Somerset Academy Charter High School Miramar Campus. In each such case, all applicants shall have an equal chance of being admitted to the school through a random selection process in conformity with Florida's Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. In addition, the school may give enrollment preference only as allowed by Florida State Law. The school follows enrollment procedures. The onsite evaluation reports created by the district acknowledge that policies and procedures have been developed and passed by the charter school, that parents and staff are aware of these policies, and that these policies are included in handbooks (Appendix JJ – Parent Handbook).

### **School Environment**

Somerset Academy Charter High School Miramar Campus maintains a safe and secure learning environment. There were very few incidents at the school and the appropriate corrective actions were taken to ensure the safety and security of the school and its students (Appendix X – Discipline Incident Summary). All procedures of Broward County Public Schools are followed utilizing the Broward County Code of Student and BCPS Discipline Matrix as a guide.

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

**Statutory References:** 1002.33(7)(a)(7); 1002.33(7)(a)(8); 1002.33(7)(a)(11); 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)(4); 1002.33(16)(a)(5); 1006.147

Focus Area	Indicator	Standard	Sources of Evidence*
Facilities	Facilities Compliance	The school's facilities comply with applicable laws and codes.	<ul style="list-style-type: none"> <li>Valid Certificates of Occupancy, <b>on file</b></li> <li>Health, Safety and Fire Reports by District and/or Municipality, <b>on file</b></li> </ul>
	Health and Safety	The school complies with applicable health and safety laws.	<ul style="list-style-type: none"> <li>Fire and Health Inspections (District and/or Local), <b>on file</b></li> <li>Fire Drill Reports (10) and Tornado Drills (2), <b>on file</b></li> <li>Comprehensive Emergency/Evacuation Plans (Appendix Y)</li> </ul>
<p><b>In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to improve/maintain its facilities for the upcoming term of the charter. List any appendices.</b></p> <p>Appendix Y: Comprehensive Emergency/Evacuation plans</p> <p><b>Facility Compliance</b></p> <p>Somerset Academy Charter High School Miramar Campus has an adequate number of classrooms designed to meet all pertinent classroom design standards set forth by the governing agency. The facility also includes the following uses: media center, cafeteria, restrooms, gymnasium and administrative offices. The facility complies with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. For the years 2011-2015, the onsite evaluation reports by the district acknowledge that the school facilities are up to code and that the facilities are conducive to a good learning environment in compliance with applicable facilities laws.</p> <p><b>Health and Safety</b></p> <p>Somerset Academy Charter High School Miramar Campus complies with applicable health regulations as evidenced by the inspection reports included in Fire and Health Inspection Reports on file with Broward County Public Schools Charter School Management and Support. The school stays current on all health inspections. Fire drills are conducted and logged on a monthly basis in compliance with the law. Copies of these drills are also provided on a monthly basis to the BCPS charter school office. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school (Appendix Y – Comprehensive Emergency/Evacuation Plans). For the years 2010-2014, evidence of compliance with applicable health and safety laws is seen in Fire and Health Inspections on file with Broward County Public Schools Charter School Management and Support. In addition, the district has noted compliance during the annual on-site monitoring visit where it is acknowledged that the school has records of all facility inspections for building, fire, and safety on file.</p>			
<p><b>Statutory References:</b> 1002.33(7)(a)(11); 1002.33(7)(a)(13); 1002.33(9)(e); 1002.33(16)(a)(5); 1002.33(18)(a); 1002.33(18)(b)</p>			

Focus Area	Indicator	Standard	Sources of Evidence*
Governance, Staff and Parents	<p>Governance Structure</p> <p>Compliance with Sunshine Laws</p>	<p>The school implements the governance structure as defined in the school's contract.</p> <p>The school complies with state Sunshine Laws and laws governing public records.</p>	<p>Governing Board Meeting Agendas and Minutes, <b>on file</b></p> <p>Certificates of Governing Board Training</p> <p>Current Governing Board Members (Appendix Z)</p> <p>Screen Shots of Website as per s. 1002.33(9)(p), F.S. (Appendix AA)</p>
	Instructional Staff	<p>The school employs instructional staff that meets state and federal qualifications.</p> <p>The school uses an approved teacher and administrator evaluation system.</p> <p>The school has approved and adopted pay for performance plan and salary schedule.</p>	<p>Staffing Reports (Appendix BB)</p> <p>Certification Self-Audits (Appendix CC)</p> <p>Employee Handbook (Appendix DD)</p> <p>Blank Copy of Teacher and Administrator Evaluation Tools or Documentation</p> <p>Verifying Participation in an Approved Plan (Appendix EE)</p> <p>Copy of Pay for Performance Plan and Salary Schedule Documentation</p> <p>Verifying Participation in an Approved Plan (Appendix FF)</p>
	Parental Involvement	<p>The school is effectively involving parents in its programs as defined in the school's contract.</p>	<p>Parental Surveys (Appendix GG)</p> <p>Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S. (Appendix HH)</p> <p>Student/Parent Contract (Appendix II)</p> <p>Parent Handbook (Appendix JJ)</p> <p>Sample of School Newsletters (requesting parental involvement) (Appendix KK)</p>
<p><b>In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to improve/maintain this Focus Area for the upcoming term of the charter. List any appendices.</b></p>			
Appendix Z:	Certificates of Governing Board Training	Current Governing Board Members	
Appendix AA:	Screen shots of website	as per s. 1002.33(9)(p), F.S.	
Appendix BB:	Staffing reports		
Appendix CC:	Certification Self-Audits		
Appendix DD:	Employee Handbook		
Appendix EE:	Blank copy of teacher and administrator evaluation tools		
Appendix FF:	Copy of Pay for Performance Plan and Salary Schedule Documentation	Verifying Participation in an Approved Plan	
Appendix GG:	Parental surveys		

Appendix HH: Screenshot of Parent Liaison Information in Website as per s. 1022.33(7)(d)(1), F.S.

Appendix II: Student/Parent Contract

Appendix JJ: Parent Handbook

Appendix KK: Sample of School Newsletters (requesting parental involvement)

### **Governance Structure**

Somerset Academy Charter High School Miramar Campus utilizes a governance and leadership system that promotes student performance and system effectiveness. The governing board of directors of Somerset Academy, Inc. is responsible for the affairs and management of the school and provides continuous oversight of school operations. The Board is committed to the mission of the school and is cognizant of their responsibility to effectively and properly manage public funds. The school implements the governing structure as defined in the Charter contract, By Laws, and Articles of Incorporation. In addition, the governing board has contracted Academica Corporation, a charter school service and support organization, to provide the schools with: fiscal compliance and support, legal guidance, insurance compliance, human resource support and management, fiscal plant acquisition, maintenance and support, as well as guidance in federal, state and local regulations relating.

### **Compliance with Sunshine Laws**

The Board meets regularly, as required by state law and its Charter. The Board adopts a meeting schedule for its annual, quarterly, and special meetings in compliance with provisions of state law, its Charter contract and corporate bylaws. The 2015-2016 Somerset Academy, Inc. meeting schedule is attached (Appendix AA – Website & Website Screen Shots). The Board complies with the state Sunshine Laws and laws governing public records. All meetings are open and accessible to the public, notice of which is posted at the school site, as well as on the school's website, a minimum of 5 days in advance of each meeting. All attendees are provided an opportunity to receive information regarding the charter school's operations. Meeting agendas are made available for all meetings and meeting minutes, budgets, and audited financial reports are posted on the school's website. In addition, time is allotted at each meeting for public input. The governing board members participate in the Florida Consortium of Charter Schools Board Governance Training as required by the State of Florida Department of Education. All public records are kept as required by law. In the event a public records request is made, the school responds acknowledging the request in a timely manner and produces the records in accordance with applicable law.

For the years 2011-2015, evidence of compliance with applicable governance laws is seen in monitoring visits, the onsite evaluation reports created by the district where it is acknowledged that there is a record kept of board meetings and that the charter board has bylaws regarding how they function as a governing body.

### **Governance Roles and Responsibilities**

Somerset Academy Charter High School Miramar's Campus governing board develops policies and procedures that promote the effective operation of the schools that include clearly defined lines of authority, relationships and accountability which support the vision, purpose, beliefs and goals of each school as defined in the school's contract on file with the school district. It is the governing board's role to review, amend and establish new policies for the schools at each meeting that are reviewed annually. This allows the governing body to exercise continuous and effective oversight of the school's operations. The governing board establishes the school's hierarchy of authority, defines rules and regulations required of all staff in the performance of their job, outlines benefits, and provides for evaluation and mentoring of all staff members. The educational administrative team provides the governing board with the school's policy manual each year for adoption at the annual board meeting. The adoption of the school policy manual by the governing

board does not provide interference to the school administrative team in the accomplishment of its goals. The governing board is provided with orientation and training when they obtain their position and annually, when needed. The training is in compliance with the Florida State Department of Education and is procured by an approved state vendor.

The governing board for Somerset Academy Charter High School Miramar Campus oversees business operations and sets policies for all the charter schools that fall under its domain. At each meeting, the budget - expenditures and income - is reviewed and adjusted as needed to ensure that a balanced budget with a reserve is achieved at the end of each academic school year. The governing board makes certain that each school has a school improvement plan, school wide plan, or other self-evaluation plans required by Sponsor and/or FLDOE and that it is implemented effectively. The board also establishes and monitors work policies and procedures to ensure effective operation of each school and provides guidance with data analysis. The conclusions learned from data obtained are analyzed and through team collaboration with school administrators, plans are developed to drive instruction which in turn allows for continuous student growth. The principal reports to the governing board at each quarterly scheduled public meeting and at special public meetings called throughout the year. Each school has its own operations manual and handbooks for the teachers, students and parents that set the guidelines for the day-to-day operations of the school (Appendix DD - Employee Handbook and Appendix JJ - Parent Handbook). These manuals/handbooks, and their updates, are reviewed and approved by the governing board.

Communication and collaboration between governing board members and administrative staff occur at governing board meetings. The governing board then provides guidance, insight and direction with assistance from the educational service provider, Academics. Together, Somerset Academy Charter High School Miramar Campus stakeholders focus on school programs, plans and policies that may affect student, teacher and staff safety and performance. Somerset principals and the governing board work as a collaborative team to maintain high achieving, outstanding performing schools that will provide an exceptional learning experience for all Somerset Academy Charter High School Miramar Campus students.

### **Instructional Staff**

The school employs instructional staff that meets state and federal requirements (Appendix BB - Staff Summary). All staff are required to hold a Bachelor's Degree or higher in their field and have State Certification for the required position. District created reports acknowledge that there is a record kept of teaching certificates for all teachers, original college transcripts and any out-of-state certificates. Each teacher and principal is highly qualified and meets the rules and requirements of the Florida Department of Education. As demonstrated in (Appendix CC - Certification Self Audit), the staff roster displays the qualifications of the educational staff at each site. Each member of the instructional staff also adheres to the schools policies and procedures as stated in the employee handbook (Appendix DD - Employee Handbook).

It is the Governing Board's role to determine the effectiveness of its administrators. Each Principal is evaluated at least once a year in accordance with F.S. § 1012.34. Prior to the implementation of Race to the Top, the governing board evaluated each principal utilizing the same criteria on a standardized evaluation form, which reviewed its own strategic plan, vision, and purpose. Since electing to be a part of the District's Race to the Top plan, the governing board has also adopted, and been trained in, the district's evaluation systems, in accordance with State approved standards. It is then the role of each principal to determine the effectiveness of his/her School Improvement Plan/School Wide Plan, teacher performance, and student achievement and report his/her findings to the governing board. The School Improvement Plan/School Wide Plan, Florida School Grades and AMO reports are useful tools in evaluating the schools overall effectiveness.

### **Parental Involvement**

Parents are provided with opportunities for involvement in the schools operations. Parental and community involvement in school matters and continues to be a fundamental and required part of the philosophy and operation of Somerset Academy Charter High School Miramar Campus, as stated in the Student/Parent Contract (Appendix II - Student/Parent Contract). The school ensures that parents, teachers, community members as well as, other stakeholders are actively engaged in the design and implementation of the school's mission. Community leaders and parents are urged to become valuable stakeholders at the school level along with staff and are encouraged to attend and be a part of the school's SAC committee. The stakeholders are also encouraged to assist in developing the school improvement plan/school wide plan. The requirement of volunteer hours help guarantee that the parents are committed to making Somerset Academy Charter High School Miramar Campus a success, ensuring involvement in their child's education, which aids the school in achieving success. Students are also encouraged to take part in the decision-making processes. They are taught leadership skills through character education, with the participation in various clubs and societies as well as via our social studies curriculum.

Evidence of compliance with parental involvement is seen on our website (Appendix AA – Website), in which the onsite evaluation reports created by the district are located to acknowledge that parents are aware of board meetings postings.

Additionally, Climate Surveys of parents, staff and students are also used as evaluation tools in assessing the overall effectiveness of the schools program and success. Over 91% of parents find satisfaction with the school's environment, curriculum and administration (Appendix GG - Parent Surveys – Organizational Performance).

**Statutory References:** 1002.33(7)(a)(14); 1002.33(7)(a)(15); 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b); 1012.55(1); 1012.39(1)(a); 1012.39(1)(b); 1012.39(1)(c); 6A-1.0502(10); 6A-1.0502(11); 6A-1.0503(1); 6A-1.0503(2); 6A-1.0503(3); 6A-1.0503(4)

## Appendices – Educational Performance, Financial Performance and Organizational Performance

*Please check and attach an electronic copy of all appendices\* referred to in the Educational Performance, Financial Performance and Organizational Performance sections of your charter renewal document. Compliance with District's deadlines will be considered.*

### Educational Performance

- Appendix A: FCAT 2.0
- Appendix B: FSA
- Appendix C: State AMO Standards
- Appendix D: EOC
- Appendix E: FLDOE School Grade (prior 5 years)
- Appendix F: FLDOE Report Card (most recent year)
- Appendix G: SIR designation
- Appendix H: Progress Monitoring
- Appendix I: Graduation Rate
- Appendix J: Standardized Test Results
- Appendix K: Implementation of Specific Contractual Corrective Action and Status
- Appendix L: State-issued High Performance Designation Letter
- Appendix M: Approved Comprehensive Reading Plan (charter schools opting out of the District's K-12 Plan)
- Appendix N: Ellevation Reports

### Financial Performance

- Appendix O: Fixed Assets Report Reconciled with General Ledger
- Appendix P: Financial Corrective Action Plans
- Appendix Q: Evidence of Resolution of any Financial Deficiencies
- Appendix R: Compliance of Financial Reports with District Deadlines (will be considered)
- Appendix S: Projected 5-year Budget is Requested (2016-2021)
- Appendix T: Financial Corrective Action Plan (Appendix T)
- Appendix U: Evidence of Resolution of any Financial Deficiencies (Appendix U)

## Organizational Performance

- Appendix V: Student Enrollment Reports  
 Appendix W: Copy of Registration Forms in Parent's Primary Language (Top 3, plus English)  
 Appendix X: Discipline Reporting (in each category for the last five years)  
 Appendix Y: Comprehensive Emergency/Evacuation Plans  
 Appendix Z: Certificates of Governing Board Training for Current Governing Board Members  
 Appendix AA: Screen Shots of Website as per s. 1002.33(9)(p), F.S. *(Clearly indicating the required elements: the school's academic performance; the names of the governing board members; the programs at the school; the school's annual budget and its service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)*  
 Appendix BB: Staffing Reports  
 Appendix CC: Certification Self-Audits  
 Appendix DD: Employee Handbook  
 Appendix EE: Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan  
 Appendix FF: Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan  
 Appendix GG: Parental Surveys  
 Appendix HH: Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S.  
 Appendix II: Student/Parent Contract  
 Appendix JJ: Parent Handbook  
 Appendix KK: Samples of School Newsletter Requesting Parental Involvement

**DOCUMENTS ON FILE (DO NOT RESUBMIT UNLESS THERE HAS BEEN A SUBSTANTIAL CHANGE SINCE PRIOR SUBMISSION):**

- On-Site Programmatic Reviews (OSPR) or Desktop Reviews  
 OSPR's Corrective Action Plans  
 School Improvement Plans as per s. 1002.33(9)(m)(1), F.S.  
 Annual Budgets  
 Financial Reports



- Annual Financial Audits
- Cost Reports
- Valid Certificates of Occupancy
- Health, Safety and Fire Reports by District and/or Municipality
- Fire and Health Inspections (District and/or Local)
- Fire drill Reports (10) and Tornado Drills (2)
- Governing Board Meeting Agendas and Minutes

***Educational Performance  
Appendix A: FCAT 2.0***

**Reading**  
**School Report of Students**  
**Spring 2014**  
**Grade 9**

School: SOMERSET ACADEMY  
 CHARTER HIGH SCHOOL  
 School ID: 5007  
 District: BROWARD  
 District ID: 06



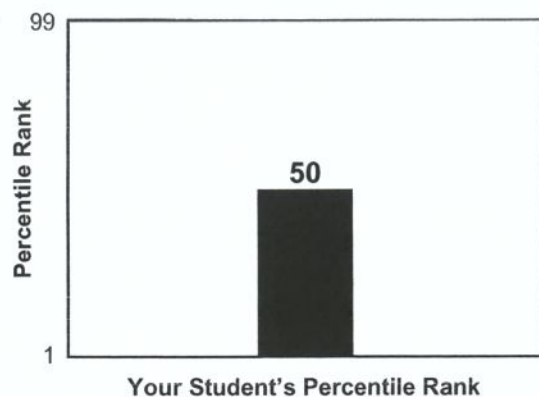
Student Name	Student ID	Developmental Scale Score (178-302)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year					
			Level 1 (178-221)	Level 2 (222-239)	Level 3 (240-252)	Level 4 (253-267)	Level 5 (268-302)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Points Possible	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014		
		236		2						6	7	9	7	3	236		0
		248			3					7	11	9	6				
		236		2						7	8	7	7	2	228		8
		248			3					8	11	8	8	4	249		-1
		249			3					9	8	10	7	4	249		0
		274					5			8	12	13	9	4	258		16
		235		2						6	8	9	7	2	233		2
		262				4				8	10	12	10	4	249		13
		244			3					9	8	9	6	3	245		-1
		270					5			9	13	11	8	4	254		16
		245			3					7	9	8	9	3	237		8
		261				4				6	13	11	8	3	242		19
		239		2						6	9	8	8				
		214		1						4	7	5	2	1	211		3
		252			3					7	12	10	7	3	236		16
		242			3					8	7	11	7	4	258		-16
		228		2						6	9	7	4	2	234		-6
		236		2						7	8	9	6	2	230		6
		262				4				9	11	12	8	4	253		9
		261				4				8	12	10	9	5	266		-5
		228		2						7	8	4	5	2	219		9
		190		1						2	4	2	2				
		230			2					7	8	7	5				
		237			2					5	7	10	8	3	241		-4

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  - NR2 = Did Not Meet Attemptedness Criteria
  - NR3 = Marked Do Not Score
  - NR5 = Below-Grade Tester
  - NR6 = Duplicate Record
  - NR7 = FDOE Hold
  - NR8 = FDOE Invalidated
- NT = Not Tested

***Educational Performance  
Appendix B: FSA***

Table with columns: Test Administration, Student First Name, Student Last Name, SID, Enrolled Grade, District Number, School Number, FSA ELA T Score, FSA ELA Percentile Rank, FSA ELA Li, Key Ideas, Key Ideas, Craft and 5, Craft and 5, Integrator, Integrator, Language, Language, Text-based, Text-based, Writing Points, Possible.

## Your Student's Algebra 1 Score



**Your student has met the Algebra 1 EOC graduation requirement.**

**Percentile Rank:** Your student has performed as well as or better than 50% of the students who took this test.

**Rango Percentil:** Su estudiante obtuvo un puntaje igual al 50% de los estudiantes que tomaron este examen, o mejor.

**Ran Santil:** Pitit ou te travay menm jan oswa pi byen pase 50% elèv yo ki te pran tès sa a.

Reporting Categories	Points Earned	Points Possible
Algebra and Modeling	5	22
Functions and Modeling	5	21
Statistics and the Number System	3	8

### Algebra 1 Assessment Reporting Categories

**Algebra and Modeling** – Performs operations on polynomials. Understands the relationship between zeros and factors of polynomials. Uses mathematical structure of expressions. Creates and solves equations and inequalities. Reasons with equations and inequalities. Chooses and uses appropriate mathematics to model situations.

**Functions and Modeling** – Understands the concept of a function. Interprets functions and key features in a context. Analyzes and graphs functions. Builds a function that models a relationship. Constructs linear, quadratic, and exponential functions. Solves problems using functions.

**Statistics and The Number System** – Extends the properties of exponents to rational exponents. Uses properties of rational and irrational numbers. Summarizes, represents, and interprets data for one- and two-variable data. Interprets linear models.

### Categorías de Informe de la Evaluación de Álgebra 1

**Álgebra y Modelos** – Lleva a cabo operaciones con polinomios. Comprende la relación entre ceros y factores de polinomios. Usa la estructura matemática de expresiones. Crea y resuelve ecuaciones y desigualdades. Razona con ecuaciones y desigualdades. Escoge y usa matemática apropiada para modelar situaciones.

**Funciones y Modelos** – Comprende el concepto de una función. Interpreta las funciones y características claves en un contexto. Analiza y hace gráficos de funciones. Construye una función que modela una relación. Construye funciones lineales, cuadráticas y exponenciales. Resuelve problemas usando funciones.

**Estadística y El Sistema de Números** – Extiende las propiedades de los exponentes a los exponentes racionales. Usa las propiedades de los números racionales e irracionales. Resume, representa e interpreta información para datos de una y dos variables. Interpreta modelos lineales.

### Kategori Referans Evalyasyon Aljèb 1

**Aljèb ak Modelizasyon** – Fè operasyon sou polinomyal. Konprann relasyon ant zewo ak faktè polinomyal yo. Itilize estrikti ekspresyon matematik. Kreye epi rezoud ekwasyon ak inegalite. Fè rezonman avèk ekwasyon ak inegalite. Chwazi epi itilize matematik apwopriye pou kreye modèl sityasyon.

**Fonksyon ak Modelizasyon** – Konprann konsèp yon fonksyon. Entèprete fonksyon ak prensipal karakteristik nan yon kontèks. Analyse epi trase fonksyon. Ekri yon fonksyon ki montre modèl yon relasyon. Konstwi fonksyon lineyè, kwadratik, ak ekponansyèl. Itilize fonksyon pou rezoud pwoblèm.

**Estatistik ak Sistèm Nimerik la** – Agrandi pwopriyete ekspozan sou ekspozan rasyonèl. Itilize pwopriyete nonm rasyonèl ak irasyonèl. Rezime, reprezante, ak entèprete done pou done youn ak de varyab. Entèprete modèl lineyè.

## Algebra 1 End-of-Course Assessment Student Report

### Purpose of the Assessment and General Information

The End-of-Course (EOC) Assessments are part of Florida's plan to improve student achievement by measuring student success with the content of Florida Standards. The purpose of the End-of-Course (EOC) Assessments is to ensure that Florida's public schools are providing your student with the best education possible and preparing your student for future success.

This report is intended to provide you with information about your student's performance on the Algebra 1 End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Florida Standards in Algebra 1.

### Propósito de la Evaluación y Información General

Las Evaluaciones de Fin de Curso (End-of-Course Assessments o EOC en inglés) forman parte del plan de la Florida para mejorar el rendimiento académico estudiantil por medio de la medición del éxito estudiantil con el contenido de los Estándares de la Florida. El propósito de las Evaluaciones de Fin de Curso (EOC) es asegurar que las escuelas públicas de la Florida estén ofreciéndole a sus estudiantes la mejor educación posible y preparándolos para un futuro exitoso.

El propósito de éste informe es presentarle información sobre el rendimiento de su estudiante en la evaluación de Fin de Curso de Álgebra 1. Esta evaluación está diseñada para medir el nivel de éxito de un estudiante con el contenido de los Estándares de Álgebra 1 de la Florida.

### Objektif Ewalasyon an ak Enfòmasyon Jeneral

Ewalasyon Fen Kou (End-of-Course Assessments ou EOC an angle) se yon pati plan Florida ede elèv yo travay pi byen kote yo mezire siksè elèv yo ak sa ki nan Nòm Florida yo. Objektif Ewalasyon Fen Kou (EOC) a se pou gen garanti lekòl letal Florida yo bay pitit ou pi bon edikasyon posib epi prepare pitit ou pou reyisi demen.

Rapò sa a la pou ba ou enfòmasyon sou travay pitit ou nan Ewalasyon Fen Kou (EOC) Aljèb 1 a. Ewalasyon sa a te kreye pou mezire nivo siksè yon elèv nan sa ki nan Nòm Florida nan Aljèb 1 a.

## Resources

#### Florida Department of Education

[www.fldoe.org](http://www.fldoe.org)

Additional resources and information for students and families.

#### Just Read, Florida!

[www.justreadflorida.com](http://www.justreadflorida.com)

Information on programs, activities, and workshops that focus on helping students become better readers.

#### Florida Standards Assessments (FSA) Portal

<http://fsassessments.org>

Click on "Students and Parents" for more information about the FSA and links to other FSA websites and resources including the downloadable *FSA Information for Families* brochure.

#### Departamento de Educación de la Florida

[www.fldoe.org](http://www.fldoe.org)

Información y recursos adicionales para estudiantes y familias.

#### iLee, Florida!

[www.justreadflorida.com](http://www.justreadflorida.com)

Información sobre programas, actividades y talleres que se enfocan en ayudar a los estudiantes a convertirse en mejores lectores.

#### Portal de las Evaluaciones de Estándares de la Florida

<http://fsassessments.org>

Haga clic en "Students and Parents" para obtener más información acerca de las FSA y enlaces a otros sitios de web y recursos sobre las FSA, incluyendo el folleto descargable *FSA Information for Families*.

#### Depatman Edikasyon Florida

[www.fldoe.org](http://www.fldoe.org)

Plis resous ak enfòmasyon pou elèv ak fanmi yo.

#### Florida, li!

[www.justreadflorida.com](http://www.justreadflorida.com)

Enfòmasyon sou pwogram, aktivite, ak atelye ki konsantre sou jan pou ede elèv yo li pi byen.

#### Pòtay Ewalasyon Nòm Florida

<http://fsassessments.org>

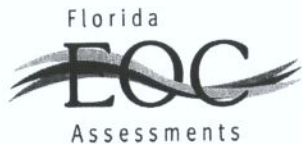
Klike sou "Students and Parents" pou plis enfòmasyon sou FSA ak lyen sou lòt sitwèb ak resous FSA ansan ak feyè *FSA Information for Families* ou kapab telechaje.

***Educational Performance  
Appendix C: State AMO Standards***





***Educational Performance  
Appendix D: EOC***



**Algebra I**  
**End-of-Course Assessment**  
**School Report of Students**  
**Spring 2014**

SCHOOL: SOMERSET ACADEMY CHARTER HIGH SCHOOL  
 School ID: 5007  
 District: BROWARD  
 District ID: 06

Student Name	Student ID	Test Form	Scale Score (325-475)	Passed (Level 3 or Above)	Achievement Level					Points Earned / Points Possible by Content Area			
					Level 1 (325-374)	Level 2 (375-398)	Level 3 (399-424)	Level 4 (425-436)	Level 5 (437-475)	Functions, Linear Equations, and Inequalities	Polynomials	Rationals, Radicals, Quadratics, and Discrete Mathematics	
<b>Grade 9</b>													
		C	412	Y			3				15 / 31	3 / 10	6 / 13
		B	435	Y				4			23 / 31	7 / 10	10 / 13
		B	410	Y			3				13 / 31	4 / 10	6 / 13
		B	430	Y				4			25 / 31	5 / 10	7 / 13
		A	423	Y			3				19 / 31	6 / 10	5 / 13
		C	436	Y				4			25 / 31	7 / 10	7 / 13
		D	439	Y					5		25 / 31	7 / 10	10 / 13
		B	411	Y			3				16 / 31	4 / 10	3 / 13
		A	422	Y			3				19 / 31	4 / 10	7 / 13
		A	404	Y			3				11 / 31	5 / 10	4 / 13
		A	421	Y			3				21 / 31	3 / 10	6 / 13
		C	386	N			2				8 / 31	1 / 10	3 / 13
		D	382	N			2				6 / 31	0 / 10	3 / 13
		D	373	N		1					6 / 31	0 / 10	2 / 13
		D	431	Y				4			23 / 31	6 / 10	7 / 13
		A	395	N			2				11 / 31	0 / 10	3 / 13
		A	378	N			2				6 / 31	1 / 10	8 / 13
		A	409	Y			3				10 / 31	5 / 10	6 / 13
		D	422	Y			3				18 / 31	6 / 10	6 / 13
		B	381	N			2				6 / 31	5 / 10	2 / 13
		B	435	Y				4			26 / 31	5 / 10	10 / 13
		B	404	Y			3				12 / 31	3 / 10	4 / 13
		C	407	Y			3				10 / 31	6 / 10	3 / 13
		A	409	Y			3				13 / 31	4 / 10	5 / 13

- Points earned by content area should not be compared across administrations or test forms.
- Not Reported (NR) codes:
  - NR2 = Did Not Meet Attemptedness Criteria
  - NR3 = Marked Do Not Score
  - NR6 = Duplicate Record
  - NR7 = FDOE Hold
  - NR8 = FDOE Invalidated

***Educational Performance  
Appendix E: FLDOE School Grade (prior 5  
years)***



School Grade School Level Details

Back to Selected Schools |  New Query

Broward School District SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS - 5007 2013-2014									
	Reading	Math	Writing	Science	Grade Points				
Points for Performance (FCAT 2.0/EOC Level 3 and Above; FAA Level 4 and Above; FCAT Writing 3.0 and Above)	50	65	70	67	252				Writing and Science: District writing and/or science average is substituted for the writing and/or science component, if the school has less than 10 scores.
Points for Students Making Learning Gains	67	74			141				3 Ways to make gains: <ul style="list-style-type: none"> <li>• Improve Achievement Levels</li> <li>• Maintain Satisfactory Levels</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
Points for Students Making Learning Gains in the lowest 25%	64	79			143				
% Tested	99%								
High School Bonus Points for Retakes	Reading:25%		Math: 55%		0				
Points Earned	536								
Adjusted Performance	50	65	70	<a href="#">Click here for High School Components</a>					
Minority Rate	Free and/Charter Reduced School		Title I Status	School Type					
				<b>Final Adjusted Points</b> ↑ <b>FINAL SCHOOL GRADE+</b> ↑					

	Lunch Rate 76%	YES	NO	High School
97%				

**School Grade Scales for High Schools with Graduating Classes**  
 (1600-point scale): A = At least 1,050 points, B = 990 to 1,049 points, C = 870 to 989 points, D = 790 to 869 points, F = less than 790 points.

**Additional Requirements:** Schools must test at least 90% of eligible students (at least 95% to be eligible for an "A") to be assigned a regular letter grade. Schools earning enough points for a "C" or higher must earn at least 50 points for gains in reading and math for the lowest performing students or the school must show sufficient annual improvement in points earned. At least 25% of students must score satisfactory on FCAT 2.0 Reading. Schools that do not meet these additional requirements will have their grade adjusted lower by one letter grade.

\* Letter-grade drop limit for 2013-14. For 2013-14, no school's assigned grade will be more than one letter grade lower than the school grade assigned for 2012-13.

<b>Guides to Calculations</b>
<ul style="list-style-type: none"> <li>• <a href="#">2014 School Grades Guide Sheet (PDF)</a></li> <li>• <a href="#">School Grades Guide to Calculations, 2013-14 (PDF)</a></li> <li>• <a href="#">School Improvement Ratings Guide to Calculations, 2013-14 (PDF)</a></li> <li>• <a href="#">Annual Measurable Objectives (AMOs) Guide to Calculations 2013-14 (PDF)</a></li> </ul>



School Grade School Level Details

Back to Selected Schools |  New Query

Broward School District SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS - 5007 2012-2013					
	Reading	Math	Writing	Science	Grade Points
Points for Performance (FCAT 2.0/EOC Level 3 and Above; FAA Level 4 and Above; FCAT Writing 3.0 and Above)	46	52	71	35	204
Points for Students Making Learning Gains	63	62			125
Points for Students Making Learning Gains in the lowest 25%	68	66			134
% Tested	100%				
High School Bonus Points for Retakes	Reading: 41%		Math: 44%		0
Points Earned	463				
Adjusted Performance	46	52	71	Final Adjusted Points ↑	Click here for High School Components
				FINAL SCHOOL GRADE* ↑	
Minority Rate	Free and Charter Reduced School	Title I Status	School Type		

Writing and Science: District writing and/or science average is substituted for the writing and/or science component, if the school has less than 10 scores.

- 3 Ways to make gains:
- Improve Achievement Levels
  - Maintain Satisfactory Levels
  - Improve more than one year within Level 1 or 2

Percent of eligible students tested

Click here for High School Components

Final Adjusted Points ↑

FINAL SCHOOL GRADE\* ↑

Title I Status

School Type

97%	Lunch Rate 73%	YES	NO	High School
-----	-------------------	-----	----	-------------

**School Grade Scales for High Schools with Graduating Classes**  
 (1600-point scale): A = At least 1,050 points, B = 990 to 1,049 points, C = 870 to 989 points, D = 790 to 869 points, F = less than 790 points.

**Additional Requirements:** Schools must test at least 90% of eligible students (at least 95% to be eligible for an "A") to be assigned a regular letter grade. Schools earning enough points for a "C" or higher must earn at least 50 points for gains in reading and math for the lowest performing students or the school must show sufficient annual improvement in points earned. At least 25% of students must score satisfactory on FCAT 2.0 Reading. Schools that do not meet these additional requirements will have their grade adjusted lower by one letter grade.

\* Letter-grade drop limit for 2012-13. For 2012-13, no school's assigned grade will be more than one letter grade lower than the school grade assigned for 2011-12.

**Guides to Calculations**

- 2014 School Grades Guide Sheet (PDF)
- School Grades Guide to Calculations, 2013-14 (PDF)
- School Improvement Ratings Guide to Calculations, 2013-14 (PDF)
- Annual Measurable Objectives (AMOs) Guide to Calculations 2013-14 (PDF)





School Grade School Level Details

Back to Selected Schools |  New Query

Broward School District						
SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS - 5007						
2011-2012						
	Reading	Math	Writing	Science	Grade Points	
Points for Performance (FCAT 2.0/EOC Level 3 and Above; FAA Level 4 and Above; FCAT Writing 3.0 and Above)	50	48	95	N/A	193	
Points for Students Making Learning Gains	58	49			107	
Points for Students Making Learning Gains in the lowest 25%	66	37			103	
% Tested	99%				Percent of eligible students tested	
Initial Grade Points					403	
Grade Points Scaled Up to an 800-point scale value					461	
Points Earned					461	
Adjusted Performance	50	48	95		<a href="#">Click here for High School Components</a>	

Writing and Science: District writing and/or science average is substituted for the writing and/or science component, if the school has less than 10 scores.

- 3 Ways to make gains:
- Improve Achievement Levels
  - Maintain Satisfactory Levels
  - Improve more than one year within Level 1 or 2

					Final Adjusted Points ↑
					FINAL SCHOOL GRADE* ↑
					School Type
					High School
Minority Rate	Free and Reduced Lunch Rate	Charter School Status	Title I		
94%	54%	YES	NO		

**School Grade Scales for High Schools with Graduating Classes**  
 (1600-point scale): A = At least 1,050 points, B = 990 to 1,049 points, C = 870 to 989 points, D = 790 to 869 points, F = less than 790 points.

**Additional Requirements:** Schools must test at least 90% of eligible students (at least 95% to be eligible for an "A") to be assigned a regular letter grade.

\* Letter-grade drop limit for 2011-12. For 2011-12 only, no school's assigned grade will be more than one letter grade lower than the school grade assigned for 2010-11.

**Guides to Calculations**

- [2014 School Grades Guide Sheet \(PDF\)](#)
- [School Grades Guide to Calculations, 2013-14 \(PDF\)](#)
- [School Improvement Ratings Guide to Calculations, 2013-14 \(PDF\)](#)
- [Annual Measurable Objectives \(AMOs\) Guide to Calculations 2013-14 \(PDF\)](#)

***Educational Performance  
Appendix F: FLDOE Report Card (most recent  
year)***

# FLORIDA SCHOOL GRADES

**You selected:**

**District:** BROWARD

**Years:** 2013-2014, 2012-2013, 2011-2012

**School Grades:**

**Report Type:** Report Card

Modify Selections | 
  Return to List of Schools |

Microsoft OLE DB Provider for ODBC Drivers error '80004005'

[NEON][SCOD32.DLL][DB2]Session start failed

/reportRC.asp, line 1122

2013-2014		
<b>SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS (5007) Broward (06)</b> 9300 PEMBROKE RD, MIRAMAR, FL 33025-1640 School Phone: 954-435-1570, Principal: ATHENA GUILLEN		
Subject	State of Florida A+ Plan	Annual Measurable Objectives
School Grade	<b>B</b>  This grade is calculated by adding points earned from each of the performance areas below.	Details for AMO subgroups can be found at <a href="http://schoolgrades.fldoe.org/xls/1314/AMOsds.xls">http://schoolgrades.fldoe.org/xls/1314/AMOsds.xls</a>
Reading	<ul style="list-style-type: none"> <li>• 50% of students reading at or above grade level</li> <li>• 67% of students making a year's worth of progress in reading</li> <li>• 64% of struggling students making a year's worth of progress in reading</li> </ul>	
Math	<ul style="list-style-type: none"> <li>• 65% of students at or above grade level in math</li> <li>• 74% of students making a year's worth of progress in math</li> <li>• 79% of struggling students making a year's worth of progress in math</li> </ul>	
Writing	<ul style="list-style-type: none"> <li>•</li> </ul>	

	70% of students are meeting state standards in writing.
<b>Science</b>	<ul style="list-style-type: none"> <li>• 67% of students at or above grade level in Science.</li> </ul>
<b>Retakes</b>	<ul style="list-style-type: none"> <li>• 25% of 11th and 12th grade students passed the FCAT Reading Retake.</li> <li>• 55% of 11th and 12th grade students passed the FCAT Math Retake.</li> </ul>
<b>Possible Choice Options</b>	<ul style="list-style-type: none"> <li>• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan.</li> <li>• <b>SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS</b> does not have enough data available for the calculation of adequate yearly progress under No Child Left Behind. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind.</li> <li>• Contact your district office at -- for other choice options available to you.</li> </ul>
<p>**Title I refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when at least 35% (targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels.</p>	

***Educational Performance  
Appendix G: SIR designation***

Not Applicable

***Educational Performance  
Appendix H: Progress Monitoring***

**Performance Band Report for: Somerset Academy - FL****Exam: ELA SDT 2 Grade 11 (October 2015)**

December 14, 2015

Page 1 of 2

**Report Options:**

Schools:	5007 Somerset Acad Chrt Hs Miramar -	Grades:	All
Courses:	All	Gender:	All
Teachers:	All	Ethnicities:	All
Custom Groups:	All	Ed Programs:	All
# Students:	59	Roster:	2015-2016 Fall, School Year

**Overall Performance:**

<p>Percent of students at <b>Level 3</b> or above:</p> <p><b>49%</b></p> <p>Average Score: 6.4/10 (64%)</p>	<b>Per Band Performance:</b>							
	<b>Band</b>	<b>Range</b>	<b># Students</b>	<b>%</b>	<b>20</b>	<b>40</b>	<b>60</b>	<b>80</b>
	Level 1	0.00-4.99	11	19%				
	Level 2	5.00-6.49	19	32%				
	Level 3	6.50-7.99	13	22%				
	Level 4	8.00-8.99	7	12%				
	Level 5	9.00-10.0	9	15%				

**Per Standard Performance:**

Standard	Does not meet	Met Standards			
LACC.1112.RL--LACC.1112.RL.1: Standard LACC.1112.RL.1.1	28 (47.46%)	31 (52.54%)			
LACC.1112.RL--LACC.1112.RL.1: Standard LACC.1112.RL.1.3	29 (49.15%)	30 (50.85%)			
LACC.1112.RL--LACC.1112.RL.2: Standard LACC.1112.RL.2.4	31 (52.54%)	28 (47.46%)			
LACC.1112.RI--LACC.1112.RI.1: Standard LACC.1112.RI.1.1	15 (25.42%)	44 (74.58%)			
LACC.1112.RI--LACC.1112.RI.1: Standard LACC.1112.RI.1.2	43 (72.88%)	16 (27.12%)			
LACC.1112.RI--LACC.1112.RI.2: Standard LACC.1112.RI.2.4	40 (67.80%)	19 (32.20%)			

**Standards:**

FLCCSS--English Language Arts (2010)--Grades: 11-12--LACC.1112.RL--LACC.1112.RL.1

-LACC.1112.RL.1: Standard LACC.1112.RL.1.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Section 1 - Multiple Choice: 4

-LACC.1112.RL.1: Standard LACC.1112.RL.1.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Section 1 - Multiple Choice: 3

FLCCSS--English Language Arts (2010)--Grades: 11-12--LACC.1112.RL--LACC.1112.RL.2

-LACC.1112.RL.2: Standard LACC.1112.RL.2.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Section 1 - Multiple Choice: 1, 2

FLCCSS--English Language Arts (2010)--Grades: 11-12--LACC.1112.RI--LACC.1112.RI.1

-LACC.1112.RI.1: Standard LACC.1112.RI.1.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Section 1 - Multiple Choice: 7

-LACC.1112.RI.1: Standard LACC.1112.RI.1.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary

Revised 10/23/2015r

\*If applicable

Page Number 56 of 417



# Performance Band Report for: Somerset Academy - FL

## Exam: ELA SDT 2 Grade 11 (October 2015)

December 14, 2015

Page 2 of 2

### Standards:

-of the text.

Section 1 - Multiple Choice: 8, 10

FLCCSS--English Language Arts (2010)--Grades: 11-12--LACC.1112.RI--LACC.1112.RI.2

-LACC.1112.RI.2: Standard LACC.1112.RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Section 1 - Multiple Choice: 5, 6, 9

# Class List Report for: Somerset Academy - FL Exam: ELA SDT 2 Grade 11 (October 2015)

December 14, 2015

Page 1 of 9

## Report Options

Schools: 5007 Somerset Acad Chrt Hs Miramar -

Ethnicities: All

Custom Groups: All

Roster: 2015-2016 Fall, School Year

Test Delivery: All

# Students: 59

Grades: All  
Teachers: All  
Courses: All  
Gender: All

## Student Performance

Student	Overall Performance	Grades: 11-12 LACC.1112.RL LACC.1112.RL.1: Standard LACC.1112.RL.1.1 (Section 1 - Multiple Choice: 4) (1 pts. possible)	Grades: 11-12 LACC.1112.RL LACC.1112.RL.1: Standard LACC.1112.RL.1.3 (Section 1 - Multiple Choice: 3) (1 pts. possible)	Grades: 11-12 LACC.1112.RL LACC.1112.RL.2: Standard LACC.1112.RL.2.4 (Section 1 - Multiple Choice: 1, 2) (2 pts. possible)	Grades: 11-12 LACC.1112.RI LACC.1112.RI.1: Standard LACC.1112.RI.1.1 (Section 1 - Multiple Choice: 7) (1 pts. possible)	Grades: 11-12 LACC.1112.RI LACC.1112.RI.1: Standard LACC.1112.RI.1.2 (Section 1 - Multiple Choice: 8, 10) (2 pts. possible)
<b>GROUP AVERAGE</b>	<b>Level 2 6.4(64.07%)</b>	<b>Does not meet 0.5(52.54%)</b>	<b>Does not meet 0.5(50.85%)</b>	<b>Met Standards 1.4(69.49%)</b>	<b>Met Standards 0.7(74.56%)</b>	<b>Does not meet 1.1(54.24%)</b>
	Level 1 4(40.00%)	Met Standards 1(100.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)	Met Standards 1(100.00%)	Does not meet 0(0.00%)
	Level 2 6(60.00%)	Does not meet 0(0.00%)	Does not meet 0(0.00%)	Met Standards 2(100.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 2 6(60.00%)	Met Standards 1(100.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 2 6(60.00%)	Does not meet 0(0.00%)	Met Standards 1(100.00%)	Met Standards 2(100.00%)	Does not meet 0(0.00%)	Does not meet 1(50.00%)
	Level 4 8(80.00%)	Does not meet 0(0.00%)	Met Standards 1(100.00%)	Met Standards 2(100.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 2 5(50.00%)	Met Standards 1(100.00%)	Does not meet 0(0.00%)	Does not meet 1(50.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 2 6(60.00%)	Does not meet 0(0.00%)	Does not meet 0(0.00%)	Met Standards 1(50.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 3 7(70.00%)	Met Standards 1(100.00%)	Met Standards 1(100.00%)	Does not meet 0(0.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 2 5(50.00%)	Does not meet 0(0.00%)	Does not meet 0(0.00%)	Does not meet 1(50.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 2 5(50.00%)	Met Standards 1(100.00%)	Met Standards 1(100.00%)	Does not meet 0(0.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 1 4(40.00%)	Met Standards 1(100.00%)	Met Standards 1(100.00%)	Does not meet 0(0.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 5 10(100.00%)	Met Standards 1(100.00%)	Met Standards 1(100.00%)	Met Standards 2(100.00%)	Met Standards 1(100.00%)	Met Standards 2(100.00%)
	Level 2 8(80.00%)	Does not meet 0(0.00%)	Does not meet 0(0.00%)	Met Standards 2(100.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 2 6(60.00%)	Does not meet 0(0.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)	Does not meet 0(0.00%)	Met Standards 2(100.00%)
	Level 2 5(50.00%)	Met Standards 1(100.00%)	Does not meet 0(0.00%)	Met Standards 2(100.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 5 9(90.00%)	Met Standards 1(100.00%)	Met Standards 1(100.00%)	Met Standards 2(100.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)
	Level 1 2(20.00%)	Does not meet 0(0.00%)	Does not meet 0(0.00%)	Does not meet 1(50.00%)	Met Standards 1(100.00%)	Does not meet 0(0.00%)
	Level 4 8(80.00%)	Met Standards 1(100.00%)	Met Standards 1(100.00%)	Met Standards 2(100.00%)	Met Standards 1(100.00%)	Does not meet 1(50.00%)

# Class List Report for: Somerset Academy - FL Exam: ELA SDT 2 Grade 11 (October 2015)

December 14, 2015

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## Report Options

Schools: 5007 Somerset Acad Chrt Hs Miramar

Ethnicities: All  
 Custom Groups: All  
 Roster: 2015-2016 Fall, School Year  
 Test Delivery: All  
 # Students: 59

Grades: All  
 Teachers: All  
 Courses: All  
 Gender: All

## Student Performance (cont.)

Student	Grades: 11-12 LACC.1112.RI LACC.1112.RI.2: Standard LACC.1112.RI.2.4 (Section 1 - Multiple Choice: 5, 6, 9) (3 pts. possible)	Met Standards	2.2(71.75%)
	Does not meet	0(0.00%)	
	Does not meet	2(66.67%)	
	Does not meet	1(33.33%)	
	Does not meet	2(66.67%)	
	Met Standards	3(100.00%)	
	Does not meet	1(33.33%)	
	Met Standards	3(100.00%)	
	Does not meet	2(66.67%)	
	Met Standards	3(100.00%)	
	Does not meet	2(66.67%)	
	Does not meet	2(66.67%)	
	Met Standards	3(100.00%)	
	Does not meet	2(66.67%)	
	Does not meet	2(66.67%)	
	Does not meet	2(66.67%)	
	Met Standards	3(100.00%)	
	Does not meet	0(0.00%)	
	Does not meet	2(66.67%)	

***Educational Performance  
Appendix I: Graduation Rate***

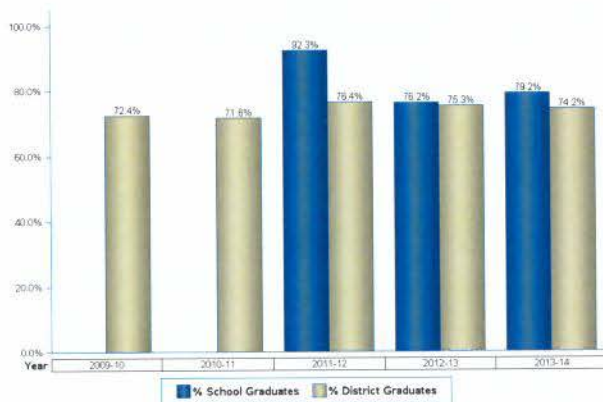
Definitions FAQs Quick Start Guide User Manual

06-BROWARD

SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR-5007

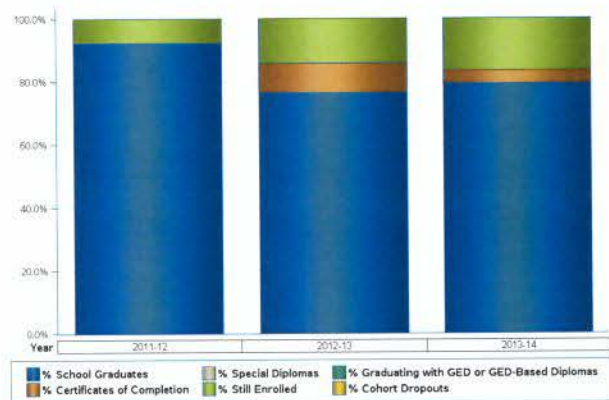
School and District Graduation Rates

Applied filters: District equal to 06-BROWARD



School Outcomes

Applied filters: District equal to 06-BROWARD



Note: As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv), graduates are students who graduate in four years with a regular high school diploma (standard diploma).

School Graduation Rates by Gender

Applied filters: District equal to 06-BROWARD

Year	2011-12			2012-13			2013-14		
	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates
Female	**	**	**	10	8	80.0%	18	15	83.3%
Male	**	**	**	11	8	72.7%	**	**	**

[Definitions](#) [FAQs](#) [Quick Start Guide](#) [User Manual](#)

06-BROWARD

SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR-5007

**School Graduation Rates by Subgroup**

Applied filters: District equal to 06-BROWARD

Year	2011-12			2012-13			2013-14		
	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates
<b>Race/Ethnicity</b>									
1-White	**	**	**	**	**	**	**	**	**
2-Hispanic	**	**	**	**	**	**	**	**	**
3-Black	**	**	**	13	8	61.5%	21	17	81.0%
4-Two or More Races	**	**	**	**	**	**	**	**	**
5-Asian	**	**	**	**	**	**	**	**	**

Note: To protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10. Double asterisks (\*\*) will appear when data are suppressed. When there are no students reported in a category, a dot (.) will appear in the table cell.

**Tips:**

- 1) To select a new district, select Data > Refresh Data
- 2) Use the left-hand navigation panel to select a school and view its results.
- 3) To export data: > right click on the graph/table > select export graph/table data > select the file type > click ok.

[Definitions](#) [FAQs](#) [Quick Start Guide](#) [User Manual](#)

06-BROWARD

SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR-5007

**School Graduation Rates by ELL Status**

Applied filters: District equal to 06-BROWARD

Year	2011-12			2012-13			2013-14		
	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates
ELL Status									
ELL	..	..	..	..	..	..	..	..	..
Non-ELL	12	12	100.0%	21	16	76.2%	24	19	79.2%

**School Graduation Rates by Disability Status**

Applied filters: District equal to 06-BROWARD

Year	2011-12			2012-13			2013-14		
	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates
Disability Status									
Disabled	..	..	..	..	..	..	..	..	..
Non-Disabled	12	12	100.0%	21	16	76.2%	24	19	79.2%

**School Graduation Rates by Economic Status**

Applied filters: District equal to 06-BROWARD

Year	2011-12			2012-13			2013-14		
	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates
Economic Status									
Eco. Disadvantaged	..	..	..	..	..	..	14	9	64.3%
Non-Eco. Disadvantaged	..	..	..	13	10	76.9%	10	10	100.0%

**School Graduation Rates by At-Risk**

Applied filters: District equal to 06-BROWARD

Year	2011-12			2012-13			2013-14		
	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates	# Cohort	# School Graduates	% School Graduates
At Risk									
At-Risk	..	..	..	..	..	..	..	..	..
Not At-Risk	10	10	100.0%	18	15	83.3%	21	19	90.5%

***Educational Performance  
Appendix J: Standardized Test Results***



DATE	TEST ID	FM	LVL	SCHL	GR	S
050415	ECB			5007	10	A
			END-OF-COURSE ASSMT BIO			
042315	FSA	GE		5007	10	A
			FSA EOC GEOMETRY			
041415	FSA	10		5007	10	A
			FLORIDA STANDARDS ASSESSMENT			
101514	PSA	W	10	1234	10	A
			PRE-SAT GR10 WEDNESDAY ADMIN			
051214	ECA			5007	09	A
			END-OF-COURSE ASSMT ALG 1			
042214	FC2	09		5007	09	A
			FCAT (FOR SY 2011-PRESENT)			
041513	FC2	08		5441	08	A
			FCAT (FOR SY 2011-PRESENT)			
022613	WAP	P		5441	08	A
			WRITING TEST - PERSUASIVE			
113012	WRP	P	B2	5441	08	A
			WRITING PROMPT - PERSUASIVE B2			
041612	FC2	07		5441	07	A
			FCAT (FOR SY 2011-PRESENT)			
041111	FCA	06		3911	06	A
			FCAT (FOR SY2000-PRESENT)			
040810	DAR	B		2871	05	A
			DAR POST-TEST			
030910	FCA	05		2871	05	A
			FCAT (FOR SY2000-PRESENT)			

PF1=HELP 3=EXIT 7=BKWD 8=FWD 12=ESCAPE  
 Page full... Continue.

TERML: QPADEV

DATE	TEST ID	FM	LVL	END-OF-COURSE ASSMT	SCHL	GR	S
051115	EAH			END-OF-COURSE ASSMT AMER HIST	5007	11	A
050715	APT	07		ADVANCED PLACEMENT TEST	5007	11	A
101514	PSA	W 11		PRE-SAT GR11 WEDNESDAY ADMIN	1234	11	A
051914	ECG			END-OF-COURSE ASSMT GEO	5007	10	A
050514	APT	85		ADVANCED PLACEMENT TEST	5007	10	A
050514	ECB			END-OF-COURSE ASSMT BIO	5007	10	A
042214	FC2	10		FCAT (FOR SY 2011-PRESENT)	5007	10	A
022514	WAP	E		WRITING TEST - EXPOSITORY	5007	10	A
120613	WRP	P B2		WRITING PROMPT - PERSUASIVE B2	5007	10	A
101613	PSA	W 10		PRE-SAT GR10 WEDNESDAY ADMIN	1234	10	A
090613	WRP	E B1		WRITING PROMPT - EXPOSITORY B1	5007	10	A
051313	ECA			END-OF-COURSE ASSMT ALG 1	5007	09	A
050613	APT	93		ADVANCED PLACEMENT TEST	5007	09	A

TERML: QPADEV

PF1=HELP 3=EXIT 7=BKWD 8=FWD 12=ESCAPE  
 Page full... Continue.

# AP<sup>®</sup> Student Score Report (2015)

Print / Download Options

This report shows cumulative score data for an individual student, listing scores for each AP Exam taken by that student. The confidentiality of student score reports should be recognized and maintained by all individuals who have access to them.

✓ Data Updated Nov 18, 2015, Report Run Dec 14, 2015

## Student Information

Student School	Address	College Requested on AP Answer Sheet	Florida International University (5206)
AP Number	Date of Birth	Student Identifier	
Grade Level: 10th Grade	SSN		
	Sex: Female		

## Student Scores

AP scores, as defined below, signify how qualified students are to receive college credit or placement. Colleges and universities, not the College Board, establish their individual credit and placement policies.

Exam Year	Exam Name	Score	Event Code*	Event Description*
2015	Psychology	1		

AP Score Scale: 5 = Extremely Well Qualified 4 = Well Qualified 3 = Qualified 2 = Possibly Qualified 1 = No Recommendation

\* Sometimes AP Exam scores include an additional message explaining the score. For instance, if an exam is still in the process of being scored, and the score is delayed, an event code will appear in the table above.

## AP Scholar Awards

The AP Program offers several levels of AP Scholar Awards to recognize students who demonstrate outstanding college-level achievement through AP courses and exams.

Award Year	Award Description
------------	-------------------

## Additional Notes

Two AP Exams, Calculus BC and Music Theory, report subscores.

A Calculus AB subscore is reported based on the student's performance on the portion of the AP Calculus BC Exam devoted to Calculus AB topics (approximately 60 percent). The Calculus AB subscore gives colleges and universities more information about the student's abilities. Although each college sets its own policy for awarding credit and/or placement for AP Exam scores, it is recommended that institutions apply the same policy to the Calculus AB subscore that they apply to the Calculus AB score. Use of the subscore in the manner inconsistent with the philosophy of the courses, since common topics are tested at the same conceptual level in both Calculus AB and Calculus BC.

Music Theory Aural Subscore and Music Theory Non Aural Subscore: Two subscores are reported based on the student's performance on the aural and nonaural portions of the AP Music Theory Exam. The aural component includes multiple-choice questions related to recorded musical examples, two melody dictation questions, two harmonic dictation questions, and two sight-singing questions. The nonaural component includes multiple-choice questions requiring some score analysis and other multiple-choice questions not related to recorded musical examples. It also includes free-response questions calling for realization of a figured bass, realization of a chord progression from Roman numerals and composition of a bass line to fit a given melody. The subscores help music departments make appropriate decisions about credit and placement when they offer separate courses for written theory and aural skills. Although each college sets its own policy for awarding credit and/or placement for AP Exam scores, it is recommended that, for students continuing study in music, subscores be considered along with the overall score. It is further recommended that the college use the overall score to set policy for students seeking general humanities credits.



***Educational Performance  
Appendix K: Implementation of Specific  
Contractual Corrective Action and Status***

Not Applicable

***Educational Performance  
Appendix L: State-issued High Performance  
Designation Letter***

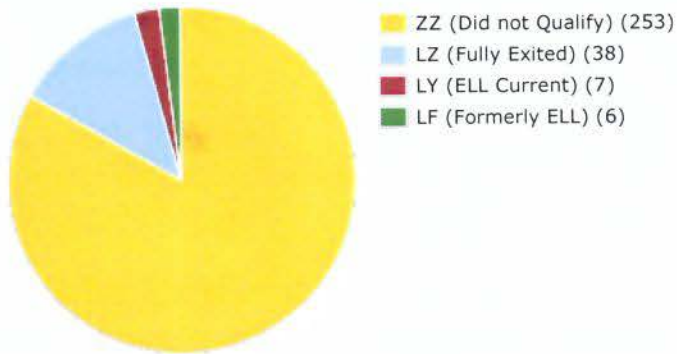
Not Applicable

***Educational Performance  
Appendix M: Approved Comprehensive Reading  
Plan (charter schools opting out of the District's  
K-12 Plan)***

Not Applicable

***Educational Performance  
Appendix N: Ellevation Reports***

ESOL Students



**Filter:** School: 5007 - SOMERSET ACAD CHRT HS MIRAMAR , Grade Level: All, Teacher:

**Criteria:** ELL/LEP: ESOL Status

**Category:** LY (ELL Current)

**Number of Students:** 7

Test ID #	Name	Grade	Teacher
06		12	
06		9	
06		10	
06		10	
06		12	
06		10	
06		10	



***Financial Performance***  
***Appendix O: Fixed Assets Report Reconciled with***  
***General Ledger***

Site Equip Number	Description	Serial num	Unit Cost	Location	Condition	Acquired date
D00501	Teacher Desk	D00501	\$ 150.00	B200	G	7/1/2011
D00502	Teacher Chair	D00502	\$ 50.00	B200	G	7/1/2011
D00503	Student Desk	D00503	\$ 90.00	B200	G	7/1/2011
D00504	Student Chair	D00504	\$ 90.00	B200	G	7/1/2011
D00505	Student Desk	D00505	\$ 90.00	B200	G	7/1/2011
D00506	Student Desk	D00506	\$ 90.00	B200	G	7/1/2011
D00507	Student Desk	D00507	\$ 90.00	B200	G	7/1/2011
D00508	Student Desk	D00508	\$ 90.00	B200	G	7/1/2011
D00509	Student Desk	D00509	\$ 90.00	B200	G	7/1/2011
D00510	Student Desk	D00510	\$ 90.00	B200	G	7/1/2011
D00511	Student Desk	D00511	\$ 90.00	B200	G	7/1/2011
D00512	Student Desk	D00512	\$ 90.00	B200	G	7/1/2011
D00513	Student Desk	D00513	\$ 90.00	B200	G	7/1/2011
D00514	Student Desk	D00514	\$ 90.00	B200	G	7/1/2011
D00515	Student Desk	D00515	\$ 90.00	B200	G	7/1/2011
D00516	Student Desk	D00516	\$ 90.00	B200	G	7/1/2011
D00517	Student Desk	D00517	\$ 90.00	B200	G	7/1/2011
D00518	Student Desk	D00518	\$ 90.00	B200	G	7/1/2011
D00519	Student Desk	D00519	\$ 90.00	B200	G	7/1/2011
D00520	Student Desk	D00520	\$ 90.00	B200	G	7/1/2011
D00521	Student Desk	D00521	\$ 90.00	B200	G	7/1/2011
D00522	Student Desk	D00522	\$ 90.00	B200	G	7/1/2011
D00523	Student Desk	D00523	\$ 90.00	B200	G	7/1/2011
D00524	Student Desk	D00524	\$ 90.00	B200	G	7/1/2011
D00525	Student Desk	D00525	\$ 90.00	B200	G	7/1/2011
D00526	Student Desk	D00526	\$ 90.00	B200	G	7/1/2011
D00527	Student Desk	D00527	\$ 90.00	B200	G	7/1/2011
D00528	Student Desk	D00528	\$ 90.00	B200	G	7/1/2011
D00529	Student Desk	D00529	\$ 90.00	B200	G	7/1/2011
D00530	Student Desk	D00530	\$ 90.00	B200	G	7/1/2011
D00531	Student Desk	D00531	\$ 90.00	B200	G	7/1/2011
D00532	Student Desk	D00532	\$ 90.00	B200	G	7/1/2011
D00533	Student Desk	D00533	\$ 90.00	B200	G	7/1/2011
D00534	Student Desk	D00534	\$ 90.00	B200	G	7/1/2011
D00535	Student Desk	D00535	\$ 90.00	B200	G	7/1/2011
D00536	Student Desk	D00536	\$ 90.00	B200	G	7/1/2011
D00537	Student Desk	D00537	\$ 90.00	B200	G	7/1/2011
D00538	Student Desk	D00538	\$ 90.00	B200	G	7/1/2011
D00539	Student Desk	D00539	\$ 90.00	B200	G	7/1/2011
D00540	Student Desk	D00540	\$ 90.00	B200	G	7/1/2011
D00541	Student Desk	D00541	\$ 90.00	B200	G	7/1/2011
D00542	Student Desk	D00542	\$ 90.00	B200	G	7/1/2011
D00543	Student Desk	D00543	\$ 90.00	B200	G	7/1/2011
D00544	Student Desk	D00544	\$ 90.00	B200	G	7/1/2011
D00545	Teacher Chair	D00545	\$ 90.00	B200	G	7/1/2011
D00546	Teacher Desk	D00546	\$ 150.00	B200	G	7/1/2011
D00547	Student Desk	D00547	\$ 90.00	B200	G	7/1/2011
D00548	Student Desk	D00548	\$ 90.00	B200	G	7/1/2011
D00549	Student Desk	D00549	\$ 90.00	B200	G	7/1/2011
D00550	Student Desk	D00550	\$ 90.00	B200	G	7/1/2011
D00551	Student Desk	D00551	\$ 90.00	B200	G	7/1/2011
D00552	Student Desk	D00552	\$ 90.00	B200	G	7/1/2011
D00553	Student Desk	D00553	\$ 90.00	B200	G	7/1/2011
D00554	Student Desk	D00554	\$ 90.00	B200	G	7/1/2011
D00555	Student Desk	D00555	\$ 90.00	B200	G	7/1/2011
D00556	Student Desk	D00556	\$ 90.00	B200	G	7/1/2011
D00557	Student Desk	D00557	\$ 90.00	B200	G	7/1/2011
D00558	Student Desk	D00558	\$ 90.00	B200	G	7/1/2011
D00559	Student Desk	D00559	\$ 90.00	B200	G	7/1/2011
D00560	Student Desk	D00560	\$ 90.00	B200	G	7/1/2011
D00561	Student Desk	D00561	\$ 90.00	B200	G	7/1/2011
D00562	Student Desk	D00562	\$ 90.00	B200	G	7/1/2011
D00563	Student Desk	D00563	\$ 90.00	B200	G	7/1/2011
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D00565	Student Desk	D00565	\$ 90.00	B200	G	7/1/2011
D00566	Student Desk	D00566	\$ 90.00	B200	G	7/1/2011
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D00569	Student Desk	D00569	\$ 90.00	B200	G	7/1/2011
D00570	Student Desk	D00570	\$ 90.00	B200	G	7/1/2011
D00571	Student Desk	D00571	\$ 90.00	B200	G	7/1/2011
D00572	Student Desk	D00572	\$ 90.00	B200	G	7/1/2011
D00573	Student Desk	D00573	\$ 90.00	B200	G	7/1/2011
D00574	Student Desk	D00574	\$ 90.00	B200	G	7/1/2011
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D00576	Student Desk	D00576	\$ 90.00	B200	G	7/1/2011
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D00600	Student Desk	D00600	\$ 90.00	B200	G	7/1/2011







D10AL5	Large Chair	D10AL5	\$	60.00	D100	G	7/1/2011
D10AL7	Large Chair	D10AL7	\$	60.00	D100	G	7/1/2011
D10AL8	Large Chair	D10AL8	\$	60.00	D100	G	7/1/2011
D10AL9	Large Chair	D10AL9	\$	60.00	D100	G	7/1/2011
D10AL10	Computer	D10AL10	\$	40.00	D104	G	7/1/2011
D10AL11	Computer	D10AL11	\$	40.00	D104	G	7/1/2011
D10AMAC1	MAC	D10AMAC1	\$	1,500.00	D104	G	3/1/2012
D10AMAC2	MAC	D10AMAC2	\$	1,500.00	D104	G	3/1/2012
D10ACT1	Computer Table	D10ACT1	\$	256.00	D104	G	7/1/2011
D10ACT2	Computer Table	D10ACT2	\$	256.00	D104	G	7/1/2011
D10AG1	Large Chair	D10AG1	\$	60.00	D104	G	7/1/2011
D10AG2	Large Chair	D10AG2	\$	60.00	D104	G	7/1/2011
D10AG3	Large Chair	D10AG3	\$	60.00	D104	G	7/1/2011
D10AG4	Large Chair	D10AG4	\$	60.00	D104	G	7/1/2011
D11AC1	Computer	D11AC1	\$	40.00	D112	G	7/1/2011
D11AC2	Computer	D11AC2	\$	40.00	D112	G	7/1/2011
D11AC3	Computer	D11AC3	\$	40.00	D112	G	7/1/2011
D11AC4	Computer	D11AC4	\$	40.00	D112	G	7/1/2011
D11AC5	Computer	D11AC5	\$	40.00	D112	G	7/1/2011
D11AC6	Computer	D11AC6	\$	40.00	D112	G	7/1/2011
D11AC7	Computer	D11AC7	\$	40.00	D112	G	7/1/2011
D11AC8	Computer	D11AC8	\$	40.00	D112	G	7/1/2011
D11AC9	Computer	D11AC9	\$	40.00	D112	G	7/1/2011
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D11AC11	Computer	D11AC11	\$	40.00	D112	G	7/1/2011
D11AC12	Computer	D11AC12	\$	40.00	D112	G	7/1/2011
D11AC13	Computer	D11AC13	\$	40.00	D112	G	7/1/2011
D11AC14	Computer	D11AC14	\$	40.00	D112	G	7/1/2011
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D11AC49	Computer	D11AC49	\$	40.00	D112	G	7/1/2011

D114C00	Computer	D114C00	\$	440.00	D114	G	7/1/2011
D114C01	Computer Table	D114C01	\$	256.00	D114	G	7/1/2011
D114C02	Computer Table	D114C02	\$	256.00	D114	G	7/1/2011
D114C03	Computer Table	D114C03	\$	256.00	D114	G	7/1/2011
D114C04	Computer Table	D114C04	\$	256.00	D114	G	7/1/2011
D114C05	Computer Table	D114C05	\$	256.00	D114	G	7/1/2011
D114C06	Computer Table	D114C06	\$	256.00	D114	G	7/1/2011
D114C07	Computer Table	D114C07	\$	256.00	D114	G	7/1/2011
D114C08	Computer Table	D114C08	\$	256.00	D114	G	7/1/2011
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D114C11	Computer Table	D114C11	\$	256.00	D114	G	7/1/2011
D114C12	Computer Table	D114C12	\$	256.00	D114	G	7/1/2011
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D114C18	Computer Table	D114C18	\$	256.00	D114	G	7/1/2011
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D114C20	Computer Table	D114C20	\$	256.00	D114	G	7/1/2011
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D114C29	Computer Table	D114C29	\$	256.00	D114	G	7/1/2011
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D114C31	Computer Table	D114C31	\$	256.00	D114	G	7/1/2011
D114C32	Computer Table	D114C32	\$	256.00	D114	G	7/1/2011
D114C33	Computer Table	D114C33	\$	256.00	D114	G	7/1/2011
D114C34	Computer Table	D114C34	\$	256.00	D114	G	7/1/2011
D114C35	Computer Table	D114C35	\$	256.00	D114	G	7/1/2011
D114C36	Computer Table	D114C36	\$	256.00	D114	G	7/1/2011
D114C37	Computer Table	D114C37	\$	256.00	D114	G	7/1/2011
D114C38	Computer Table	D114C38	\$	256.00	D114	G	7/1/2011
D114C39	Computer Table	D114C39	\$	256.00	D114	G	7/1/2011
D114C40	Computer Table	D114C40	\$	256.00	D114	G	7/1/2011
D204A							

***Financial Performance***  
***Appendix P: Financial Corrective Action Plans***

Not Applicable



***Financial Performance  
Appendix Q: Evidence of Resolution of any  
Financial Deficiencies***

Not Applicable

***Financial Performance  
Appendix R: Compliance of Financial Reports  
with District Deadlines (will be considered)***

***Financial Performance***  
***Appendix S: Projected 5-year Budget is Requested***  
***(2016-2021)***

**Somerset Charter High School Miramar Campus (5007)**

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades	9-12	9-12	9-12	9-12	9-12
Students per grade (average)	75	88	100	113	125
Total # Students	300	350	400	450	500
Per Student Revenue *	6,072	6,195	6,317	6,445	6,572
		2.0%	2.0%	2.0%	2.0%

**REVENUE**

Maximum Gross Revenue (\$)	1,821,555	2,168,126	2,526,830	2,900,129	3,286,212
Enrollment Contingency (\$)	-	-	-	-	-
Budgeted State Sources of Revenue (\$)	1,821,555	2,168,126	2,526,830	2,900,129	3,286,212

**EXPENDITURES**

Facility Budget					
Maximum Facility Expense	321,065	364,578	384,792	431,078	453,144
Minimum Building Size Utilized (Sqft)	18,000	18,000	18,000	18,000	18,000
Cost per Student	\$ 718.00	\$ 627.74	\$ 560.26	\$ 507.96	\$ 466.31
Operating and Fixed Costs	105,665	144,870	160,690	202,494	219,988
Mortgage Payments/Rent	215,400	219,708	224,102	228,584	233,156

Teacher Staffing Budget					
School wide Average Class Size	20	17	14	15	14
# of Instructional Staff	15	21	28	31	35
Salary Benefits per Teacher	8,438	8,034	7,589	7,691	7,865

**MAXIMUM FOR OTHER EXPENDITURES**

	975,397	1,099,270	1,201,426	1,328,306	1,443,681
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\* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Budget Detail

		Somerset Charter High School Miramar Campus (5007)				
		YEAR 1 Expected	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>ENROLLMENT</b>						
K - 5	Classrooms	12	14	16	18	20
<b>Total Enrollment</b>		300	350	400	450	500
<b>REVENUES</b>						
State Sources with expected enrollment		\$ 1,821,555.00	\$ 2,168,126.28	\$ 2,526,829.88	\$ 2,900,128.65	\$ 3,286,212.08
Federal Sources - NSLP funds 77% of students	77%	\$ 123,908.40	\$ 147,451.00	\$ 171,885.73	\$ 197,238.88	\$ 223,537.40
Local Sources - Lunch program paid students	30%	\$ 48,600.00	\$ 57,834.00	\$ 67,417.92	\$ 77,362.06	\$ 87,677.00
Capital Outlay (Available after 3rd year)	Per Student	\$ 84,600.00	\$ 98,700.00	\$ 112,800.00	\$ 126,900.00	\$ 141,000.00
Other Sources - Services		\$ 36,000.00	\$ 42,000.00	\$ 48,000.00	\$ 54,000.00	\$ 60,000.00
<b>Total</b>		\$ 2,114,663.40	\$ 2,514,111.28	\$ 2,926,933.54	\$ 3,355,629.59	\$ 3,798,426.48
<b>EXPENDITURES</b>						
<b>Instruction</b>						
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		\$ 575,293.00	\$ 766,892.10	\$ 965,925.05	\$ 1,083,738.51	\$ 1,251,203.90
Fringe Benefits		\$ 126,564.46	\$ 168,716.26	\$ 212,503.51	\$ 238,422.47	\$ 275,264.86
Contracted Professional Services (includes Therapists & other contracted instructional services)	See Staffing Plan	\$ 6,750.00	\$ 8,032.50	\$ 9,363.60	\$ 10,744.73	\$ 12,177.36
Classroom Supplies & Equipment	\$ 450.00	\$ 13,500.00	\$ 16,065.00	\$ 18,727.20	\$ 21,489.46	\$ 24,354.72
Teacher Supplies	\$ 35.00	\$ 10,500.00	\$ 12,495.00	\$ 14,565.60	\$ 16,714.03	\$ 18,942.56
Textbooks and/or eBooks/Student Activities	\$ 125.00	\$ 37,500.00	\$ 44,625.00	\$ 26,010.00	\$ 29,846.48	\$ 16,913.00
Supplemental Instructional Materials (CIRP/SIRP and Technology)	\$ 75.00	\$ 22,500.00	\$ 26,775.00	\$ 31,212.00	\$ 35,815.77	\$ 40,591.21
Digital Education Content Materials (Leased)	\$ 80.00	\$ 24,000.00	\$ 28,560.00	\$ 33,292.80	\$ 38,203.49	\$ 43,297.29
Computer - Equipment for Instruction (leased)	\$ 850.00	\$ 10,200.00	\$ 12,138.00	\$ 14,149.44	\$ 16,236.48	\$ 18,401.35
<b>Sub-Total Instruction</b>		\$ 826,807.46	\$ 1,084,298.86	\$ 1,325,749.20	\$ 1,491,211.41	\$ 1,701,146.25
<b>Pupil Personnel Services</b>						
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan	\$ 84,300.00	\$ 85,986.00	\$ 131,558.58	\$ 178,919.67	\$ 182,498.06
Fringe Benefits		\$ 18,546.00	\$ 18,916.92	\$ 28,942.89	\$ 39,362.33	\$ 40,149.57
Contracted Professional Services (counseling and psychological)	\$ 850.00	\$ 12,750.00	\$ 15,172.50	\$ 17,686.80	\$ 20,295.60	\$ 23,001.68
<b>Sub-Total Pupil Personnel Services</b>		\$ 115,596.00	\$ 120,075.42	\$ 178,188.27	\$ 238,577.60	\$ 245,649.32
<b>Media Services</b>						
Salaries (includes Librarian)		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Media Services</b>		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Curriculum Development</b>						
Salaries (includes Curriculum Specialist)		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	\$ 115.00	\$ 34,500.00	\$ 41,055.00	\$ 47,858.40	\$ 54,917.51	\$ 62,239.85
Student Activities	\$ 25.00	\$ 7,500.00	\$ 8,925.00	\$ 10,404.00	\$ 11,938.59	\$ 13,530.40
<b>Sub-Total Curriculum Development</b>		\$ 42,000.00	\$ 49,980.00	\$ 58,262.40	\$ 66,856.10	\$ 75,770.25
<b>Staff Development</b>						
Workshops/Trainings	\$ 1,000.00	\$ 13,000.00	\$ 17,000.00	\$ 21,000.00	\$ 23,000.00	\$ 26,000.00
<b>Sub-Total Staff Development</b>		\$ 13,000.00	\$ 17,000.00	\$ 21,000.00	\$ 23,000.00	\$ 26,000.00

Budget Detail

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>Somerset Charter High School Miramar Campus (5007)</b>					
<b>Instruction Related Technology</b>					
Salaries (includes Technology Personnel)	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Software	\$ 3,150.00	\$ 3,748.50	\$ 4,369.68	\$ 5,014.21	\$ 5,682.77
Hardware Maintenance	\$ 4,200.00	\$ 4,998.00	\$ 5,826.24	\$ 6,685.61	\$ 7,577.03
<b>Sub-Total Instruction Related Technology</b>	<b>\$ 7,350.00</b>	<b>\$ 8,746.50</b>	<b>\$ 10,195.92</b>	<b>\$ 11,699.82</b>	<b>\$ 13,259.79</b>
<b>Board</b>					
Professional Services (Legal)	\$ 1,500.00	\$ 1,530.00	\$ 1,560.60	\$ 1,591.81	\$ 1,623.65
Insurance (General Liability, D&O, Professional Liability)	\$ 8,400.00	\$ 9,996.00	\$ 11,652.48	\$ 13,371.22	\$ 15,164.05
Travel	\$ 2,000.00	\$ 2,040.00	\$ 2,080.80	\$ 2,122.42	\$ 2,164.86
<b>Sub-Total Board</b>	<b>\$ 11,900.00</b>	<b>\$ 13,566.00</b>	<b>\$ 15,293.88</b>	<b>\$ 17,085.45</b>	<b>\$ 18,942.56</b>
<b>General Administration</b>					
Management Fees (Portion of the \$450 fee charged by ESP)	\$ 67,500.00	\$ 80,325.00	\$ 93,636.00	\$ 107,447.31	\$ 121,773.62
<b>Administrative Fee</b>					
<b>Sub-Total General Administration</b>	<b>\$ 67,500.00</b>	<b>\$ 80,325.00</b>	<b>\$ 93,636.00</b>	<b>\$ 107,447.31</b>	<b>\$ 121,773.62</b>
<b>School Administration</b>					
Salaries (includes Principal, Secretary & other Office Personnel)	\$ 149,380.00	\$ 152,367.60	\$ 155,414.95	\$ 158,462.30	\$ 161,509.65
Fringe Benefits	\$ 32,863.60	\$ 33,520.87	\$ 34,178.14	\$ 34,835.41	\$ 35,492.68
Equipment Rental / Lease	\$ 3,600.00	\$ 3,672.00	\$ 3,744.00	\$ 3,816.00	\$ 3,888.00
Travel	\$ 2,400.00	\$ 2,448.00	\$ 2,496.00	\$ 2,544.00	\$ 2,592.00
Advertising and Promotion	\$ 1,500.00	\$ 1,785.00	\$ 2,070.00	\$ 2,355.00	\$ 2,640.00
License Fees	\$ 200.00	\$ 204.00	\$ 208.00	\$ 212.00	\$ 216.00
Dues and Subscriptions	\$ 1,200.00	\$ 1,428.00	\$ 1,656.00	\$ 1,884.00	\$ 2,112.00
Postage	\$ 600.00	\$ 714.00	\$ 828.00	\$ 942.00	\$ 1,056.00
Printing	\$ 2,700.00	\$ 3,213.00	\$ 3,726.00	\$ 4,239.00	\$ 4,752.00
Office Supplies	\$ 7,500.00	\$ 8,750.00	\$ 10,000.00	\$ 11,250.00	\$ 12,500.00
Office Equipment	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Computer Equipment	\$ 2,000.00	\$ 2,040.00	\$ 2,080.80	\$ 2,122.42	\$ 2,164.86
<b>Sub-Total School Administration</b>	<b>\$ 205,443.60</b>	<b>\$ 211,672.47</b>	<b>\$ 218,021.32</b>	<b>\$ 224,270.17</b>	<b>\$ 230,518.61</b>
<b>Facilities Acquisition &amp; Construction</b>					
Building Lease / Rent (see budget summary for calculation)	\$ 215,400.00	\$ 219,708.00	\$ 224,016.00	\$ 228,324.00	\$ 232,632.00
<b>Sub-Total Facilities Acquisition &amp; Construction</b>	<b>\$ 215,400.00</b>	<b>\$ 219,708.00</b>	<b>\$ 224,016.00</b>	<b>\$ 228,324.00</b>	<b>\$ 232,632.00</b>
<b>Fiscal Services</b>					
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
Fee to County School Board - up to 250 students	\$ 75,898.13	\$ 77,433.08	\$ 78,967.93	\$ 80,502.88	\$ 82,037.83
Planning, Research, Development and Evaluation (Part of ESP's Fee)	\$ 33,000.00	\$ 39,270.00	\$ 45,540.00	\$ 51,810.00	\$ 58,080.00
Professional Services - Annual Audit	\$ 7,000.00	\$ 7,140.00	\$ 7,280.00	\$ 7,420.00	\$ 7,560.00
<b>Sub-Total Fiscal Services</b>	<b>\$ 115,898.13</b>	<b>\$ 123,843.08</b>	<b>\$ 131,887.93</b>	<b>\$ 139,932.88</b>	<b>\$ 147,977.83</b>
<b>Food Services</b>					
Salaries (Food Service Workers)	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
Food, Materials & Supplies - Vendor provided meals 107% Participation	\$ 142,136.80	\$ 169,145.17	\$ 196,153.54	\$ 223,161.91	\$ 250,170.28
Equipment Rental / Lease (provided by food vendor)	\$ -	\$ -	\$ -	\$ -	\$ -
Inspection fees	\$ 150.00	\$ 153.00	\$ 156.00	\$ 159.00	\$ 162.00
<b>Sub-Total Food Services</b>	<b>\$ 142,286.80</b>	<b>\$ 169,298.17</b>	<b>\$ 196,309.54</b>	<b>\$ 223,320.91</b>	<b>\$ 250,332.28</b>

Budget Detail

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>Somerset Charter High School Miramar Campus (5007)</b>						
<b>Pupil Transportation Services</b>						
Salaries (Drivers & Transportation workers)		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$290 per bus per day 0% utilization	0%	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Pupil Transportation Services</i>		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Operation of Plant</b>						
Salaries (Custodian, crossing guards, security)	See Staffing	\$ 19,627.00	\$ 40,039.08	\$ 40,839.86	\$ 62,484.99	\$ 63,734.69
Fringe benefits		\$ 4,317.94	\$ 8,808.60	\$ 8,984.77	\$ 13,746.70	\$ 14,021.63
Purchased Service (Custodial, fire and alarm, etc)	\$ 850.00 Per Classroom	\$ 10,200.00	\$ 12,138.00	\$ 14,149.44	\$ 16,236.48	\$ 18,401.35
Lawn Maintenance	\$ 200.00 Per Classroom	\$ 2,400.00	\$ 2,856.00	\$ 3,329.28	\$ 3,820.35	\$ 4,329.73
Pest Control	\$ 480.00 Per Classroom	\$ 480.00	\$ 571.20	\$ 665.86	\$ 764.07	\$ 865.95
Security Services	\$ 300.00 Per Month	\$ 3,600.00	\$ 3,672.00	\$ 3,745.44	\$ 3,820.35	\$ 3,896.76
Property Insurance	\$ 2,400.00 Per Classroom	\$ 28,800.00	\$ 34,272.00	\$ 39,951.36	\$ 45,844.19	\$ 51,956.74
Telephone Services	\$ 300.00 Per Month	\$ 3,600.00	\$ 3,672.00	\$ 3,745.44	\$ 3,820.35	\$ 3,896.76
Water & Sewer	\$ 120.00 Per Classroom	\$ 1,440.00	\$ 1,713.60	\$ 1,997.57	\$ 2,292.21	\$ 2,597.84
Electricity	\$ 2,600.00 Per Classroom	\$ 31,200.00	\$ 37,128.00	\$ 43,280.64	\$ 49,664.53	\$ 56,286.47
<i>Sub-Total Operation of Plant</i>		\$ 105,664.94	\$ 144,870.48	\$ 160,689.66	\$ 202,494.21	\$ 219,987.91
<b>Maintenance of Plant</b>						
Repairs & Maintenance	\$ 2.50 Sq. Ft.	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00
Supplies		\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Maintenance of Plant</i>		\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00
<b>Administrative Technology Services</b>						
Systems Operation	\$ 750.00 Per Classroom	\$ 9,000.00	\$ 10,710.00	\$ 12,484.80	\$ 14,326.31	\$ 16,236.48
Systems Planning & Analysis		\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Administrative Technology Services</i>		\$ 9,000.00	\$ 10,710.00	\$ 12,484.80	\$ 14,326.31	\$ 16,236.48
Redemption of Principal		\$ -	\$ -	\$ -	\$ -	\$ -
Interest (Interest Only at 6%)		\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Debt Service</i>		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Contingency</b>						
Operating expense contingency - 3% of FEFP - Considered restricted funds	3%	\$ 63,439.90	\$ 75,423.34	\$ 87,808.01	\$ 100,668.89	\$ 113,952.79
<i>Sub-Total Contingency</i>		\$ 63,439.90	\$ 75,423.34	\$ 87,808.01	\$ 100,668.89	\$ 113,952.79
<b>Total Expenditures</b>		\$ 1,986,288.83	\$ 2,374,517.32	\$ 2,779,786.44	\$ 3,203,112.76	\$ 3,533,847.95
<b>Excess of Revenues over Expenditures</b>		\$ 128,374.57	\$ 139,593.95	\$ 147,147.09	\$ 152,516.83	\$ 264,578.54

**Staffing Plan**

**Somerset Charter High School Miramar Campus (5007)**

Fringe Benefit Rate	<b>22.00%</b>	
FICA	6.20%	
Medicare	1.45%	
FUTA	\$ 189.00	
SUTA	\$ 189.00	
Workers Comp & Payroll Costs	1.38%	
401K Contribution	2.00%	
Health Insurance per Employee	\$ 4,380.00	\$365 Per month per Employee

		Yr1	Yr2	Yr3	Yr4	Yr5
<b>Instruction Staff</b>						
Teachers (ESE or ESOL certified teacher)	40,307	12	14	16	18	20
Substitute Teachers	1,100	12	14	16	18	20
Other Teachers (ESE, ESOL, see Budget Narrative)	41,874	-	2	4	4	5
Paraprofessionals	18,409	1	1	1	1	1
Supplements	5,000	12	14	16	18	20
	106,690	13	17	21	23	26
<b>Pupil Personnel Services</b>						
Student Services (ESE, Counselor, etc.)	42,150	2.00	2.00	3.00	4.00	4.00
	42,150	2.00	2.00	3.00	4.00	4.00
<b>School Administration</b>						
Principal	95,000	1.00	1.00	1.00	1.00	1.00
Lead Teacher	50,000				1.00	1.00
Administrative Assistant	29,430	1.00	1.00	1.00	1.00	1.00
Registrar	24,950	1.00	1.00	1.00	1.00	1.00
Other Clerical	19,000					
	218,380	3.00	3	3	4	4
<b>Fiscal Services</b>						
Business Manager / IT Specialist	51,000					
	51,000	-	-	-	-	-
<b>Food Services</b>						
Food Service Workers	17,764					
	17,764	-	-	-	-	-
	-	-	-	-	-	-
<b>Operation of Plant</b>						
Custodian	19,627					
Security	19,627	1	2	2	3	3
	39,254	1.00	2	2	3	3
<b>TOTAL EMPLOYEES</b>		19	24	29	34	37
<b>Average performance pay increase</b>	2.0%					
<b>Instruction Staff</b>						
Homeroom Teachers	483,684	575,584	670,966	769,934	872,592	
Substitute Teachers	13,200	15,708	18,311	21,012	23,814	
Other Teachers (ESE, ESOL, Reading/Math Coaches)	-	85,423	174,263	177,748	226,629	
Paraprofessionals	18,409	18,777	19,153	19,536	19,926	
Supplements	60,000	71,400	83,232	95,509	108,243	
<b>Benefits:</b>	575,293	766,892	965,925	1,083,739	1,251,204	
	126,564	168,716	212,504	238,422	275,265	
<b>Pupil Personnel Services</b>						
Student Services (ESE, Counselor, etc.)	84,300	85,986	131,559	178,920	182,498	
	84,300	85,986	131,559	178,920	182,498	
<b>Benefits:</b>	18,546	18,917	28,943	39,362	40,150	
<b>School Administration</b>						
Principal	95,000	96,900	98,838	100,815	102,831	
Assistant Principal	-	-	-	53,060	54,122	
Administrative Assistant	29,430	30,019	30,619	31,231	31,856	
Registrar	24,950	25,449	25,958	26,477	27,007	
Other	-	-	-	-	-	
	149,380	152,368	155,415	211,584	215,815	
<b>Benefits:</b>	32,864	33,521	34,191	46,548	47,479	
<b>Fiscal Services</b>						
Business Manager	-	-	-	-	-	
	-	-	-	-	-	
<b>Benefits:</b>	-	-	-	-	-	
<b>Food Services</b>						
Food Service Workers	-	-	-	-	-	
	-	-	-	-	-	
<b>Benefits:</b>	-	-	-	-	-	
<b>Operation of Plant</b>						
Custodian	-	-	-	-	-	
Security	19,627	40,039	40,840	62,485	63,735	
	19,627	40,039	40,840	62,485	63,735	
<b>Benefits:</b>	4,318	8,809	8,985	13,747	14,022	
<b>Total Payroll &amp; Benefits</b>		1,010,892	1,275,247	1,578,361	1,874,807	2,090,167



School Design

Somerset Charter High School Miramar Campus (5007)

**District: Broward**

ESE Percent	5.00%					
ESOL Percent	10.00%					
Free & Reduced Lunch Percent	77.00%					
Occupancy		100%	100%	100%	100%	100%

Homeroom Classrooms		300	350	400	450	500
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	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade	3	5	5	5	5
10th Grade	3	3	5	5	5
11th Grade	3	3	3	5	5
12th Grade	3	3	3	3	5
<b>Total</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>18</b>	<b>20</b>

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	25	25	25	25	25
10th Grade	25	25	25	25	25
11th Grade	25	25	25	25	25
12th Grade	25	25	25	25	25
<b>Total</b>	<b>0</b>	<b>300</b>	<b>350</b>	<b>400</b>	<b>500</b>

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	75	125	125	125	125
10th Grade	75	75	125	125	125
11th Grade	75	75	75	125	125
12th Grade	75	75	75	75	125
<b>Total</b>	<b>300</b>	<b>350</b>	<b>400</b>	<b>450</b>	<b>500</b>

<b>ESE Guaranteed Allocation:</b>	<b>Grade Level</b>	<b>Matrix Level</b>	<b>FTE</b>
Additional Funding from the ESE Guaranteed Allocation.	K-3	251	0
<b>Enter the FTE from 111,112, &amp; 113 by grade and matrix level.</b> Students who do not have a matrix level should be considered 251. <i>The total should equal all FTE from programs 111, 112 &amp; 113 above.</i>	K-3	253	0
	4-8	251	0
	4-8	252	
	4-8	253	
	9-12	251	15
	9-12	252	
	9-12	253	
<b>Total ESE</b>			<b>15.00</b>

**Revenue Estimate Worksheet for Somerset Charter High School Miramar Campus (5007)**

Based on the 2015-16 FEFP Conference Report

School District: **Broward**

**1. 2015-16 FEFP State and Local Funding**

Base Student Allocation \$4,154.45 District Cost Differential: 1.0254

Program	(1)	Number of FTE (2)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2015-16 Base Funding (WFTE x BSA x DCD)	
					(5)	
101 Basic K-3		0.00	1.115	0.0000	\$	-
111 Basic K-3 with ESE Services		0.00	1.115	0.0000	\$	-
102 Basic 4-8		0.00	1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services		0.00	1.000	0.0000	\$	-
103 Basic 9-12		255.00	1.005	256.2750	\$	1,091,725
113 Basic 9-12 with ESE Services		15.00	1.005	15.0750	\$	64,219
254 ESE Level 4 (Grade Level PK-3)			3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)			3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)			3.613	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)			5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)			5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)			5.258	0.0000	\$	-
130 ESOL (Grade Level PK-3)		0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 4-8)		0.00	1.180	0.0000	\$	-
130 ESOL (Grade Level 9-12)		30.00	1.180	35.4000	\$	150,803
300 Career Education (Grades 9-12)			1.005	0.0000	\$	-
<b>Totals</b>		<b>300.00</b>		<b>306.7500</b>	<b>\$</b>	<b>1,306,747</b>

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2015-16 Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
<b>Total Additional FTE</b>	<b>0.0000</b>	<b>Additional Base Funds</b>	<b>\$ -</b>
<b>Total Funded Weighted FTE</b>	<b>306.7500</b>	<b>Total Base Funding</b>	<b>\$ 1,306,747</b>

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	0.00	PK-3	251	\$ 1,058	\$ -
		PK-3	252	\$ 3,418	\$ -
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	0.00	PK-3	253	\$ 6,974	\$ -
		4-8	251	\$ 1,187	\$ -
		4-8	252	\$ 3,546	\$ -
		4-8	253	\$ 7,102	\$ -
	15.00	9-12	251	\$ 845	\$ 12,675
		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
<b>Total FTE with ESE Services</b>	<b>15.00</b>			<b>Total ESE Guarantee</b>	<b>\$ 12,675</b>

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 300.00 ÷ District's Total UFTE: 267,112.97  
 = **0.1123%**

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E38 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 306.75 ÷ District's Total WFTE: 289,621.53  
 = **0.1059%**

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>53,972,820</u>	x	0.1123%	\$	<u>60,611</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.1123%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>4,317,610</u>	x	0.1123%	\$	<u>4,849</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>5,896,615</u>	x	0.1123%	\$	<u>6,622</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>20,437,009</u>	x	0.1123%	\$	<u>22,951</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.1059%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.1059%	\$	<u>-</u>
11. Discretionary Local Effort (WFTE share)	(c)	<u>116,732,452</u>	x	0.1059%	\$	<u>123,620</u>
12. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.1059%	\$	<u>-</u>
13. Discretionary Lottery (WFTE share)	(c)	<u>980,408</u>	x	0.1059%	\$	<u>1,038</u>

14. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	=	
PK - 3	0.0000		1.0254		1,313.27	=	<u>0</u>
4-8	0.0000		1.0254		895.79	=	<u>0</u>
9-12	306.7500		1.0254		897.95	=	<u>282,442</u>
<b>Total *</b>	<b>306.7500</b>				<b>Total Class Size Reduction Funds</b>		<b>\$ 282,442</b>

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

15. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>0</u>	x	366	\$	<u>-</u>
Enter All Adjusted ESE Riders			x	1,373	\$	<u>-</u>

16. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
<b>Total</b>				<b>\$ -</b>

17. Florida Teachers Classroom Supply Assistance Program	(h)	
18. Reading Allocation		

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

19. Food Service Allocation	(i)	
<b>Total</b>		<b>\$ 1,821,555</b>

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(j)	
If you have more than a 75% ESE student population, please place a 1 in the following box:		\$ -
Average Revenue per Student:		\$ 6,072

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.
- (e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(l)(i), F.S.

(f) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(h) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

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

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

**Administrative fees:**

*Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

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

**Other:**

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

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

***Financial Performance***  
***Appendix T: Financial Corrective Action Plan***

Not Applicable

***Financial Performance  
Appendix U: Evidence of Resolution of any  
Financial Deficiencies***

Not Applicable

***Organizational Performance  
Appendix V: Student Enrollment Reports***

PANEL: \_\_\_\_\_ YEAR: 16

L03. ENROLLMENT COUNTS

SCHL/TYP 5007 \_ SOMERSET ACAD CHRT HS MIRAMAR AREA: \_\_ Curr/Next: C 12/10/15

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
09	13	91	0	2	1	2	48	61	109	13
10	8	59	0	0	0	0	30	37	67	9
11	13	50	0	1	0	2	29	37	66	12
12	8	48	1	1	1	3	32	30	62	11
TOTAL	42	248	1	4	2	7	139	165	304	45

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE  
 No additional pages...Next? TERML: QPADEV



***Organizational Performance  
Appendix W: Copy of Registration Forms in  
Parent's Primary Language (Top 3, plus English)***

Receipt Number: \_\_\_\_\_



## SOMERSET ACADEMY CENTRAL MIRAMAR CAMPUS

"A BROWARD COUNTY PUBLIC CHARTER SCHOOL"

9300 Pembroke Road

Miramar, FL 33025

Phone: 954-435-1570

Fax: 954-435-1571

www.somersetcentral.org

### 2015-2016 Student Registration Form

Upon completion of this application, your child will be considered for the 2015-2016 school year registration.

*Applications submitted during the Enrollment Period will only be accepted in person.*

Please fill out **one application per student** and return to the school.

*Please check off the appropriate school your child will be attending next school year.*

- Somerset Neighborhood School (K-5)**
- Somerset Preparatory Middle School (6-8)**
- Somerset Miramar High School (9-12)**

Student's Name: \_\_\_\_\_  
Last Name                      First Name                      Middle    Initial

Gender: Male / Female                      Race: \_\_\_\_\_                      Grade Level for 2015-2016: \_\_\_\_\_

Student's Date of Birth: \_\_\_\_\_                      BCPS Student ID #: \_\_\_\_\_

Name of Last School Attended: \_\_\_\_\_

Address: \_\_\_\_\_

School Phone Number: \_\_\_\_\_                      Has the student ever attended a public school?    Yes    No

Registering Parents/Guardians: \_\_\_\_\_                      Relationship: \_\_\_\_\_

Address: \_\_\_\_\_  
Street                      City                      State                      Zip Code

Phone #: \_\_\_\_\_                      Cell Phone #: \_\_\_\_\_                      Email: \_\_\_\_\_

Employer: \_\_\_\_\_                      Work Phone #: \_\_\_\_\_

Other Guardian(s): \_\_\_\_\_                      Relationship: \_\_\_\_\_

Address: \_\_\_\_\_  
Street                      City                      State                      Zip Code

Phone #: \_\_\_\_\_                      Cell Phone #: \_\_\_\_\_                      Email: \_\_\_\_\_

Employer: \_\_\_\_\_                      Work Phone #: \_\_\_\_\_

**List all school-age siblings to be registered at Somerset Academy Central Miramar Campus:**

Name	Date of Birth	Current School	2015-2016 Grade

Following the applicable enrollment period, parent/guardian will be notified of their student’s application status. All accepted students will be required to complete and submit an Enrollment/Registration Packet during the Enrollment Registration period printed below in order to finalize the registration process. Failure to do so will affect a student’s application status. Somerset will be open to eligible students who reside in Broward County, subject to the preferences provided for in F.S. 1002.33(10)() and described therein. Submitting a Student Application Form is not a confirmation of registration in the school and does not guarantee enrollment for any grade level or school year. All student enrollments shall be subject to a random lottery and to the racial/ethnic balance provisions described in F.A. 1002.33(7)(a)(8). The enrollment schedule for the 2015-2016 academic year is listed below:

**Public Registration Lottery Selection Rules and Commitments**

1. I acknowledge the following registration dates and deadlines:
 

Current Student & Sibling Registration	February 2 – 13, 2015
Registration Period:	March 2 – April 2, 2015
Notification of Registration Period 1 Acceptance:	April 6, 2015
Seat Acceptance Letter:	April 10, 2015
Registration packet and confirmation letter of seat acceptance due to school:	April 24, 2015
  
3. I acknowledge that lottery recipients will be posted by incoming grade and registration number at the school location where I registered and on the schools web-site, [www.somersetcentral.org](http://www.somersetcentral.org), after 6:00 p.m. on April 6, 2015. **It is my responsibility to determine if my child was selected to attend the Somerset Academy Charter campus for which I registered through the lottery process.** I further acknowledge that due to the large number of sibling registrants all siblings may not be accepted.
  
4. Only one registration application per child will be accepted or permitted per campus location.
  
5. Should my child be selected to attend Somerset Academy Central Miramar Campus through the lottery process, I must notify Somerset Academy Central Miramar in writing that I have accepted or declined the seat no later than April 10, 2015 and return the completed Registration packet to the school by April 24, 2015. Failure to notify Somerset Academy Charter in writing of acceptance shall constitute that I decline the selection and Somerset Academy Charter will contact the next student on the wait list.
  
6. I acknowledge that if the additional documentation requested in this Registration Packet is not submitted to the school office by June 30, 2015, then I will forfeit my space and Somerset Academy Central Miramar Campus will contact the next student on the wait list. In the event that the final report card is not available by June 30, 2015, I must notify Somerset Academy Central Miramar Campus in writing and contact my child’s former school regarding the delay.

Website: [www.somersetcentral.org](http://www.somersetcentral.org)

Elementary: [gherrera@somersetcentral.org](mailto:gherrera@somersetcentral.org)  
[apost@somersetcentral.org](mailto:apost@somersetcentral.org)

Middle / High: [mmachado@somersetcentral.org](mailto:mmachado@somersetcentral.org)  
[apost@somersetcentral.org](mailto:apost@somersetcentral.org)

\_\_\_\_\_  
 PARENT’S OR LEGAL GUARDIAN’S SIGNATURE

\_\_\_\_\_  
 DATE

Your privacy is important to us. Somerset Academy will not share, sell or disclose your personal information to third parties. It will only be used to transmit information pertaining to our organization.

<b>FOR SCHOOL USE ONLY</b>	
Date Received: _____	Received By: _____

Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Entry Code \_\_\_\_\_ Entry date \_\_\_\_\_



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
STUDENT REGISTRATION FORM**

Only the parent/guardian (F.S. 1000.21(5)) who registers the student (i.e., completes this form), may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's/guardian's responsibility to notify the school within 10 school days.

Student (Legal Name)

Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Address \_\_\_\_\_ Bldg. \_\_\_\_\_ Apt. \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Parent email \_\_\_\_\_

F.S.I.

(Florida Student ID)

Sex Male   
Female

Current Grade Level

Student SSN

(Students' Social Security Numbers are not required for enrollment or graduation.

F.S. 1008.386 requires SBBC to use the S.S.N. for its management information system.)

Ethnicity: Is the student of Hispanic, Latino or Spanish origin?  
Yes  No

**Race**

White  Native American/   
Black  Native Alaskan   
Asian  Native Hawaiian/   
Pacific Islander

Birth Date \_\_\_\_\_ Birthplace City \_\_\_\_\_

State or Country \_\_\_\_\_

Student lives with:                      Parents' Marital Status (optional)

Both Parents                       Married   
Father                                   Divorced   
Mother                                   Separated   
Other  (specify relationship to student)                      Widow(er)   
Other

**Parent Information:**

Name of registering parent: \_\_\_\_\_ Male  Female

Name of other parent: \_\_\_\_\_ Male  Female

Address of other parent: \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Phone of other parent \_\_\_\_\_ Cell phone of other parent \_\_\_\_\_

**PREVIOUS SCHOOL EXPERIENCE:**

Has the student previously attended a:

Broward Public School? Yes  No

If yes, indicate name of school. Florida Private School? Yes  No

If yes, indicate name of school. Florida Public School? Yes  No

If yes, indicate name of school. US School Outside of Florida? Yes  No

If yes, indicate name of school. County  Public  Private School Outside of The US? Yes  No

If yes, indicate name of school. Country  Public  Private

Has the student previously been:

retained (repeated the same grade?) Yes  No

in a Home Education Program? Yes  No

in Exceptional Student Education (ESE)? Yes  No

in a Magnet Program? Yes  No

expelled from school? Yes  No

on a 504 plan? Yes  No

in an ESOL program? Yes  No

convicted of a felony? Yes  No

living outside of the USA? Yes  No

If your child previously lived outside of the United States, state the date your child first entered school in the USA: \_\_\_\_\_

**PLEASE COMPLETE BOTH SIDES OF THIS FORM!**

Student Name \_\_\_\_\_ School \_\_\_\_\_ FSI \_\_\_\_\_

The following survey questions are designed to provide each student high quality educational and/or supplemental services:

1

Is a language other than English used in the home?  
 Yes  No  If yes, language used \_\_\_\_\_

Does the student have a first language other than English?  
 Yes  No

Does the student most frequently speak a language other than English?  
 Yes  No  If yes, language used \_\_\_\_\_

2

Do you currently live: (check one)

<input type="checkbox"/> In a shelter?	<input type="checkbox"/> With more than one family in a house or apartment?
<input type="checkbox"/> In a motel, hotel or campsite?	<input type="checkbox"/> In a vehicle or outdoors?
<input type="checkbox"/> With friends or family members?	<input type="checkbox"/> None of the above.

3

Have you, or has anyone you know worked in the farming/agricultural industry in the past three years? Yes  No

4

Do you reside in low rent housing (such as Section 8 subsidized housing)? Yes  No

Do you live or work on federal property/facility, Indian lands? Yes  No

Is either parent a member of the uniformed services of the United States? Yes  No

If yes, please indicate which division:

Air force  Army  Coast Guard  National Guard  Navy  Marines

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify the school office within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate boundaried school or follow the reassignment procedures. I have read and understand the Providing Proof of Residence: Important Information for Parents (SBP.5.1) and understand that if I have submitted fraudulent or false information, I may be referred to law enforcement for prosecution.

Print Parent Name \_\_\_\_\_ Date: \_\_\_\_\_  
 Parent Signature \_\_\_\_\_

Non-traditional Course Disclaimer

I understand that high school credits earned through non-traditional methods, including, but not limited to, abbreviated course recovery models, or other models outside of the regular classroom and/or school day, or transfer credits from non-accredited high schools, might not be accepted by certain post-secondary institutions or organizations.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

For Office Use Only

FORMS:

Immunizations (Form 680)  Health Exam

Medical Exemptions:  Religious  Medical  Temporary (date) \_\_\_\_\_

Proof of Residency 1 \_\_\_\_\_ Proof of Residency 2 \_\_\_\_\_

Provisional Domicile or Bona Fide Form (if checked, next review date) \_\_\_\_\_

Temporary Custody  Reassignment (Code) \_\_\_\_\_

Proof of birth date \_\_\_\_\_ (specify document) \_\_\_\_\_

PROGRAMS  ELL  ESE Program \_\_\_\_\_  504

SURVEYS: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

Nombre \_\_\_\_\_ Grado \_\_\_\_\_ Maestro \_\_\_\_\_ Entry Code \_\_\_\_\_ Entry date \_\_\_\_\_



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**FORMULARIO DE INSCRIPCION DEL ESTUDIANTE**

Solamente el padre/ tutor legal (F.S. 100.21(5) que inscribe al estudiante (p. e.), que llena este formulario), puede dar por terminada la matrícula del estudiante en la escuela, a menos que haya documentación de circunstancias atenuantes indicando lo contrario. Si la información que aparece más abajo cambia, es responsabilidad del padre/ tutor legal notificar a la escuela en los siguientes 10 días escolares al cambio.

Estudiante (Nombre Legal

Apellido \_\_\_\_\_ Nombre \_\_\_\_\_ Segundo Nombre \_\_\_\_\_

Dirección \_\_\_\_\_ Edif. \_\_\_\_\_ Apto. \_\_\_\_\_ Ciudad \_\_\_\_\_ Código Postal \_\_\_\_\_

Teléfono de la casa \_\_\_\_\_ Celular \_\_\_\_\_ Correo Electrónico del Padre \_\_\_\_\_

F.S.I.

(No. de identificación de la Florida)

Sexo Masculino

Femenino

Grado actual

No. de Seguro Social del Estudiante

(El número de Seguro Social del estudiante no se requiere para matrícula o graduación. El Estatuto de la Florida 1008.386 requiere que el SBBC use el S S N para su sistema de información gerencial.)

**Origen Étnico:** ¿Es el estudiante de origen hispano, latino o español?  
 Sí  No

**Raza**

Blanco  Nativo Americano/   
 Negro  Nativo de Alaska   
 Asiático  Nativo de Hawaii/   
 Isleño del Pacífico

**Fecha de Nacimiento** \_\_\_\_\_ **Ciudad donde nació** \_\_\_\_\_

**Estado o País** \_\_\_\_\_

**El estudiante vive con:**

Ambos Padres   
 Padre   
 Madre   
 Otro (especifique la relación con el estudiante) \_\_\_\_\_

**Estado civil de los Padres (opcional)**

Casados   
 Divorciados   
 Separados   
 Viudo/a   
 Otro

**Información de los Padres:**

Nombre del padre que está haciendo la inscripción: \_\_\_\_\_ Masculino  Femenino

Nombre del otro padre: \_\_\_\_\_ Masculino  Femenino

Dirección del otro padre: \_\_\_\_\_ Ciudad: \_\_\_\_\_ Estado \_\_\_\_\_ Código Postal \_\_\_\_\_

Teléfono del otro padre: \_\_\_\_\_ Celular del otro padre: \_\_\_\_\_

**EXPERIENCIA ESCOLAR PREVIA:**

¿Ha asistido el estudiante anteriormente a una:

Escuela Pública de Broward? Sí  No

Si contestó que sí, indique el nombre de la escuela. Sí  No

Escuela Privada de la Florida? Sí  No

Si contestó que sí, indique el nombre de la escuela. Sí  No

Escuela Pública de la Florida? Sí  No

Si contestó que sí, indique el nombre de la escuela. Sí  No

Escuela de los EEUU fuera de la Florida? Sí  No

Si contestó que sí, indique el nombre de la escuela. Sí  No

Faltó  Pública  Privada

Escuela fuera de los EEUU? Sí  No

Si contestó que sí, indique el nombre de la escuela. Sí  No

Faltó  Pública  Privada

¿Ha estado el estudiante anteriormente:

retenido (repetido el mismo grado)? Sí  No

en el Programa de Educación en el Hogar? Sí  No

en el Programa de Educación para Estudiantes Excepcionales (ESE)? Sí  No

en un Programa Magnet? Sí  No

expulsado de la escuela? Sí  No

en el Plan 504? Sí  No

en el Programa ESOL? Sí  No

acusado de un delito grave? Sí  No

viviendo fuera de los EEUU? Sí  No

Si su hijo vivió fuera de los EEUU, indique la fecha en que su hijo comenzó la escuela en los EEUU por primera vez.

**¡POR FAVOR, LLENE AMBOS LADOS DE ESTE FORMULARIO!**

Nombre del Estudiante \_\_\_\_\_ Escuela \_\_\_\_\_ FSI \_\_\_\_\_

Las siguientes preguntas en esta encuesta estan diseñadas para proveerle a cada estudiante una educación de alta calidad y/o servicios suplementarios:

1

¿Se habla otro idioma en el hogar aparte del inglés?  
 Si  No  Si contestó que si, ¿qué idioma se habla? \_\_\_\_\_

¿Tiene el estudiante una lengua materna aparte del inglés?  
 Si  No

¿Usa el estudiante más frecuentemente otro idioma aparte del inglés?  
 Si  No  Si contestó que si, ¿qué idioma usa? \_\_\_\_\_

2

¿Vive usted actualmente: (marque una)

<input type="checkbox"/> En un refugio?	<input type="checkbox"/> Con más de una familia en una casa o apartamento?
<input type="checkbox"/> En un motel, hotel o lugar para acampar?	<input type="checkbox"/> En un vehículo o a la intemperie?
<input type="checkbox"/> Con amigos o miembros de la familia?	<input type="checkbox"/> Ninguna de las anteriores.

3

¿Usted o alguien que usted conoce ha trabajado en la industria de la granja/ agricultura en los pasados tres años? Si  No

4

¿Vive usted en un lugar de bajo alquiler (tal como el subsidio de vivienda Sección 8)? Si  No

¿Vive usted o trabaja en una propiedad/ instalación federal, territorio indio? Si  No

¿Es alguno de los padres miembro de algún servicio uniformado de los EEUU?  
 Si contestó que si, por favor indique en qué división:

Fuerza Aérea  Fuerzas Armadas  Guardacostas  Guardia Nacional  Armada Marina  Infante de Marina

La información que aparece arriba es completa y verdadera de acuerdo a mis conocimientos. En el caso de que haya un cambio de nombre, dirección o número de teléfono, yo lo notificaré en la oficina de la escuela en los diez (10) siguientes al cambio. Yo entiendo que los estudiantes cuyos padres se les encuentre, después de una investigación apropiada, que hayan ofrecido información fraudulenta en un esfuerzo por matricular un estudiante en una escuela donde ese estudiante no está asignado, su matrícula en la escuela será cancelada inmediatamente y el padre deberá matricularlo en la escuela que le corresponde de acuerdo a su residencia o seguirá el procedimiento de re-ubicación. Yo he leído y entendido el documento con respecto a la Presentación de Pruebas de Residencia: Información Importante para los Padres (SBC 5.1) y entiendo que si yo he dado información fraudulenta o falsa, puedo ser referido a las agencias del cumplimiento de la ley para ser enjuiciado.

Escriba el nombre del padre \_\_\_\_\_  
 Firma del Padre \_\_\_\_\_ Fecha: \_\_\_\_\_

Declaración de Exoneración No-Tradisional

Yo entiendo que los créditos de escuela secundaria obtenidos por medio de métodos no-tradicionales, incluyendo, pero sin limitarse a modelos de recuperación de cursos abreviados, u otros métodos fuera de un salón de clase regular y/ o el día escolar, o la transferencia de créditos de una escuela secundaria no acreditada puede no ser aceptada por ciertas instituciones pos secundarias u organizaciones.

Firma del Padre \_\_\_\_\_ Fecha \_\_\_\_\_

Para Uso de la Oficina Solamente (For Office Use Only)

**FORMS:**

Immunizations (Form 680)  Health Exam

Medical Exemptions:  Religious  Medical  Temporary (date) \_\_\_\_\_

Proof of Residency 1 \_\_\_\_\_ Proof of Residency 2 \_\_\_\_\_

Provisional Domicile or Bona Fide Form (if checked, next review date) \_\_\_\_\_

Temporary Custody  Reassignment (Code) \_\_\_\_\_

Proof of birth date \_\_\_\_\_ (specify document) \_\_\_\_\_

**PROGRAMS**

ELL  
 ESE Program \_\_\_\_\_  
 504

**SURVEYS:** 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Entry Code \_\_\_\_\_ Entry date \_\_\_\_\_



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**FÒMILÈ ENSKRIPSYON POU ELÈV**  
 (Student Registration Form)

(Haitian Creole)

Se sèl manman/papa/gadyen legal (F.S. 1000.21(5)) ki enskri elèv-la (vle di ki ranpli fòm-sa-a), ki kapab retire elèv-la nan lekòl li ye kounye-a, esepite si gen dokimantasyon sikonstans esepyonnel ki endike etreman. Se responsablite manman oswa papa, gadyen legal pou notifye lekòl-la nan 10 jou si enfòmasyon ki anba-a ta vin chanje.  
 Non elèv-la (Non legal elèv-la)

Siyati \_\_\_\_\_ Non \_\_\_\_\_ Dezyèm non \_\_\_\_\_  
 Adrès \_\_\_\_\_ Bldg. \_\_\_\_\_ Apt. \_\_\_\_\_ Vil \_\_\_\_\_ Zipkòd \_\_\_\_\_  
 Telefòn lakay \_\_\_\_\_ Selilè \_\_\_\_\_ imel paran \_\_\_\_\_

F.S.L. \_\_\_\_\_ SSN Sosyal sekirite elèv-la \_\_\_\_\_

(Nimewo idantifikasyon) \_\_\_\_\_ (Nimewo kat sosyal elèv-la pa obligatwa oswa pou diplome.  
 elèv-la nan Florid Gason \_\_\_\_\_ Klas elèv-la ap fè kounye-a \_\_\_\_\_ Lwa F.S. 1008.386 ekzije SBBC itilize S.S.N. pou jesyon sistèm enfòmasyon-li.)

FI \_\_\_\_\_

**Gwoup etnik:** Èske elèv-la Ispanik, Latino oswa orijin Espayòl?  
 Wi  Non

**Ras**

Blan  Amerendyen / Natif natal Alaska   
 Nwa  Awaysen natif natal/   
 Azyatik  Moun ki soti nan zile Pasifik

**Dat nesans** \_\_\_\_\_ **Nan ki vil elèv-la fèt** \_\_\_\_\_

**Leta oswa Peyi** \_\_\_\_\_

Elèv-la abite avèk: \_\_\_\_\_ Eta sivil paran (si ou vle reponn)

**Toude paran-yo**  **Marye**   
**Papa**  **Divòse**   
**Manman**  **Separe**   
**Lòt moun (espesifye sa li ye pou elèv-la)** \_\_\_\_\_ **Vèl, vèl**   
**Lòt eta sivil**

**Ransèyman sou Fanmi/Paran:**

Non paran kap enskri elèv-la: \_\_\_\_\_ Gason  FI   
 Non lòt paran-an: \_\_\_\_\_ Gason  FI   
 Adrès lòt paran-an: \_\_\_\_\_ Vil \_\_\_\_\_ Leta \_\_\_\_\_ Zipkòd \_\_\_\_\_  
 Nimewo telefòn lòt paran-an \_\_\_\_\_ selilè lòt paran-an \_\_\_\_\_

**EKSPERYANS ESKOLÈ ELÈV-LA ANVAN:**

Èske elèv-la te ale anvan nan yon: \_\_\_\_\_

Lekòl piblik Broward? Wi  Non   
 Si ou reponn wi, etèl nan lekòl-la. \_\_\_\_\_

Lekòl prive Leta Florid? Wi  Non   
 Si ou reponn wi, etèl nan lekòl-la. \_\_\_\_\_

Lekòl piblik Leta Florid? Wi  Non   
 Si ou reponn wi, etèl nan lekòl-la. \_\_\_\_\_

Lekòl andeyò Leta Florid men nan USA? Wi  Non   
 Si ou reponn wi, etèl nan lekòl-la. \_\_\_\_\_

Kontri (Country) \_\_\_\_\_ Piblik  Prive

Lekòl andeyò peyi Etazini - US? Wi  Non   
 Si ou reponn wi, etèl nan lekòl-la. \_\_\_\_\_

Peyi \_\_\_\_\_ Piblik  Prive

Èske elèv-la te: \_\_\_\_\_

double youn klas (refè menm klas - grade?) Wi  Non   
 nan youn pwogram Home Education Program? Wi  Non   
 nan youn pwogram Exceptional Student Education (ESE)? Wi  Non   
 nan youn pwogram Magnet? Wi  Non   
 Èske yo te espilse elèv-la nan youn lekòl? Wi  Non   
 Èske elèv-la gen youn plan 504 plan? Wi  Non   
 Èske elèv-la nan youn pwogram ESOL? Wi  Non   
 Èske yo te kondane elèv-la pou youn krim (felony) Wi  Non   
 rete anvan nan youn peyi andeyò peyi Etazini? Wi  Non   
 Si pitit-ou te rete anvan andeyò peyi Etazini, deklare dat pitit-ou te fik antre lekòl pou ispremyè fwa nan youn lekòl nan Etazini: \_\_\_\_\_

**TANPRI RANPLI TOUDE BÒ FÒM-SA-A!**



Student Name \_\_\_\_\_ School \_\_\_\_\_ FSI \_\_\_\_\_

Yo prepare keksyon ankèt-sa-a pou ede chak elèv jwenn yon edikasyon bon kalite ak/oswa sèvis siplemantè:

1

Èske nou pale lakay-nou yon lòt lang apa angle?  
 WI  Non  Si ou reponn wi, ki lang nou pale \_\_\_\_\_

Èske elèv-la pale lang matènèl-li apa angle?  
 WI  Non

Èske elèv-la pale yon lòt lang pi souvan pase angle?  
 WI  Non  Si ou reponn wi, ki lang li pale \_\_\_\_\_

2

Ki kote ou rete kounye-a: (tcheke youn)

Nan yonabri (chèltè-shelter?)  Avèk plizyè lòt fanmi nan yon kay oswa apatman?  
 Nan yon motèl, otèl oswa sou teren kamping(campsite)?  Nan yon machin oswa deyò, nan lari?  
 Avèk zanmi oswa manm fanmi-mwen?  Nan okenn kote ki mansyonnen anwo-a.

3

Èske ou-menm, oswa yon moun ou konnen te travay sou yon fèm/nan endistri agrikilti diran twazan ki sot pase-yo? WI  Non

4

Èske ou rete nan yon lojman lwaye-a pat chè (tankou lojman Leta sibvansyonnen Section 8)? WI  Non

Èske ou rete oswa ap travay sou yon pwopriyete/enstalasyon gouvènman federal, rezèv Endyen (Indian lands)? WI  Non

Èske manman oswa papa w se manm Lame nan peyi Etazini? WI  Non

Si ou reponn wi, endike nan ki divizyon Lame:  
 Air force  Army  Coast Guard  National Guard  Navy  Marines

Selon sa mwen konnen, tout enfòmasyon mwen bay nan fòmilè-sa-a kòrèk epi konplèt. Oka mwen ta chanje non-mwen, adrès oswa telefòn, mwen va fè lekòl-la konnen sa nan dis (10) jou. Mwen konprann si yo mennen investigasyon, epi yo jwenn fanmi yon elèv te bay fo enfòmasyon pou li te ka enskri pitit-li nan yon lekòl elèv-la pa ta dwe ale, se va rezon pou fè yo retire elèv-la touswit nan lekòl-la epi fanmi elèv-la dwe anwole elèv-la nan lekòl zòn lakay-li oswa swiv pwosedi demann transfè (reassignment) nan yon lòt lekòl. Mwen fè lekti epi mwen konprann papyè Prèk kote mwen rete, yo ban-mwen-an: Enfòmasyon pou Fanmi - Important Information for Parents (SBP.5.1) epi mwen konprann si mwen bay enfòmasyon ki pa vre oswa mwen fè fwòd, yo kapab refere ka-mwen bay lapolis pou pouswit lajistis.

Ekri an lèt detache non Manman oswa Papa \_\_\_\_\_ Dat \_\_\_\_\_  
 Styati paran \_\_\_\_\_

Non-traditional Course Disclaimer

Mwen konprann kèk enstitisyon oswa òganizasyon apre lekòl segondè andwa pa asepte kredi ayeskoul mwen genyen avèk metòd ki pa tradisyonèl, enkli men pa limite ak, modèl abreje klas rekiperasyon, lòt modèl ansèyman andeyò saldeklas ak jounen lekòl regilye, transfè kredi de ayeskoul ki pa akredite.

Styati Paran \_\_\_\_\_ Dat \_\_\_\_\_

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FORMS:  
 Immunizations (Form 680)  Health Exam  
 Medical Exemptions:  Religious  Medical  Temporary (date) \_\_\_\_\_  
 Proof of Residency 1 \_\_\_\_\_ Proof of Residency 2 \_\_\_\_\_  
 Provisional Domicile or Bona Fide Form (if checked, next review date) \_\_\_\_\_  
 Temporary Custody  Reassignment (Code) \_\_\_\_\_  
 Proof of birth date \_\_\_\_\_ (specify document)  ELL  ESE Program \_\_\_\_\_  
 504

PROGRAMS

SURVEYS: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

Nome \_\_\_\_\_ Série \_\_\_\_\_ Professor \_\_\_\_\_ Código de entrada \_\_\_\_\_ Data de entrada \_\_\_\_\_



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**FORMULÁRIO DE MATRÍCULA DO ESTUDANTE**

(Portuguese)

Somente o pai/responsável (F.S. 1000.21(5)) que matricular o estudante (i.e., preencher este formulário), pode retirar o estudante de sua escola atual, a menos que haja comprovante de circunstâncias atenuantes indicando o contrário. Se houver mudanças nas informações abaixo, é a responsabilidade do pai/responsável de avisar a escola no prazo de 10 dias de aula.

Estudante (Nome Legal)

Sobrenome \_\_\_\_\_ Nome \_\_\_\_\_ Nome do meio \_\_\_\_\_

Endereço \_\_\_\_\_ Edif. \_\_\_\_\_ Apto. \_\_\_\_\_ Cidade \_\_\_\_\_ CEP \_\_\_\_\_

Tel. Residencial \_\_\_\_\_ Tel. Celular \_\_\_\_\_ Email dos Pais \_\_\_\_\_

F.S.I. \_\_\_\_\_ SSN do Estudante \_\_\_\_\_

(Florida Student ID)

Sexo Masc.  Fem.

Nível de Série Atual \_\_\_\_\_

(O número do Social Security do estudante não é necessário para matrícula ou formatura. O F.S. 1008.386 exige que o SBBC use o S.S.N. em seu sistema administrativo de dados)

**Etnia:** O estudante é de origem hispânica, latina ou espanhola?  
Sim  Não

**Raça**

Branca  Indígena Americano   
Negra  Natural do Alasca   
Asiática  Natural do Havaí/ das Ilhas do Pacífico

Data de Nasc. \_\_\_\_\_ Cidade de Nasc. \_\_\_\_\_

Estado ou País \_\_\_\_\_

O estudante mora com:

Ambos os pais   
Pai   
Mãe   
Outra pessoa (especifique a relação com o estudante) \_\_\_\_\_

Estado Civil dos Pais(opcional)

Casados   
Divorciados   
Separados   
Viúvo(a)   
Outro

**Dados dos Pais:**

Nome do pai fazendo a matrícula \_\_\_\_\_ Masc.  Fem.

Nome do outro progenitor: \_\_\_\_\_ Masc.  Fem.

Endereço do outro progenitor: \_\_\_\_\_ Cidade \_\_\_\_\_ Estado \_\_\_\_\_ CEP \_\_\_\_\_

Telefone do outro progenitor: \_\_\_\_\_ Telefone celular do outro progenitor: \_\_\_\_\_

**EXPERIÊNCIA ESCOLAR ANTERIOR**

O estudante frequentou anteriormente uma:

Escola Pública de Broward? Sim  Não

Caso sim, indique o nome da escola.

Escolar Particular na Flórida? Sim  Não

Caso sim, indique o nome da escola.

Escola Pública da Flórida? Sim  Não

Caso sim, indique o nome da escola.

Escola Americana Fora da Flórida? Sim  Não

Caso sim, indique o nome da escola.

Escola Fora dos EUA?  Pública  Particular Sim  Não

Caso sim, indique o nome da escola.

País  Pública  Particular

O estudante já esteve ou foi alguma vez:

reprovado (repetiu a mesma série?) Sim  Não

em um programa de Educação Domiciliar? Sim  Não

em Educação de Estudantes Excepcionais (ESE)? Sim  Não

em um programa Magnet? Sim  Não

expulso da escola? Sim  Não

em um plano 504? Sim  Não

em um programa ESOL? Sim  Não

condenado por delito grave? Sim  Não

morando fora dos EUA? Sim  Não

Se o seu filho morou fora dos Estados Unidos anteriormente, indique a data em que o seu filho entrou na escola pela primeira vez nos EUA: \_\_\_\_\_

**FAVOR PREENCHER AMBOS OS LADOS DESTE FORMULÁRIO!**

Nome do Estudante \_\_\_\_\_ Escola \_\_\_\_\_ FSI \_\_\_\_\_

As seguintes perguntas deste questionário são destinadas a proporcionar a cada estudante serviços educacionais e/ou suplementares de alta qualidade:

1 **É usado outro idioma em casa que não seja o inglês?**  
 Sim  Não  Caso sim, idioma falado \_\_\_\_\_  
**A língua materna do estudante é outro idioma que não seja o inglês?**  
 Sim  Não   
**O estudante fala outro idioma mais frequentemente do que o inglês?**  
 Sim  Não  Caso sim, idioma falado \_\_\_\_\_

2 **Você mora atualmente: (assinale um)**

<input type="checkbox"/> Em um abrigo?	<input type="checkbox"/> Com mais de uma família em uma casa ou apartamento?
<input type="checkbox"/> Em um motel, hotel ou acampamento?	<input type="checkbox"/> Em um veículo ou ao ar livre?
<input type="checkbox"/> Com amigos ou familiares?	<input type="checkbox"/> Nenhuma das alternativas.

3 **Você, ou alguém que você conhece, já trabalhou na lavoura/indústria agrícola nos últimos três anos?**  
 Sim  Não

4 **Você mora em habitação de baixa renda (tal como moradia subsidiada de Seção 8)?** Sim  Não   
**Você mora ou trabalha em propriedade/instalação federal, ou terras indígenas?** Sim  Não   
**Um dos seus pais é membro do serviço militar dos Estados Unidos?** Sim  Não   
 Caso sim, favor indicar qual divisão:  
 Força Aérea  Exército  Guarda Costeira  Guarda Nacional  Marinha  Fuzilaria Naval

Pelo que me consta, a informação acima está correta e completa. No evento de uma mudança de nome, endereço ou telefone, avisarei a escola no prazo de (10) dias. Compreendo que o estudante, cujos pais forem descobertos, após investigação apropriada, de ter apresentado informações fraudulentas para poder matricular o estudante em uma escola na qual o mesmo não foi designado, será retirado da escola imediatamente e o pai ou mãe deverá matriculá-lo na escola designada ou seguir os procedimentos de transferência. Eu li e compreendi a Apresentação de Comprovante de Residência: Informações Importantes para os Pais (SBP.5.1) e compreendo que se eu apresentar informações fraudulentas ou falsas, poderei ser encaminhado às autoridades da lei para processo judicial.

Nome do(a) Pai/Mãe em letra de forma \_\_\_\_\_  
 Assinatura do(a) Pai/Mãe \_\_\_\_\_ Data: \_\_\_\_\_

Aviso Legal de Curso Não Tradicional

Compreendo que os créditos de escola secundária obtidos através de métodos não tradicionais, incluindo, mas não se limitando a modelos de cursos abreviados de recuperação, ou outros modelos fora da sala de aula normal e/ou do horário escolar, ou créditos transferidos de escolas secundárias não credenciadas, podem não ser aceitos por certas instituições or organizações pós-secundárias.

Assinatura do(a) Pai/Mãe \_\_\_\_\_ Data \_\_\_\_\_

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**FORMS:**  
 Immunizations (Form 680)  Health Exam  
 Medical Exemptions:  Religious  Medical  Temporary (date) \_\_\_\_\_  
 Proof of Residency 1 \_\_\_\_\_ Proof of Residency 2 \_\_\_\_\_  
 Provisional Domicile or Bona Fide Form (if checked, next review date) \_\_\_\_\_  
 Temporary Custody  Reassignment (Code) \_\_\_\_\_  
 Proof of birth date \_\_\_\_\_ (specify document) \_\_\_\_\_  
**PROGRAMS**  ELL  ESE Program \_\_\_\_\_  
 504

**SURVEYS:** 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

***Organizational Performance  
Appendix X: Discipline Reporting (in each  
category for the last five years)***

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

### Discipline Action Detail

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2013 CSCHL: DOLPHIN PARK HIGH CHARTER - 5331

SCHL TOTAL: 2

ACTION: A0 - ALTER TO SUSP PROG - 10 DAYS

ACTION TOTAL: 1

ACTION DATE: 04/17/13 EVENT: 13088929 SCHL: 5007 E DATE: 04/17/13 E TIME: 09:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: SCHOOL-WIDE OFND: S LAW: Y RPT BY: 104 PARKER JOSEPH CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5331	12		104 PARKER JOSEPH	04/18/13	P904	10	10	D7 DRUG SALE/DIST/TRANSMITTAL

ACTION: E7 - EXTERNAL SUSPENSION - 7 DAYS

ACTION TOTAL: 1

ACTION DATE: 11/29/12 EVENT: 13033313 SCHL: 5007 E DATE: 11/29/12 E TIME: 13:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: DELGADO CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5331	12		MACHADO	11/30/12	5007	6	09	Z1 INCITING A DISTURBANCE
				5331	12		MACHADO	11/30/12	5007	6	09	ZI FIGHT -MINOR/ALTERCATION/CONF

School Year: 2013

CSCHL: ESE VOUCHER SCHOOL (MCKAY) - 3518

SCHL TOTAL: 1

ACTION: 20 - PARENT CONFERENCE

ACTION TOTAL: 1

ACTION DATE: 10/02/12 EVENT: 13023420 SCHL: 5007 E DATE: 10/02/12 E TIME: 10:30 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: 213 FOSTER DALE CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				3518	11		104 PARKER JOSEPH		5007	0	11	SB UNRULY/DISRUPTIVE BEHAVIOR

School Year: 2013

CSCHL: HALLANDALE ADULT/COMMUNITY - 0592

SCHL TOTAL: 6

ACTION: A0 - ALTER TO SUSP PROG - 10 DAYS

ACTION TOTAL: 2

ACTION DATE: 09/11/12 EVENT: 13002978 SCHL: 5007 E DATE: 09/11/12 E TIME: 09:30 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: 104 PARKER JOSEPH CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				0592	12		104 PARKER JOSEPH	09/12/12	P904	10	10	F1 FIGHTING

ACTION DATE: 04/17/13 EVENT: 13088937 SCHL: 5007 E DATE: 04/17/13 E TIME: 09:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: SCHOOL-WIDE OFND: S LAW: Y RPT BY: 104 PARKER JOSEPH CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
			97	0592	12		104 PARKER JOSEPH	04/18/13	P904	10	09	OS OTHER SERIOUS INCIDENT/DELINQ

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2013

CSCHL: HALLANDALE ADULT/COMMUNITY - 0592

SCHL TOTAL: 6

**ACTION: E2 - EXTERNAL SUSPENSION - 2 DAYS**

ACTION TOTAL: 2

ACTION DATE: 10/03/12  
 EVENT: 13023426  
 LOC:

E DATE: 10/03/12  
 E TIME: 09:00  
 RPT BY: 104 PARKER JOSEPH

SCHL: 5007  
 OFND: S  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				0592	12		104 PARKER JOSEPH	10/04/12	5007	2	10	F1 FIGHTING
				0592	12		104 PARKER JOSEPH	10/04/12	5007	2	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 10/10/12  
 EVENT: 13023412  
 LOC:

E DATE: 10/10/12  
 E TIME: 10:00  
 RPT BY: 158 JEFFREY IMAN

SCHL: 5007  
 OFND: S  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				0592	12		104 PARKER JOSEPH	10/11/12	5007	2	10	02 INSULTING/PROFANE/OBSCENE LANC
				0592	12		104 PARKER JOSEPH	10/11/12	5007	2	10	SB UNRULY/DISRUPTIVE BEHAVIOR

**ACTION: E5 - EXTERNAL SUSPENSION - 5 DAYS**

ACTION TOTAL: 1

ACTION DATE: 11/02/12  
 EVENT: 13023432  
 LOC:

E DATE: 11/02/12  
 E TIME: 09:00  
 RPT BY: 102 GUILLEN ATHENA LANTZ

SCHL: 5007  
 OFND: S  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
			8	0592	12		102 GUILLEN ATHENA	11/02/12	5007	5	09	T5 PETTY THEFT < \$300

**ACTION: I2 - INTERNAL SUSPENSION - 2 DAYS**

ACTION TOTAL: 1

ACTION DATE: 11/02/12  
 EVENT: 13023430  
 LOC:

E DATE: 11/02/12  
 E TIME: 13:00  
 RPT BY: 166 ROLLE KEEN DESTINY

SCHL: 5007  
 OFND: S  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				0592	12		104 PARKER JOSEPH		5007	2	10	02 INSULTING/PROFANE/OBSCENE LANC

School Year: 2013

CSCHL: MIRAMAR HIGH - 1751

SCHL TOTAL: 2

Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2013

CSCHL: MIRAMAR HIGH - 1751

SCHL TOTAL: 2

**ACTION: 20 - PARENT CONFERENCE**

ACTION TOTAL: 1

ACTION DATE: 09/20/12    EVENT: 13005109    SCHL: 5007    E DATE: 09/20/12    E TIME: 09:35    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:    OFND: S    LAW: Y    RPT BY: 159 REYES KRISTEL    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				1751	12		102 GUILLEN ATHENA		5007	0	10	02 INSULTING/PROFANE/OBSCENE LANC

**ACTION: I2 - INTERNAL SUSPENSION - 2 DAYS**

ACTION TOTAL: 1

ACTION DATE: 02/19/13    EVENT: 13066241    SCHL: 5007    E DATE: 02/19/13    E TIME: 14:20    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:    OFND: S    LAW: Y    RPT BY: PEABODY    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				1751	12		MACHADO	02/20/13	5007	2	10	01 DISOBEDIENCE/INSUBORDINATION
				1751	12		MACHADO	02/20/13	5007	2	10	SB UNRULY/DISRUPTIVE BEHAVIOR

School Year: 2013

CSCHL: NOVA HIGH - 1281

SCHL TOTAL: 1

**ACTION: E3 - EXTERNAL SUSPENSION - 3 DAYS**

ACTION TOTAL: 1

ACTION DATE: 01/14/13    EVENT: 13048256    SCHL: 5007    E DATE: 01/13/13    E TIME: 15:00    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:    OFND: S    LAW: Y    RPT BY: 210 MCGHEE DONYALE    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				1281	12		210 MCGHEE DONYALI	01/15/13	5007	3	09	56 SEXUAL MISCONDUCT/INDECENT EXI

School Year: 2013

CSCHL: OFF CAMPUS LEARNING CENTER - 6501

SCHL TOTAL: 1

**ACTION: E6 - EXTERNAL SUSPENSION - 6 DAYS**

ACTION TOTAL: 1

ACTION DATE: 01/14/13    EVENT: 13048254    SCHL: 5007    E DATE: 01/14/13    E TIME: 15:00    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:    OFND: S    LAW: Y    RPT BY: 210 MCGHEE DONYALE    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				6501	11		210 MCGHEE DONYALI	01/15/13	5007	6	09	56 SEXUAL MISCONDUCT/INDECENT EXI

School Year: 2013

CSCHL: SHERIDAN TECHNICAL CENTER - 1051

SCHL TOTAL: 4

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2013

CSCHL: SHERIDAN TECHNICAL CENTER - 1051

SCHL TOTAL: 4

**ACTION: 20 - PARENT CONFERENCE**

ACTION TOTAL: 1

ACTION DATE: 09/07/12 EVENT: 13002972 SCHL: 5007 E DATE: 09/07/12 E TIME: 09:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: 139 HOLDER JANETTE CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				1051	30		104 PARKER JOSEPH		5007	0	10	01 DISOBEDIENCE/INSUBORDINATION

**ACTION: E4 - EXTERNAL SUSPENSION - 4 DAYS**

ACTION TOTAL: 2

ACTION DATE: 09/11/12 EVENT: 13002973 SCHL: 5007 E DATE: 09/11/12 E TIME: 15:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: 104 PARKER JOSEPH CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				1051	30		104 PARKER JOSEPH	09/12/12	5007	4	10	01 DISOBEDIENCE/INSUBORDINATION
				1051	30		104 PARKER JOSEPH	09/12/12	5007	4	10	02 INSULTING/PROFANE/OBSCENE LANC
				1051	30		104 PARKER JOSEPH	09/12/12	5007	4	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 10/03/12 EVENT: 13023418 SCHL: 5007 E DATE: 10/03/12 E TIME: 09:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: 104 PARKER JOSEPH CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				1051	30		104 PARKER JOSEPH	10/05/12	5007	4	10	66 TRESPASSING
				1051	30		104 PARKER JOSEPH	10/05/12	5007	4	10	ZU OUT OF ASSIGNED AREA

**ACTION: E5 - EXTERNAL SUSPENSION - 5 DAYS**

ACTION TOTAL: 1

ACTION DATE: 01/31/13 EVENT: 13053986 SCHL: 5007 E DATE: 01/31/13 E TIME: 09:40 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: 139 HOLDER JANETTE CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				1051	30		210 MCGHEE DONYALI	01/31/13	5007	5	10	SB UNRULY/DISRUPTIVE BEHAVIOR
				1051	30		210 MCGHEE DONYALI	01/31/13	5007	5	10	ZW DEFIANCE OF AUTH/HAB.01 VIO
				1051	30		210 MCGHEE DONYALI	01/31/13	5007	5	10	ZX PROFANITY TO STAFF MEMBER

School Year: 2013

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 16



Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2013

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 16

ACTION: A0 - ALTER TO SUSP PROG - 10 DAYS

ACTION TOTAL: 1

ACTION DATE: 09/11/12  
 LOC: 104 PARKER JOSEPH  
 EVENT: 13002976

E DATE: 09/11/12  
 LAW: Y  
 E TIME: 09:30  
 RPT BY: 104 PARKER JOSEPH  
 SCHL: 5007  
 OFND: S  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		104 PARKER JOSEPH	09/12/12	P904	10	10	F1 FIGHTING

ACTION: E2 - EXTERNAL SUSPENSION - 2 DAYS

ACTION TOTAL: 3

ACTION DATE: 10/03/12  
 LOC: 104 PARKER JOSEPH  
 EVENT: 13023425

E DATE: 10/03/12  
 LAW: Y  
 E TIME: 09:00  
 RPT BY: 104 PARKER JOSEPH  
 SCHL: 5007  
 OFND: S  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		104 PARKER JOSEPH	10/04/12	5007	2	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 10/10/12  
 LOC: 104 PARKER JOSEPH  
 EVENT: 13023407

E DATE: 10/10/12  
 LAW: Y  
 E TIME: 09:00  
 RPT BY: 104 PARKER JOSEPH  
 SCHL: 5007  
 OFND: S  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		104 PARKER JOSEPH	10/11/12	5007	2	09	F1 FIGHTING
				5007	12		104 PARKER JOSEPH	10/11/12	5007	2	09	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 10/10/12  
 LOC: 104 PARKER JOSEPH  
 EVENT: 13023416

E DATE: 10/10/12  
 LAW: Y  
 E TIME: 09:00  
 RPT BY: 104 PARKER JOSEPH  
 SCHL: 5007  
 OFND: S  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		104 PARKER JOSEPH	10/11/12	5007	2	09	F1 FIGHTING
				5007	12		104 PARKER JOSEPH	10/11/12	5007	2	09	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION: E3 - EXTERNAL SUSPENSION - 3 DAYS

ACTION TOTAL: 1

ACTION DATE: 01/14/13  
 LOC: 210 MCGHEE DONYALE  
 EVENT: 13048255

E DATE: 01/11/13  
 LAW: Y  
 E TIME: 15:00  
 RPT BY: 210 MCGHEE DONYALE  
 SCHL: 5007  
 OFND: S  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		210 MCGHEE DONYALE	01/15/13	5007	3	09	56 SEXUAL MISCONDUCT/INDECENT EXI

Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2013

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 16

ACTION: E5 - EXTERNAL SUSPENSION - 5 DAYS

ACTION TOTAL: 4

ACTION DATE: 12/05/12  
 LOC: 12/05/12  
 EVENT: 13035714  
 OFND: S

SCHL: 5007  
 OFND: S

E DATE: 12/05/12  
 LAW: Y

E TIME: 10:00  
 RPT BY: MCGHEE

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		MCGHEE	12/05/12	5007	5	11	SB UNRULY/DISRUPTIVE BEHAVIOR
				5007	12		MCGHEE	12/05/12	5007	5	11	XA DISRUPTION ON CAMPUS (MINOR)

ACTION DATE: 12/05/12  
 LOC: 12/05/12  
 EVENT: 13035715  
 OFND: S

SCHL: 5007  
 OFND: S

E DATE: 12/05/12  
 LAW: Y

E TIME: 10:00  
 RPT BY: MCGHEE

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		MCGHEE	12/05/12	5007	5	12	SB UNRULY/DISRUPTIVE BEHAVIOR
				5007	12		MCGHEE	12/05/12	5007	5	12	XA DISRUPTION ON CAMPUS (MINOR)

ACTION DATE: 04/23/13  
 LOC: 04/23/13  
 EVENT: 13091225  
 OFND: S

SCHL: 5007  
 OFND: S

E DATE: 04/23/13  
 LAW: Y

E TIME: 15:30  
 RPT BY: MCGHEE

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		MCGHEE	04/24/13	5007	5	10	56 SEXUAL MISCONDUCT/INDECENT EXI

ACTION DATE: 04/23/13  
 LOC: 04/23/13  
 EVENT: 13091230  
 OFND: S

SCHL: 5007  
 OFND: S

E DATE: 04/23/13  
 LAW: Y

E TIME: 15:30  
 RPT BY: MCGHEE

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		MCGHEE	04/24/13	5007	5	10	56 SEXUAL MISCONDUCT/INDECENT EXI

ACTION: I1 - INTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 2

ACTION DATE: 10/19/12  
 LOC: 10/19/12  
 EVENT: 13023404  
 OFND: S

SCHL: 5007  
 OFND: S

E DATE: 10/19/12  
 LAW: Y

E TIME: 11:00  
 RPT BY: 135 WYNN CHRISSEY LEE

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		104 PARKER JOSEPH	10/29/12	5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 02/28/13  
 LOC: 02/28/13  
 EVENT: 13069643  
 OFND: S

SCHL: 5007  
 OFND: S

E DATE: 02/28/13  
 LAW: Y

E TIME: 14:00  
 RPT BY: BROWN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		MCGHEE	03/01/13	5007	1	09	01 DISOBEDIENCE/INSUBORDINATION
				5007	12		MCGHEE	03/01/13	5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

# Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2013

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 16

**ACTION: I2 - INTERNAL SUSPENSION - 2 DAYS**

ACTION TOTAL: 1

ACTION DATE: 02/19/13    EVENT: 13066246    SCHL: 5007    E DATE: 02/19/13    E TIME: 09:00    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:                      OFND: S    LAW: Y    RPT BY: 104 PARKER JOSEPH    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		104 PARKER JOSEPH	02/20/13	5007	2	10	SB UNRULY/DISRUPTIVE BEHAVIOR
				5007	12		104 PARKER JOSEPH	02/20/13	5007	2	10	ZH FALSIFICATION/MISREPRESENTATIO

**ACTION: I3 - INTERNAL SUSPENSION - 3 DAYS**

ACTION TOTAL: 2

ACTION DATE: 02/04/13    EVENT: 13055327    SCHL: 5007    E DATE: 02/04/13    E TIME: 10:00    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:                      OFND: S    LAW: Y    RPT BY: 210 MCGHEE DONYALE    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		210 MCGHEE DONYALI	02/04/13	5007	3	09	01 DISOBEDIENCE/INSUBORDINATION
				5007	12		210 MCGHEE DONYALI	02/04/13	5007	3	09	02 INSULTING/PROFANE/OBSCENE LANC
				5007	12		210 MCGHEE DONYALI	02/04/13	5007	3	09	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 02/04/13    EVENT: 13058105    SCHL: 5007    E DATE: 02/04/13    E TIME: 10:00    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:                      OFND: S    LAW: Y    RPT BY: 210 MCGHEE DONYALE    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		210 MCGHEE DONYALI	02/04/13	5007	3	09	01 DISOBEDIENCE/INSUBORDINATION
				5007	12		210 MCGHEE DONYALI	02/04/13	5007	3	09	02 INSULTING/PROFANE/OBSCENE LANC
				5007	12		210 MCGHEE DONYALI	02/04/13	5007	3	09	SB UNRULY/DISRUPTIVE BEHAVIOR

**ACTION: SS - SATURDAY SCHOOL**

ACTION TOTAL: 3

ACTION DATE: 10/18/12    EVENT: 13023403    SCHL: 5007    E DATE: 10/18/12    E TIME: 09:00    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:                      OFND: S    LAW: Y    RPT BY: 104 PARKER JOSEPH    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		104 PARKER JOSEPH	10/20/12	5007	1	09	02 INSULTING/PROFANE/OBSCENE LANC
				5007	12		104 PARKER JOSEPH	10/20/12	5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2013 CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 16

ACTION: SS - SATURDAY SCHOOL

ACTION TOTAL: 3

ACTION DATE: 02/28/13 EVENT: 13069643 SCHL: 5007 E DATE: 02/28/13 E TIME: 14:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: BROWN CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		MCGHEE	03/02/13	5007	0	09	01 DISOBEDIENCE/INSUBORDINATION
				5007	12		MCGHEE	03/02/13	5007	0	09	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 04/26/13 EVENT: 13109500 SCHL: 5007 E DATE: 04/26/13 E TIME: 09:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: 104 PARKER JOSEPH CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		104 PARKER JOSEPH	04/27/13	5007	2	10	02 INSULTING/PROFANE/OBSCENE LANC

School Year: 2013 CSCHL: SOMERSET ACADEMY HIGH - 5221

SCHL TOTAL: 1

ACTION: I1 - INTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 1

ACTION DATE: 11/02/12 EVENT: 13023428 SCHL: 5007 E DATE: 11/02/12 E TIME: 10:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: 139 HOLDER JANETTE CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
			6	5221	12		104 PARKER JOSEPH		5007	1	10	ZN ASSAULT/THREAT (NON-CRIMINAL)

School Year: 2013 CSCHL: WEST BROWARD HIGH - 3971

SCHL TOTAL: 3

ACTION: 20 - PARENT CONFERENCE

ACTION TOTAL: 1

ACTION DATE: 11/05/12 EVENT: 13023996 SCHL: 5007 E DATE: 11/05/12 E TIME: 08:15 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: 137 BOVASTRO CORRETTA M CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				3971	12		104 PARKER JOSEPH		5007	0	09	01 DISOBEDIENCE/INSUBORDINATION
				3971	12		104 PARKER JOSEPH		5007	0	09	A5 ASSAULT/THREAT (MEDIUM)
				3971	12		104 PARKER JOSEPH		5007	0	09	ZW DEFIANCE OF AUTH/HAB 01 VIO

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2013

CSCHL: WEST BROWARD HIGH - 3971

SCHL TOTAL: 3

ACTION: E5 - EXTERNAL SUSPENSION - 5 DAYS

ACTION TOTAL: 1

ACTION DATE: 11/05/12  
 LOC: 13023996  
 EVENT: 13023996

SCHL: 5007  
 OFND: S  
 E DATE: 11/05/12  
 LAW: Y

E TIME: 08:15  
 RPT BY: 137 BOVASTRO CORRETTA M  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				3971	12		104 PARKER JOSEPH	11/07/12	5007	5	09	01 DISOBEDIENCE/INSUBORDINATION
				3971	12		104 PARKER JOSEPH	11/07/12	5007	5	09	A5 ASSAULT/THREAT (MEDIUM)
				3971	12		104 PARKER JOSEPH	11/07/12	5007	5	09	ZW DEFIANCE OF AUTH/HAB 01 VIO

ACTION: F1 - INTERNAL WITH FAPE - 1 DAY

ACTION TOTAL: 1

ACTION DATE: 09/27/12  
 LOC: 13008101  
 EVENT: 13008101

SCHL: 5007  
 OFND: S  
 E DATE: 09/27/12  
 LAW: Y

E TIME: 09:00  
 RPT BY: 102 GUILLEN ATHENA LANTZ  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				3971	12		102 GUILLEN ATHENA	09/28/12	5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION: G0 - ALT SUSP WITH FAPE - 10 DAYS

ACTION TOTAL: 1

ACTION DATE: 11/30/12  
 LOC: 13033861  
 EVENT: 13033861

SCHL: 5007  
 OFND: S  
 E DATE: 11/29/12  
 LAW: Y

E TIME: 13:07  
 RPT BY: DELGADO  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				3971	12		103 HERRERA GEYLEF	12/03/12	P904	10	09	02 INSULTING/PROFANE/OBSCENE LANC
				3971	12		103 HERRERA GEYLEF	12/03/12	P904	10	09	A5 ASSAULT/THREAT (MEDIUM)
				3971	12		103 HERRERA GEYLEF	12/03/12	P904	10	09	SB UNRULY/DISRUPTIVE BEHAVIOR

School Year: 2014

CSCHL: EVERGLADES HIGH - 3731

SCHL TOTAL: 1

ACTION: E3 - EXTERNAL SUSPENSION - 3 DAYS

ACTION TOTAL: 1

ACTION DATE: 11/22/13  
 LOC: HALLWAY  
 EVENT: 14028140

SCHL: 5007  
 OFND: S  
 E DATE: 11/22/13  
 LAW: Y

E TIME: 15:15  
 RPT BY: 247 MCMILLAN PATRICK  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				3731	11		247 MCMILLAN PATRIC	11/22/13	5007	3	09	V5 VANDALISM/DAMAGE PROP ->\$1000

School Year: 2014

CSCHL: FLANAGAN CHARLES HIGH - 3391

SCHL TOTAL: 3

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2014

CSCHL: FLANAGAN CHARLES HIGH - 3391

SCHL TOTAL: 3

ACTION: E1 - EXTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 1

ACTION DATE: 04/16/14    EVENT: 14096671    SCHL: 5007    E DATE: 04/16/14    E TIME: 13:00    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:    OFND: S    LAW: Y    MCMILLAN    RPT BY: MCMILLAN    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				3391	11		MCMILLAN		5007	1	09	T5 PETTY THEFT < \$300

ACTION: E8 - EXTERNAL SUSPENSION - 8 DAYS

ACTION TOTAL: 1

ACTION DATE: 11/25/13    EVENT: 14029129    SCHL: 5007    E DATE: 11/25/13    E TIME: 13:30    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:    OFND: S    LAW: Y    MCGHEE    RPT BY: ULETT    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				3391	12		MCGHEE	11/26/13	5007	8	10	F1 FIGHTING
				3391	12		MCGHEE	11/26/13	5007	8	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION: I1 - INTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 1

ACTION DATE: 04/16/14    EVENT: 14096671    SCHL: 5007    E DATE: 04/16/14    E TIME: 13:00    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:    OFND: S    LAW: Y    MCMILLAN    RPT BY: MCMILLAN    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				3391	11		MCMILLAN		5007	1	09	T5 PETTY THEFT < \$300

ACTION: SS - SATURDAY SCHOOL

ACTION TOTAL: 1

ACTION DATE: 03/07/14    EVENT: 14064490    SCHL: 5007    E DATE: 03/07/14    E TIME: 11:00    EDS: 06    E SCHL: 5007    CON: 1    WHERE: 1  
 LOC:    OFND: S    LAW: Y    BOVASTRO    RPT BY: BOVASTRO    CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				3391	11		MCMILLAN	03/08/14	5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

School Year: 2014

CSCHL: HALLANDALE ADULT/COMMUNITY - 0592

SCHL TOTAL: 1

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

### Discipline Action Detail

School Year: 2014

CSCHL: HALLANDALE ADULT/COMMUNITY - 0592

SCHL TOTAL: 1

ACTION: E5 - EXTERNAL SUSPENSION - 5 DAYS

ACTION TOTAL: 1

ACTION DATE: 05/02/14  
LOC:

EVENT: 14096674

E DATE: 05/02/14  
LAW: Y

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				0592	12		MCMILLAN		5007	5	12	01 DISOBEDIENCE/INSUBORDINATION
				0592	12		MCMILLAN		5007	5	12	SB UNRULY/DISRUPTIVE BEHAVIOR

School Year: 2014

CSCHL: MCARTHUR HIGH - 0241

SCHL TOTAL: 2

ACTION: E1 - EXTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 2

ACTION DATE: 05/01/14  
LOC:

EVENT: 14096673

E DATE: 05/01/14  
LAW: Y

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				0241	11		MCMILLAN		5007	1	09	02 INSULTING/PROFANE/OBSCENE LANG

ACTION DATE: 06/04/14  
LOC:

EVENT: 14096660

E DATE: 06/04/14  
LAW: Y

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				0241	11		MCMILLAN		5007	1	09	OS OTHER SERIOUS INCIDENT/DELINQ

School Year: 2014

CSCHL: MIRAMAR HIGH - 1751

SCHL TOTAL: 2

ACTION: E1 - EXTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 1

ACTION DATE: 06/04/14  
LOC:

EVENT: 14096663

E DATE: 06/04/14  
LAW: Y

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				1751	11		MCMILLAN		5007	1	09	OS OTHER SERIOUS INCIDENT/DELINQ

ACTION: SS - SATURDAY SCHOOL

ACTION TOTAL: 1

ACTION DATE: 03/07/14  
LOC:

EVENT: 14064485

E DATE: 03/07/14  
LAW: Y

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				1751	11		MCMILLAN	03/15/14	5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

### Discipline Action Detail

Current School Year: 2015/2016  
 Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007  
 School Year: 2014  
 Sort: Current School, Action Cd, Action Date, Event Id

**SCHL TOTAL: 2**  
**CSCHL: MIRAMAR HIGH - 1751**

**SCHL TOTAL: 6**  
**CSCHL: OFF CAMPUS LEARNING CENTER - 6501**

**ACTION: E1 - EXTERNAL SUSPENSION - 1 DAY**

**ACTION TOTAL: 2**

ACTION DATE: 12/18/13  
 EVENT: 14042001  
 SCHL: 5007  
 OFND: S  
 E DATE: 12/18/13  
 LAW: Y  
 E TIME: 15:00  
 RPT BY: SECURITY  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				6501	11	CP	SECURITY		5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR
				6501	11	CP	SECURITY		5007	1	09	Z1 INCITING A DISTURBANCE

ACTION DATE: 01/21/14  
 EVENT: 14042000  
 SCHL: 5007  
 OFND: S  
 E DATE: 01/21/14  
 LAW: Y  
 E TIME: 11:00  
 RPT BY: SECURITY  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				6501	11	SC	SECURITY	01/22/14	5007	1	09	F1 FIGHTING

**ACTION: E2 - EXTERNAL SUSPENSION - 2 DAYS**

**ACTION TOTAL: 1**

ACTION DATE: 05/14/14  
 EVENT: 14096666  
 SCHL: 5007  
 OFND: S  
 E DATE: 05/14/14  
 LAW: Y  
 E TIME: 08:22  
 RPT BY: HILL  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				6501	11	CP	MCMILLAN		5007	2	09	ZX PROFANITY TO STAFF MEMBER

**ACTION: I1 - INTERNAL SUSPENSION - 1 DAY**

**ACTION TOTAL: 2**

ACTION DATE: 04/15/14  
 EVENT: 14096670  
 SCHL: 5007  
 OFND: S  
 E DATE: 04/15/14  
 LAW: Y  
 E TIME: 10:00  
 RPT BY: STEIN  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				6501	11	CP	MCMILLAN		5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 05/12/14  
 EVENT: 14096667  
 SCHL: 5007  
 OFND: S  
 E DATE: 05/12/14  
 LAW: Y  
 E TIME: 13:00  
 RPT BY: BROWN/CORONEL  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				6501	11	CP	MCMILLAN		5007	1	09	01 DISOBEDIENCE/INSUBORDINATION



Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2014

CSCHL: OFF CAMPUS LEARNING CENTER - 6501

SCHL TOTAL: 6

ACTION: SS - SATURDAY SCHOOL

ACTION TOTAL: 1

ACTION DATE: 03/06/14  
 EVENT: 14064478  
 LOC: 5007

E DATE: 03/06/14  
 LAW: Y

E TIME: 09:30  
 RPT BY: STEIN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				6501	11	CP	MCMILLAN	03/15/14	5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

School Year: 2014

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 37

ACTION: E1 - EXTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 3

ACTION DATE: 08/23/13  
 EVENT: 14000491  
 LOC: CLASSROOM

E DATE: 08/22/13  
 LAW: Y

E TIME: 14:25  
 RPT BY: 247 MCMILLAN PATRICK

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		247 MCMILLAN PATRIC	08/23/13	5007	1	11	ZX PROFANITY TO STAFF MEMBER

ACTION DATE: 10/09/13  
 EVENT: 14011625  
 LOC:

E DATE: 10/09/13  
 LAW: Y

E TIME: 11:35  
 RPT BY: SEYMORE

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	10		MCMILLAN	10/10/13	5007	1	10	ZX PROFANITY TO STAFF MEMBER

ACTION DATE: 06/04/14  
 EVENT: 14096662  
 LOC:

E DATE: 06/04/14  
 LAW: Y

E TIME: 11:00  
 RPT BY: MCMILLAN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		MCMILLAN		5007	1	10	OS OTHER SERIOUS INCIDENT/DELINQ

ACTION: E2 - EXTERNAL SUSPENSION - 2 DAYS

ACTION TOTAL: 4

ACTION DATE: 11/22/13  
 EVENT: 14028175  
 LOC: HALLWAY

E DATE: 11/21/13  
 LAW: Y

E TIME: 15:15  
 RPT BY: 247 MCMILLAN PATRICK

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	11		247 MCMILLAN PATRIC	11/25/13	5007	2	09	HA HARRASSMENT

ACTION DATE: 04/11/14  
 EVENT: 14096669  
 LOC:

E DATE: 04/11/14  
 LAW: Y

E TIME: 10:00  
 RPT BY: STEIN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2014

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 37

ACTION: E2 - EXTERNAL SUSPENSION - 2 DAYS

ACTION TOTAL: 4

ACTION DATE: 04/11/14  
 EVENT: 14096669  
 LOC: 5007

E DATE: 04/11/14  
 LAW: Y

E TIME: 10:00  
 RPT BY: STEIN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MCMILLAN		5007	2	09	ZX PROFANITY TO STAFF MEMBER

ACTION DATE: 05/21/14  
 EVENT: 14096665  
 LOC: 5007

E DATE: 05/21/14  
 LAW: Y

E TIME: 09:00  
 RPT BY: MCMILLAN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MCMILLAN		5007	2	09	T5 PETTY THEFT < \$300

ACTION DATE: 05/28/14  
 EVENT: 14096664  
 LOC: 5007

E DATE: 05/28/14  
 LAW: Y

E TIME: 09:30  
 RPT BY: STEIN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	2	09	A5 ASSAULT/THREAT (MEDIUM)

ACTION: E3 - EXTERNAL SUSPENSION - 3 DAYS

ACTION TOTAL: 3

ACTION DATE: 09/12/13  
 EVENT: 14003185  
 LOC: 5007

E DATE: 09/12/13  
 LAW: Y

E TIME: 11:00  
 RPT BY: HOLDER

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
					12		247 MCMILLAN PATRIC	09/13/13	5007	3	10	A5 ASSAULT/THREAT (MEDIUM)

ACTION DATE: 12/18/13  
 EVENT: 14040705  
 LOC: 5007

E DATE: 12/18/13  
 LAW: Y

E TIME: 15:00  
 RPT BY: SECURITY

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		SECURITY		5007	3	11	ZI FIGHT -MINOR/ALTERCATION/CONF

ACTION DATE: 01/21/14  
 EVENT: 14041999  
 LOC: 5007

E DATE: 01/21/14  
 LAW: Y

E TIME: 11:00  
 RPT BY: SECURITY

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		SECURITY	01/22/14	5007	3	09	F1 FIGHTING

Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2014 CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 37

**ACTION: E4 - EXTERNAL SUSPENSION - 4 DAYS**

ACTION TOTAL: 1

ACTION DATE: 02/14/14 EVENT: 14053256  
 LOC: OFND: S SCHL: 5007 E DATE: 02/14/14 E TIME: 13:00 CON: 1 WHERE: 1  
 LAW: Y RPT BY: MCGHEE CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		MCGHEE	02/18/14	5007	4	11	01 DISOBEDIENCE/INSUBORDINATION
				5007	12		MCGHEE	02/18/14	5007	4	11	SB UNRULY/DISRUPTIVE BEHAVIOR
				5007	12		MCGHEE	02/18/14	5007	4	11	ZW DEFIANCE OF AUTH/HAB 01 VIO

**ACTION: E5 - EXTERNAL SUSPENSION - 5 DAYS**

ACTION TOTAL: 2

ACTION DATE: 11/13/13 EVENT: 14023595  
 LOC: OFND: S SCHL: 5007 E DATE: 11/13/13 E TIME: 80:00 CON: 1 WHERE: 1  
 LAW: Y RPT BY: SEYMORE CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		MCGHEE	11/13/13	5007	5	11	T5 PETTY THEFT < \$300

ACTION DATE: 11/14/13 EVENT: 14028318  
 LOC: PLAYGROUND OFND: S SCHL: 5007 E DATE: 11/14/13 E TIME: 04:20 CON: 1 WHERE: 1  
 LAW: Y RPT BY: 247 MCMILLAN PATRICK CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		247 MCMILLAN PATRIC	11/15/13	5007	5	11	F1 FIGHTING

**ACTION: E6 - EXTERNAL SUSPENSION - 6 DAYS**

ACTION TOTAL: 1

ACTION DATE: 05/01/14 EVENT: 14096672  
 LOC: OFND: S SCHL: 5007 E DATE: 05/01/14 E TIME: 09:00 CON: 1 WHERE: 1  
 LAW: Y RPT BY: JEFFERY CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	12		MCMILLAN		5007	6	10	OS OTHER SERIOUS INCIDENT/DELINQ

**ACTION: I1 - INTERNAL SUSPENSION - 1 DAY**

ACTION TOTAL: 15

ACTION DATE: 12/05/13 EVENT: 14093047  
 LOC: OFND: S SCHL: 5007 E DATE: 12/05/13 E TIME: 10:00 CON: 1 WHERE: 1  
 LAW: Y RPT BY: SQUILLANTE CASE NBR:

Stdt Nbr	Student Name	SR	Birth	CSch	CGr	Team	Taken By	BDate	DSchl	Amt	Gr	Incident
				5007	10		MCMILLAN		5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2014

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 37

ACTION: I1 - INTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 15

ACTION DATE: 01/14/14  
LOC:

EVENT: 14093045

E DATE: 01/14/14  
LAW: Y

E TIME: 08:00  
RPT BY: HILL

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 03/04/14  
LOC:

EVENT: 14064450

E DATE: 03/04/14  
LAW: Y

E TIME: 09:00  
RPT BY: MCMILLAN

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN	03/05/14	5007	1	12	ZG LEAVING CAMPUS W/O PERMISSION

ACTION DATE: 03/04/14  
LOC:

EVENT: 14064455

E DATE: 03/04/14  
LAW: Y

E TIME: 09:00  
RPT BY: MCMILLAN

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN	03/05/14	5007	1	12	ZG LEAVING CAMPUS W/O PERMISSION

ACTION DATE: 03/04/14  
LOC:

EVENT: 14064463

E DATE: 03/04/14  
LAW: Y

E TIME: 09:00  
RPT BY: MCMILLAN

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN	03/05/14	5007	1	12	ZG LEAVING CAMPUS W/O PERMISSION

ACTION DATE: 03/04/14  
LOC:

EVENT: 14064465

E DATE: 03/04/14  
LAW: Y

E TIME: 09:00  
RPT BY: MCMILLAN

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN	03/05/14	5007	1	12	ZG LEAVING CAMPUS W/O PERMISSION

ACTION DATE: 04/14/14  
LOC:

EVENT: 14096668

E DATE: 04/14/14  
LAW: Y

E TIME: 13:00  
RPT BY: BROWN

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MCMILLAN		5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 05/02/14  
LOC:

EVENT: 14096675

E DATE: 05/02/14  
LAW: Y

E TIME: 14:15  
RPT BY: PEABODY

EDS: 06 E SCHL: 5007

CON: 1 WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2014

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 37

ACTION: I1 - INTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 15

ACTION DATE: 05/02/14  
LOC: 05/02/14

SCHL: 5007  
OFND: S

E DATE: 05/02/14  
LAW: Y

E TIME: 09:00  
RPT BY: MCMILLAN

EDS: 06  
E SCHL: 5007

CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 05/07/14  
LOC: 05/07/14

SCHL: 5007  
OFND: S

E DATE: 05/07/14  
LAW: Y

E TIME: 10:50  
RPT BY: SEYMORE

EDS: 06  
E SCHL: 5007

CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	ZL CLASS CUT (SKIPPING)

ACTION DATE: 05/07/14  
LOC: 05/07/14

SCHL: 5007  
OFND: S

E DATE: 05/07/14  
LAW: Y

E TIME: 10:50  
RPT BY: SEYMORE

EDS: 06  
E SCHL: 5007

CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	ZL CLASS CUT (SKIPPING)

ACTION DATE: 05/07/14  
LOC: 05/07/14

SCHL: 5007  
OFND: S

E DATE: 05/07/14  
LAW: Y

E TIME: 10:50  
RPT BY: SEYMORE

EDS: 06  
E SCHL: 5007

CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	ZL CLASS CUT (SKIPPING)

ACTION DATE: 05/08/14  
LOC: 05/08/14

SCHL: 5007  
OFND: S

E DATE: 05/08/14  
LAW: Y

E TIME: 12:42  
RPT BY: SEYMORE

EDS: 06  
E SCHL: 5007

CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	1	10	ZL CLASS CUT (SKIPPING)

ACTION DATE: 05/12/14  
LOC: 05/12/14

SCHL: 5007  
OFND: S

E DATE: 05/12/14  
LAW: Y

E TIME: 11:55  
RPT BY: SEYMORE

EDS: 06  
E SCHL: 5007

CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 05/14/14  
LOC: 05/14/14

SCHL: 5007  
OFND: S

E DATE: 05/14/14  
LAW: Y

E TIME: 12:00  
RPT BY: SEYMORE

EDS: 06  
E SCHL: 5007

CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2014

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 37

**ACTION: I2 - INTERNAL SUSPENSION - 2 DAYS**

ACTION TOTAL: 3

ACTION DATE: 11/13/13  
 LOC: 14025315  
 EVENT: 14025329

SCHL: 5007  
 OFND: S  
 E DATE: 11/13/13  
 LAW: Y

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN	11/14/13	5007	2	11	Z1 INCITING A DISTURBANCE

ACTION DATE: 11/13/13  
 LOC: 14025329

SCHL: 5007  
 OFND: S  
 E DATE: 11/13/13  
 LAW: Y

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILAN	11/14/13	5007	2	11	Z1 INCITING A DISTURBANCE

ACTION DATE: 02/19/14  
 LOC: 14058365

SCHL: 5007  
 OFND: S  
 E DATE: 02/18/14  
 LAW: Y

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN	11/14/13	5007	2	11	OS OTHER SERIOUS INCIDENT/DELINQ

**ACTION: SS - SATURDAY SCHOOL**

ACTION TOTAL: 5

ACTION DATE: 02/14/14  
 LOC: 14058377

SCHL: 5007  
 OFND: S  
 E DATE: 02/14/14  
 LAW: Y

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN	03/05/14	5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 03/05/14  
 LOC: 14064442

SCHL: 5007  
 OFND: S  
 E DATE: 03/05/14  
 LAW: Y

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN	03/15/14	5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 03/06/14  
 LOC: 14064469

SCHL: 5007  
 OFND: S  
 E DATE: 03/06/14  
 LAW: Y

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN	03/15/14	5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

### Discipline Action Detail

Current School Year: 2015/2016  
 Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007  
**School Year: 2014**  
**ACTION: SS - SATURDAY SCHOOL**  
 ACTION DATE: 03/06/14 EVENT: 14064475 SCHL: 5007 E DATE: 03/06/14 E TIME: 09:30 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: STEIN EDS: 06 E SCHL: 5007 CASE NBR:

Sort: Current School, Action Cd, Action Date, Event Id  
**SCHL TOTAL: 37**  
**ACTION TOTAL: 5**

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MCMILLAN	03/15/14	5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 03/06/14 EVENT: 14064481 SCHL: 5007 E DATE: 03/06/14 E TIME: 09:00 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: STEIN EDS: 06 E SCHL: 5007 CASE NBR:

**School Year: 2015**  
**ACTION: E5 - EXTERNAL SUSPENSION - 5 DAYS**  
 ACTION DATE: 05/28/15 EVENT: 15096399 SCHL: 5007 E DATE: 05/28/15 E TIME: 15:15 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: MCMILLAN EDS: 06 E SCHL: 5007 CASE NBR:

**SCHL TOTAL: 1**  
**ACTION TOTAL: 1**

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				0371	10		MCMILLAN	03/15/14	5007	5	09	OS OTHER SERIOUS INCIDENT/DELINQ

**School Year: 2015**  
**ACTION: I3 - INTERNAL SUSPENSION - 3 DAYS**  
 ACTION DATE: 10/27/14 EVENT: 15071819 SCHL: 5007 E DATE: 10/27/14 E TIME: 14:50 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: MCMILLAN EDS: 06 E SCHL: 5007 CASE NBR:

**SCHL TOTAL: 1**  
**ACTION TOTAL: 1**

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5331	12		MCMILLAN		5007	3	11	ZL CLASS CUT (SKIPPING)

**School Year: 2015**  
**ACTION: E1 - EXTERNAL SUSPENSION - 1 DAY**  
 ACTION DATE: 02/05/15 EVENT: 15071823 SCHL: 5007 E DATE: 02/05/15 E TIME: 13:30 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: MCMILLAN EDS: 06 E SCHL: 5007 CASE NBR:

**SCHL TOTAL: 4**  
**ACTION TOTAL: 1**

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				3731	11		MCMILLAN		5007	1	10	ZL CLASS CUT (SKIPPING)

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2015 CSCHL: EVERGLADES HIGH - 3731

SCHL TOTAL: 4

**ACTION: E3 - EXTERNAL SUSPENSION - 3 DAYS**

ACTION TOTAL: 1

ACTION DATE: 03/03/15 EVENT: 15062966 SCHL: 5007 E DATE: 03/03/15 E TIME: 09:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: GUILLEN CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				3731	11		GUILLEN		5007	3	10	A5 ASSAULT/THREAT (MEDIUM)

**ACTION: I1 - INTERNAL SUSPENSION - 1 DAY**

ACTION TOTAL: 1

ACTION DATE: 09/16/14 EVENT: 15071816 SCHL: 5007 E DATE: 09/16/14 E TIME: 13:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: HOLDER CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				3731	10		MCMILLAN		5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

**ACTION: I2 - INTERNAL SUSPENSION - 2 DAYS**

ACTION TOTAL: 1

ACTION DATE: 01/16/15 EVENT: 15043759 SCHL: 5007 E DATE: 01/16/15 E TIME: 13:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: MCMILLAN CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				3731	11		MCMILLAN		5007	2	10	Z1 INCITING A DISTURBANCE

School Year: 2015

CSCHL: HALLANDALE ADULT/COMMUNITY - 0592

SCHL TOTAL: 1

**ACTION: I1 - INTERNAL SUSPENSION - 1 DAY**

ACTION TOTAL: 1

ACTION DATE: 10/01/14 EVENT: 15071827 SCHL: 5007 E DATE: 10/01/14 E TIME: 12:00 EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1  
 LOC: OFND: S LAW: Y RPT BY: SEYMORE CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				0592	12		MCMILLAN		5007	1	12	SB UNRULY/DISRUPTIVE BEHAVIOR

School Year: 2015

CSCHL: HOME EDUCATION BROWARD - H001

SCHL TOTAL: 2



Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2015

CSCHL: HOME EDUCATION BROWARD - H001

SCHL TOTAL: 2

ACTION: E1 - EXTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 1

ACTION DATE: 10/01/14  
 LOC: 10/01/14  
 EVENT: 15071828

SCHL: 5007  
 OFND: S

E DATE: 10/01/14  
 LAW: Y

E TIME: 12:40  
 RPT BY: BOVASTRO

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 CASE NBR: 1

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				H001	10		MCMILLAN		5007	1	09	OS OTHER SERIOUS INCIDENT/DELINQ

ACTION: E2 - EXTERNAL SUSPENSION - 2 DAYS

ACTION TOTAL: 1

ACTION DATE: 01/23/15  
 LOC: 15045344

SCHL: 5007  
 OFND: S

E DATE: 01/23/15  
 LAW: Y

E TIME: 14:05  
 RPT BY: MCMILLAN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 CASE NBR: 1

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				H001	10		MCMILLAN		5007	2	09	F1 FIGHTING

School Year: 2015

CSCHL: NOVA HIGH - 1281

SCHL TOTAL: 1

ACTION: E2 - EXTERNAL SUSPENSION - 2 DAYS

ACTION TOTAL: 1

ACTION DATE: 01/23/15  
 LOC: 15045369

SCHL: 5007  
 OFND: S

E DATE: 01/23/15  
 LAW: Y

E TIME: 14:05  
 RPT BY: MCMILLAN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 CASE NBR: 1

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				1281	10		MCMILLAN		5007	2	09	F1 FIGHTING

School Year: 2015

CSCHL: OFF CAMPUS LEARNING CENTER - 6501

SCHL TOTAL: 1

ACTION: E0 - EXTERNAL SUSPENSION - 10 DAYS

ACTION TOTAL: 1

ACTION DATE: 02/26/15  
 LOC: 15061629

SCHL: 5007  
 OFND: S

E DATE: 02/26/15  
 LAW: Y

E TIME: 09:55  
 RPT BY: MCMILLAN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 CASE NBR: 1

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				6501	11	CP	MCMILLAN	02/26/15	5007	10	10	DF DRUG- POSSESSION OF UNAUTH SU

School Year: 2015

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 30

Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2015 CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 30

ACTION: E0 - EXTERNAL SUSPENSION - 10 DAYS

ACTION TOTAL: 1

ACTION DATE: 10/16/14  
 LOC: 10/16/14  
 EVENT: 15071834  
 OFND: S  
 SCHL: 5007  
 E DATE: 10/16/14  
 LAW: Y  
 E TIME: 09:00  
 RPT BY: BAILEY

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	10	12	ZX PROFANITY TO STAFF MEMBER

ACTION: E1 - EXTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 4

ACTION DATE: 11/06/14  
 LOC: 11/06/14  
 EVENT: 15071820  
 OFND: S  
 SCHL: 5007  
 E DATE: 11/06/14  
 LAW: Y  
 E TIME: 13:00  
 RPT BY: SEYMORE

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 02/27/15  
 LOC: 02/27/15  
 EVENT: 15061654  
 OFND: S  
 SCHL: 5007  
 E DATE: 02/27/15  
 LAW: Y  
 E TIME: 09:17  
 RPT BY: PAUL

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	F1 FIGHTING

ACTION DATE: 02/27/15  
 LOC: 02/27/15  
 EVENT: 15061666  
 OFND: S  
 SCHL: 5007  
 E DATE: 02/27/15  
 LAW: Y  
 E TIME: 09:17  
 RPT BY: PAUL

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	F1 FIGHTING

ACTION DATE: 03/18/15  
 LOC: 03/18/15  
 EVENT: 15071817  
 OFND: S  
 SCHL: 5007  
 E DATE: 03/18/15  
 LAW: Y  
 E TIME: 14:50  
 RPT BY: MCMILLAN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MCMILLAN		5007	1	11	F1 FIGHTING

ACTION: E2 - EXTERNAL SUSPENSION - 2 DAYS

ACTION TOTAL: 1

ACTION DATE: 01/30/15  
 LOC: 01/30/15  
 EVENT: 15048865  
 OFND: S  
 SCHL: 5007  
 E DATE: 01/30/15  
 LAW: Y  
 E TIME: 12:00  
 RPT BY: GUILLEN

EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		GUILLEN		5007	2	11	ZH FALSIFICATION/MISREPRESENTATIO

Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2015

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 30

**ACTION: E3 - EXTERNAL SUSPENSION - 3 DAYS**

ACTION TOTAL: 1

ACTION DATE: 11/14/14  
LOC:

EVENT: 15071818

SCHL: 5007  
OFND: S

E DATE: 11/14/14  
LAW: Y

E TIME: 09:00  
RPT BY: MCGHEE

EDS: 06  
E SCHL: 5007

CON: 1  
CASE NBR:

WHERE: 1

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	3	12	OS OTHER SERIOUS INCIDENT/DELINQ

**ACTION: E5 - EXTERNAL SUSPENSION - 5 DAYS**

ACTION TOTAL: 2

ACTION DATE: 01/06/14  
LOC:

EVENT: 15042937

SCHL: 5007  
OFND: S

E DATE: 01/06/14  
LAW: Y

E TIME: 11:30  
RPT BY: SHOURDS

EDS: 06  
E SCHL: 5007

CON: 1  
CASE NBR:

WHERE: 1

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		SHOURDS		5007	5	11	ZC POSS/USE OF PROHIBITED ITEMS

ACTION DATE: 01/06/15  
LOC:

EVENT: 15042934

SCHL: 5007  
OFND: S

E DATE: 01/06/15  
LAW: Y

E TIME: 11:00  
RPT BY: SHOURDS

EDS: 06  
E SCHL: 5007

CON: 1  
CASE NBR:

WHERE: 1

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		SHOURDS		5007	5	11	ZC POSS/USE OF PROHIBITED ITEMS

**ACTION: I1 - INTERNAL SUSPENSION - 1 DAY**

ACTION TOTAL: 12

ACTION DATE: 09/15/14  
LOC:

EVENT: 15071815

SCHL: 5007  
OFND: S

E DATE: 09/15/14  
LAW: Y

E TIME: 11:20  
RPT BY: PEABODY

EDS: 06  
E SCHL: 5007

CON: 1  
CASE NBR:

WHERE: 1

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	UP DISRUPTIVE/JNRULY PLAY

ACTION DATE: 09/15/14  
LOC:

EVENT: 15071830

SCHL: 5007  
OFND: S

E DATE: 09/15/14  
LAW: Y

E TIME: 13:00  
RPT BY: ULETT

EDS: 06  
E SCHL: 5007

CON: 1  
CASE NBR:

WHERE: 1

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 09/18/14  
LOC:

EVENT: 15071831

SCHL: 5007  
OFND: S

E DATE: 09/18/14  
LAW: Y

E TIME: 11:21  
RPT BY: SEYMORE

EDS: 06  
E SCHL: 5007

CON: 1  
CASE NBR:

WHERE: 1

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	12	SB UNRULY/DISRUPTIVE BEHAVIOR

Current School Year: 2015/2016

### Discipline Action Detail

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2015 CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 30

**ACTION: 11 - INTERNAL SUSPENSION - 1 DAY**

ACTION TOTAL: 12

ACTION DATE: 09/22/14 LOC: 09/22/14 EVENT: 15071813 SCHL: 5007 OFND: S E DATE: 09/22/14 LAW: Y E TIME: 10:00 RPT BY: STEIN EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MCMILLAN		5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 09/29/14 LOC: 09/29/14 EVENT: 15071814 SCHL: 5007 OFND: S E DATE: 09/29/14 LAW: Y E TIME: 12:00 RPT BY: PAUL EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 09/29/14 LOC: 09/29/14 EVENT: 15071821 SCHL: 5007 OFND: S E DATE: 09/29/14 LAW: Y E TIME: 12:50 RPT BY: SEYMORE EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 10/01/14 LOC: 10/01/14 EVENT: 15071825 SCHL: 5007 OFND: S E DATE: 10/01/14 LAW: Y E TIME: 11:00 RPT BY: STEIN EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MCMILLAN		5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 10/07/14 LOC: 10/07/14 EVENT: 15071833 SCHL: 5007 OFND: S E DATE: 10/07/14 LAW: Y E TIME: 09:00 RPT BY: STEIN EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	12	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 10/30/14 LOC: 10/30/14 EVENT: 15071822 SCHL: 5007 OFND: S E DATE: 10/30/14 LAW: Y E TIME: 11:00 RPT BY: SEYMORE EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 11/10/14 LOC: 11/10/14 EVENT: 15071836 SCHL: 5007 OFND: S E DATE: 11/10/14 LAW: Y E TIME: 09:00 RPT BY: STEIN EDS: 06 E SCHL: 5007 CON: 1 WHERE: 1 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MCMILLAN		5007	1	10	SB UNRULY/DISRUPTIVE BEHAVIOR

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2015 CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 30

ACTION: I1 - INTERNAL SUSPENSION - 1 DAY

ACTION TOTAL: 12

ACTION DATE: 11/12/14  
 LOC: 11/12/14  
 EVENT: 15071837  
 OFND: S

E TIME: 12:00  
 RPT BY: ULETT  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	1	09	SB UNRULY/DISRUPTIVE BEHAVIOR

ACTION DATE: 04/22/15  
 LOC: 04/22/15  
 EVENT: 15082750  
 OFND: S

E TIME: 13:00  
 RPT BY: ASCUNCE  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MCMILLAN		5007	1	10	ZL CLASS CUT (SKIPPING)

ACTION: I2 - INTERNAL SUSPENSION - 2 DAYS

ACTION TOTAL: 5

ACTION DATE: 10/27/14  
 LOC: 10/27/14  
 EVENT: 15071824  
 OFND: S

E TIME: 14:50  
 RPT BY: MCMILLAN  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MCMILLAN		5007	2	10	Z1 INCITING A DISTURBANCE

ACTION DATE: 01/20/15  
 LOC: 01/20/15  
 EVENT: 15043968  
 OFND: S

E TIME: 13:00  
 RPT BY: JOHNSON  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	2	08	02 INSULTING/PROFANE/OBSCENE LANC

ACTION DATE: 01/20/15  
 LOC: 01/20/15  
 EVENT: 15048859  
 OFND: S

E TIME: 12:00  
 RPT BY: JOHNSON  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	09		MCMILLAN		5007	2	08	02 INSULTING/PROFANE/OBSCENE LANC

ACTION DATE: 01/20/15  
 LOC: 01/20/15  
 EVENT: 15048861  
 OFND: S

E TIME: 12:00  
 RPT BY: JOHNSON  
 EDS: 06  
 E SCHL: 5007  
 CON: 1  
 WHERE: 1  
 CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	2	09	02 INSULTING/PROFANE/OBSCENE LANC

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2015

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 30

ACTION: I2 - INTERNAL SUSPENSION - 2 DAYS

ACTION TOTAL: 5

ACTION DATE: 01/20/15  
LOC:

SCHL: 5007  
OFND: S

E DATE: 01/20/15  
LAW: Y

E TIME: 12:00  
RPT BY: JOHNSON

EDS: 06  
E SCHL: 5007  
CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		MCMILLAN		5007	2	09	02 INSULTING/PROFANE/OBSCENE LANC

ACTION: SS - SATURDAY SCHOOL

ACTION TOTAL: 4

ACTION DATE: 09/29/14  
LOC:

SCHL: 5007  
OFND: S

E DATE: 09/29/14  
LAW: Y

E TIME: 13:00  
RPT BY: SEYMORE

EDS: 06  
E SCHL: 5007  
CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	SB UNRULY/DISRUPTIVE BEHAVIOR
				5007	12		MCMILLAN		5007	1	11	ZW DEFIANCE OF AUTH/HAB 01 VIO

ACTION DATE: 09/29/14  
LOC:

SCHL: 5007  
OFND: S

E DATE: 09/29/14  
LAW: Y

E TIME: 13:00  
RPT BY: SEYMORE

EDS: 06  
E SCHL: 5007  
CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		MCMILLAN		5007	1	11	SB UNRULY/DISRUPTIVE BEHAVIOR
				5007	12		MCMILLAN		5007	1	11	ZW DEFIANCE OF AUTH/HAB 01 VIO

ACTION DATE: 01/20/15  
LOC:

SCHL: 5007  
OFND: S

E DATE: 01/20/15  
LAW: Y

E TIME: 09:10  
RPT BY: JEFFERY

EDS: 06  
E SCHL: 5007  
CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	12		SHOURDS		5007	0	12	ZL CLASS CUT (SKIPPING)

ACTION DATE: 02/24/15  
LOC:

SCHL: 5007  
OFND: S

E DATE: 02/24/15  
LAW: Y

E TIME: 11:25  
RPT BY: SEYMORE

EDS: 06  
E SCHL: 5007  
CON: 1  
WHERE: 1  
CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	11		MACHADO		5007	1	10	ZG LEAVING CAMPUS W/O PERMISSION

School Year: 2016

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 1

### Discipline Action Detail

Current School Year: 2015/2016

Reporting Schi: SOMERSET ACAD CHRT HS MIRAMAR - 5007

Sort: Current School, Action Cd, Action Date, Event Id

School Year: 2016

CSCHL: SOMERSET ACAD CHRT HS MIRAMAR - 5007

SCHL TOTAL: 1

ACTION: E4 - EXTERNAL SUSPENSION - 4 DAYS

ACTION TOTAL: 1

ACTION DATE: 09/11/15

EVENT: 16002153

E DATE: 09/11/15

E SCHL: 5007

CON: 1

WHERE: 1

LOC:

OFND: S

LAW: Y

RPT BY: HERRERA

CASE NBR:

<u>Stdt Nbr</u>	<u>Student Name</u>	<u>SR</u>	<u>Birth</u>	<u>CSch</u>	<u>CGr</u>	<u>Team</u>	<u>Taken By</u>	<u>BDate</u>	<u>DSchl</u>	<u>Amt</u>	<u>Gr</u>	<u>Incident</u>
				5007	10		HERRERA		0405	4	10	ED ELECTRONIC DEVICES- OFFENSIVE
				5007	10		HERRERA		0405	4	10	HA HARASSMENT

***Organizational Performance  
Appendix Y: Comprehensive  
Emergency/Evacuation Plans***



### General Information

School		Schedule						
Counts		Start Hr	Start Min	Am/Pm	End Hr	End Min	Am/Pm	
ID	SOMERSET ACADEMY MIRAMAR HIGH	School	07	45	AM	02	50	PM
		Lunch	11	35	AM	1	05	PM
Student Count	310	After School	02	55	PM	06	30	PM
Staff Count	16	Community School						
Campus School Resource			Resident Campus Security					
Officer Name		Agency		Officer Name		Agency		
Millissa Rivas		Miramar Police Department		James Hyppolite		Miramar Police Department		
Fire			Police					
Fire Rescue, City of Miramar	9545551212	N/A	Corlette Hampton	9546024325	champton@miramar pd.org			
Automated External Defibrillator (AED) Machines								
Machines Current	Location-FISH#		Posters Current		Certified Personnel			
Yes	Front Office		Yes		Administration, front office and security personnel.			
Emergency Kit/Bag Location (Fish#)		Front office						
Personnel trained for STAR?		Administration, front office and security personnel.						
Threat Assessment Personnel		Administration, front office and security personnel.						
CPR/Heimlich Personnel		Administration, front office and security personnel.						
Administer Epi-Pen?		Yes	Hall Monitors?		Yes			
Emergency Drill Planned		Yes	Trained for Crime?		No			
Site Assessment Date		9/30/2015	Review Date Hurricane		9/30/2015			

### Campus/Building Information

Total square footage of campus?	N/A
Number of floors for instructional or administrative building?	2
Number of stairwells in administrative building	8
Describe location (FISH#) of campus elevators	Near Northwest stairwell of Building D.
Number of portables and/or modulares	No
Describe campus pool location	N/A
Describe pool safety procedures	N/A
Where is electrical control panel for administrative building (FISH#)?	Northwest corner of the building; the cafeteria.
Where is the fire box in the administrative building (FISH#)?	Northwest corner of the building; the cafeteria.
Where is the gas/oil shutoff in the building (FISH#)?	N/A
Where is the water shutoff in the building (FISH#)?	N/A
Where are the shut-off controls for the central air units? (FISH#)	The same location as units.
Where are the chemicals/controlled substances used for science lab? (FISH#)	Room D215
Where are hazardous materials used by custodians? (FISH#)	Southwest corner of Building C.
Where are hazardous materials used by pool maintenance? (FISH#)	N/A

### Safe Team

	Name	Backup 1	Backup 2
<b>School Incident Commander</b>	Monique Machado	Merrissa Bailey	
<b>Student Parent Reunion Coordinators</b>	Monique Machado		
<b>Student Supervision Coordinators</b>	Monique Machado		
<b>SAFE Team Leaders</b>	Monique Machado		
<b>Facilities Materials Coordinators</b>	Tommy Van Doren		
<b>First Aid Coordinators</b>	Kimberly Hepburn		

## Emergency Communication

School	SOMERSET ACADEMY MIRAMAR HIGH
Consulted SIU Website for Emergency Communication updates?	Yes
Reviewed Emergency Communication Code updates with staff?	Yes
Public announcement system fully operational?	Yes
Are hand held radios operational for emergency staff?	Yes
Are megaphones operational?	Yes
If electrical power, school telephones and primary communication is interrupted, what alternative communication procedures are available	Color cards are used in place of lost communication.
Trained person 1 in parent link system	Monique Machado
Trained person 2 in parent link system	Geyler Herrera
Trained person 3 in parent link system	Athena Guillen

### After School Program

<b>Provider Name</b>	Somerset Academy, Inc.					
<b>School Name</b>	SOMERSET ACADEMY MIRAMAR HIGH					
<b>School Address</b>	9300 Pembroke Road, Miramar, FL 33025					
<b>School Phone</b>	954-435-1570					
<b>School Fax</b>	954-435-1571					
<b>Describe nearest main crossroads to this school if an emergency occurs</b>	Douglas Road and Pembroke Road					
<b>Principal</b>	Athena Guillen	<b>Main Number</b>	954-435-1570	<b>Cell Number</b>	7114	<b>Fax Number</b>
<b>Assistant Principal</b>	Geyler Herrera	<b>Main Number</b>	954-435-1570	<b>Cell Number</b>	30708	<b>Fax Number</b>
<b>Provider Main Information</b>		<b>Main Number</b>		<b>Cell Number</b>		<b>Fax Number</b>
<b>First Emergency Contact</b>	Athena Guillen	<b>Main Number</b>	954-435-1570	<b>Cell Number</b>	786	
<b>Second Emergency Contact</b>	Geyler Herrera	<b>Main Number</b>	954-435-1570	<b>Cell Number</b>	305-	
<b>Local Police Contact</b>	Corlette Hampton	<b>Main Number</b>	954-602-4325	<b>Cell Number</b>		
<b>Child Abuse and Neglect</b>		<b>Main Number</b>		<b>Cell Number</b>		
<b>Child Abuse and Neglect (SBBC)</b>		<b>Main Number</b>		<b>Cell Number</b>		
<b>SIU SBBC</b>		<b>Main Number</b>		<b>Cell Number</b>		
<b>School Resource Officer</b>	Millissa Rivas	<b>Main Number</b>		<b>Cell Number</b>		
<b>Before and After School Child Care</b>		<b>Main Number</b>		<b>Cell Number</b>		

## Part 6. Critical Incidents

Based on the critical incidents in the Critical Resource Manual (CRM), please provide a written description explaining your specific school plan for the following school emergencies. Your CRM will provide suggestions of procedures, however in collaborating with local law and fire departments your procedures may vary.

1. Behavioral Emergencies- The school administrator designee goes to area of incident. Depending on size of altercation and number of persons involved. Intercom announcement may be appropriate. Teachers or other support personnel available shall immediately respond as needed to assist. Loudly give order to "Clear the Area" for those not involved. Separate and protect violators/participants. Determine if any weapons are involved and secure them. Call 911, Special Investigative Unit and police/medical if needed. If incident is over, bring participants to front office. Identify victims and offer immediate first aid as needed. Identify and document witnesses and obtain statements. Notify parents as needed. Secure visitors from coming on campus until situation is returned to normal. School administrator in charge should initiate school discipline process. SRO should be contacted to determine if criminal charges are to be filed. **\*\*Battery on Bus\*\*** Bus driver prepares formal statement. Provide copy of video to police.

2. Bomb Threat - See Bomb Threat Checklist. Recipient of call: Immediately write what "caller says. Remain calm, police: listen, never interrupt, and complete checklist and initiate call trace (if possible). - CALL 911: Request law enforcement and bomb squad response, if applicable. Immediately notify principal designee & SRO. Administrator directs PA Call for "Code Black", EVACUATE SCHOOL IMMEDIATELY - NO OPTION. Place second 911 call with additional information and command post location. Instruct staff not to lock classrooms and take class emergency information/rosters. Instruct students to take only items in their possession (including book bags). NO LOCKER or BATHROOM STOPS. DO NOT TOUCH SUSPICIOUS ITEM. Remember their exact location: report them. Notify Area Superintendent and Special Investigative Unit. Do not use radios, cordless phones, cell phones, or computers-only principal/designee may use cell phone outside. All students should be staff-supervised. Dismissed students may not return to classrooms if school is closed. Principal with input from law enforcement. Special Investigative Unit and fire rescue on-scene will determine "all clear" return to classrooms. Principal follow up on call tracing. Check absentee list for discipline actions. Conduct appropriate follow-up investigation. Support Appendix #77- Record Keeping Process and Procedures for Critical Incident Response Reports and Training

Documentation. Support Appendix #71 - Emergency Phone Numbers Critique incident with school staff.

3. Chemical & Biological Incidents (Terrorism) - On-site release: evacuate affected area of all students, staff, and other personnel. Shut down HVAC system if appropriate. Restrict access to the affected area to authorized personnel, only. Establish accountability for occupants. Maintain security until help arrives. Off-site: If toxic vapor cloud threatens campus, bring/keep all students, staff, and other personnel inside. Shut down HVAC system. Dial 911 if credible threat to life or health exists. Contact maintenance communication, and Area Superintendent and Special Investigative Unit. If school personnel have required training and PPE to properly respond to release, allow initial assessment and corrective actions. Otherwise wait for trained and equipped personnel to arrive. Coordinate continued accountability for occupants through resumption of normal school operations. Immediately document sequence of events surrounding incident. Provide preliminary report to Area Superintendent and Public

Affairs Office. Ensure documentation of all reported injuries or illnesses. Prepare letter to be sent to student's home. Prepare final report of incident. Modify written action plans based on lessons learned.

4. Civil Disturbance - This condition exists whenever a(n) unauthorized person(s) comes onto the school grounds with the intent of disrupting the orderly operation of the school. This means classrooms and administrative areas. This condition also exists whenever large groups of students leave their assigned areas, in mass, without the permission of the school administration, for the purpose of disrupting the order process of the school. Use established CODE WORDS for intruder or lock down. Greet and escort unfamiliar visitors to the front office for a pass. Inquire as to a person's business on the campus. If person becomes hostile or you feel threatened, go to the nearest classroom and call the front office, keeping the person in sight. Administrator in charge should respond to the area. Once again, determine if a friendly approach can be made. Ask the person to leave. Call school resource officer. If they refuse to leave, call 911 and Special Investigative Unit. Administrator calls for lock down, if appropriate. Allow police, Special Investigative Unit to handle the intruder. Notify teachers campus is secure.

Issue trespass warning or warning that behavior is unlawful disruption of a school function as needed. Re-address security procedures. Support Appendix #70-Chain of Command Support Appendix # 77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident.

5. Crisis Intervention -

6. Fire- Contact Fire Department via 911. Evacuate all students to safe area. Sound alarm. Determine if fire is small enough to attempt to extinguish with available extinguisher. Using the correct type of extinguisher, attempt to extinguish the fire. If after attempting to extinguish fire, it is determined that fire is too large or can't be extinguished with available extinguisher, evacuate. Initiate nearest fire pull station. Describe location, conditions, and actions being taken. PERSON ON FIRE: Smother fire by rolling victim on ground, by water deluge, or as last resort by fry chemical fire extinguisher. WARNING - DO NOT: use water on electrical fires, attempt to fight fires involving toxic chemicals or strong oxidizers, or attempt to fight fires involving explosives. Have expended fire extinguishers recharged as soon as possible. Summary of personnel actions and written action plans. Complete written report of actions and forward to Area Superintendent and Office of Safety Management. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation.

Critique incident.

7. Hazardous Materials - On-site release: evacuate affected area of all students, staff, and other personnel. Shut down HVAC system, if appropriate. Restrict access to the affected area to authorized personnel only. Establish accountability for occupants. Maintain security until help arrives. Off-site: If toxic vapor cloud threatens campus, bring/keep all students, staff, and other personnel inside. Shut down HVAC system. Dial 911 if credible threat to life or health exists. Contact maintenance communication and Area Superintendent and Special Investigative Unit. If school personnel have required training and PPE to properly respond to release, allow initial assessment and corrective actions. Otherwise, wait for trained and equipped personnel to arrive. Coordinate continued accountability for occupants through resumption of normal school operations. Immediately document sequence of events

surrounding incident. Provide preliminary report to Area Superintendent and Public Affairs Office. Ensure documentation of all reported injuries or illnesses. Prepare letter to be sent to student's home. Prepare final report of incidents. Modify written action plans based on "lessons learned". Support Appendix #70-Chain of Command. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident.

8. Hostages - Once information is obtained, call 911. Evacuate students to safety - use LOCK DOWN CODE, when necessary. Obtain as much descriptive information for police as possible names of person(s) involved, location of incident weapons(s) involved, description of person, layout of school if person(s) involved is a student or students, or school personnel and be prepared to provide as much information as possible to police upon arrival. Notify Area Superintendent, Special Investigative Unit and Community Relations. All non-involved students should be escorted to a safe area. Wait for police. Do not try to intervene or confront. Activate command center and assemble counseling team. Students should not be released until debriefed and accounted for. Teachers to create roster of students accounted for. Find staff and other students familiar with hostages or hostage taker who can help police. Notify parents or family. Release students to parents only after documented on roster in written form. Prepare written information with Community Relations Department Representative. Prepare for student dismissal and or large amount of parent pick-up. Prepare letter to parents. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Report and Training Documentation. Critique incident.

9. Illness and/or Injury -Minor Accidents: Any time a student receives a minor injury, the teacher on duty shall call for a campus advisor to accompany the students to the clinic for first aid. Clinic personnel will normally notify parents/guardians in the case of minor injuries related to accidents. Injuries related to violations of the Code of

Student Conduct and Discipline will be reported to the parents/guardians and the principal or designee.

First Aid: Where there is some degree of injury, but not requiring emergency medical treatment, the staff member will request assistance from a qualified first-aid person located in the building. The teacher or first-aid giver will notify the principal as soon as possible of the injuries. The principal or designee will immediately contact the parents/guardians of the injury. Based upon a determination made the principal and/or parent, the injured student may be transported to the hospital. Depending on the degree of injury and the desire of the parent/guardian, one of the following procedures will be used to transport the student to the hospital or other medical facility. The parent may come to the school and transport the student. The parent may choose to meet the child at the hospital and the student would be transported by the Broward school staff. The student may be transported by ambulance and the parents would be asked to meet the ambulance at the hospital. Notify Area office, notify SIU, and check with student and family. Review procedures.

10. Medical Emergencies- Front office is notified via radio, intercom or send a student. Responsible adult or teacher stays with student/person. Call 911 if appropriate. Secure the area. DO NOT move person unless you have to. Notify parent or emergency contact. Assistance is sent to the scene from front



office. Names or persons involved or witnesses are obtained. Copy of emergency card is sent with EMS and Administrator to Hospital. Maintain secured area for evidence. Photograph area where accident/injury occurred. Notify Area Superintendent. Notify Special Investigative Unit. Notify community relations. Hazardous waste cleanup if needed by district maintenance. Principal meets with parents/relatives of employee/student. Principal reviews and investigates injury/accident. Completes report. Changes made if necessary. Debriefs staff and students, as needed. Follow-up letters sent home, as needed. Support Appendix #70-Chain of Command. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident for improvements.

11 . Perimeter control during emergency- Administrators/faculty staff must gain control of the situation. Resource officer contacted if available. Local law enforcement, as needed. Teachers assist with ensuring safety of other students. Attempt to deescalate situation or additional incidents by: presence, verbal commands, and physical control. Isolate students involved in the incident by directing others away from area. Determine problem with student. Notify parent or contact persons. Allow cool-down time as student is isolated from others. Gain control and resume normal activities. Call Special Investigative Unit.

12. School Bus Accidents - Call 911. School staff learns of condition of driver and students so proper number of school personnel go to the scene immediately. Personnel go to the bus site with emergency kit. Upon arrival, immediately call the school to advise school personnel of the situation and what, if any, additional help is needed. Office calls Area Superintendent and Special Investigative Unit. Administrator on site assigned on-scene task: record names of injured and where transported, put name tags on students going to the hospital, log students leaving the scene and with whom did they go, get signatures from parents, assist police and medical personnel first, assign school staff to stay with children and go to the hospital with ambulance. This will vary if it is a field trip. Spokesperson utilize onsite media or calls the media to get out correct information and dispel parent fears. Counselors notified by office staff requested to help at hospital site. Designate specific media area, rope off. If the accident happens while on a field trip, the non-injured chaperons, teachers act as the crisis team until the school staff can arrive. Administrator in charge communicates with emergency personnel onsite and eventually at the hospitals as to the status and location of all persons.

13. Student Sign In/Out (S.T.A.R.) - Student sign in/out is done through main office. Visitors are granted access to our campus through our manned-security gate.

14.

Technology Utilization (tech equipment used in emergency situations. etc .)

15.

Visitor/Intruder - Visitors are granted access to our campus through our manned-security gate. At this point, they must report to the administrative office where they obtain a pass. The process by which passes are issued proceeds as follows: visitors must supply a valid government issued form of identification, their information is screen against Florida sexual predator database. If an unfamiliar person is found on campus, the following procedure is followed: greet and escort unfamiliar person to the front office for a pass and sign in. Inquire as to the persons business on campus. If the person becomes hostile or you feel threatened go to the nearest classroom and call the front office and notify the police. Keep the person in sight. Administrator in charge should respond to the area and ask the person to leave. If subject is not cooperative, call 911. If applicable, administrator calls for a lock down if appropriate. Allow police to handle the intruder. Notify Area Superintendent and Special Investigative Unit.

16. Weapons found on campus - This is primarily a law enforcement ACTION MATTER. Person(s) who find the unattended firearm weapon reports it immediately to an administrator while maintaining visual contact with weapon to ensure students to not gain access. Secure the area from students. Notify school resource officer or local law enforcement. They take possession of weapon. Notify Special Investigative Unit. Locate, identify and document any witnesses.

17. Weather Emergencies- Monitor the Public Broadcasting System and the NOAA Weather Alert. Place adult watchers outside to monitor the storm. Evacuate all students and personnel from the lower floors and interior areas. If there are severe lightning strikes the principal should wait for this hazard to pass before allowing students to get on busses. Notify district public information officer. Notify safety department. Notify Special Investigative Unit.

### Post Emergency

Do protocols exist for mental health and counseling needs	Yes
Support Staff have reviewed Crisis Recovery from Critical Resource Manual	Yes
Contact for coordinating counseling efforts	Monique Machado
Community Agencies' Mental health resources are accessible?	Yes
List staff protocols for stress reduction strategies/post-trauma counseling	
List general protocols to address student post-trauma counseling	
List mental health/counseling follow-up protocols for post-traumatic events	
Critical Incident resources used to service students, staff, and parents	<input checked="" type="checkbox"/> Student Support Svcs <input type="checkbox"/> Emploeyss Assitance Program
	<input checked="" type="checkbox"/> Hospital <input type="checkbox"/> Local Clergy
	<input type="checkbox"/> District Social Worker <input type="checkbox"/> SIU
	<input checked="" type="checkbox"/> Psychology Services <input type="checkbox"/> District Counselor

### Prevention Preparedness

School	SOMERSET ACADEMY MIRAMAR HIGH
Staff trained in Physical Restraint Skills (PCM Admin, Security only)?	Yes
Do you have an Active Youth Crime Watch?	No
Do you have Silence Hurts Posters?	No
Do you have a Tip/Suggestion Box?	Yes
Describe your School Substance Abuse Prevention Program?	N/A
Describe your Classroom and/or Behavior Management Program?	N/A
List any other Prevention Oriented Curriculum	N/A

### Limited Mobility Students

Does site have limited mobility students enrolled?	Yes
Staff Designee	Dennis Colindres
Staff Designee Alternate	Detroi Halliday
List fire rescue areas (ADA standards) for LM Student evacuation	Main corridor to front gate, or main corridor to rear gate.
Do you have a list of LMS students available?	Yes
Where is this list located?	Front Office.
Is there an established evacuation location(s) for LMS students?	Yes.

### Lockdown

School	SOMERSET ACADEMY MIRAMAR HIGH	
When is "Staff Development" provided to faculty to review lockdown procedures?	Early Release	
List dates (1 required) of staff development	8/19/2015	
Substitute teachers informed of lockdown procedures?	Yes	
Describe plan for informing substitutes	Substitute meets with head of security to discuss lockdown procedures	
Students informed of lockdown procedures?	Yes	
Describe plan for informing students	Students are informed about lockdown procedures by their homeroom teacher.	
Parents informed of lockdown procedures?	Yes	
Describe plan for informing parents	Parent link and the school website are used to disseminate lockdown information.	
Collaboration with Fire Dept for lockdown?	No	<b>Date</b>
Collaboration with Police Dept for lockdown?	No	<b>Date</b>
Collaborated with SIU regarding lockdown procedures?	No	
School administration knows to file "After Action Report" (AAR) within 72 hours to Area Office and SIU Investigator?	Yes	

### Evacuation

School
When is "Staff Development" provided for off-site evacuation procedures?
List dates (1 required) of staff development
Substitute teachers informed of evacuation procedures?
Describe plan for informing substitutes
Students informed of evacuation procedures?
Describe plan for informing students
How are parents informed of evacuation procedures?
Describe plan for informing parents
Collaboration with Fire Dept for lockdown?
Collaboration with Police Dept for lockdown?
Collaborated with SIU regarding lockdown procedures?
School administration knows to file "After Action Report" (AAR) within 72 hours to Area Office and SIU Investigator?
1st Off-Site Location
Contact
Address
Phone
2nd Off-Site Location
Contact
Address
Phone

### Critical Incidents

<p><b>Behavioral Emergencies</b></p>	<p>The school administrator designee goes to area of incident. Depending on size of altercation and number of persons involved. Intercom announcement may be appropriate. Teachers or other support personnel available shall immediately respond as needed to assist. Loudly give order to "Clear the Area" for those not involved. Separate and protect violators/participants. Determine if any weapons are involved and secure them. Call 911, Special Investigative Unit and police/medical if needed. If incident is over, bring participants to front office. Identify victims and offer immediate first aid as needed. Identify and document witnesses and obtain statements. Notify parents as needed. Secure visitors from coming on campus until situation is returned to normal. School administrator in charge should initiate school discipline process. SRO should be contacted to determine if criminal charges are to be filed. <b>**Battery on Bus**</b> Bus driver prepares formal statement. Provide copy of video to police.</p>
<p><b>Bomb Threat</b></p>	<p>: Immediately write what "caller says. Remain calm, police: listen, never interrupt, and complete checklist and initiate call trace (if possible). -CALL 911: Request law enforcement and bomb squad response, if applicable. Immediately notify principal designee &amp; SRO. Administrator directs PA Call for "Code Black". EVACUATE SCHOOL IMMEDIATELY - NO OPTION. Place second 911 call with additional information and command post location. Instruct staff not to lock classrooms and take class emergency information/rosters. Instruct students to take only items in their possession (including book bags). NO LOCKER or BATHROOM STOPS. DO NOT TOUCH SUSPICIOUS ITEM. Remember their exact location: report them. Notify Area Superintendent and Special Investigative Unit. Do not use radios, cordless phones, cell phones, or computers-only principal/designee may use cell phone outside. All students should be staff-supervised. Dismissed students may not return to classrooms if school is closed. Principal with input from law enforcement. Special Investigative Unit and fire rescue on-scene will determine "all clear" return to classrooms. Principal follow up on call tracing. Check absentee list for discipline actions. Conduct appropriate follow-up investigation. Support Appendix #77- Record Keeping Process and Procedures for Critical Incident Response Reports and Training</p>



### Critical Incidents

<p><b>Chemical Biological</b></p>	<p>On-site release: evacuate affected area of all students, staff, and other personnel. Shut down HVAC system if appropriate. Restrict access to the affected area to authorized personnel, only. Establish accountability for occupants. Maintain security until help arrives. Off-site: If toxic vapor cloud threatens campus, bring/keep all students, staff, and other personnel inside. Shut down HVAC system. Dial 911 if credible threat to life or health exists. Contact maintenance communication, and Area Superintendent and Special Investigative Unit. If school personnel have required training and PPE to properly respond to release, allow initial assessment and corrective actions. Otherwise wait for trained and equipped personnel to arrive. Coordinate continued accountability for occupants through resumption of normal school operations. Immediately document sequence of events surrounding incident. Provide preliminary report to Area Superintendent and Public Affairs Office. Ensure documentation of all reported injuries or illnesses. Prepare letter to be sent to student's home. Prepare final report of incident. Modify written action plans based on lessons learned.</p>
<p><b>Civil Disturbance</b></p>	<p>This condition exists whenever a(n) unauthorized person(s) comes onto the school grounds with the intent of disrupting the orderly operation of the school. This means classrooms and administrative areas. This condition also exists whenever large groups of students leave their assigned areas, in mass, without the permission of the school administration, for the purpose of disrupting the order process of the school. Use established CODE WORDS for intruder or lock down. Greet and escort unfamiliar visitors to the front office for a pass. Inquire as to a person's business on the campus. If person becomes hostile or you feel threatened, go to the nearest classroom and call the front office, keeping the person in sight. Administrator in charge should respond to the area. Once again, determine if a friendly approach can be made. Ask the person to leave. Call school resource officer. If they refuse to leave, call 911 and Special Investigative Unit. Administrator calls for lock down, if appropriate. Allow police, Special Investigative Unit to handle the intruder. Notify teachers campus is secure. Issue trespass warning or warning that behavior is unlawful disruption of a school function as needed. Re-address security procedures. Support Appendix #70-Chain of Command Support Appendix # 77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident.</p>
<p><b>Crisis Intervention</b></p>	<p>N/A</p>

### Critical Incidents

<p><b>Fire</b></p>	<p>Fire- Contact Fire Department via 911. Evacuate all students to safe area. Sound alarm. Determine if fire is small enough to attempt to extinguish with available extinguisher. Using the correct type of extinguisher, attempt to extinguish the fire. If after attempting to extinguish fire, it is determined that fire is too large or can't be extinguished with available extinguisher, evacuate. Initiate nearest fire pull station. Describe location, conditions, and actions being taken. PERSON ON FIRE: Smother fire by rolling victim on ground, by water deluge, or as last resort by fry chemical fire extinguisher. WARNING - DO NOT: use water on electrical fires, attempt to fight fires involving toxic chemicals or strong oxidizers, or attempt to fight fires involving explosives. Have expended fire extinguishers recharged as soon as possible. Summary of personnel actions and written action plans. Complete written report of actions and forward to Area Superintendent and Office of Safety Management. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident.</p>
<p><b>Hazardous Materials</b></p>	<p>On-site release: evacuate affected area of all students, staff, and other personnel. Shut down HVAC system, if appropriate. Restrict access to the affected area to authorized personnel only. Establish accountability for occupants. Maintain security until help arrives. Off-site: If toxic vapor cloud threatens campus, bring/keep all students, staff, and other personnel inside. Shut down HVAC system. Dial 911 if credible threat to life or health exists. Contact maintenance communication and Area Superintendent and Special Investigative Unit. If school personnel have required training and PPE to properly respond to release, allow initial assessment and corrective actions. Otherwise, wait for trained and equipped personnel to arrive. Coordinate continued accountability for occupants through resumption of normal school operations. Immediately document sequence of events surrounding incident. Provide preliminary report to Area Superintendent and Public Affairs Office. Ensure documentation of all reported injuries or illnesses. Prepare letter to be sent to student's home. Prepare final report of incidents. Modify written action plans based on "lessons learned". Support Appendix #70-Chain of Command, Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident.</p>

### Critical Incidents

<p><b>Hostages</b></p>	<p>Once information is obtained, call 911. Evacuate students to safety - use LOCK DOWN CODE, when necessary. Obtain as much descriptive information for police as possible names of person(s) involved, location of incident weapons(s) involved, description of person, layout of school if person(s) involved is a student or students, or school personnel and be prepared to provide as much information as possible to police upon arrival. Notify Area Superintendent, Special Investigative Unit and Community Relations. All non-involved students should be escorted to a safe area. Wait for police. Do not try to intervene or confront. Activate command center and assemble counseling team. Students should not be released until debriefed and accounted for. Teachers to create roster of students accounted for. Find staff and other students familiar with hostages or hostage taker who can help police. Notify parents or family. Release students to parents only after documented on roster in written form. Prepare written information with Community Relations Department Representative. Prepare for student dismissal and or large amount of parent pick-up. Prepare letter to parents. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Report and Training Documentation. Critique incident.</p>
<p><b>Illness Injury</b></p>	<p>Minor Accidents: Any time a student receives a minor injury, the teacher on duty shall call for a campus advisor to accompany the students to the clinic for first aid. Clinic personnel will normally notify parents/guardians in the case of minor injuries related to accidents. Injuries related to violations of the Code of Student Conduct and Discipline will be reported to the parents/guardians and the principal or designee. First Aid: Where there is some degree of injury, but not requiring emergency medical treatment, the staff member will request assistance from a qualified first-aid person located in the building. The teacher or first-aid giver will notify the principal as soon as possible of the injuries. The principal or designee will immediately contact the parents/guardians of the injury. Based upon a determination made the principal and/or parent, the injured student may be transported to the hospital. Depending on the degree of injury and the desire of the parent/guardian, one of the following procedures will be used to transport the student to the hospital or other medical facility. The parent may come to the school and transport the student. The parent may choose to meet the child at the hospital and the student would be transported by the Broward school staff. The student may be transported by ambulance and the parents would be asked to meet the ambulance at the hospital. Notify Area office, notify SIU, and check with student and family. Review procedures.</p>

### Critical Incidents

<p><b>Medical Emergencies</b></p>	<p>Front office is notified via radio, intercom or send a student. Responsible adult or teacher stays with student/person. Call 911 if appropriate. Secure the area. DO NOT move person unless you have to. Notify parent or emergency contact. Assistance is sent to the scene from front office. Names or persons involved or witnesses are obtained. Copy of emergency card is sent with EMS and Administrator to Hospital. Maintain secured area for evidence. Photograph area where accident/injury occurred. Notify Area Superintendent. Notify Special Investigative Unit. Notify community relations. Hazardous waste cleanup if needed by district maintenance. Principal meets with parents/relatives of employee/student. Principal reviews and investigates injury/accident. Completes report. Changes made if necessary. Debriefs staff and students, as needed. Follow-up letters sent home, as needed. Support Appendix #70-Chain of Command. Support Appendix #77-Record Keeping Process and Procedures for Critical Incident Response Reports and Training Documentation. Critique incident for improvements.</p>
<p><b>Perimeter Control</b></p>	<p>Administrators/faculty staff must gain control of the situation. Resource officer contacted if available. Local law enforcement, as needed. Teachers assist with ensuring safety of other students. Attempt to deescalate situation or additional incidents by: presence, verbal commands, and physical control. Isolate students involved in the incident by directing others away from area. Determine problem with student. Notify parent or contact persons. Allow cool-down time as student is isolated from others. Gain control and resume normal activities. Call Special Investigative Unit.</p>
<p><b>School Bus</b></p>	<p>Call 911. School staff learns of condition of driver and students so proper number of school personnel go to the scene immediately. Personnel go to the bus site with emergency kit. Upon arrival, immediately call the school to advise school personnel of the situation and what, if any, additional help is needed. Office calls Area Superintendent and Special Investigative Unit. Administrator on site assigned on-scene task: record names of injured and where transported, put name tags on students going to the hospital, log students leaving the scene and with whom did they go, get signatures from parents, assist police and medical personnel first, assign school staff to stay with children and go to the hospital with ambulance. This will vary if it is a field trip. Spokesperson utilize onsite media or calls the media to get out correct information and dispel parent fears. Counselors notify by office staff requested to help at hospital site. Designate specific media area, rope off. If the accident happens while on a field trip, the non-injured chaperons, teachers act as the crisis team until the school staff can arrive. Administrator in charge communicates with emergency personnel onsite and eventually at the hospitals as to the status and location of all persons.</p>

### Critical Incidents

<p><b>Student Sign-In/Out</b></p>	<p>Student sign in/out is done through main office. Visitors are granted access to our campus through our manned-security gate.</p>
<p><b>Emergency Tech</b></p>	<p>Technology Utilization (tech equipment used in emergency situations, etc .)</p>
<p><b>Visitor Intruder</b></p>	<p>Visitors are granted access to our campus through our manned-security gate. At this point, they must report to the administrative office where they obtain a pass. The process by which passes are issues proceeds as follows: visitors must supply a valid government issued form of identification, their information is screen against Florida sexual predator database. If an unfamiliar person is found on campus, the following procedure is followed: greet and escort unfamiliar person to the front office for a pass and sign in. Inquire as to the persons business on campus. If the person becomes hostile or you feel threatened go to the nearest classroom and call the front office and notify the police. Keep the person in sight. Administrator in charge should respond to the area and ask the person to leave. If subject is not cooperative, call 911. If applicable, administrator calls for a lock down if appropriate. Allow police to handle the intruder. Notify Area Superintendent and Special Investigative Unit.</p>
<p><b>Weapons Found</b></p>	<p>This is primarily a law enforcement ACTION MATTER. Person(s) who find the unattended firearm weapon reports it immediately to an administrator while maintaining visual contact with weapon to ensure students to not gain access. Secure the area from students. Notify school resource officer or local law enforcement. They take possession of weapon. Notify Special Investigative Unit. Locate, identify and document any witnesses.</p>
<p><b>Weather Emergencies</b></p>	<p>Monitor the Public Broadcasting System and the NOAA Weather Alert. Place adult watchers outside to monitor the storm. Evacuate all students and personnel from the lower floors and interior areas. If there are severe lightning strikes the principal should wait for this hazard to pass before allowing students to get on busses. Notify district public information officer. Notify safety department. Notify Special Investigative Unit.</p>

**Administrator Acknowledgement**

<b>Principal</b>	Athena	Guillen
<b>Staff who assist in school development planning</b>	Geyler	Herrera
	Monique	Machado
	Daniel	Shourds
<b>Administrator Submitting Report</b>	Patrick	McMillan
<b>Administrator's Title</b>	Dean of Discipline	
<b>Report Date</b>	11/1/2015	
<b>Initials</b>	PLM	
<b>Comment</b>		

***Organizational Performance  
Appendix Z: Certificates of Governing Board  
Training for Current Governing Board Members***

# Florida Consortium of Public Charter Schools

## CERTIFICATE OF COMPLETION

is hereby granted to

*Ana C. Diaz - Somerset Academy Charter School*

to certify satisfactory completion of  
*Board Governance Training for Charter Schools*



Robert Haag  
President/CEO

Florida Consortium of Public Charter Schools

Date: April 22, 2013





# Florida Consortium of Public Charter Schools

## CERTIFICATE OF COMPLETION

is hereby granted to

*David Concepcion - Somerset Academy Charter Schools*

to certify satisfactory completion of

*FCPCS Board Governance Training for Charter Schools*

  
Robert Haag  
President

Florida Consortium of Public Charter Schools

Date: August 1, 2015



# Florida Consortium of Public Charter Schools

## CERTIFICATE OF COMPLETION

is hereby granted to

*Jennifer Esquijarosa - Somerset Academy Charter Schools*

to certify satisfactory completion of

*FCPCS Board Governance Training for Charter Schools*



Robert Haag  
President  
Florida Consortium of Public Charter Schools

Date: August 1, 2015



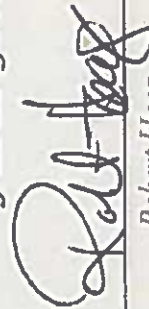
# Florida Consortium of Public Charter Schools

## CERTIFICATE OF COMPLETION

is hereby granted to  
*Lourdes Isla-Marrero - Somerset Academy, Inc.*

to certify satisfactory completion of

*FCPCS Governing Board Training for Charter Schools*



*Robert Haag  
President/CEO  
Florida Consortium of Public Charter Schools*

Date: July 15, 2015



# Florida Consortium of Public Charter Schools

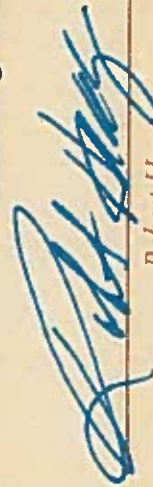
## CERTIFICATE OF COMPLETION

is hereby granted to  
*Raul Martinez - Somerset Academy, Inc.*

to certify satisfactory completion of

*Board Governance Training for Charter Schools*

Date: September 1, 2014



Robert Haag  
President

Florida Consortium of Public Charter Schools



# Florida Consortium of Public Charter Schools

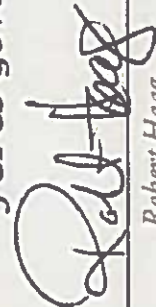
## CERTIFICATE OF COMPLETION

is hereby granted to  
*Todd German - Somerset Academy, Inc.*

to certify satisfactory completion of

*FCPCS Governing Board Training for Charter Schools*

Date: July 21, 2015



Robert Haag  
President/CEO  
Florida Consortium of Public Charter Schools



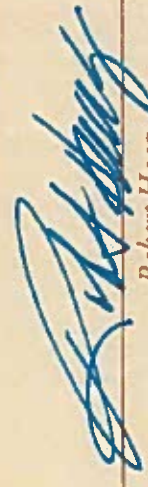
# Florida Consortium of Public Charter Schools

## CERTIFICATE OF COMPLETION

is hereby granted to  
**Tony Morales - Somerset Academy, Inc.**

to certify satisfactory completion of

**Board Governance Training for Charter Schools**



Date: **April 7, 2014**

**Robert Haag**  
President  
Florida Consortium of Public Charter Schools



# Florida Consortium of Public Charter Schools

## CERTIFICATE OF COMPLETION

is hereby granted to

*George B. Ozuna - Somerset Academy, Inc.*

to certify satisfactory completion of

*Board Governance Training for Charter Schools*



*Robert Haag*

Robert Haag  
President/CEO  
Florida Consortium of Public Charter Schools

Date: August 30, 2013

# Florida Consortium of Public Charter Schools

## CERTIFICATE OF COMPLETION

is hereby granted to  
*Louis J. Marin - Somerset Academies, Inc.*

to certify satisfactory completion of

*FCPCS Board Governance Training for Charter Schools*

Date: February 13, 2015



Robert Haag  
President/CEO

Florida Consortium of Public Charter Schools





## ***Organizational Performance***

***Appendix AA: Screen Shots of Website as per s. 1002.33(9)(p), F.S. (Clearly indicating the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)***

New for the 2015-2016 School Year: All K-12 students must wear the official SACM lanyard and student ID. [Sign up for Lanyard](#) [Log In](#) [Charter Schools](#) [Elementary](#)

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## ACADEMIC PERFORMANCE

### School Accountability

#### Staff

**Somerset Neighborhood School:**

2010-2011: School did not meet criteria to receive letter grade  
2011-2012: A  
2012-2013: B  
2013-2014: A

**Somerset Academy Preparatory Middle School:**

2010-2011: A  
2011-2012: B  
2012-2013: C  
2013-2014: A

**Somerset Academy Miramar High School**

2010-2011: School did not meet criteria to receive letter grade  
2011-2012: A  
2012-2013: B  
2013-2014: B

**Files:**

 [AMQ\\_s 2013\\_2014.xls](#)

New for the 2015-2016 School Year: All K-12 students must wear the official SACM lanyard and student ID badge. Lanyard  [Log-in](#)  [Campus/Intramural Requests](#) [School Element](#)

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## GOVERNING BOARD

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[Board Calendar](#)

[Board Minutes](#)

[Board Speaker Request Form](#)

[Procedures for Addressing Concerns](#)

[Budgets and Financials](#)

## SOMERSET ACADEMY, INC.

Principal / Corporate Address

20801 Johnson Street

Pembroke Pines, Florida 33029

Alternate Mailing Address

6340 Sunset Drive

South Miami, Florida 33143

Main Phone 786.393.4455

Alternate Phone 305.669.2906

[www.somerset-academy.com](http://www.somerset-academy.com)

### BOARD OF DIRECTORS

David Concepcion (Board Chair)

Lourdes Isla Marrero (Vice-Chair)

Ana Diaz (Secretary)

Todd German (Treasurer)

Raul Martinez, Jr. (Parent)

Jenny Esqujarosa (Parent)

Tony Morales (Student Alumni)

Louis Mann

George B. Ozuna

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## CURRICULUM INFORMATION

[Somerset Curriculum](#)

[Staff](#)



[Links](#)

[Curriculum/Academic Program Guide](#)

### Using This Curriculum Guide

- To make the most of a high school education, you need to plan with care. You should ask yourself some important questions.
- What courses should I take to meet the graduation requirements ?
- What courses should I take to meet admission requirements of the technical school, college, or university I expect to attend later?
- What courses best fit my abilities, needs, and interests?
- What courses will best prepare me to meet my responsibilities as a family member, as a citizen, and as an employee?
- Your counselor and your BRACE Advisor, as well as this curriculum guide, have valuable information that will help you find answers to these questions.

#### Files:

-  [HS-CURRICULUM-GUIDE-2015-2016-Final.pdf](#)
-  [MS CURRICULUM GUIDE 2015-16 SACMFinal.pdf](#)

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## EDUCATIONAL SERVICE PROVIDER

Somerset Academy Neighborhood / Middle and High is serviced by Academica

Academica is one of the nation's longest-serving and most successful charter school service and support organizations. The Company was founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent Board of Directors that best knows the right path for its school, and Academica's mission is to facilitate that Governing Board's vision. Academica has a proven track-record developing growing networks of high performing charter schools.

Academica's services include facilities, finance, staffing and human resource coordination, as well as bookkeeping, budgeting, regulatory compliance and financial forecasting.

Academica serves the largest number of high-performing schools of any charter school management organization in Florida. Academica was the first company in the state to seek SACS accreditation for the schools it serves, and all of the schools it serves are either fully accredited or in the process of obtaining accreditation.

For more information please visit [www.academica.org](http://www.academica.org)

**Academica**  
**Phone: 305.669.2906**  
**Fax: 305.669.4390**

New for the 2015-2016 School Year: All K-12 students must wear the official SACM lanyard and student ID at all times. Lanyards will be distributed free of charge, the first week of school! Elementary students, please see your teacher if you lost your ID. Fee for replacement IDs is \$5. Middle/High students, please see Mr. Moreno in the Media Center on FRIDAYS at 7:15am to purchase a replacement ID for \$5.

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## CHARTER SCHOOL LIAISON INFORMATION

### Charter School Liaison Information 2015-2016

s. 1002.33(7)(d)(1), F.S. –

1. Each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, charter school employee, or individual contracted to represent the governing board. If the governing board oversees multiple charter schools, in the same school district, the governing board must appoint a separate individual representative for each charter school in the district. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website, if a website is maintained by the school. The sponsor may not require that governing board members reside in the school district in which the charter school is located if the charter school complies with this paragraph.

2. Each charter school's governing board must hold at least two public meetings per school year in the school district. The meetings must be noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding the charter school's operations. The appointed representative and charter school principal or director, or his or her equivalent, must be physically present at each meeting.

\*Attached is our School Liaison List for 2015-2016

**Files:**

 [2015-16 Parent Liaisons Somerset.pdf](#)

	Charter Schools	WL#	Principal / Director	Conflict Resolution Specialist	Affiliation	Phone	E-mail
Broward	Somerset Academy	5141	Bernie Montero	Alexandra Prieto	Somerset Employee	305-829-2406	<a href="mailto:aprieto@somersetmiramar.com">aprieto@somersetmiramar.com</a>
	Somerset Academy Middle School	5151		Shannine Sadesky	Somerset Employee	954-390-0971	<a href="mailto:ssadesky@somersetwm.com">ssadesky@somersetwm.com</a>
	Somerset Academy High School	5221		Daniel Shourds	Somerset Employee	954-435-1570	<a href="mailto:dshourds@somersetcentral.org">dshourds@somersetcentral.org</a>
	Somerset Arts Conservatory	5396		Risa Paddy	Somerset Employee	305-829-2406	<a href="mailto:rpaddy@somersetmiramar.com">rpaddy@somersetmiramar.com</a>
	Somerset Academy (Miramar Campus)	5405	Alexandra Prieto	Jennifer Enriquez	Somerset Employee	954-442-0233	<a href="mailto:jenriquez@somersetacademy.com">jenriquez@somersetacademy.com</a>
	Somerset Academy Middle School (Miramar Campus)	5406		Anthony Marucci	Somerset Employee	954-390-0971	<a href="mailto:amarucci@somersetwm.com">amarucci@somersetwm.com</a>
	Somerset Academy Miramar South (fka Somerset Academy Central Miramar)	5054		Maria Machin	Somerset Employee	954-112-0233	<a href="mailto:mmachin@somersetacademy.com">mmachin@somersetacademy.com</a>
	Somerset Academy (Davie)	5211	Dina Miller	Donna Kaye	Somerset Employee	954-786-5980	<a href="mailto:dkaye@somersetines.com">dkaye@somersetines.com</a>
	Somerset Academy East Preparatory	5391	Dr. Mary Stuart	Maria Coto-Hernandez	Somerset Employee	954-442-0233	<a href="mailto:mchernandez@somersetacademy.com">mchernandez@somersetacademy.com</a>
	Somerset Academy Hollywood (fka Pompano North)	5387		Karina Iber	Somerset Employee	954-442-0233	<a href="mailto:kiber@somersetacademy.com">kiber@somersetacademy.com</a>
	Somerset Academy Village	5004	Shannie Sadesky	Ruth Jacoby	Somerset Employee	305-796-5714	<a href="mailto:rjacoby@somersetacademyschools.com">rjacoby@somersetacademyschools.com</a>
	Somerset Academy Village Charter Middle School	5002		Lisa Lee	ESP	305-669-2906	<a href="mailto:larnaudi@academica.org">larnaudi@academica.org</a>
	Somerset Preparatory Academy Charter School at North Lauderdale	5003	Donyale McGhee	Tara Barber	Somerset Employee	954-442-0233	<a href="mailto:tbarber@somersetacademy.com">tbarber@somersetacademy.com</a>
	Somerset Preparatory Academy Charter High School at North Lauderdale	5006		Monique Machado	Somerset Employee	954-435-1570	<a href="mailto:mmachado@somersetcentral.org">mmachado@somersetcentral.org</a>
	Somerset Academy Neighborhood School	5021	Athena Guillen	Maria Devitt	ESP	954-435-6221	<a href="mailto:mdevitt@academica.org">mdevitt@academica.org</a>
	Somerset Preparatory Academy Charter Middle School	5441		Cristina Camus	Somerset Employee	954-442-0233	<a href="mailto:ccamus@somersetacademy.com">ccamus@somersetacademy.com</a>
	Somerset Academy Hollywood Middle School (fka East Prep Middle)	5419		Valentina Vetencourt	Somerset Employee	954-442-0233	<a href="mailto:vetencourt@somersetacademy.com">vetencourt@somersetacademy.com</a>
	Somerset Academy Charter High School (Miramar Campus)	5007		Christine Stewart	Somerset Employee	954-442-0233	<a href="mailto:cstewart@somersetacademy.com">cstewart@somersetacademy.com</a>
	Somerset Pines Academy	5030		Donna Kaye	Karen Capello	Somerset Employee	954-946-4144
	Somerset Academy Pompano	5388	Amber Geary		Somerset Employee	954-987-7890	<a href="mailto:ageary@somersetep.com">ageary@somersetep.com</a>
Somerset Academy Pompano Middle School	TBD	Dina Miller	Somerset Employee		954-584-5528	<a href="mailto:dmliller@somersetdavie.com">dmliller@somersetdavie.com</a>	
Duval	Somerset Academy (Eagle Campus)	1251	LaTatia Ray	David Cook	Somerset Employee	904-503-0661	<a href="mailto:dcook@somersetprepax.com">dcook@somersetprepax.com</a>
	Somerset Academy Charter Middle School (Eagle Campus)	1261		Alisa Jimenez	Somerset Employee	904-503-0661	<a href="mailto:ajimenez@somersetprepax.com">ajimenez@somersetprepax.com</a>
	Somerset Academy High School (Eagle Campus)	1381	David Cook	Laverne Randolph	Somerset Employee	904-551-3292	<a href="mailto:lrandolph@somersetjax.com">lrandolph@somersetjax.com</a>
	Somerset Preparatory Academy	5501		LaTatia Ray	Somerset Employee	904-551-3292	<a href="mailto:lray@somersetjax.com">lray@somersetjax.com</a>
Palm Beach	Somerset Academy Canyons / Boca	3413	Bonnie May	Lisa Santiago	Somerset Employee	561-732-8252	<a href="mailto:lsantiago@somersetcanyons.com">lsantiago@somersetcanyons.com</a>
	Somerset Academy Boca Middle	4041		Daniel Fernandez	Somerset Employee	561-732-8252	<a href="mailto:dfernandez@somersetcanyons.com">dfernandez@somersetcanyons.com</a>
	Somerset Academy Canyons Middle School	4012	Daniel Fernandez	Bonnie May	Somerset Employee	561-393-1091	<a href="mailto:bmay@somersetboca.com">bmay@somersetboca.com</a>
	Somerset Academy Canyons High School	4013		Joann Roach	Somerset Employee	772-343-7028	<a href="mailto:roachjoann@cpjpc.org">roachjoann@cpjpc.org</a>
St. Lucie	College Preparatory Academy of the Treasure Coast	0712	Erika Rains	Kacey Armstrong	Parent / Former Board Member	772-343-7028	<a href="mailto:kaceyarmstrong@yahoo.com">kaceyarmstrong@yahoo.com</a>

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## Get Involved







### Somerset Academy Neighborhood 5021 - Middle 5441 - High 5007

[Somerset Academy Neighborhood School 5021](#)

[Somerset Preparatory Academy Charter Middle School 5441](#)

[Somerset Academy Charter High School \(Miramar Campus\) 5007](#)

#### Files:

-  [Somerset Academy 5141 and Somerset Neighborhood 5021 AFS 6-30-15.pdf](#)
-  [Somerset Academy Charter High School Miramar Campus 5007 AFS 6-30-15.pdf](#)
-  [Somerset Preparatory Charter Middle School 5441 AFS 6-30-15.pdf](#)
-  [Web Budget - 5007 - Somerset Academy Charter High School Miramar - Sept 2015.pdf](#)
-  [Web Budget - 5021 - Somerset Academy Neighborhood - Sept 2015.pdf](#)
-  [Web Budget - 5441 - Somerset Prep Academy Charter Middle - Sept 2015.pdf](#)

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## SCHOOL PROFILE

It's a GREAT day to be a Warrior! Somerset Academy Neighborhood School is an "A", Somerset Academy Preparatory Middle School is a "A" and Somerset Academy Miramar High School is a "B" school as defined by the criteria established by the Florida Department of Education, for the 2013-2014 school year.

### Somerset Neighborhood School:

2010-2011: School did not meet criteria to receive letter grade

2011-2012: A

2012-2013: B

2013-2014: A

### Somerset Academy Preparatory Middle School:

2010-2011: A

2011-2012: B

2012-2013: C

2013-2014: A

### Somerset Academy Miramar High School

2010-2011: School did not meet criteria to receive letter grade

2011-2012: A

2012-2013: B

2013-2014: B

Principal: [Athena Guillen](#)

Vice Principal: [Geyler Herrera](#)

Assistant Principal: [Monique Machado](#)

Assistant Principal: [Daniel Shourds](#)

### Files:

 [AMOs s 2013\\_2014.xls](#)

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## Board Minutes

**Files:**

-  [2014-15 Somerset Academy Board of Directors Meeting Minutes WEB.pdf](#)
-  [Minutes 7-20-15 WEB.pdf](#)
-  [Minutes 8\\_5\\_15 WEB.pdf](#)
-  [Minutes 8\\_28\\_15 WEB.pdf](#)
-  [Minutes 10\\_9\\_15 WEB.pdf](#)
-  [Minutes 10\\_27\\_15 WEB.pdf](#)
-  [Minutes 11\\_12\\_15 WEB.pdf](#)

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## CHILD ABUSE REPORTING

All Somerset Academy Central Miramar employees are required by law to report any suspected case of child abuse, abandonment or neglect, as well as alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student.

**Look for the signs** Dial 1-800-96-ABUSE

**Signs of Physical Abuse**  
 The child may have unexplained:  
 - bruises, welts, cuts or other injuries  
 - broken bones  
 - burns  
 A child experiencing physical abuse may:  
 - seem withdrawn or depressed  
 - seem afraid to go home or may run away  
 - shy away from physical contact  
 - be aggressive  
 - wear inappropriate clothing to hide injuries

**Signs of Sexual Abuse**  
 The child may have:  
 - torn, stained or bloody underwear  
 - trouble walking or sitting  
 - pain or itching in genital area  
 - a sexually transmitted disease  
 A child experiencing sexual abuse may:  
 - have unusual knowledge of sex or act seductively  
 - fear a particular person  
 - seem withdrawn or depressed  
 - gain or lose weight suddenly  
 - shy away from physical contact  
 - run away from home

**Signs of Neglect**  
 The child may have:  
 - unattended medical needs  
 - little or no supervision at home  
 - poor hygiene  
 - appear underweight  
 A child experiencing neglect may:  
 - be frequently tired or hungry  
 - steal food  
 - appear overly needy for adult attention

Serious abuse usually involves a combination of factors. While a single sign may not be significant, a pattern of physical or behavioral signs is a serious indicator and should be reported.

If a child tells you about abuse:  
 - Listen. Show that you understand and believe what the child tells you.  
 - Encourage, but don't pressure him/her to talk.  
 - Ask open ended questions.  
 - Don't blame. Tell the child he/she did the right thing by coming to you. Stress that he/she is not to blame. Let the child know that you want to help.  
 - Don't warn. This can frighten the child or prevent him/her from telling you more. Do not talk negatively about the suspected abuser in front of the child.  
 - Document and report it. Document your conversation as soon as you can. If possible, write down the child's exact words.  
 - Don't delay. Never assume someone else will report the abuse. The sooner it's reported, the sooner the child and their family can be helped.

**WHO MUST REPORT ABUSE?**  
 Doctors, Nurses, Social Workers, Police Officers, Child Care Workers, Any Witnesses  
 Any/All School Personnel

Call or Report it online at: <http://www.dcf.state.fl.us/abuse/report/>

It is the responsibility of every staff member to report all cases of suspected abuse to HRS. Any teacher who must contact HRS must inform the administration for the appropriate follow-up. Any case of abuse involving a member of the staff will be reported to the administration and to HRS. Staff members are to report cases to HRS at 1-800-96-ABUSE, document the report in their Anecdotal records and log the phone call in to our school Principal Athena Guillen

Such indicators may include but are not limited to:

- Unexplained bruises or welts
- Unexplained burns
- Unexplained fractures

- Unexplained cuts abrasions
- Verbal

Failure to report misconduct may result in penalties up to termination of employment and revocation of an educator's certificate

Report to:  
Athena Guillen  
9300 Pembroke Rd  
Miramar, FL 33025  
954-435-1570

**Files:**

 [MandatoryAbuseReport08.pdf](#)

© Somerset Academy | 9300 Pembroke Road | Miramar, FL 33025 | Phone: (954) 435-1570

***Organizational Performance  
Appendix BB: Staffing Reports***

CLIENT:500 USER:P00032854  
 Program:ZHPR\_DOE\_CHAR\_SETUP\_TERMS\_EMPS

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
 LOAD DOE CHARTER/CONTRACTED EMPLOYEE ROSTER FILE FROM TERMS C05 PANEL INFORMATION

Page: 42  
 Date:12/14/15 Time:03:05:25

Locn	Location Name	Pers #	Employee Last	First	StJob	Email	Message
5007	SOMERSET ACAD CHRT HS MIRAMAR	50000025	DOTINGA	JENNIFER	00000	jdotinga@somersetprep.com	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50001111	MARTINEZ	TAMRA	00000	tmartinez@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50001338	JOHNSON	CASSANDRA	00000	cjohnson@somersetprep.com	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50001398	IZURIETA-CORONEL	PRISCILLA	00000	pizurieta-coronel@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50001400	GUTIERREZ	NATALLY	00000	ngutierrez@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50001406	ALEGRE	JUDITH	00000	JALEGRE@SOMERSETPREP.COM	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50001407	STEIN	HOWARD	00000	hstein@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50001412	FRANCONERI	SAMANTHA	00000	sfrancoeri@somersetwm.com	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50001565	SEYMORE	TYCELYNE	00000	tseymore@agabroward.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50001566	SQUILLANTE	JENNIFER	00000	jsquillante@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50003723	SPANN	MARLA	00000	mspan@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50003724	BURRIS-WILLIAMS	ANNETTE	00000	aburris@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50004513	BROWN	PATRICE	00000	pbrown@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50005055	LAINE	DANIELLO	00000	dlaine@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50005060	THOMPSON	DANIELLE	00000	dthompson@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50005061	MORENO RAMOS	YANELYS	00000	ymoreno@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50005583	CASAS	BRANDON	00000	bcasas@somersetcentral.org	enter a valid state job code on TERMS C05
5007	SOMERSET ACAD CHRT HS MIRAMAR	50005705	MCLEOD	TIFFANY	00000	tmcleod@somersetcentral.org	enter a valid state job code on TERMS C05

***Organizational Performance  
Appendix CC: Certification Self-Audits***

Charter School Monitoring & Oversight \*Data Warehouse: Master Schedule Summary & Staff/Faculty Summary

Person Performing Audit: Maria Yen

Location Number: 5007

Location Name: Somerset Academy Charter High School of Miramar

Date: 12/11/2015

Last Name	First Name	DOE#	Cert Beg	Cert End	Subject Area	Duty Assign	Grade	OOF?	HQ?	Not HQ Reason	Follow-Up; Update
Ascunce	Giselle	1215258	7/1/2014	6/30/2017	Biology	Biology	9-12	no	yes		
Bailey	Merrissa	1134828	7/1/2013	6/30/2018	ESE K-12	Teacher-Assist	9-12	no	n/a		
						Dance Tech	9	yes	no	out-of-field	Algebra 2 requires Math 6-12 certification
Bovastiro	Coretta	1099768	7/1/2012	6/30/2017	MG Math	Algebra 2	9	yes	no	out-of-field	
Bracero	Carlos	1259249	7/1/2014	6/30/2017	Business Ed						
					Social Science 6-12	US History	9	no	yes		
						US Governmt	9	no	yes		
						US Gov/Pol	9	no	yes		
Carroll	Daniel	1091125	7/1/2014	6/30/2019	PE K-12	Athlet Inj	9	no	n/a		The Staff Summary does not include the DOE#
Casas	Brandon	??				PC Support	9				
Delgado	Aileen	1068350	7/1/2015	6/30/2020	Ed Leadership	Lead Skills	9	no	n/a		
					Social Science 6-12						
					Reading End						
Guillen	Athena	850674	7/1/2014	6/30/2019	Ed Leadership	Teacher Assist	9-12	no	n/a		
					Elementary 1-6						
Hill	Tiffany	1067904	7/1/2012	6/30/2017	Kindergarten-6	Algebra	9	yes	no	out-of-field	Algebra and Intens Math courses require either MG Math or Math 6-12 certification
Holder	Janet	1041630	7/1/2014	6/30/2019	Kindergarten-6	Intens Math	9	yes	no	out-of-field	
					Business Ed	Key and Bus	9	no	n/a		
Howard	Daniella	1018391	7/1/2015	6/30/2020	Math 6-12	Math Coll Read	11-12	no	yes		
Jackson	Margaret	963152	7/1/2015	6/30/2020	Ed Leadership	Band	9	no	yes		
					Music	Chorus	9	no	yes		
James	Jamol	1256303	7/1/2014	6/30/2017	Math 6-12	Geometry	9	no	yes		
						Pre-Calculus	9	no	yes		Teacher has an expired 12-15 temp cert in Drama - no currently valid certificate and no Statement at the FDOE
Jeffrey	Iman	1195383	No Cert			Read Coll Succ	11-12				
						Theater	9				
Johnson	Johnnie	??				Theater	9				
Machado	Monique	810684	7/1/2015	6/30/2020	Ed Leadership	Teacher Assist	9-12	no	n/a		The Staff Summary does not include the DOE#
					Kindergarten-6						
					MG Math						



Maitland	Toni-Lee	1277281	7/1/2015	6/30/2018	School Social Work Social Science 6-12	World History	9	no	no	no subject area exam
McMillan	Patrick	859887	7/1/2012	6/30/2017	Math 6-12	AP World Hist Teacher Assist	9-12 9-12	no	no	no subject area exam
Mincey	Erika	942703	7/1/2011	6/30/2016	Journalism Reading End ESOL End	English 2	9	yes	no	out-of-field
Morales	Jennifer	1180151	7/1/2014	6/30/2019	Social Science 6-12	Psychology	9	no	yes	
Moreno	Benito	??				Visual Tech	9			
Paul	Chantal	1207261	7/1/2014	6/30/2017	Biology	Earth-Spa Sci Chemistry	9-12 9-12	yes	no	out-of-field
Peabody	Jenneh	1218160	7/1/2013	6/30/2016	Social Science 6-12	Study Hall	9	no	n/a	
Pogson	Aaaron	1239988	No Cert	SOE	Art	Draw Creative Photo	9 9	no	yes	
Post	Kate	1144781	7/1/2011	6/30/2016	Dance	Journalism Dance Tech	9-12 9	yes	no	out-of-field
Quiros	Daniel	1118254	7/1/2013	6/30/2018	Reading End English 6-12 Reading Social Science 6-12	Intens Reading Intens Reading English 2	9-12 9-12 9	no	yes	
Rolle	Donald	652329	7/1/2014	6/30/2019	PE K-12	Team Sports HOPE	9 9-12	no	n/a	
Ryan	Ashley	1194516	7/1/2012	6/30/2017	Prek/Primary ESOL End Reading End	Early Child Ed	9-12	no	n/a	
Sosa	Glenis	938204	7/1/2013	6/30/2018	Spanish ESOL End	Spanish	9	no	yes	
Ulett	Johanna	894397	7/1/2013	6/30/2018	English 6-12 MG English	English 2	9	no	yes	
Ziadie	Christopher	1024727	7/1/2013	6/30/2018	English 6-12	English 2	9	no	yes	

English 2 course requires English 6-12 certification

The Staff Summary does not include the DOE#

Teacher is in violation of state statute - has not passed general knowledge exam and is past the deadline - should not be teaching under this certificate without passing exam

Journalism course requires certification in either English 6-12 or Journalism

***Organizational Performance  
Appendix DD: Employee Handbook***

# Employee Handbook

Issue Date: 8/1/2014

## INTRODUCTORY STATEMENT

The School has entered into a strategic relationship with ADP TotalSource. ADP TotalSource is a human resources management firm in a business popularly referred to as a "Professional Employer Organization (PEO)." With the ever-changing pattern of employee relations, The School has enlisted the services of ADP TotalSource to help administer payroll, provide employee benefits and assist with human resources and risk management. Under this arrangement, both The School and ADP TotalSource are your employers and have certain rights and responsibilities with respect to your employment. As your PEO, we want to do our part to assist in making your job more fulfilling. Our goal is to provide you with the best benefits and employee services possible. Together, we can achieve great things.

This Employee Handbook is designed to acquaint you with The School and ADP TotalSource and provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the handbook. It describes many of your responsibilities as an employee and outlines the programs developed by The School and ADP TotalSource to benefit employees. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

While every attempt has been made to create these policies consistent with federal and state law, if an inconsistency arises the policy(s) will be enforced consistent with the applicable law.

No Employee Handbook can anticipate every circumstance or question about policy. As The School continues to grow, the need may arise to revise the Employee Handbook. ADP TotalSource and The School reserve the right to revise, supplement, or rescind any policies or portion of the Employee Handbook from time to time as it deems appropriate, in its sole and absolute discretion. The only exception to any changes is our employment-at-will policy permitting you or The School to end our relationship for any reason at any time. Employees will, of course, be notified of such changes to the handbook as they occur.

Your Employee Handbook will supersede any previous policy manual or Employee Handbook that may have been provided to employees at your School prior to your relationship with ADP TotalSource. These policies are not a legal document or an employment contract.

### Important Contact Information

ADP TotalSource Employee Service Center (800) 554-1802

Employee Assistance Program (see Policy 3-11) (888) 231-7015

**ADP TotalSource Website [www.adptotalsource.com](http://www.adptotalsource.com)**

***Academica (305-669-2906) Amy Nunez, HR Manager.***

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## **WELCOME!**

Welcome Employee!

The School and ADP TotalSource wish you every success. We believe that each employee contributes directly to The School's growth and success, and we hope you will take pride in being a member of our team.

This Employee Handbook was developed to describe some of the expectations of our employees and to outline the policies, programs, and benefits available to eligible employees. Employees should familiarize themselves with the contents of the employee handbook as soon as possible, for it will answer many questions about employment with The School and ADP TotalSource.

We hope that your experience here will be challenging, enjoyable, and rewarding. Again, welcome!

Sincerely,

Maria Black  
Area President  
ADP TotalSource



## ORGANIZATION DESCRIPTION

The School wishes to provide you with the best benefits and employee services possible. Therefore, The School has contracted the services of ADP TotalSource, Inc. a Professional Employer Organization, which will be responsible for providing, at the direction of The School, human resource services, a comprehensive benefits and retirement package to you at the start of your employment. Under its co-employment agreement with The School, ADP TotalSource will be your employer of record.

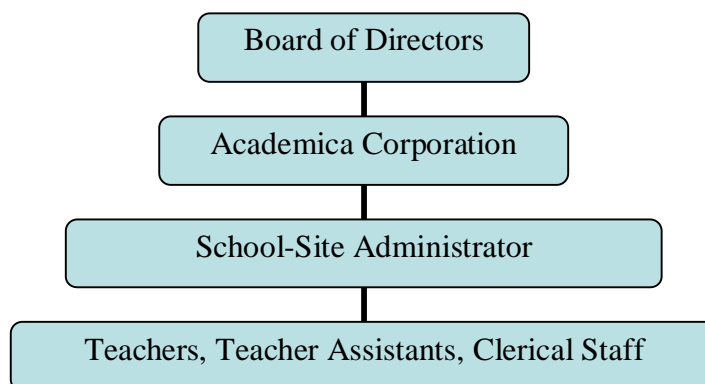
Ultimately, the success of The School depends on you and you are an important asset to the education program. The School wants to create the best environment for you by providing encouragement and recognition to develop your talents as an educator.

This employee handbook ("Handbook") is a source of information about payroll, privileges, benefits, and procedures, along with a few general rules and policies. It is to advise you of certain policies that may affect your employment. This Handbook is not a legal document and should not be construed as creating any kind of employment contract, since The School reserves the right to add, change or delete benefits and policies, as it deems.

The School, upon resolution by its Board of Directors, reserves the right to amend, add or change the policies, protocols, procedures and/or employee benefits listed or offered in this Handbook, including any supplements at any time it deems necessary. Please contact *Academica (305-669-2906) Amy Nunez, HR Manager.*

We look forward to working with you to provide quality educational services to the students and parents we serve.

## Organizational Chart



### School Board of Directors

The Board of Directors of The School has the overall responsibility for the affairs and management of The School. The Board will be the primary policy making body for The School. The Board includes members who are experienced both in the establishment of Charter Schools and in the structure and control of business enterprises. Each Director will take on a proactive role in specific areas that reflect his or her area(s) of expertise.

### Academica

The Board of Directors will utilize the services of Academica Corporation, a professional Charter School management organization that specializes in the management of Charter Schools. Academica is currently managing the operations of 120 Charter Schools nationwide. Academica was founded on the principle that each Charter School is a unique educational environment that is governed by a Board that best knows the right path for its School. Academica's mission is to facilitate the Board's vision for its school.

If you are uncertain about whom to contact at any time regarding any matter or situation, please contact **Academica (305-669-2906) Amy Nunez, HR Manager.**

### School-Site Administrator

The School's on-site administration will consist of the Principal, Assistant Principal(s) or Lead Teacher and secretarial staff who will be responsible for working with the teaching staff, addressing student-related issues, assisting in curriculum development, and overseeing the parental involvement agreements. The Principal of your school is considered your direct supervisor, and is responsible for, in conjunction with the Assistant Principal(s) or Lead Teacher, training and the day-to-day supervision of your work.

All questions regarding your school's position should be directed to your principal.

### EMPLOYEE ACKNOWLEDGEMENT FORM

The employee handbook describes important information about The School and ADP TotalSource, and I understand that I should consult the Human Resources Manager regarding any questions not answered in the handbook. I have entered into my employment relationship with The School and ADP TotalSource voluntarily and acknowledge that there is no specified length of employment. Accordingly, either I or The School or ADP TotalSource can terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except to ADP TotalSource's policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE'S NAME (printed): \_\_\_\_\_

EMPLOYEE'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## Section 1 - Governing Principles of Employment

### 1-1. Equal Employment Opportunity

The School is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, creed, color, religion, alienage or national origin, ancestry, citizenship status, age, disability or handicap, sex, marital status, veteran status, sexual orientation, genetic information, arrest record, or any other characteristic protected by applicable federal, state or local laws. Our management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities and general treatment during employment.

The School will endeavor to make a reasonable accommodation to the known physical or mental limitations of qualified employees with disabilities unless the accommodation would impose an undue hardship on the operation of our business. If you need assistance to perform your job duties because of a physical or mental condition, please let your supervisor know. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802.

The School will endeavor to accommodate the sincere religious beliefs of its employees to the extent such accommodation does not pose an undue hardship on The School's operations. If you wish to request such an accommodation, please speak to your supervisor. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of their supervisor. Note: If your Supervisor is the person toward whom the concern is directed, you should contact any higher level Manager in your reporting chain. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802 if they are uncomfortable for any reason using the above procedure. The School will not allow any form of retaliation against individuals who raise issues of equal employment opportunity. To ensure our workplace is free of artificial barriers, violation of this policy will lead to discipline, up to and including discharge. All employees must cooperate with all investigations.

## 1-2. Sexual and Other Unlawful Harassment

The School and ADP TotalSource are committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated. ADP TotalSource provides ongoing sexual harassment training to ensure you the opportunity to work in an environment free of sexual and other unlawful harassment.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor and your ADP TotalSource Human Resources Professional (1-800-554-1802). If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact any other member of management and your ADP TotalSource Human Resources Professional. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. Communications will be made to others only on a limited "need to know" basis. If you make a complaint under this policy and have not received a satisfactory response, you should contact the Senior Vice President of Human Resources at ADP TotalSource at 1-800-962-4404 extension 1015. When the investigation is completed, you will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise the Human Resources Professional or any member of management so it can be investigated in a timely and confidential manner. Upon completion of the investigation, if necessary, corrective measures will be taken. These measures may include, but are not limited to: training, counseling, warning, suspension, or immediate dismissal. Anyone, regardless of position or title, found through investigation to have engaged in improper harassment will be subject to discipline up to and including discharge. If the investigation is inconclusive, ADP TotalSource and your School may still provide counseling or take other appropriate steps.

The School and ADP TotalSource prohibit any form of discipline or retaliation for reporting in good faith the incidents of harassment in violation of this policy, pursuing any such claim or cooperating in the investigation of such reports.

### 1-3. Immigration Law Compliance

The School and ADP TotalSource are committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired may also be required to complete the form.

Employees with questions or seeking more information on immigration law issues are encouraged to contact the ADP TotalSource Employee Service Center (1-800-554-1802). Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

## 1-4. Termination of Teaching Agreement

The School may terminate this Agreement as follows:

1. For a Teacher in her first year with The School, a decision by the Administrator to discontinue employment after the 90-day evaluation/probation period.
2. An unsatisfactory result of background, fingerprinting, and/or drug screenings at any time during employment.
3. For failure to perform the duties required of the Teacher, or for a transgression by the Teacher which endangers the safety of anyone at The School or which involves conduct that is disruptive to the operation of The School or the academic advancement of The School. In such case, The School may require the Teacher to immediately cease presence and activity at The School.
4. For illness, accident or disability that incapacitates the Teacher for a period of more than 60 days (FMLA excluded).
5. For cause. The Teacher agrees that the following events may result in her/his termination, yet are not exhaustive. School may terminate this Agreement, during its term, for any of the following acts by the Teacher: (i) failure to perform her/his essential duties; (ii) dishonesty; or (iii) gross misconduct or gross dereliction of duty; or (iv) misrepresentation or other acts of moral turpitude or criminal conduct; or (v) insubordination; or (vi) obtainment of a score of failure on a formal teacher evaluation system conducted by the administration; or (vii) failure to complete daily responsibilities such as lesson plans, grading, parent conferences, etc.; or (viii) participating in illegal or questionable activities that would reflect negatively on The School such as drinking alcohol outside school premises while wearing The School uniform or school emblem; or (ix) use of inappropriate language within the classroom or in the presence of students.
6. Upon termination of employment created hereby, whatever may be the cause of such termination, The School shall pay to the Teacher any compensation earned by the Teacher up to the date of termination and the Teacher shall accept such payment as full discharge and release of The School from any further obligations to the Teacher.
7. It is mutually covenanted and agreed that the Teacher desiring to terminate this contract is required to give, in writing, thirty (30) working days written notice of such termination, and notice of termination is of the essence of the contract and the compensation paid by The School to the Teacher.
8. This Agreement may be terminated by the mutual agreement of the parties.

## 1-5. Whistleblower Policy

Whereas the Board of Directors has determined that it would be in the best interests of the school to consider and to adopt a written policy relating to whistle blowers;

Whereas, the Board of Directors has reviewed the terms of the following policy, and following a report from counsel and discussion at a duly called meeting of the Board;

It is hereby resolved by the Board of Directors that the following policy is hereby adopted and ratified:

No employee of The School or person acting on behalf of the school in attempting to comply with any policy established by the school (including ethics, conflicts, or anti-fraud) shall:

- be dismissed or threatened to be dismissed;
- be disciplined or suspended or threatened to be disciplined or suspended;
- be penalized or any other retribution imposed, or
- be intimidated or coerced,

Based to any extent upon the fact that the employee has reported an incident or participated in an investigation in accordance with the requirements of this Policy, violation of this section of the Policy will result in disciplinary action, up to and including dismissal.

## 1-6. Outside Employment

An employee may hold a job with another organization as long as he or she satisfactorily performs his or her job responsibilities with The School. All employees will be judged by the same performance standards and will be subject to The School's scheduling demands, regardless of any existing outside work requirements.

If The School determines that an employee's outside work interferes with performance or the ability to meet the requirements of The School as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain with The School.

Outside employment will present a conflict of interest if it has an adverse impact on The School. This would be unacceptable.

Outside employment is prohibited during periods of either FMLA or Extended Leaves of Absence.

## 1-7. Workplace Violence

The School is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to School and personal property.



We do not expect you to become an expert in psychology or to physically subdue a threatening or violent individual. Indeed, we specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; overreacting or reacting harshly to changes in School policies and procedures; personality conflicts with co-workers; obsession or preoccupation with a co-worker or Supervisor; attempts to sabotage the work or equipment of a co-worker; blaming others for mistakes and circumstances; demonstrating a propensity to behave and react irrationally

### **Prohibited Conduct**

Threats, threatening language or any other acts of aggression or violence made toward or by any School employee **WILL NOT BE TOLERATED**. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for the purpose of domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons onto School premises.

### **Procedures for Reporting a Threat**

All potentially dangerous situations, including threats by co-workers, should be reported immediately to any member of management with whom you feel comfortable. Employees may also call the ADP TotalSource Employee Service Center at (800) 554-1802. Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede our ability to investigate and respond to the complaints. All threats will be promptly investigated. All employees must cooperate with all investigations. No employee will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

If The School determines, after an appropriate good faith investigation, that someone has violated this policy, The School will take swift and appropriate corrective action.

If you are the recipient of a threat made by an outside party, please follow the steps detailed in this section. It is important for us to be aware of any potential danger in our offices. Indeed, we want to take effective measures to protect everyone from the threat of a violent act by an employee or by anyone else.

## 1-8. Self-Reporting Rule

All employees shall self-report, in writing, to the Principal and Human Resources Department at Academica, within forty-eight (48) hours of any arrests, citations, charges involving the abuse of a child, the sale and/or possession of a controlled substance, or charges involving Sexual Misconduct, Sexual Battery, Possession (including e-mail transmissions) or Sale of Pornography Involving Minors, and Sexual Relations with students. Such notice shall not be considered an admission of guilt nor shall be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial.

It is the responsibility of the employee to immediately notify the Principal and Human Resources Department at Academica, within forty-eight (48) hours of receipt of notice from the local school district and/or Florida Department of Education of any issues that arise regarding fingerprint clearance and/or the issuance of a Florida teaching certificate.

In addition, all persons shall self-report, in writing, within forty-eight (48) hours, any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion intervention program, or entering a plea of guilty or nolo contendere for any criminal offense other than minor traffic violations. DUI and DWI are not considered minor and must be reported.

## Section 2 - Operational Policies

### 2-1. Employment Categories

It is the intent of The School to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at will at any time is retained by both the employee and employers.

Each employee is designated as either NONEXEMPT or EXEMPT from federal and state wage and hour laws. NONEXEMPT employees are entitled to overtime pay under the specific provisions of federal and state laws. EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws. An employee's EXEMPT or NONEXEMPT classification may be changed only upon written notification by The School or ADP TotalSource.

In addition to the above categories, each employee will belong to one other employment category:

REGULAR FULL-TIME employees are those who are not in a temporary or introductory status and who are regularly scheduled to work The School's full-time schedule. Generally, they are eligible for ADP TotalSource's/The School's benefit package, subject to the terms, conditions, and limitations of each benefit program.

PART-TIME employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than 30 hours per week. While they do receive all legally mandated benefits (such as Social Security and workers' compensation insurance), they are ineligible for all of ADP TotalSource's other benefit programs.

INTRODUCTORY employees are those whose performance is being evaluated to determine whether further employment in a specific position or with The School is appropriate. Employees who satisfactorily complete the introductory period will be notified of their new employment classification.

TEMPORARY/3100's employees are those who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. While temporary employees receive all legally mandated benefits (such as workers' compensation insurance and Social Security), they are ineligible for all of ADP TotalSource's other benefit programs. A 3100 will be paid at the Sub rate until the teacher he/she is covering for has exhausted all of his/her PTO time. Once the teacher has exhausted the PTO time, the 3100 will be paid as a full time employee.

## 2-2. Substitute Teachers

Substitute Teachers are temporary staff called in to assist the school on an as-needed basis when a teacher is out. Employment assignments in this category are considered temporary, and on an as-needed basis. Employment beyond any initially stated period does not in any way imply a change in employment status. Substitute employees receive all legally mandated benefits (such as workers' compensation insurance and Social Security), however are ineligible for all other benefit programs. Should the school call a substitute for an assignment and the substitute is not available on multiple occasions, the school may remove the substitute from their list of substitutes.

## 2-3. Anniversary Date

The first day of work at your school location will be your anniversary date and will be used to determine your length of service to your school. This date will govern your eligibility to receive particular benefits.

## 2-4. Introductory Period/ 90 Day Evaluation period

The introductory period (90-Day Evaluation Period) is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. The School uses this period to evaluate employee capabilities, skills, productivity, classroom management skills, work habits, and overall performance. At the end of the 90-day probationary period, the Principal will give a recommendation to the Board of Directors of The School. A determination will then be made regarding continued employment. Either the employee or employers may end the employment relationship at will at any time during or after the introductory period, with or without cause or advance notice.

All new and rehired employees work on an introductory basis for the first 90 calendar days after their date of hire. Employees who are promoted or transferred within Academica managed schools must complete a secondary introductory period of the same length with each reassignment to a new position. Any significant absence will automatically extend an introductory period by the length of the absence. If The School determines that the designated introductory period does not allow sufficient time to thoroughly evaluate the employee's performance, the introductory period may be extended for a specified period.

In cases of promotions or transfers within The School, an employee who, in the sole judgment of management, is not successful in the new position can be removed from that position at any time during the secondary introductory period. If this occurs, the employee may be allowed to return to his or her former job or to a comparable job for which the employee is qualified, depending on the availability of such positions and The School's needs.

Upon satisfactory completion of the initial introductory period, employees enter the "regular" employment classification.

During the initial introductory period, new employees are eligible for those benefits that are required by law, such as workers' compensation insurance and Social Security. After becoming regular employees, they may also be eligible for other ADP TotalSource-provided benefits, subject to the terms and conditions of each benefits program. Employees should read the information for each specific benefits program for the details on eligibility requirements.

Benefits eligibility and employment status are not changed during the secondary introductory period that results from a promotion or transfer.

Note: First year teachers must be evaluated and complete N.E.S.S. training.

Completion of the probationary period does not alter an employee's at-will status.

## 2-5. New Hires/Special Skills Licensing and Certification

In addition to producing eligibility by the execution and production of documents stated in the I-9, applicants will be required to:

- Take a pre-employment drug test (per County and/or School requirements)
- Present a teaching certificate. Present proof of educational certificates and/or statement of eligibility **and prior teaching experience verification forms within first 60 days of the "start date"**.
- **Present original transcripts** for all degrees conferred
- Present proof of immunizations
- Present proof of TB test (per County requirements)
- Present proof of ESOL degree
- Present proof of scores for General Knowledge Tests
- Submit for fingerprinting, background checks and drug testing to the county school board office, in addition to ADP TotalSource, at the employee's expense
- Meet eligibility hiring standards for the county school board in which he/she works/will work

All teacher positions require that you maintain specific certifications as a condition of your employment. It is the teacher's responsibility to attend, at teacher's expense, all necessary classes and/or workshops to maintain teacher's teaching credentials. The principal will inform teachers of upcoming workshops that can be attended, as a courtesy to the teacher.

Teachers must agree to comply with all certification requirements, as set forth by The School and Florida Statutes. Any teacher who has been granted a waiver agrees to complete any and all credits required for certification in the subject area within the time frame specified by the Principal. The teacher further agrees to provide The School, in a timely manner, with written verification of her/his compliance with said requirements. Teachers are to provide evidence that he/she met the eligibility requirements for the renewal of his/her Florida Educator's Certificate by June 30<sup>th</sup> of the year his/her current certificate ends in order to be eligible to be considered to return to a certified position.

## 2-6. Your Employment Records

In order to obtain your position, you provided us with personal information, such as your address, e-mail address and telephone number. This information is contained in your personnel file.

Please keep your personnel file up to date by informing the HR Department of any changes. Also, please inform the HR Department of any specialized training or skills you may acquire in the future, as well as any changes to any required visas. Unreported changes of address, e-mail, marital status, etc. can affect your withholding tax, the processing of important documents such as the W-2 at the end of the year, and benefit coverage. Further, an "out of date" emergency contact or an inability to reach you in a crisis could cause a severe health or safety risk or other significant problem.

## 2-7. Working Hours and Schedule

The School normally is open for business Monday through Friday. You will be assigned a work schedule and you will be expected to begin and end work according to the schedule. To accommodate the needs of our business, at some point we may need to change individual work schedules on either a short-term or long-term basis.

Employees will be provided meal and rest periods as required by law. Your Supervisor will provide further details.

## 2-8. Timekeeping Procedures

Employees must record their actual time worked for payroll and benefit purposes. Non-exempt employees must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by management.

Some schools may require Exempt employees to record their start and end times for security purposes. Please refer to the School's Operational Manual or School Principal for further information.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including discharge.

Exempt employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business.

Non-exempt employees may not start work until their scheduled starting time.

It is your responsibility to sign your time record to certify the accuracy of all time recorded. Any errors in your time record should be reported immediately to your Supervisor, who will attempt to correct legitimate errors.

## 2-9. Overtime

Like most successful companies, we experience periods of extremely high activity. During these busy periods, additional work is required from all of us. Your Supervisor is responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide you with adequate advance notice in such situations.

Any non-exempt employee who works overtime will be compensated at the rate of one and one-half times (1.5) his/her normal hourly wage for all time worked in excess of forty (40) hours each week, unless otherwise required by law.

Employees may work overtime only with prior authorization from their direct supervisor and/or The School's Principal.

For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

## 2-10. Travel Time for Non-Exempt Employees

### **Overnight, Out-of-Town Trips**

Non-exempt employees will be compensated for time spent traveling (except for meal periods) during their normal working hours, on days they are scheduled to work and on unscheduled work days (such as weekends). Non-exempt employees also will be paid for any time spent performing job duties during otherwise non-compensable travel time; however, such work should be limited absent advance management authorization.

## **Out-of-Town Trips for One Day**

Non-exempt employees who travel out of town for a one-day assignment will be paid for all travel time, except for, among other things: (i) time spent traveling between the employee's home and the local railroad, bus or plane terminal; and (ii) meal periods.

## **Local Travel**

Non-exempt employees will be compensated for time spent traveling from one job site to another job site during a workday. The trip home, however, is non-compensable when an employee goes directly home from his/her final job site, unless it is much longer than his/her regular commute home from the regular worksite. In such case, the portion of the trip home in excess of the regular commute is compensable.

## **Commuting Time**

Under the Portal to Portal Act, travel from home to work and from work to home is generally non-compensable. However, if a non-exempt employee regularly reports to a worksite near his/her home, but is required to report to a worksite farther away than the regular worksite, the additional time spent traveling is compensable.

If compensable travel time results in more than 40 hours worked by a non-exempt employee, the employee will be compensated at an overtime rate of one and one-half times the regular rate.

To the extent that applicable state law provides greater benefits, state law applies.

## **2-11. Safe Harbor Policy for Exempt Employees**

It is our policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure that you are paid properly and that no improper deductions are made, you must review your pay stubs promptly to identify and report all errors.

If you are classified as an exempt salaried employee, you will receive a salary which is intended to compensate you for all hours you may work for The School. This salary will be established at the time of hire or when you become classified as an exempt employee. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work you perform.

Under federal and state law, your salary is subject to certain deductions. For example, unless state law requires otherwise, your salary can be reduced for the following reasons:

Full-day absences for personal reasons.

Full-day absences for sickness or disability.



Full-day disciplinary suspensions for infractions of our written policies and procedures.  
Family and Medical Leave absences (either full- or partial-day absences).  
To offset amounts received as payment from the court for jury and witness fees or from the military as military pay.  
The first or last week of employment in the event you work less than a full week.  
Any full work week in which you do not perform any work.

Your salary may also be reduced for certain types of deductions such as your portion of health, dental or life insurance premiums; state, federal or local taxes; social security; or voluntary contributions to a 401(k) or pension plan.

In any work week in which you performed any work, your salary will not be reduced for any of the following reasons:

Partial day absences for personal reasons, sickness or disability.  
Your absence on a day because your employer has decided to close a facility on a scheduled work day.  
Absences for jury duty, attendance as a witness, or military leave in any week in which you have performed any work (subject to any offsets as set forth above).  
Any other deductions prohibited by state or federal law.

However, unless state law provides otherwise, deductions may be made to your accrued leave for full- or partial-day absences for personal reasons, sickness or disability.

If you believe you have been subject to any improper deductions, you should immediately report the matter to your supervisor. If the supervisor is unavailable or if you believe it would be inappropriate to contact that person (or if you have not received a prompt and fully acceptable reply), you should immediately contact the Manager of Human Resources or any other supervisor in The School with whom you feel comfortable.

## 2-12. Your Paycheck

Teachers/Administrators are paid semi-monthly on the 15th and 31st day of the month. Hourly staff employees are paid biweekly on every other Friday. Your paycheck will include all the time you have worked during the past pay period.

Your payroll stub itemizes deductions made from your gross earnings. By law, The School is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Your payroll stub will also differentiate between regular pay received and overtime pay received.

If you believe there is an error in your pay, bring the matter to the attention of Payroll department immediately so The School can resolve the matter quickly and amicably.

Your paycheck will be given only to you, unless you request that it be mailed, or authorize in writing another person to accept your check for you.

## 2-13. Compensation

The School's Salary Schedule has been established as the guide for determining salaries. Although it is The School's intent to offer salaries comparable to that offered by the public school system where The School is located, please be reminded that The School is a Public Charter School and not a traditional Public School. Thus, the salary schedule used may not be a "replica" of the one used by the County. Because The School's budget is established at the onset of the year, The School will not make changes to salaries during the fiscal year (Masters, Specialist and Doctorate degrees conferred within the year are the exception to the policy), unless the Board of Directors approves such changes.

Teachers that will be working the entire School Year (10 months) will have their salary paid throughout 12 months, including the summer months. There are teachers who will work less than the 10 months of The School Year, i.e. maternity leave, hired after the first day of School, etc. These teachers will be paid from the date they begin working through the last day worked (not including summer months).

Annual pay increases based on exceptional performance and merit may be determined on a case-by-case basis, as evaluated by The School's Board of Directors. The School is not obligated to provide increases based on the increases issued by The School district in which The School is located.

In Miami-Dade County, The School's EESAC currently has the discretion to approve how the Florida School Recognition Funds are dispersed. The current policy which has been adopted states that, in the event that the EESAC awards a monetary bonus to employees, the employee must (1) be employed at The School at the time The School received the grade and (2) be employed by The School at the time the funds are dispersed.

If an employee resigns or is terminated prior to The School dispersing the funds, the employee forfeits the monetary bonus. The EESAC Committee reserves the right to pro-rate the funds in the event that the employee is not employed for the entire school year. In Schools located outside of Miami-Dade County, The School's Advisory Council (SAC) or Board of Directors has the discretion to approve how the funds are dispersed. The requirements for receipt remain the same.

Any teacher who applies and receives National Board Certification will be required to sign a 3 year contract with The School to receive the \$7,500 bonus payable over 3 years. If the teacher leaves prior to the end of their 3 year contract the entire bonus amount will be forfeited. Any amount paid to the teacher will be subject to repayment.

Upon termination, teachers will have the remainder of their salary paid on the check following the last day of school.

## 2-14. Direct Deposit

The School strongly encourages employees to use direct deposit. Authorization forms are available from the Payroll department.

## 2-15. Salary Advances

The School does not permit advances on paychecks or against accrued paid time off.

## 2-16. Performance Reviews

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are conducted at the end of an employee's initial period in any new position. This period, known as the introductory period, allows the supervisor and the employee to discuss the job responsibilities, standards, and performance requirements of the new position. Additional formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. The purpose of these reviews is to ensure that your skills as an educator are being effectively delivered to the students you teach.

Official evaluations will be conducted two (2) times during The School year. The evaluation and performance review form varies by grade level. These reviews are an evaluation tool for both you as an educator, and the principal as an administrator and director of your educator skills and talents. Satisfactory performance reviews do not necessarily result in merit increases, but they assist in annual evaluations and pay increases.

In the event that you are unsatisfied with a performance review, please complete the appropriate section of the review to note your dispute. Further, if you feel that your administrator is not objectively reviewing your skills as an educator, you may file a grievance by contacting the Human Resource Manager within five (5) school days of the disputed review.

## 2-17. Record Retention

The School acknowledges its responsibility to preserve information relating to litigation, audits and investigations. Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against The School and its employees and possible disciplinary action against responsible individuals (up to and including termination of employment). Each employee has an obligation to contact the Human Resources to inform them of a potential or actual litigation, external audit, investigation or similar proceeding involving The School that may have an impact on record retention protocols.

## Section 3 - Benefits

### 3-1. Benefits Overview

In addition to good working conditions and competitive pay, it is The School's policy to provide a combination of supplemental benefits to all eligible employees. In keeping with this goal, each benefit program has been carefully devised. These benefits include time-off benefits, such as personal time and holidays, and insurance and other plan benefits. We are constantly studying and evaluating our benefits programs and policies to better meet your present and future requirements. These policies have been developed over the years and continue to be refined to keep up with changing times and needs.

The next few pages contain a brief outline of the benefits programs The School provides for you and your family. Of course, the information presented here is intended to serve only as guidelines.

The descriptions of the insurance and other plan benefits merely highlight certain aspects of the applicable plans for your general information only. The details of those plans are spelled out in the official plan documents, which are available for review upon your request from the Human Resources Department. Additionally, the provisions of the plans, including eligibility and benefits provisions, are summarized in the summary plan descriptions ("SPDs") for the plans (which may be revised from time to time). In the determination of benefits and all other matters under each plan, the terms of the official plan documents shall govern over the language of any descriptions of the plans, including the SPDs and this handbook.

Further, the school (including the officers and administrators who are responsible for administering the plans) retains full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans and all issues concerning benefit terms, eligibility and entitlement.

While The School intends to maintain these employee benefits, it reserves the absolute right to modify, amend or terminate these benefits at any time and for any reason.

If you have any questions regarding your benefits, please contact the Human Resources Department.

### 3-2. Holidays

The School will grant holiday time off to all active employees on the holidays listed below:

- Martin Luther King, Jr. Day (third Monday in January)
- Memorial Day (last Monday in May)
- Thanksgiving (fourth Thursday in November)
- Day after Thanksgiving

The School will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day.

If a recognized holiday falls during an eligible employee's paid absence (such as vacation or sick leave), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied.

If eligible nonexempt employees work on a recognized holiday, they will receive holiday pay plus wages at their straight-time rate for the hours worked on the holiday.

Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.

### 3-3. Personal Time Off

Personal days are offered for employees to use for personal time off, for illness or injury, or that of a family member. Exempt employees are eligible to receive and use personal time off as described in this policy. They can request use of this benefit after it is earned.

The amount of days employees receive each year is as shown in the following schedule:

- Exempt instructional employees are entitled to 1 day per month up to 10 days of active work during the 10 month period.

The length of eligible service is calculated on the basis of a "benefit year." This is the 10-month period that begins when the employee starts to earn leave. An employee's benefit year may be extended for any significant leave of absence except military leave of absence. Military leave has no effect on this calculation. (See individual leave of absence policies for more information. Personal time off can be used in minimum increments of one-half day.

All employees who have an unexpected need to be absent from work should notify their direct supervisor and/or School Principal before the scheduled start of their workday, if possible. The direct supervisor and/or School Principal must also be contacted on each additional day of unexpected absence.

To schedule a planned day off (i.e. Physician's appointments, etc), exempt employees should request advance approval from their supervisors/Principal. Requests will be reviewed based on a number of factors, including business needs and staffing requirements. Due to the potential for disruption, the Principal has the right to refuse to allow a teacher or exempt employee a scheduled day where it would result in the absence of 2 or more teachers on the same day. The School Principal may also assign blackout periods where personal time off will not be permitted. Please refer to The School's operational handbook for further information.

Personal time off is paid at the employee's base pay rate at the time of absence. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

In the event that available time is not used by the end of the benefit year, exempt instructional employees will be able to "rollover" all unused days. There is an opportunity to "cash out" unused personal days, however, there must be a balance of 21 days remaining in the personal bank. The maximum amount of days that may be cashed out in any given year is 10 days. If more than 3 personal days were taken in any given year, there is no cash out option for that School year. In addition, the cash out percentage for unused personal days is 80%. Accruals will begin again in the next benefit year.

Upon termination of employment, employees will not be paid for unused personal time. Cash out days will be paid out as a supplement with the instructional employee's first check of the next school year, as the employee must return in order to be eligible to cash out.

Non-Exempt salaried and exempt non-instructional employees will receive 1 day per month up to 12 days of active work during the 12 month school year period. Non-Exempt Salaried and exempt non-instructional employees will have the option to "rollover" unused personal days. The maximum number of personal days permitted will be 20. If you have reached the 20 day cap, accruals will cease.

Please note the cash out and rollover aspects of this policy only apply to exempt instructional employees.

This policy is subject to change at the discretion of The School's Board of Director.

# CASH-OUT OF PERSONAL TIME ACCRUED

Pursuant to our policy, teachers will be able to "rollover" all unused personal days. There is an opportunity to "cash in" unused personal days, however, there must be a balance of 21 days remaining in the personal bank. The maximum amount of days that may be cashed out in any given year is 10 days (the current year's accrual). If more than 3 personal days were taken in any given year, there is no cash out option for that School year. In addition, the cash out percentage for unused personal days is 80%.

**EXAMPLE:** An employee has a personal time balance of thirty-five (35) days at the end of the school year. He/she can be paid for 80% of up to ten (10) days.

An employee has a personal time balance of twenty-five (25) days at the end of the school year. He/she can only be paid for 80% of four (4) days.

Payment will be made upon return the following school year on August 31.

Employees need only to complete and submit the attached form if they are eligible and interested in cashing in personal time. All personal days will rollover for employees who don't return this form.

**Signature:** \_\_\_\_\_

PAYROLL DEPARTMENT



# REQUEST FOR PERSONAL TIME CASH-OUT

I request reimbursement for 80% of the personal time I earned during the 2013-2014 school year. I understand that my entitlement to this reimbursement is contingent upon the fact that I did not use more than three (3) days personal day and medical leave without pay combined during the above period. Also, I must have a remaining personal leave balance of twenty one (21) days after "cash-out".

Employee Number	Employee Name	Date
School Name	Signature	Number of days requesting for cash out

FORM MUST BE RECEIVED IN THE PAYROLL DEPARTMENT NO LATER THAN JUNE 30<sup>th</sup>.

Payment will be made in accordance with the current school years contract provisions. All payments will be paid via payroll and direct deposit where applicable on August 31<sup>st</sup>.

### 3-4. Lactation Breaks

The School will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child, in accordance with and to the extent required by applicable law. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee. If the break time cannot run concurrently with rest and meal periods already provided to the employee, the break time will be unpaid, subject to applicable law.

The School will make reasonable efforts to provide employees with the use of a room or location other than a toilet stall for the employee to express milk in private. This location may be the employee's private office, if applicable. The School may not be able to provide additional break time if doing so would seriously disrupt The School's operations, subject to applicable law. Please consult the Human Resources Department if you have questions regarding this policy.

Please advise management if you need break time and an area for this purpose. Employees will not be discriminated against or retaliated against for exercising their rights under this policy.

### 3-5 Health Insurance

ADP TotalSource's health insurance plans (HMO and POS options are available, depending on School location) provide employees and their dependents access to medical, dental, and vision care insurance benefits. Employees in the following employment classifications are eligible to participate in the health insurance plan:

- Regular full-time employees
- Regular part-time employees working an average of 30 hours per week in a given year

Eligible employees may participate in the health insurance plan subject to all terms and conditions of the agreement between ADP TotalSource and the insurance carrier.

A change in employment classification that would result in loss of eligibility to participate in the health insurance plan may qualify an employee for benefits continuation under the Consolidated Omnibus Budget Reconciliation Act (COBRA). Individuals who are not returning for the following school year (regardless of whether it was the employee's decision to resign or whether The School did not extend an invitation to return) will have their active benefits terminated on June 30<sup>th</sup>. Refer to the Benefits Continuation (COBRA) policy for more information.

Details of the health insurance plan are described in the Summary Plan Description (SPD). An SPD and information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact the ADP TotalSource (1-800-554-1802) for more information about health insurance benefits.

### 3-6. Workers' Compensation

On-the-job injuries are covered by our Workers' Compensation Insurance Policy, which is provided at no cost to you. If you are injured on the job, no matter how slightly, report the incident immediately to your Supervisor. Failure to follow School procedures may affect your ability to receive Workers Compensation benefits.

This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

### 3-7. Jury Duty Leave

The School encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees who have completed a minimum of 90 calendar days of service in an eligible classification may request paid jury duty leave. This will be paid according to County Ordinance.

Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. Employee classifications that qualify for paid jury duty leave are:

- Regular full-time employees
- Regular part-time employees

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off (for example, vacation benefits) or may request an unpaid jury duty leave of absence.

Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Either The School or the employee may request an excuse from jury duty if, in The School's judgment, the employee's absence would create serious operational difficulties.

The School will continue to provide health insurance benefits until the end of the month in which the unpaid jury duty leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from jury duty, benefits will again be provided by The School according to the applicable plans.

Benefit accruals such as vacation, sick leave, or holiday benefits will be suspended during unpaid jury duty leave and will resume upon return to active employment.

*NOTE:* When an employee is involved in his/her own litigation or is subpoenaed for a case not relating to an issue involving employee's employment with School and must appear in court, the time must be reported as personal.

### 3-8. Bereavement Leave

All full time employees who wish to take time off due to the death of an immediate family member should notify their supervisor immediately.

Up to 2 days of paid bereavement leave will be provided to full time employees.

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.

Bereavement leave will normally be granted unless there are unusual business needs or staffing requirements. Employees may, with their supervisors' approval, use any available paid leave for additional time off as necessary.

The School defines "immediate family" as the employee's spouse, domestic partner, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren.

### 3-9. Voting Leave

In the event an employee does not have sufficient time outside of working hours to vote in a statewide election, if required by state law, the employee may take off enough working time to vote. Such time will be paid if required by state law. This time should be taken at the beginning or end of the regular work schedule. Where possible, your Supervisor should be notified at least two days prior to the voting day.

### 3-10. Long-Term Disability

Full-time employees are eligible to participate in the Long-Term Disability plan, subject to all terms and conditions of the agreement between The School and the insurance carrier.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

### 3-11. Employee Assistance Program

The School provides an employee assistance program for employees. This program offers qualified counselors to help you cope with personal problems you may be facing. Further details can be obtained by contacting an EAP counselor at (888) 231-7015.

### 3-12. Educational Assistance

The School recognizes that the skills and knowledge of its employees are critical to the success of the institution. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within The School.

The following criteria will be used for Tuition Reimbursement for Full-time Certified Teacher Employees:

1. All full-time certified teachers shall be eligible to receive tuition reimbursement for up to twelve (12) graduate semester hours, per contract year, from an accredited institution of higher learning at a rate not to exceed \$150.00 per semester hour, up to a total of 36 graduate semester hours leading to an advanced degree in subject field.
2. The period in which the twelve hours may be taken extends from the fall term to the succeeding fall term for the particular institution the employee is attending. Tuition reimbursement shall be limited to:
  - a. Graduate level courses leading to a Master's Degree, Specialist Degree, or Doctorate Degree in the teacher's subject area.
  - b. Undergraduate and/or graduate level courses leading to state certification in a subject area designated as critical staff shortage area.
  - c. Graduate level courses in the teacher's subject area, in the event the teacher's Master's Degree, Specialist Degree, or Doctorate Degree is not in his/her subject area.
  - d. Graduate level courses leading to state certification in Educational Leadership are subject to additional requirements and approvals.
    - i. Employee's wishing to submit Educational Leadership, or any Leadership degree program coursework for reimbursement must apply prior to beginning the program.
    - ii. The application process begins with the approval of the Principal at your School.
    - iii. Approval for reimbursement will be based on school needs
    - iv. A minimum of 3 years teaching experience is required. In addition, one (1) year must have been at an Academics School.
    - v. All evaluations must be excellent.
    - vi. If you are a teacher in a Middle/High School, you must have a Master's in field prior to applying for Leadership reimbursement.
3. Teachers receiving reimbursement must have obtained a "B" average or better in the course(s) for which reimbursement is expected.

4. In order to receive reimbursement, receipt(s) for paid tuition and official transcript(s) shall be submitted to the Human Resources Department upon completion of the course(s), along with the completed tuition reimbursement request form.
5. Request for reimbursement must be submitted within 90 days of completion of the course. You must provide the tuition reimbursement request form, transcripts and a copy of the paid receipt. Please note, you will not be reimbursed for parking decals, etc.

## Tuition Reimbursement Form

Date \_\_\_\_\_

Name \_\_\_\_\_

SS# \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Current Position: \_\_\_\_\_

Current Certification: \_\_\_\_\_

Degree Program:     Master     Specialist     Doctorate

Major: \_\_\_\_\_

Courses must lead to an advanced degree in area of certification in order to be eligible for reimbursement per school policy 3-12.

*Please note: advance approval is required for Educational Leadership or any Leadership Program*

Term	List of Courses Taken	Credit Hours	Grade	Amount Paid

*The following supporting documentation is attached:*

	Transcript reflecting grade of B or higher
	Paid receipt for coursework

I hereby acknowledge, only courses which lead to an advanced degree in area of certification are eligible for educational assistance per school policy 3-12.

Employee Signature \_\_\_\_\_

Principal Approval \_\_\_\_\_

Date Signed \_\_\_\_\_

Date Signed \_\_\_\_\_

**Reimbursement requests must be submitted to HR no later than 10 days before pay date for processing.**

**Reimbursement requests submitted more than 90 days following the close of a course will not be processed.**

<b>For Academica Use Only:</b>		
<b>Date received:</b>	<b>Amount Paid:</b>	<b>Check Date:</b>

**Form Rev'd. 7/2013**

### 3-13. Retirement Savings Plan

The School has established a Retirement Plan to provide employees the potential for future financial security for retirement. Employees are eligible for this benefit on the 1<sup>st</sup> of the month after completion of 90 days of service. Enrollment documents are mailed directly to the address on file with ADP TotalSource. If you don't receive your documents, please contact 1-855-646-7549, Monday through Friday, 8:00 a.m. to 8:00 p.m. Eastern Time (ET) or visit the website at <http://adptotalsource.ingplans.com>.

The plan allows you to elect how much salary you want to contribute so you can tailor your own retirement package to meet your individual needs. The School will provide a match of 50% up to 4% of compensation. The Schools match will be automatically credited to your retirement account. Please note, there is no vesting schedule for your schools match.

Because your contribution to a Retirement/401(k) plan is automatically deducted from your pay before federal and state tax withholdings are calculated, you save tax dollars now by having your current taxable amount reduced. While the amounts deducted generally will be taxed when they are finally distributed, favorable tax rules typically apply to distributions.

Complete details of the Retirement Plan/401(k) savings plan are described in the Summary Plan Description provided to eligible employees. Contact the Human Resources Department for more information about the Retirement Program.

### 3-14. Flexible Spending Account (FSA)

ADP TotalSource provides a Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. Through the FSA program, you can reduce your taxable income without reducing your real income, so that you can keep more of the money you earn.

Employees in the following employment classifications are eligible to participate in the Flexible Spending Account program:

- Regular full-time employees
- Regular part-time employees working on average 30 hours weekly in a year



- Participation in the Health Care and/or Dependent Care FSA is optional and determined on an annual basis for the plan year. You must enroll for each plan year. You determine how much to contribute to the account, up to a specified maximum, based on anticipated expenses during the plan year. You may contribute up to a maximum of \$3,000 dollars each year for your Health Care FSA. The maximum contribution for your Dependent Care FSA is \$5,000 dollars per year. Contributions are directed to the account through salary reduction on a pre-tax basis. This tax-free money is then available to you for reimbursement of out-of-pocket expenses. Since the amounts that remain in the account at the end of the plan year are forfeited, you should take care not to over-fund your account.
- Details of the Flexible Spending Account program are described in the Summary Plan Description (SPD). Contact the ADP TotalSource for more information on the Flexible Spending Account program and to obtain enrollment and reimbursement forms and worksheets with examples of reimbursable and non-reimbursable expenses.

### 3-15. Transportation Reimbursement Program

The School provides a Transportation Reimbursement Program which allows all employees to pay for eligible transportation expenses with pre-tax income. Employees may participate on the first of the month after one month of employment. The program works similarly to a Flexible Benefits Program, as you elect to have a portion of your pre-tax income transferred to an account for future reimbursement for transportation expenses. The amount of contributions is subject to IRS limits which generally change every year. Upon becoming eligible to participate in this plan, you will receive a Summary Plan Document (SPD) describing the benefit in greater detail. Please refer to the SPD for detailed plan information. Of course, feel free to speak to the Human Resources Department if you have any further questions.

## Section 4 - Leaves of Absence

### 4-1. Military Leave

If you are called into active military service or you enlist in the uniformed services, you will be eligible to receive an unpaid military leave of absence. To be eligible for military leave, you must provide management with advance notice of your service obligations unless you are prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable for you to provide such notice. Provided your absence does not exceed applicable statutory limitations, you will retain reemployment rights and accrue seniority and benefits in accordance with applicable federal and state laws. Please ask management for further information about your eligibility for Military Leave.

If you are required to attend yearly Reserves or National Guard duty, you can apply for an unpaid temporary military leave of absence not to exceed the number of days allowed by law (including travel). You should give management as much advance notice of your need for military leave as possible so that we can maintain proper coverage while you are away.

### 4-2. Family and Medical Leave

#### **The Leave Policy**

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact their supervisor or ADP TotalSource.

#### **I. Eligibility**

FMLA leave is available to "eligible employees." To be an "eligible employee," an employee must: 1) have been employed by a covered School\* for at least 12 months (which need not be consecutive); 2) have been employed by The School for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

**\*Note a covered School is one which has employed 50 or more employees for at least 20 workweeks in the current or preceding calendar year.**

## II. Entitlements

The FMLA provides eligible employees with a right to leave, applicable health insurance benefits and, with some limited exceptions, job restoration. The FMLA also entitles employees to certain written notices concerning their potential eligibility for and designation of FMLA leave.

### A. Basic FMLA Leave Entitlement:

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses his/her FMLA leave. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, son, daughter or parent (but not in-law) who has a **serious health condition**;
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or
- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active duty service members.

A **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

**Qualifying exigencies** may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

## **B. Additional Military Family Leave Entitlement (Injured Servicemember Leave)**

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a **covered servicemember** is entitled to take up to 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single 12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "**covered servicemember**" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces."

**Covered servicemembers** also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

## **C. Intermittent Leave and Reduced Leave Schedules**

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember.

## **D. No Work While on Leave**

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate termination, to the extent permitted by law.

## **E. Protection of Group Health Insurance Benefits**

During FMLA leave, eligible employees are entitled to receive group health plan coverage (if applicable) on the same terms and conditions as if they had continued to work.

## **F. Restoration of Employment and Benefits**

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause The School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The School will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

## **G. Notice of Eligibility for, and Designation of, FMLA Leave**

Employees requesting FMLA leave are entitled to receive written notice from The School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) The School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The School may retroactively designate leave as FMLA leave with appropriate written notice to employees provided The School's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, The School and employee can mutually agree that leave be retroactively designated as FMLA leave.

## **III. Employee FMLA Leave Obligations**

### **A. Provide Notice of the Need for Leave**

Employees who take FMLA leave must timely notify The School of their need for FMLA leave. The following describes the content and timing of such employee notices.

#### **1. Content of Employee Notice**

To trigger FMLA leave protections, employees must inform their supervisor or ADP TotalSource (866-217-0733), Option 1 or email: [Totalsource.FMLA@adp.com](mailto:Totalsource.FMLA@adp.com)) of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow The School to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency cause by a covered military member being on active duty or called to active duty status; or

- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to The School's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which The School has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

## **2. Timing of Employee Notice**

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide The School and/or ADP TotalSource notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees, who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

### **B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules**

When planning medical treatment, employees must consult with The School and make a reasonable effort to schedule treatment so as not to unduly disrupt The School's operations, subject to the approval of an employee's health care provider. Employees must consult with The School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both The School and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, The School may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, The School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise The School of the reason why such leave is medically necessary. In such instances, The School and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting The School's operations, subject to the approval of the employee's health care provider.

### **C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)**

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide The School with timely, complete and sufficient medical certifications. Whenever The School requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after The School's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The School shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The School will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, The School (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide The School with authorization allowing it to clarify or authenticate certifications with health care providers, The School may deny FMLA leave if certifications are unclear.

Whenever The School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

#### **1. Initial Medical Certifications**

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If The School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at The School's expense. If the opinions of the initial and second health care providers differ, The School may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by The School and the employee.

## **2. Medical Recertifications**

Depending on the circumstances and duration of FMLA leave, The School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

## **3. Return to Work/Fitness for Duty Medical Certifications**

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide The School medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The School may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

## **D. Submit Certifications Supporting Need for Military Family Leave**

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, The School may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, The School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, The School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.



### **E. Reporting Changes to Anticipated Return Date & Periodically Concerning Intent to Return to Work**

Employees must contact ADP TotalSource at 866-217-0733, Option 1 periodically in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide The School or ADP TotalSource with reasonable notice (i.e., within two business days) of the employee's changed circumstances and new return to work date. If employees give The School unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and The School's obligation to maintain applicable health benefits (subject to COBRA requirements) and to restore their positions will cease.

### **F. Substitute Paid Leave for Unpaid FMLA Leave**

Employees must (unless The School specifically informs employees otherwise) use any accrued paid time off while taking unpaid FMLA leave. The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leaves and the paid time will run concurrently with an employee's FMLA/CFMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement. Upon written request, The School will allow employees to use accrued paid time off to supplement any paid disability benefits.

### **G. Pay Employee's Share of Health Insurance Premiums**

During FMLA leave, employees are entitled to continued group health plan coverage (if applicable) under the same conditions as if they had continued to work. Unless The School notifies employees of other arrangements, whenever employees are receiving pay from The School during FMLA leave, The School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a "pay-as-you-go" method. Employees should contact their immediate supervisor to make these arrangements.

The School's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, The School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse The School for the cost of the premiums The School paid for maintaining coverage during their unpaid FMLA leave.

#### **IV. Exemption for Highly Compensated Employees**

The School may choose not to return highly compensated employees (highest paid 10% of employees at a worksite or within 75 miles of that worksite) to their former or equivalent positions following a leave if restoration of employment will cause substantial economic injury to The School. (This fact-specific determination will be made by The School on a case-by-case basis.) The School will notify you if you qualify as a "highly compensated" employee, if The School intends to deny reinstatement, and of your rights in such instances.

#### **V. Questions and/or Complaints about FMLA Leave**

If you have questions regarding this FMLA policy, please contact your supervisor or ADP TotalSource (866-217-0733), Option 1 or email: [Totalsource.FMLA@adp.com](mailto:Totalsource.FMLA@adp.com)) The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact ADP TotalSource immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

#### **VI. Coordination of FMLA Leave with Other Leave Policies**

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult The School's other leave policies in your School handbook as applicable or contact your supervisor or ADP TotalSource.

#### **4-3. Extended Leave of Absence**

You are eligible after one (1) year of full-time employment with your school to request additional leave time provided to you by The School's leave policy. Your school does not provide you with compensation during any FMLA or Extended Leave.

In the event that you wish to take additional leave time (Extended Leave) to the time provided to you by FMLA, you may do so by only until the end of your current contract with your school or one (1) year from the date of your initial leave. In the event that you wish to take longer than 12 weeks FMLA leave, you must follow the following procedures:

1. Place this request in writing, stating the dates you will not be working at your school location. This information will be utilized to hire a replacement for your period of leave. During any Extended Leave period (i.e., after the 12 weeks of FMLA leave) you will be required to submit a letter of resignation of your position with your school to the Principal.
2. Contact Academica's HR Department to coordinate the continuation of your benefits during your extended leave of absence. You will be eligible, after the 12 weeks of FMLA, to continue your insurance benefits through the election of COBRA with ADP TotalSource.

If you do not execute a new contract with your school to commence employment on the first day of the next school year, your position with your school will not be held.

Please note: You will not accrue any personal time during the time that you are on leave. These accruals will commence upon your return to work.

#### 4-4. Maternity/Paternity Leave of Absence

Full-time employees may take up to one (1) year of maternity/paternity leave after one (1) full year of employment with The School for any of the following reasons (1) the birth of a child, or (2) the placement of a child with you for adoption or foster care and to care for the newly placed child. This type of leave must be completed within the 12-month period beginning on the date of birth or placement.

During this unpaid leave, the School will reimburse the cost of the employee's health insurance. The amount to be reimbursed by The School will not exceed the amount the School has allotted as the "employer contribution" for insurance benefits.

If the leave period exceeds the 12-week period prescribed by FMLA, the employee may continue with their current benefit elections by completing the necessary documents and paying for the benefit premium provided under COBRA. The School will reimburse the employee directly for up to the one-year limit, once the employee returns to work from their leave of absence. Employees will be responsible for making payments directly to ADP TotalSource for the full portion of the benefits.

Any employee beginning his/her second year of employment who will take leave during that year must work the full first quarter in order to have The School's allotted portion of the benefits paid. In the case where an employee is unable to finish the first quarter but returns to complete an equivalent of 2 full quarters during the current school year, may be reimbursed the benefits during the leave period.

In addition, any employee who is returning from leave prior to Winter break must return by the first week in December in order to receive payment for the break and by the first week of March in order to receive payment for Spring break. Employees who wish to take this type of leave must sign an agreement with The School that they will return after the one (1) year period.

Note: Any teacher who takes leave must work a minimum of 99 days during the current school year in order to gain a year of credit. Please feel free to contact Human Resources directly if you should have any concerns regarding this policy. Personal time will not be accrued during the time of leave.

## Section 5 - General Standards of Conduct

### 5-1. Workplace Conduct

The School endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense and fair play.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in The School's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing or defacing school property or a co-worker's property, and/or disclosure of confidential business information.
3. Completing another employee's time records.
4. Violation of safety rules and policies.
5. The unlawful or unauthorized use, abuse, solicitation, distribution, theft, possession, transfer, purchase, or sale of drugs, drug paraphernalia or alcohol by an individual anywhere on Company premises, while on Company business (whether or not on Company premises), or while representing the Company, reporting to work, or remaining on duty after using drugs or alcohol in any amount that adversely affects the employee's ability to perform the functions of the job. Please refer to your Company's specific policy (if any) for additional information.
6. Fighting, threatening or disrupting the work of others or other violations of the school's Workplace Violence Policy.
7. Failure to follow lawful instructions of a supervisor.
8. Failure to perform assigned job duties.
9. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness or unexcused absences.
10. Gambling on School property.
11. Willful or careless destruction or damage to School assets or to the equipment or possessions of another employee.

12. Wasting work materials.
13. Performing work of a personal nature during working time.
14. Violation of the Solicitation and Distribution Policy.
15. Violation of the school's Harassment or Equal Employment Opportunity Policies.
16. Violation of the Communication and Computer Systems Policy.
17. Unsatisfactory job performance.
18. Any other violation of School policy.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at-will, and The School reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. The School will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, the school will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate an employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

## 5-2. Professional Judgment

1. Maintain a professional barrier between you and the students. You are the adult, the teacher and the professional; act like the expert, not like another one of the "kids". Teachers should not give out personal e-mail addresses or cell phone numbers; only work their work e-mail address.
2. Keep the classroom door open when talking with students.
3. Refer students to the appropriate resource person for counseling and/or discussions about personal matters.
4. Do not flirt with students.
5. Do not participate in making inappropriate jokes or allow your students to make inappropriate jokes.
6. Do not discuss your personal life or personal matters with students. Do not discuss your husband, wife, girlfriend, boyfriend, or dates with students.
7. When transporting students, coordinate transportation ahead of time, and use school or mass transportation if possible. If necessary, call a taxi for the student. If you must transport a student in your vehicle, ask a co-worker to accompany you.
8. Avoid leaving your students unsupervised; have an alternate plan of action.
9. Keep your hands and other parts of your body to yourself.
10. Use verbal praise and reinforcement.

11. Know your school policies and District and State laws governing corporal punishment. Establish and follow a consistent behavior plan. Treat each student with respect. Know the student's rights.
12. Chaperone only school-sponsored functions. Do not socialize with students. If you chaperone a field trip, put in writing what your responsibilities will be.
13. Do not drink alcoholic beverages in front of your students, while representing The School or wearing your school uniform.
14. Do not take children home with you.
15. Do not make telephone calls or write notes of a personal nature to students.
16. Do not harass students; respect their differences. What you intend as humor, may, in fact, be cultural bias or harassment.
17. Keep your co-workers and supervisors informed; work and communicate as a team; plan and teach together
18. Communicate with parents and document your communication.
19. Dress and act appropriately and professionally. You are a role model in the community as well as in The School; be a good example for students
20. Use common sense and good judgment.
21. Avoid putting yourself in a position where you have to defend, explain, or justify your behavior or actions.
22. Maintain a professional reputation in the community. Even when you are off the job, be discreet.

**\*\*Non-Instructional Personnel\*\***

1. Do not discipline, counsel or touch students. Notify an administrator if you believe a student is misbehaving.
2. Do not flirt with students, staff members, and co-workers
3. Do not discuss your personal life or personal matters with students, staff members and co-workers
4. Know and follow your school's policy regarding reporting absences and tardies. Be present and on time each day.
5. Wear your uniform if your job requires it.
6. Do not use profanity.

### 5-3. Punctuality and Attendance

You were hired to perform an important function at The School. As with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, your attendance and punctuality are very important. Unnecessary absences and lateness are expensive, disruptive and place an unfair burden on your fellow employees and your Supervisors. We expect excellent attendance from each of you. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

We do recognize, however, that there are times when absences and tardiness cannot be avoided. In such cases, you are expected to notify your Supervisor as early as possible, but no later than the start of your work day. Asking another employee, friend or relative to give this notice is improper and constitutes grounds for disciplinary action. Please call, stating the nature of your illness and its expected duration, every day that you are absent.

Unreported absences of three consecutive work days generally will be considered a voluntary resignation of your employment with The School.

#### 5-4. Transfers within Academica Managed Schools

There are instances in which an employee wishes to transfer to a vacant position within an Academica managed School. Should this situation arise, the employee is to approach his/her current Administrator prior to contacting the Administrator of The School to whom he/she wishes to transfer. The employee will be issued a transfer requisition form (sample included) to complete and return to your current Administrator. The current Administrator will then contact the Administrator of The School in question and advise of his/her employee's desire to transfer and provide the completed transfer requisition form.

School needs will dictate whether or not transfers will be permitted. Employees must work at their current charter school for two (2) school years prior to requesting a transfer. In addition, individuals wishing to transfer must have received excellent evaluations for two (2) consecutive evaluation periods. Transfers will be considered on a first come-first serve basis.



## TRANSFER REQUEST FORM

Transfer Request for \_\_\_\_\_ School (desired location) \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Hire Date: \_\_\_\_\_

## GENERAL INFORMATION

Current Position: \_\_\_\_\_ Time in Position: \_\_\_\_\_

Current School/Department: \_\_\_\_\_

Desired Position and School: \_\_\_\_\_

Have you discussed your desire for transfer with your current Principal? Yes / No

Have you discussed your desire for transfer with the hiring Administrator? Yes / No

Complete and submit page two (2) Work History Sheet.

Please feel free to submit a resume with the Work History Sheet.

I understand that a promotion or transfer is dependent on availability and my ability/skills to perform the duties of the desired position. I further understand that internal and external candidates may be considered and that completion of this form does not guarantee me an interview. I further certify that the information submitted is true and accurate and give my permission to verify.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SUPERVISOR RECOMMENDATION

Employee has worked at least a school year in current position Yes/No

Employee has received satisfactory and/or favorable performance evaluations within the last 12 month period: Yes / No

If employee has been in position long enough to be reviewed several times, please state the 3 most recent ratings and make comments on the employee.

State why you would or would not recommend this employee.

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I (supervisor name) \_\_\_\_\_ understand that (employee name) \_\_\_\_\_ is making a request to be considered for a transfer or promotion. We have discussed the qualifications of the job and he/she meets the minimum qualifications. This employee, who is currently under my supervision, is presently in good standing in his/her present position. I hereby authorize this employee to be considered for the position as stated on this nomination form.

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**HUMAN RESOURCES SECTION**

The Division Human Resources Director (or designee) must sign any nomination for positions outside of the Division. Any designated Human Resources Representative may sign nominations for positions within the Division.

H.R. Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_

Date Sent: \_\_\_\_\_ Request Forwarded to: \_\_\_\_\_

**WORK HISTORY**

**The following information must be completed in order to provide the hiring department head with information about your skills and previous experience. Previous Positions may include other companies.**

Name: \_\_\_\_\_ Current Location: \_\_\_\_\_

Present Position: \_\_\_\_\_ Department: \_\_\_\_\_

Date Started: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Job Responsibilities:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Present Position: \_\_\_\_\_ Department: \_\_\_\_\_

Date Started: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Job Responsibilities:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Present Position: \_\_\_\_\_ Department: \_\_\_\_\_

Date Started: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Job Responsibilities:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**EDUCATION AND TRAINING**

Circle highest grade completed:

College: 1 2 3 4 5 Degree: \_\_\_\_\_

Do you have additional certifications? Yes / No

List any other education, training or current courses (i.e., trade school, graduate degree) you would like noted:

**STATE BRIEFLY WHY YOU WISH TO BE CONSIDERED**

Do you have any relatives in The School/Department in which you are applying? Yes / No

If yes, Name & Relationship: \_\_\_\_\_

## 5-5. Use of Communication and Computer Systems

The School's communication and computer systems are intended for business purposes and may be used only during working time; however limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voice mail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the systems.

The school may access the voice mail and e-mail systems and obtain the communications within the systems, including past voice mail and e-mail messages, without notice to users of the system, in the ordinary course of business when The School deems it appropriate to do so. The reasons for which The School may obtain such access include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during an employee's absence.

Further, the school may review Internet usage to ensure that such use with School property, or communications sent via the Internet with School property, are appropriate. The reasons for which The School may review employees' use of the Internet with School property include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during an employee's absence.

The School may store electronic communications for a period of time after the communication is created. From time to time, copies of communications may be deleted.

The School's policies prohibiting harassment, in their entirety, apply to the use of School's communication and computer systems. No one may use any communication or computer system in a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Since The School's communication and computer systems are intended for business use, these systems may not be used to solicit for religious or political causes or outside organizations.

Further, since The School's communication and computer systems are intended for business use, all employees, upon request, must inform management of any private access codes or passwords.

Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited.

No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Violators of this policy may be subject to disciplinary action, up to and including discharge.

## 5-6. Use of Social Media

The School respects the right of any employee to maintain a blog or web page or to participate in a social networking, Twitter or similar site, including but not limited to Facebook and LinkedIn. However, to protect School interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not post on a blog or web page or participate on a social networking, Twitter or similar site during working time or at any time with School equipment or property.

All rules regarding confidential and proprietary business information apply in full to blogs, web pages, social networking, Twitter and similar sites. Any information that cannot be disclosed through a conversation, a note or an e-mail also cannot be disclosed in a blog, web page, social networking, Twitter or similar site.

Whether an employee is posting something on his or her own blog, web page, social networking, Twitter or similar site or on someone else's, if the employee mentions The School and also expresses either a political opinion or an opinion regarding The School's actions, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is his/her personal opinion and not The School's position. This is necessary to preserve The School's good will in the marketplace.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through a blog, web page, social networking, Twitter or similar site. For example, posted material that is discriminatory, obscene, defamatory, libelous or threatening is forbidden. School policies apply equally to employee social media usage. Employees should review their Employee Handbook for further guidance.

The School encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including termination.

## 5-7. Personal and School-Provided Portable Communication Devices

School-provided portable communication devices (PCDs), including cell phones and personal digital assistants, should be used primarily for business purposes. Employees have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to monitoring, to the maximum extent permitted by applicable law. This includes as permitted the right to monitor personal communications as necessary.

Some employees may be authorized to use their own PCD for business purposes. These employees should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD also may be subject to monitoring if sent through The School's networks and the PCD must be provided for inspection and review upon request.

All conversations, text messages and e-mails must be professional. When sending a text message or using a PCD for business purposes, whether it is a School-provided or personal device, employees must comply with applicable School guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles. Using a School-issued PCD to send or receive personal text messages is prohibited at all times and personal use during working hours should be limited to emergency situations.

If an employee who uses a personal PCD for business resigns or is terminated, the employee will be required to submit the device to the IT department for resetting on or before his or her last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, School information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide employees with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Employees may not use their personal PCD for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of School information. This is the only way currently possible to ensure that all School information is removed from the device at the time of termination. The removal of School information is crucial to ensure compliance with The School's confidentiality and proprietary information policies and objectives.

Please note that whether employees use their personal PCD or a School-issued device, The School's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

### **Portable Communication Device Use While Driving**

Employees who drive on School business must abide by all state or local laws prohibiting or limiting PCD (cell phone or personal digital assistant) use while driving. Further, even if usage is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employee is driving, and permitted by law, the employee must use a hands-free option and advise the caller that he/she is unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a cell phone while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

## 5-8. Camera Phones/Recording Devices

Due to the potential for issues such as invasion of privacy, sexual harassment, and loss of productivity, no employee may use a camera phone function on any phone on school property or while performing work for The School.

The use of tape recorders, dictaphones or other types of voice recording devices anywhere on School property, including to record conversations or activities of other employees or management, or while performing work for The School, is also strictly prohibited, unless the device was provided to you by The School and is used solely for legitimate business purposes.

## 5-9. Inspections

The School reserves the right to require employees while on School property, or on client property, to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on School or client property, and work areas. This includes lockers, vehicles, desks, cabinets, work stations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to The School or to its clients. Employees are expected to cooperate in the conduct of any search or inspection.

## 5-10. Smoking/Alcoholic Beverages/Drugs

The School building and school grounds are non-smoking areas. You are a mentor to your students, and therefore, should set a good example for your students. Smoking, consumption of alcoholic beverages, and use of controlled (non-prescribed) drugs are not permitted by any employee on The School grounds, or outside The School grounds while wearing The School uniform or representing The School in a school-sponsored event. Violation of this rule may result in immediate termination.



## 5-11. Parking

Each school site will have different areas where the staff may park. Parking is not guaranteed to be adjacent to any school facility, and may be slightly inconvenient at times. Check with your principal during the employee orientation sessions regarding parking availability.

## 5-12. Housekeeping

You are required to maintain your classroom in a neat and orderly fashion. Please report any items that are in need of repair immediately to your principal.

## 5-13. Personal Visits and Telephone Calls

Disruptions during working time can lead to errors and delays. Therefore, we ask that personal telephone calls be kept to a minimum, and only be made or received after working time, or during lunch or break time.

For safety and security reasons, employees are prohibited from having personal guests visit or accompany them anywhere in our facilities other than the reception areas.

## 5-14. Solicitation and Distribution

To avoid distractions, solicitation by an employee of another employee is prohibited while either employee is on working time. "Working time" is the time an employee is engaged, or should be engaged, in performing his/her work tasks for the school. Solicitation of any kind by non-employees on School premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of School is prohibited at all times. Distribution of literature by non-employees on School premises is prohibited at all times.

## 5-15. Bulletin Boards

Important notices and items of general interest are continually posted on our bulletin board. Make it a practice to review it frequently. This will assist you in keeping up with what is current at The School. To avoid confusion, please do not post or remove any material from the bulletin board and sent through electronic email to your school email account.

## 5-16. Business Ethics and Conduct

The successful business operation and reputation of The School is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of The School is dependent upon our customers' trust and we are dedicated to preserving that trust. Employees owe a duty to The School, its students, parents and vendors to act in a way that will merit the continued trust and confidence of the public.

The School will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If you are uncertain about whom to contact at any time regarding any matter or situation, please contact the Human Resource Manager at Academica for your school, Amy Nunez at (305) 669-2906, and, if necessary, with the ADP TotalSource Employee Service Center at (1-800-554-1802) for advice and consultation.

In addition to compliance with the regulations and policies of The School and The School Board of the county in which The School is located, The School expects its directors, officers and employees to comply with all State of Florida Board of Education Administrative Rules including but not limited to the Code of Ethics – Educational Profession (Chapter 6B-1).

Compliance with this policy of business ethics and conduct is the responsibility of every employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

## 5-17. Conflicts of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which The School wishes the business to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact your principal or Human Resource Manager for more information or questions about conflicts of interest.

Transactions with outside firms must be conducted within a framework established and controlled by the Board of Directors. Business dealings with outside firms should not result in unusual gains for those firms. Unusual gain refers to bribes, product bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit either, the employer, the employee, or both. Promotional plans that could be interpreted to involve unusual gain require specific executive-level approval.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of The School's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to the Principal or Human Resource Manager as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which The School does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving The School. You must have the approval of your Principal and Human Resource Manager prior to accepting a gift from any vendor, supplier, etc.

## 5-18. Non-Competition

The Teacher agrees that in the event of his/her breach of any term and/or condition of this Agreement, she/he will not thereafter, either directly or indirectly, seek employment for a period of (3) months after leaving said employment with any school, private or public, within a fifteen (15) mile radius of The School.

## 5-19. Use of Facilities, Equipment and Property, Including Intellectual Property

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Please notify your Supervisor if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of loss, damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The Supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

Employees also are prohibited from any unauthorized use of The School's intellectual property, such as audio and video tapes, print materials and software.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including discharge.

Further, The School is not responsible for any damage to employees' personal belongings unless the employee's Supervisor provided advance approval for the employee to bring the personal property to work.

## 5-20. Health and Safety

To assist in providing a safe and healthful work environment for employees, customers, and visitors, ADP TotalSource has established a workplace safety program. This program is a top priority for The School and ADP TotalSource. The Safety Officer has responsibility for implementing, administering, monitoring, and evaluating the safety program. Its success depends on the alertness and personal commitment of all. Please contact Human Resources with regards to questions for your Safety Officer.

ADP TotalSource and The School provide information to employees about workplace safety and health issues through regular internal communication channels such as supervisor-employee meetings, bulletin board postings, memos, or other written communications.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their supervisor, or with another supervisor or manager, or bring them to the attention of the Safety Officer. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports can be made without fear of reprisal.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must comply with all occupational safety and health standards and regulations established by the Occupational Safety and Health Act and state and local regulations. Employees must immediately report any unsafe condition to the appropriate supervisor and/or your ADP TotalSource Human Resources professional. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including suspension and/or termination of employment.

The following is a list of general safety rules:

- Operate only machines or equipment that you have been trained to operate or authorized to operate by the principal. Do not operate any machinery if you are taking prescription drugs (or controlled substances) that may impair your mental or motor abilities
- Wear protective gloves when dealing with bodily fluids or with a student who is bleeding.
- Dress safely and appropriately
- Immediately report all unsafe or hazardous conditions and unsafe acts to the principal.

- Keep classroom clean and orderly at all times
- Immediately report all accidents and injuries the same day, no matter how minor to your principal
- All non-emergency treatment for accidents must be authorized by your principal
- Get assistance for any heavy loads
- Do not engage in any horseplay and do not distract others while working
- You must inform your principal if you are taking prescription drugs that may impair your mental or motor abilities; you need not inform your principal as to the condition requiring you to take said medication
- Wear seat belts at all times in school vehicles or when driving your own vehicle on school business

If you believe that you are being exposed to a known or suspected hazard when working with toxic chemicals or substances, you have a right under the Hazard Communications Law to know about such hazards through Material Safety Data Sheets (MSDS). Your supervisor will review the MSDS with you. If your supervisor does not have this information, your supervisor will contact ADP TotalSource's Risk Management Department. In addition, you will receive information on what hazardous substances are in the work area and regular training on the adverse effects of each toxic substance with which you come into contact in the workplace. You will be protected against discipline or termination that results from exercising employee rights under the law.

All employees shall have appropriate training on procedures to protect them from blood borne pathogens, including universal precautions; and have understanding on the use of personal protective equipment. Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all both fluids shall be considered potentially infectious. (OSHA 1910.1030)

Safety training should be conducted at your facilities on the following topics:

- Blood borne pathogens
- Personal Protective Equipment
- Hazardous Communication Program
- Kitchen Safety
- Safe Lifting
- Slips, Trips & Falls

If you have not been offered the opportunity for safety training, it is your responsibility to notify your principal to receive such training.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the Safety Officer or the appropriate supervisor. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

## 5-21. Hiring Relatives/Employee Relationships

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, the school may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases such as personal relationships where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment, at the discretion of The School. Accordingly, all parties to any type of intimate personal relationship must inform management.

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. The School generally will attempt to identify other available positions, but if no alternate position is available, The School retains the right to decide which employee will remain with The School.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

## 5-22. Employee-Student Relationships

All personnel are strictly prohibited from engaging in unacceptable relationships and/or communications with students. This includes, but is not limited to the following: dating, any form of sexual touching or behavior, making sexual, indecent or illegal proposals, gestures or comments, and/or demonstrating any other behavior which gives an appearance of impropriety.

If any staff member is aware of another staff member conducting inappropriate behavior with a student, he/she must report it to the Administration immediately.

## 5-23. Employee Dress and Personal Appearance

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image The School presents to customers and visitors.

During business hours or when representing The School, you are expected to present a clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your position and accepted social standards. This is particularly true if your job involves dealing with customers or visitors in person.

Your supervisor or department head is responsible for establishing a reasonable dress code appropriate to the job you perform. If your supervisor feels your personal appearance is inappropriate, you may be asked to leave the workplace until you are properly dressed or groomed. Under such circumstance, you will not be compensated for the time away from work. Consult your supervisor if you have questions as to what constitutes appropriate appearance. Where necessary, a reasonable accommodation may be made for a person with a disability.

Without unduly restricting individual tastes, the following personal appearance guidelines should be followed:

- School provided shirts must be worn.
- Shoes must provide safe, secure footing, and offer protection against hazards.
- Canvas or athletic type shoes are not appropriate professional attire.
- Tank tops, tube or halter tops, or shorts may not be worn under any circumstances.
- Mustaches and beards must be clean, well trimmed, and neat.
- Hairstyles are expected to be in good taste.
- Unnaturally colored hair and extreme hairstyles, such as spiked hair and shaved heads, do not present an appropriate professional appearance.
- Long hairstyles should be worn with hair pulled back off the face and neck to avoid interfering with job performance.
- Excessive makeup is not permitted.
- Offensive body odor and poor personal hygiene is not professionally acceptable.
- Jewelry should not be functionally restrictive, dangerous to job performance, or excessive.
- Facial jewelry, such as eyebrow rings, nose rings, lip rings, and tongue studs, is not professionally appropriate and must not be worn during business hours.
- Multiple ear piercings (more than one ring in each ear) are not professionally appropriate and must not be worn during business hours.
- Torso body piercings with visible jewelry or jewelry that can be seen through or under clothing must not be worn during business hours.
- Visible excessive tattoos and similar body art must be covered during business hours.

## 5-24. Publicity/Statements to the Media

All media inquiries regarding the position of The School as to any issues must be referred to the Manager of Human Resources. Only the Manager of Human Resources is authorized to make or approve public statements on behalf of The School. No employees, unless specifically designated by the Manager of Human Resources, are authorized to make those statements on behalf of School. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of The School must first obtain approval from the Manager of Human Resources.

## 5-25. Operation of Vehicles

All employees authorized to drive School-owned or leased vehicles or personal vehicles in conducting School business must possess a current, valid driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately.

A valid driver's license must be in your possession while operating a vehicle off or on Firm property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers must demonstrate safe driving habits at all times.

Firm-owned or leased vehicles may be used only as authorized by management.

### **Portable Communication Device Use While Driving**

Employees who drive on School business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employee is driving, and permitted by law, the employee must use a hands-free option and advise the caller that he/she is unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a PCD while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

## 5-26. Business Travel Expenses

When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by The School. Employees are expected to limit expenses to reasonable amounts.

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by The School may not be used for personal use without prior approval. Car rental insurance is not a reimbursable expense.



When travel is completed, employees should submit completed travel expense reports within 30 days. Reports should be accompanied by receipts for all individual expenses. You should review the form for accuracy of completion, since incomplete forms will only delay your reimbursement.

Employees should contact either their Principal or Human Resource Manager for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

Employee Name: _____ Date: _____
E-mail address: _____
Purpose of Trip: _____ _____
Location of Travel: _____
Departure Date & Time: _____ Return Date & Time: _____

Reimbursement Information:

Section A: Conference Fees

- Conference Fee (check one): \_\_\_ School Purchase \$ \_\_\_\_\_  
 \_\_\_ Individual Purchase \$ \_\_\_\_\_

Section B: Transportation

- Airfare (check one, if applicable): \_\_\_ School Purchase \$ \_\_\_\_\_  
 \_\_\_ Individual Purchase \$ \_\_\_\_\_
- Private car use @ 36.5 cents per mile: Car License # \_\_\_\_\_  
 From \_\_\_\_\_ to \_\_\_\_\_ miles driven \_\_\_\_\_  
 \*\*This includes the cost of gas. Please do not submit additional gas receipts.
- Rental Car Expense \$ \_\_\_\_\_  
 \$ \_\_\_\_\_ (actual gas purchases)

*Note: The above-specified school does not reimburse car rental insurance.*

Section C: Additional Expenses

*\*\*Please only list items that you are owed a reimbursement. Do not list any items that were previously paid for by The School.*

Date (Please list totals spent per day, put date on line provided)	Meals (up to \$46 / day for travel over 24 hours)	Lodging (itemized hotel bill and charge slip <u>must</u> be submitted)	Parking/ Bridge/ Tolls/ Fares	Other (specify)
Day 1: _____				
Day 2: _____				
Day 3: _____				
Day 4: _____				
Day 5: _____				
Day 6: _____				
Day 7: _____				

Total Due: \_\_\_\_\_

Please attach all receipts and conference / meeting programs, agendas, or fliers. You will not receive a reimbursement for any items that are not accompanied with a receipt. Charge slips will not be accepted if they are not accompanied with a detailed list of items purchased.  
 Note: Alcoholic Beverages are not subject to reimbursement.  
 Fax completed form and attachments to Academica, Attn: Kelly Mallon (305.669.4390).

Principal Approval: \_\_\_\_\_ Date: \_\_\_\_\_

## 5-27. Employee Discipline

This section is to help you understand what is expected of you with regard to proper behavior, performance, and personal conduct. The purpose of this policy is to state The School's position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. By complying with these standards you will help to maintain a positive, safe work environment for you and your colleagues.

To address those times when you have not lived up to positive standards, we may provide you with counseling, institute progressive discipline, or terminate your employment if your conduct warrants it. We have the discretion to decide whether counseling, progressive discipline or immediate termination is appropriate. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

The School's and ADP TotalSource's own best interest lie in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Although employment is based on mutual consent and both the employee and employer (s) have the right to terminate employment at will, with or without cause or advance notice, The School may use progressive discipline at its discretion.

Disciplinary action may call for any of four steps -- verbal warning, written warning, suspension with or without pay, or termination of employment -- depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Progressive discipline will be used when your supervisor and/or ADP TotalSource feels it is appropriate. The system of progressive discipline gives you notice of deficiencies in performance and an opportunity to improve. When misconduct occurs, progressive disciplinary action may include but is not limited to the following: counseling and/or verbal warning, written warning, suspension with or without pay, and/or termination.

Depending on the nature and severity of the misconduct as well as whether it has previously occurred, your supervisor and/or an ADP TotalSource Human Resources Professional may investigate your actions. An investigation is designed to obtain all pertinent facts and may include interviewing you and other witnesses, reviewing documents, etc. Your friends, relatives, attorneys or other third parties are not allowed to participate in internal investigations. Failure to cooperate with an internal investigation is grounds for disciplinary action up to and including discharge.

When the investigation is complete, your supervisor and/or an ADP TotalSource Human Resources professional will review the facts and the policies. At that point, ADP TotalSource and/or your supervisor will determine whether you should be disciplined up to and including termination.

The School recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or, in extreme situations, termination of employment, without going through the usual progressive discipline steps.

By using employee discipline, we hope that most employee problems can be corrected at an early stage, benefiting both the employee and The School.

## 5-28. Problem Resolution

The School and ADP TotalSource are committed to its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the school's supervisors and management.

The School and ADP TotalSource strive to ensure fair treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with the school in a reasonable, business-like manner, or for using the problem resolution procedure.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to bring those issues to management's attention using the same procedure described in the Harassment policy.

1. Employee presents problem to immediate supervisor after incident occurs. If supervisor is unavailable or employee believes it would be inappropriate to contact that person, employee may present problem to Human Resource Department or any other member of management.
2. Supervisor responds to problem during discussion or after consulting with appropriate management, when necessary. Supervisor documents discussion.
3. Employee presents problem to Human Resource Department if problem is unresolved.
4. Human Resource Department counsels and advises employee, assists in putting problem in writing, visits with employee's manager(s), if necessary, and directs employee to Area President of ADP TotalSource for review of problem.
5. Employee presents problem to President in writing.

6. Academica reviews and considers problem. President informs employee of decision and forwards copy of written response to Human Resource Department for employee's file. The President has full authority to make any adjustment deemed appropriate to resolve the problem. Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment, and helps to ensure everyone's job security.

## 5-29. Duties of the Teacher

1. The Teacher shall serve The School in her/his best capacity utilizing her/his best efforts.
2. The Teacher agrees to perform her/his duties with such powers, functions, and responsibilities as are usual and customary to the position, and as set forth by The School in the Employee Handbook.
3. The Teacher agrees to perform additional duties, as prescribed by the Principal.
4. Hours of employment will be determined by the Principal and approved by the Board of Directors of The School. School hours are subject to change, but will not exceed 8 hours per day. The Teacher will be notified if such change becomes necessary.
5. The Teacher agrees to follow the dress code prescribed by The School, and wear any designated uniform, as established in the Employee Handbook.
6. The Teacher agrees to assist in drop-off and pick-up duties at The School.
7. The Teacher agrees to refrain from using The School's name, for any purpose, without the express permission of the Board of Directors.

## 5-30. Life-Threatening Illnesses in the Workplace

Employees with life-threatening illnesses, such as cancer, heart disease, and AIDS, often wish to continue their normal pursuits, including work, to the extent allowed by their condition. The School supports these endeavors as long as employees are able to meet acceptable performance standards.

Medical information on individual employees is treated confidentially. The School will take reasonable precautions to protect such information from inappropriate disclosure. Managers and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

## 5-31. Recycling

The School supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

Special recycling receptacles have been set up to promote the separation and collection of the following recyclable materials at The School:

- Paper
- Corrugated cardboard
- Brown paper bags
- Printer cartridges

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on active participation by all of us. Employees are encouraged to make a commitment to recycle and be a part of this solution.

The School encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

- Turn on alarm when leaving the building at night
- Turn down heat / AC when leaving the building at night
- Communication through computer networks with e-mail
- Posting memos for all employees
- Two-sided photocopying
- Routing slips for reports
- Turning off lights when not in use

Whenever possible, employees of The School are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials.

By recycling, The School is helping to solve trash disposal and control problems facing all of us today.

## 5-32. References

The School will respond to reference requests through the Human Resources Department. The School will provide general information concerning the employee such as date of hire, date of termination, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to the Human Resources Dept.

**Only the Human Resources Department may provide references.**

## 5-33. If You Must Leave Us

Should you decide to leave The School, we ask that you provide your Supervisor with at least two (2) weeks advance notice of your departure. Your thoughtfulness will be appreciated.

All School property including, but not limited to, keys, security cards, parking passes, laptop computers, fax machines, uniforms, etc. must be returned at separation. Employees also must return all of The School's Confidential Information upon separation. To the extent permitted by law, employees will be required to repay The School (through payroll deduction, if lawful) for any lost or damaged School property.

Individuals who are not returning for the following school year (regardless of whether it was the employee's decision to resign or whether The School did not extend an invitation to return) will have their active benefits terminated on June 30<sup>th</sup>. Refer to the Benefits Continuation (COBRA) policy for more information.

As noted previously, all employees are employed at-will and nothing in this handbook changes that status.

## 5-34. Exit Interview

Employees who resign are requested to participate in an exit interview with Human Resources, if possible.

## 5-35. A Few Closing Words

This handbook is intended to give you a broad summary of things you should know about the school. The information in this handbook is general in nature and, should questions arise, any member of management should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, The School, in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook. Please do not hesitate to speak to management if you have any questions about The School or its personnel policies and practices.





# The ABC's of Somerset

Somerset Academy  
Central Miramar

**OPERATIONS MANUAL**

2015-2016

**Welcome to Somerset Academy Central Miramar Campus!** We are delighted that you have decided to become a part of our team. Each of you has made the choice to join our staff for a variety of reasons. For some of you, it is your first year of teaching, and for others, it is your first experience in a charter school. We realize that as this new school year is about to begin, it can be both an exciting and overwhelming time.

It is our goal for both our staff and students to participate in a fulfilling and successful year – one that is full of positive experiences and personal growth. In order to facilitate this goal, we decided to take an extra step to ensure your success by compiling this manual. We realize that after receiving a copy of the Staff Handbook, you may still have questions about exactly how the school operates on a day to day basis. This Operations Manual will help you to easily find key information for carrying out tasks such as participating in daily drop off and dismissal, maintaining homework policies, and completing student documentation requirements to name a few. Becoming familiar with this manual will help you to be more efficient, confident and organized as you tackle your fundamental goal for teaching – educating our students!

We encourage you to speak to any of our administrators if you are unclear regarding any of these procedures. We are here to help you succeed!

Sincerely,  
**Mrs. Athena L. Guillen**  
Principal

**Our Vision:**

Dedicated to Providing Equitable, High Quality Education

**Our Mission:**

Somerset Academy Central Miramar sets high academic and social expectations that together lead to the successful development of the whole child and create lifelong learners prepared to contribute in an ever-changing society.

**Our Beliefs:**

1. We believe in the right to learn in a safe, caring and positive school environment.
2. We believe in setting high academic and social expectations for all stakeholders.
3. We believe in providing opportunities for success, learning and leadership for all stakeholders.
4. We believe in differentiating instruction for all learners.
5. We believe instruction should be data-driven, standards-based, individualized and student-centered.
6. We believe in fun, innovative, and meaningful learning that produces lifelong learners with a love for learning.
7. We believe in hands-on, project-based and multi-media instructional delivery methods.
8. We believe that students should learn to think critically, to problem-solve, and to understand and embrace diversity so that they can and will contribute, both locally and globally, in an ever-changing society.
9. We believe that parent and community involvement are essential because they directly correlate to each child's academic success.
10. We believe that all stakeholders share in the responsibility and accountability for student development.

# SOMERSET ACADEMY, INC.

*We are District Accredited!*

## **DISTRICT VISION**

Somerset Academy, Inc. is dedicated to providing equitable high quality education for all students.

## **DISTRICT MISSION**

Somerset Academy, Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self directed life-long learners in a safe and enriching environment.



**The Somerset Academy**  
**Central Miramar Warrior**  
**Alma Mater**

*SACM here we stand before you,  
tall and brave and strong.  
May we always show your glory,  
work and word and song.  
In our armor we stay fearless,  
SACM you are grand.  
Hail to thee our Alma Mater,  
Warriors we stand  
Lift our voices loud together,  
proclaim the only truth.  
Black and Red we stay together,  
with respect to you.  
In our armor we stay fearless,  
SACM you are grand.  
Hail to thee our Alma Mater,  
Warriors we stand.*



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**Somerset Academy Central Miramar  
2015-2016**

**Non-Negotiables**

1. No one will use cell phones for personal use during contracted hours or in view of students (except during lunch break).
2. Everyone will be accountable for adhering to and upholding the Uniform Policy.
3. Everyone will be consistent and punctual when clocking in and out and reporting to assigned posts. (This includes drop off and pick up, during class change, monthly activities, meetings, lunch, and Specials).
4. Everyone will attend all required meetings.
5. Everyone will check email and mailboxes a minimum twice daily - upon arrival and just before departure.
6. Everyone will circulate frequently to supervise students and address their needs.
7. Teachers will maintain straight, quiet, and well-supervised lines in the hallways.
8. Teachers will post instructional objectives and homework on the board and ensure homework is written in planners daily.
9. Teachers will communicate with parents through School Notes website, email, planners, and telephone calls as soon as communication is needed.
10. Differentiated Instruction will be conducted daily and the RTI process will be implemented immediately as needed.

**School Names and Numbers:**

**Somerset Neighborhood School (#5021)**

**Somerset Academy Prep Middle School (#5441)**

**Somerset Academy Central Miramar High School (#5007)**

**School District:**

**Broward County School District (#06)**

**School Address:**

***Somerset Academy Central Miramar Campus***

**9300 Pembroke Road**

**Miramar, FL 3302**

**[www.somersetcentral.org](http://www.somersetcentral.org)**

# THE ABC'S OF SOMERSET

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## A

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### **ACCIDENT REPORTS**

If a student gets hurt at school, you are required to fill out a Student Accident Report. An injury to the head or face, an injury of any serious nature, or an injury to any student who has a history of illness or whose parent is known to be particularly sensitive to both major and minor injuries also requires a phone call which needs to be documented on the Accident Report. Furthermore, if a behavior incident results in physical injury, an administrator must be involved in addressing the incident, completing the Accident Report, and in making any necessary phone calls for medical assistance and to parents.

If an urgent situation occurs that is life-threatening or requires emergency medical assistance, please call 9-1-1.

If a staff member gets injured, it must be reported immediately to the HR designee and an administrator. It must be documented on a Staff Accident Report Form and required procedures for medical evaluation and/or treatment must be carried out immediately. Failure to follow this required protocol can result in denial of Worker's Compensation coverage.

### **ANIMALS ON CAMPUS**

Due to health and safety issues, we maintain a general, school rule that animals are not permitted on campus. In the event of a special occasion or activity, be sure to request approval from an administrator for an animal to be on campus.

### **ASSISTANCE (from Support Staff)**

There are four primary groups of non-instructional School Aides: Teacher Assistants, Office staff, Security/Maintenance staff, and Custodial staff. Please review the following roles of these individuals and your relationship to them.

#### **Office Staff**

Office staff is there to provide you with assistance communicated through your call button. This includes such things as requesting security or classroom relief to use the restroom. Please remember that your call button can be heard by anyone in the office and therefore your class should be calm and quiet before using it.

The Copy Person is the only staff member that should be asked to make copies. Please do not ask other Office Staff to do this for you.

The Office Staff should not be given tasks by you. Only an administrator can give or authorize the Office Staff to complete a task outside of the general scope of job duties.

The Registrar should be the only point of contact for registration-related questions.

No one except assigned Office Staff should ever be behind the front desk unless they are filling in for an Office Staff member by request.

Socialization, loud conversations or eating should NEVER occur in the main office area or nearby.

### **Teacher Assistants**

Teacher Assistants will conduct duties as designated by administration. No grade level will be assigned a Teacher's Assistant.

Teachers Assistants will rotate to classrooms periodically. However, please do not ever rely on having your assistant to conduct your daily lessons.

Teacher Assistants will assist with school-wide assistance needs ranging from substituting to working with individual students to supervising in the cafeteria to monitoring bathrooms. During the first several weeks of the school year, TAs will be primarily helping with Kindergarten students. Teacher Assistants will always be at carpool each morning unless they are subbing for an absent teacher.

Teacher Assistants should never be asked to call parents, grade papers or write notes to a parent. This is not their job, but rather the job of the classroom teacher.

### **Teacher Assistant Do's AND Don'ts**

#### **Do's**

- Do treat assistants with professionalism and respect.
- Do speak kindly to assistants and remember to say "Please" and "Thank you".
- Do utilize assistants to maximize student learning whenever possible.
- Do review all work completed by assistants and follow up with them on delegated tasks to check for accuracy and completion.

#### **Don'ts**

- Don't ask assistants to grade papers or teach your lesson.
- Don't ask assistants to do anything you wouldn't be willing to do yourself.
- Don't ask assistants to stop their assigned job to help you.
- Don't ask assistants to communicate with or write notes or information of any kind to parents regarding academic or behavior issues related to students in your classroom.
- Don't ask assistants to continue working or finish a task when they are scheduled to be somewhere else.

### **Security/Maintenance**

Security and Maintenance personnel are available to assist in the safety and security of staff, students, and our overall facility.

Security Staff can be called to handle any situation in which safety and security are an issue. These things might include locating a child, removing a child from your classroom, or handling a maintenance issue that would cause immediate danger to the children nearby.

Security Staff should **NOT** be called in to your room to socialize with you **AT ANY TIME**.

Security Staff should not be privy to discussions about grades or specific behavior of any student in question unless they are presently assisting you with getting that student's behavior under control so that the student can be directed to the office.

Security Staff should not be asked to move things for you or to watch your class during recess while they need to be attending to their assigned posts.



Security Staff should never be alone with a student in the bathroom or in a classroom.

For Maintenance Issues, please be sure to fill out the Maintenance Request Form before receiving assistance. This form should be placed in the maintenance designee's mailbox. Your maintenance needs will be completed during low-risk security periods or before or after school hours.

### **Custodial Staff**

Custodians are available to assist in as needed. If you have a spill in your classroom or a child gets sick, please notify the front office, and they will call a custodian to come and assist you.

Custodians should NEVER be permitted to supervise children, hang out in your classroom to socialize, use your computer, or be alone with children in the bathroom.

***For the sake of professionalism and respect, please notify administration (not other colleagues) if you and any school aide are having a problem that you are unable to resolve or that is impacting the efficiency, safety, instruction, or professionalism needed to carry out your job effectively.***

## **ATTENDANCE AND ABSENCE REQUESTS PROCEDURES**

All staff is required to be present and on time to work every contractual day unless they have requested a substitute or have been approved to not be at work.

Salaried employees earn sick/personal time, which is outlined in detail in the ADP Handbook. Along with regular school days, all salaried employees and select hourly employees are also required to attend night events, including but not limited to, Orientation, Open House, Science Fair Night, conference nights, after school meetings, in-service activities, tutoring, performances, field trips and award/graduation ceremonies.

Although we try not to change the events on the calendar, at times things need to be switched. Please check periodically to make sure you have the most up to date information. Be sure to notify and request approval from administrators in advance of any conflicts you may have which affect your ability to attend required events.

*Excluding days that you call in sick, these procedures must be followed for taking time off.*

1. Check the school calendar to be sure that you are not requesting off on a Black Out day. Black Out Days are as follows:
  - The first and last week of school
  - Any day that falls immediately before or after a major holiday or designated break
  - The week of FCAT for **ALL** teachers and support staff
2. Fill out the Absence Request Form. Be sure to give at least 48 hours notice whenever possible.
3. Give this form to an administrator who will approve or deny the request.
  - If the request is denied, the reason will be noted on the form, and a copy will be returned to you via your mailbox. If you wish, you may schedule a time with the administrator to discuss the matter.
  - If the request has been approved, the form will be passed on to the sub coordinator. She will attempt to retain a sub for your requested day(s) off of work. If she is able to find coverage for your classroom, she will notify you by returning a copy request form to your mailbox for your records. She will also give a copy to our HR Liaison to keep on file. If the sub coordinator cannot find a substitute, an administrator

will contact you to discuss the matter. You will be required to work that day; however, we will work with you to try to reschedule your requested absence or come up with an alternative plan that works for everyone.

4. Be sure that you have your daily schedule, class roster(s), and clear and simple lesson plans laid out for the substitute teacher for days absent. Include any background information, worksheets, textbooks, and teacher editions necessary to carry out the lessons. Also, please over plan for the sub and put in extra worksheets and activities...just in case. Your sub plans should also include seating charts, your daily schedule, your classroom rules, emergency information, dismissal procedures and student helpers.
5. Notify teacher assistants and student helpers so that they are able to assist the sub with everyday routines.

### **IMPORTANT:**

- The sub coordinator, respective team leader, and one of the Administrators must be notified if you are going to be absent.
- For unexpected absences or tardies, the sub coordinators must be contacted at **Mrs. Hepburn**, [khepburn@somersetcentral.org](mailto:khepburn@somersetcentral.org) OR **Mrs. Major**, [dmajor@somersetcentral.org](mailto:dmajor@somersetcentral.org) between 6:30a.m. and 3:30 p.m.
- If you are unable to reach her or any other office staff member after multiple attempts, please leave a message and call your team leader and/or an Administrator as early as possible.
- All absence requests must be made in advance unless you are unexpectedly ill or another true emergency arises.
- Emergency requests to be absent should be received by office staff no later than 6:30 a.m. on the day of the absence. This will allow us to make the necessary arrangements.
- Anytime that you are absent, you must also call in and notify the sub coordinator no later than 3:30 p.m. on the day of your absence, as to whether or not you will be returning the next day. If office staff does not hear from you by that time, they will employ a substitute for the next school day and an additional sick day will be noted on your attendance record through our Human Resources Department.

### **ATTITUDE AND COOPERATION**

Each person in the school contributes to the culture of the school. Therefore, it is important that each staff member demonstrates a consistently positive attitude and cooperative demeanor daily. Having a positive attitude and a spirit of teamwork can be measured in many ways.

Here are some primary examples for your clear understanding of what Somerset Academy Central Miramar feels constitutes a positive and cooperative attitude:

- Smiling and encouraging students, parents and colleagues
- Offering to assist parents, students and colleagues
- Complimenting others
- Showing kindness
- Demonstrating sincerity
- Demonstrating the ability to take constructive feedback/criticism
- Showing loyalty to the workplace
- Using positive words and expressions
- Maintaining confidentiality
- Doing what is needed to demonstrate school-wide excellence
- Going the extra mile

Here are some primary examples for your clear understanding of what Somerset Academy Central Miramar feels constitutes a negative and uncooperative attitude:

- Complaining
- Gossiping
- Showing disrespect to students, colleagues and/or parents
- Failing to go the extra mile
- Loitering or wasting work time talking to colleagues unnecessarily about non-work-related topics or carrying out personal tasks
- Taking longer than 30 minute lunch breaks
- Turning things in late or not at all
- Failing to report to assigned locations or events on time or at all
- Making overtly negative or offensive remarks about others, both directly and indirectly
- Having a reputation among peers as “negative” or a “gossip” and/or “complainer”
- Using sarcastic remarks
- Demonstrating an argumentative nature
- Rolling of eyes, frowning, smirking or other facial gestures that denote discontentment toward colleagues and/or supervisors
- Yelling and screaming
- Embarrassing students or colleagues through words or actions
- Ignoring directives from superiors
- Failing to respond immediately or at all, if requested, to directives from supervisors
- Inability to take constructive feedback/criticism

Please note that a negative attitude can be highly detrimental to the school environment and can literally dismantle the school culture, thus harming the students, all school stakeholders, and our reputation in the community. Demonstrating a negative attitude can be grounds for disciplinary action and/or termination.

In sum, all staff is expected to maintain a positive attitude and keep negative comments and complaints out of the workplace. We all have bad days, but our students and fellow staff members are impacted by our negative actions and negative attitude. Please be conscientious of this when at work.

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## **BATHROOM POLICIES AND PROCEDURES**

### **Times:**

1. PK students should use their classroom bathroom. Students should use the restrooms before school and after school. Middle/High school students can use the bathroom between class changes. Middle/High school students will be allowed to go to the bathroom during class time but not during the first 10 minutes or the last 10 minutes of class as important information is given during these times.
2. If following #1, students should not need to use the restroom more than two times per day unless extenuating circumstances are present.
3. Students should not use the restroom more than two to four times daily unless there is a noted health reason requiring this necessity. Please be sensitive to such issues.

4. Students should use the restroom before and/or after lunch. Students should not be permitted to leave the cafeteria to use the restroom at any time except in the case of illness or emergency.

### **Supervision:**

1. A "Bathroom Pass" is required for all students who are using the restroom.
2. If applicable, the student planner will be utilized as a bathroom pass, noting the date and time with your initials. The student will then place their planner into the classroom communication bin and take the bathroom pass to the bathroom.
3. Students whose class is in the first floor should use the downstairs bathrooms only, even during specials times. Whenever possible, a bathroom monitor will be present throughout the day.
4. Students whose class is located in the second floor should use the upstairs bathroom only.
5. Entire classes should not take bathroom breaks; rather, students should take the bathroom pass and use the bathroom on an "as needed" basis. This is to avoid noise, behavior incidents, wasted instructional time and congestion near the bathroom sites.
6. Be sure students with behavior challenges or a history of inappropriate bathroom behavior are sent to the bathroom with two confident and responsible students. Generally, however, students do not need to go to the bathroom with a partner or in groups.
7. There should never be more than 4 students sent to the bathroom at one time.

### **Responsibilities:**

1. Be sure that all students know the bathroom rules and know their responsibilities for safe and appropriate bathroom conduct.
2. Bathroom behavior should be treated with the same emphasis as classroom behavior.
3. If bathrooms need custodial services (i.e., paper towels, toilet paper, broken door latch, wet floor, graffiti covering, etc.) encourage students to notify you so that you can notify the office and/or custodial staff.
4. Teachers may never punish a child by not allowing him/her to use the bathroom. If such a situation does happen and an accident occurs, it is imperative that you contact an administrator immediately so that the parent can be notified. Do not contact administration if an accident occurs in a situation in which the child was allowed to use the restroom after requesting to go (particularly if it pertains to a student in PK-1<sup>st</sup> grade; occasional accidents in these grades can be expected).
5. Administration must be notified immediately if any accidents, property damage, vandalism, bullying, exposure of body parts, or invasion of privacy occurs in the bathroom.
6. If a student has a problem with "holding it" and has had accidents in the past, please create a silent cue so that the child can signal you when he/she needs to use the bathroom. Extend leniency regarding frequency of bathroom use with such students. Also, be sensitive to adolescent girls who may need to take care of essential feminine hygiene issues.
7. Do not allow bags/backpacks to be taken into the bathrooms. Girls with feminine hygiene products may carry a small purse.
8. Never embarrass any student who has to use the restroom. This is grounds for a lawsuit.

### **Suggestions:**

1. We suggest that you have a hand signal (i.e., holding up two fingers) as a silent way for a student to ask to go to the bathroom without interrupting the flow of the lesson.
2. We suggest bathroom use not be allowed during your direct instruction but rather during independent work times.
3. Students should never take any pens, pencils, erasers, money, toys, cell phones, etc. to the bathroom. This will minimize behavior incidents immensely! Don't be afraid to ask students to show you what's in their pockets.
4. Teachers should monitor which students are using the bathroom excessively and which students seem to be involved in repeated behavior incidents in the bathroom. Posting a bathroom sign-out log may be beneficial in

the upper grades to assist with monitoring bathroom use. Proactive modification methods should be used for these students whenever possible.

**IT IS SOMERSET'S POLICY THAT TEACHERS NEVER USE STUDENT BATHROOMS.** There are faculty bathrooms available for your use at any time while you are on campus.

## BEFORE AND AFTER CARE

A before and after care program is available to our students for a fee. It begins at 7:00 a.m. and ends at 6:00p.m. These programs offer snacks, recess, homework assistance, physical play, and other extracurricular activities that may include sports, languages, games, academic enrichment, homework assistance and computer education.

These activities may take place in your classroom. If this is the case, please secure any fragile, personal or confidential items daily that should not be accessible to aftercare students. Please communicate respectfully and work cooperatively with aftercare staff to ensure that your classroom and its contents are being cared for daily. If you have any specific concerns, please speak to the Aftercare Supervisor(s) on site. Allow them to address any aftercare staff members that you may feel are not ensuring the classrooms are being cared for and/or that are not handling student activity with safety and sense. If following these steps does not resolve the issue, please speak to an administrator. At no time may you tell an aftercare teacher or students that they may not enter your classroom. If you have a conference, meeting or other activity in your classroom that is running late, notify the office in advance so that alternative arrangements may be made or, preferably, relocate to allow after care to be conducted as scheduled.

## BREAKFAST

Breakfast will be served daily. Students may not arrive more than 25 minutes prior to the start to their scheduled instructional day to eat breakfast. See "Food Services and Cafeteria Procedures" for more information.

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## CERTIFICATION

Certification requirements are state mandated for charter and traditional public school employees. Please note the following:

- You must be certified in the subject-area in which you are teaching.
- If you are not certified in that area, you must have an approved Out-of-Field Waiver submitted to the area superintendent, and you must be studying and scheduled to take the subject-area exam. A letter will be sent home informing parents of your Out-of-Field status.
- If you are not ESOL endorsed, you are off your ESOL timeline (outlined above), and you have LEP students in your classroom, you must also have an Out-of-Field Waiver submitted to the area superintendent for approval, and you must immediately get on track by registering to take one or more ESOL classes. We have the courses on video to assist you with completing this requirement. Please see the ESOL Coordinator and requirement outlined in the manual.
- You must maintain a valid teaching certificate. In order to do this, paperwork and in-service points must be adequate. This is YOUR responsibility.
- If you have a Temporary Certificate, you must complete an Issuance Request Form with the principal and you must complete all required coursework and tests within two years.

- If you wish to receive tuition reimbursement for university level courses, please speak to our Human Resources Liaison prior to registering.
- At times, we may schedule you for workshops and trainings to assist you with receiving in-service points.

Out of Field Waivers are written for teachers who are teaching one or more subject areas out of their field of certification. These are approved annually and usually receive superintendent approval for fields that are considered to be teaching in a Critical Shortage Area; for those who are not yet been ESOL endorsed but who are following the appropriate timelines, and for those who are scheduled to or who have already taken a certification exam for the field in which they will be teaching. Please note that you must sign your Out of Field Waiver form and take the required courses or exams and complete the application for an addition to your certification in order to be approved for an Out of Field waiver. Please be aware that remaining out of field can jeopardize both the school's funding and ultimately your employment.

## **CHARACTER EDUCATION PROGRAM**

It is required for all teachers to teach students to develop good character. The Core Character program through Broward County Schools is used at Somerset Academy Central Miramar. Each month focuses on a specific core character trait. Teachers should incorporate lessons of the monthly character trait and should offer opportunities for students to demonstrate these traits daily. One student in each homeroom will be recognized monthly for being the most successful in exemplifying the monthly character trait; this is done at the Warrior of the Month ceremony. Each homeroom teacher will be required to write up a description of why the particular student won this award.

## **CHILD ABUSE**

To comply with appropriate Florida law which makes it mandatory to report child abuse, and/or neglect, any teacher or other school employee who knows or has reasonable cause to suspect that a child has been subject to abuse or neglect, shall immediately report such knowledge or suspicion to the Principal so that they are fully informed and is responsible for what happens at the school. This discussion will be followed up by contacting the Department of Children and Families at the statewide toll-free hotline: 1-800-96-ABUSE.

In Broward County, the Department of Children and Families (DCF) does not investigate reports of suspected child maltreatment. The Florida legislature has given that responsibility to the Broward Sheriff's Office (BSO). Child abuse reports in Broward County are investigated by the BSO Child Protective Investigations Section (CPIS).

Florida law, F.S.39.201 (1) (a), requires "Any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, as defined in this chapter, shall report such knowledge or suspicion..."

Additionally, this law states that "Reporters in the following occupation categories are required to provide their names to the hotline staff: ... 4. School teacher or other school official or personnel...The names of reporters shall be entered into the record of the report, but shall be confidential..."

It is very important that you report your suspicions. According to F.S.39.205 (1), "A person who is required to report...and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is guilty of a misdemeanor of the first degree..." which could result in imprisonment of up to one year and fine of up to \$1,000.00.

## CLEANLINESS RESPONSIBILITIES

A clean school is a happy school! A neat appearance not only makes for a good impression of our school, but it also works to promote safety and organization in our day to day operations. Keeping a neat and well-maintained classroom and building also helps to promote the longevity of our furniture, equipment, and supplies. In addition, your classroom exudes your level of competence and professionalism. A parent visiting your classroom will feel much more at ease leaving his/her child in your care if you exhibit organization and cleanliness. Additionally, cleanliness and organization will reduce the chances of a parent or student seeing confidential information and of losing important documentation.

### General Responsibilities:

- Each teacher is required to take care of any books, furniture, and other materials distributed to him/her. These are all school property. Please treat these items as you would if you were visiting and staying at a friend's home. *When applying stickers with student names or labels on them to the classroom furniture, please use contact paper instead of applying the sticker directly. This will prevent sticker residue from building up and damaging the furniture once it is removed. You are responsible for removing any sticky residue left on surfaces upon which you applied a sticky product.*
- Keep the appearance of your classroom clean.
- Walls should not have excessive pencil marks, writing or graffiti. If you see this in your classroom, require your students to be accountable. Additionally, you are required to notify maintenance staff immediately so that marks can be removed before they become excessive.
- Do not put scotch tape on dry-erase boards, storage cabinets, doors, or windows unless you plan to remove 100% of the tape and residue remaining.
- Keep aisles, doorways, and walkways clear and free of debris. *Note that this is a fire and safety hazard when not clear.*
- Anything stacked on top of a cabinet must be stacked neatly and have no probability of falling. A gap of 18 inches from the ceiling must remain intact. *This is a fire and safety inspection requirement.*
- Do not leave trash or broken furniture outside of your classroom.
- Do not leave equipment on the playground.
- Do not allow your class to leave trash in the hallways, on the playground, in the carpool lane, in the library, or anywhere else in the building. There are ample trash receptacles throughout the building.
- Do not leave the cafeteria or your classroom (at the end of the day) without making sure your students have picked up the trash left on the floor.
- Assign a specific space for lunch boxes and backpacks to keep aisles clear.
- Keep books organized on bookshelves.
- Keep bookshelves free of clutter.
- Keep storage closet doors closed whenever possible to maintain a safe and neat appearance.
- Keep classroom desks in neat, aligned rows, U's or clusters.
- If using the copier, throw away papers when completed and remember to remove the original from the copying glass or tray.
- If your trash can is overflowing, notify the office that you need a custodian.
- NEVER leave chairs on the playground, in hallways, or anywhere else except in the classroom.
- Ask students to clean inside of desks as needed.
- If a major mess occurs (paint on the floor, vomit, etc.) call the office to send custodial and maintenance staff immediately.
- Be sure things on the walls are hung evenly and secured properly. Posters and student work should not be hanging lopsided on the walls. (Note: graded papers may never be displayed.)

- All carpets must be clean, in good condition, aesthetically appealing, and appropriately fire rated.
- Allow enough room for students to walk between desks and for them to push out chairs.
- Promethean Boards should not be cleaned. Do not use the dry erase fluid on these boards as it wears down the electro-magnetic field. If you need to clean it at any time, please notify an administrator.
- Use thick layers of newspapers on surfaces if you are doing a messy project, such as painting or paper mache. Please note that any paint that stains surfaces will be your responsibility to clean and get back to original condition.
- Avoid placing food, drinks, or eating utensils on your desk, near computers and by other equipment and materials.

#### Other issues related to cleanliness, maintenance and safety:

- Keep your classroom key secure. At times, lock changes are necessary when keys are lost. Avoid giving room keys to students or parents as neither should be alone in the classroom at any time for reasons related to safety and confidentiality.
- Report any lost or severely damaged items to administration in writing as soon as possible.
- Adhere to fire code by making sure that no more than 20% of your wall space taken up by paper. More than this is considered a fire hazard and the school will be cited. (Note: Fireproof bulletin board paper may be purchased at your own expense. In this case, you may put more than 20% paper on your walls).
- If a student breaks something in your room of value, notify an administrator immediately.
- If something in your room needs repaired, complete a Maintenance Request Form as soon as possible.
- If you notice or are informed of a situation that needs addressed (i.e., a student tells you that the bathrooms are out of paper towels or rain is making the entrance doors wet and slippery), please notify the office and/or maintenance or custodial staff immediately to prevent an accident or any other incident. This includes graffiti on bathroom walls.
- If you feel that your room is not being cleaned thoroughly, please notify the designated administrator with the specifics via email.
- Doors should be locked at all times daily. However, they should not be locked during a fire drill.

#### End of Day Responsibilities:

- Before leaving each day, be sure students stack classroom chairs 5 high or place on top of desk.
- Before leaving each day, be sure students pick up any large debris off of the floor and papers off desks.
- Be sure sinks and tabletops are clean and free of any materials (including books and papers).

#### Lunch time Responsibilities:

- In the cafeteria, be sure students wipe down tables and throw away all trash. The floor underneath where they are sitting must be cleaned whether the trash was placed there by them or not.

Throughout the year, you may encounter other situations where you need specific repairs or other maintenance done in your classroom. You may also need custodial support beyond the routine daily cleaning. In these cases, please complete the appropriate form so that we are able to make arrangements for you to receive the support you need. When completing these forms, please be sure to indicate if this is an urgent situation that could affect safety.

## **COMMITTEES / PROFESSIONAL LEARNING COMMUNITIES**

All of our teachers are required to sit on PLC committee to help our school to be the best that it can be. Teachers will be assigned to committees by administration. Committees are capped at a certain amount of teachers and are assigned on



an as-needed basis. Committees meet at least once per month and are expected to identify and accomplish goals over the course of the school year.

## COMPUTERS, MAILBOXES, AND EMAIL

It is non-negotiable that both email and mailboxes be checked each day upon arrival and before leaving. Important information and communication is distributed through these mediums. We realize that everyone is not in the habit of checking email or mailboxes daily, but it is important to make this a habit to stay abreast of school events and important information that could impact your ability to do your job effectively. Email is available through remote access so it can always be checked at home, as well.

**It is a non-negotiable that parent emails or phone calls are replied to within 24 hours or sooner** if need be. If you are absent, phone calls and/or emails should be replied to immediately upon your return or, if urgent, should be forwarded to a team leader or administrator for immediate attention. Emails from administration range from reminders about upcoming events to information explaining policies or procedures for day to day operations. They can also detail a concern about a student. Mailboxes will hold your phone messages and other personal information. Students should not be sent to get mail for staff since important, confidential or formal documents are often placed in mailboxes.

**Email should not be used for personal communication or shopping.** This is not only a violation of our school policies; but more importantly, it takes away from the instructional time and assistance that your students deserve. Please note that we do have a network program that can allow us to see what is being done on all computers at all times. We are able to notify you electronically with a live message if we see such behaviors occurring. We ask in advance that you respect this policy during work hours so that we do not have to address the issue with you in a more formal manner.

If you wish to install special programs on your computer or need assistance with a problem, you must notify our IT specialist in writing. Please use the appropriate form. Our IT specialist will check to be sure that programs installed are compatible and virus-free, and he will ensure we are not violating any copyright laws. It is a non-negotiable that IT personnel be notified immediately in writing if email or laptops are not working, if any computer is damaged, or if internet problems are occurring. Not having these things up and running will impede your ability to do your job; therefore, it is unacceptable to let excessive time go by without notifying someone of the problem.

Please take care of your computers and printers. Avoid eating or drinking near it and keep it as clean as possible. Please be conscientious and make sure that printers are free of pencils, paperclips, pen caps, etc. These break the equipment. Also, please do your best to avoid navigating through sites or opening emails that may increase your risk for viruses. We realize that using your computer is an important and essential part of your job, but do your best not to go to unsecured sites, especially if looking for things that are not job-related. Additionally, consider reevaluating your time management practices if you notice that you are spending more time behind your computer than you are circulating and interacting with your students. Any equipment that is irreparable as a result of your negligence may become your financial burden so that the equipment can be replaced.

**Laptop Issuance:** Most teachers will receive a laptop computer. You will be required to sign out your laptop and treat it with care. It must be returned in the same condition in which it was given. **If you break, damage, or lose your laptop, you will be responsible for costs incurred for the repair or replacement of it.** Additionally, inappropriate web-surfing and downloads should not be done on this computer; it is a school computer, not a personal one. Please use it appropriately to avoid viruses or any other negative occurrence.

**Logging on to your email account:** All staff will be issued a Microsoft Outlook email account. It will be your first initial and last name, followed by “@somersetcentral.org.” For instance, if your name is Jane Smith, your email address would be [jsmith@somersetcentral.org](mailto:jsmith@somersetcentral.org). Email can be accessed through your personal computer via Outlook or from any other computer by logging on to <http://mail.somersetcentral.org>. You will be asked to enter your log in and password. This can be obtained from our HR staff or IT staff if you cannot remember it. When it is issued to you, please keep it in a safe place.

## **CONFIDENTIALITY**

We take confidentiality very seriously. Under no circumstances are we to give out the personal information of another student or family unless written permission has been given to the teacher or administration to do so. Confidentiality also includes not allowing parents or other students to file, grade, display or handle papers with student personal information on them. Graded work is not permitted to be posted with grades in visibly noted; it should be written on the back or attached to a separate form or rubric.

Parents should not be privy at any time to school-business being discussed in a closed forum. Unless positive, judgmental opinions related to the school, its policies and procedures, its events, its students and/or its faculty, among other things, should never be shared with parents or community members. If you are both a parent and a staff member, you are expected to keep the same level of discretion as faculty members without children. Be sure to be conscientious about any topics you may discuss within the earshot of your children. Also, please be sure that your children are not present during meetings or conference.

## **CONFLICT OF INTEREST**

Somerset Academy has a clear Conflict of Interest policy. Under this umbrella, it is important to remember that during contracted hours, you are a staff member first and a parent second. Under no circumstances should you address personal issues while you are contracted to carry out school-related duties. Additionally, your child should never be in your classroom during contracted hours unless this has been approved by an administrator due to an extenuating circumstance.

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# **D**

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## **DISCIPLINE**

All students are required to sign and return page 3 of the Student Code of Conduct. Our students must abide by the Broward County Code of Student Conduct and the Somerset Code of Behavior. Somerset Central Miramar also has a specific Discipline Plan which outlines actions and consequences as well as behavioral expectations. We are required to apply the Broward County Discipline Matrix, as well, when infractions occur. Please refer to these documents if you have questions about our school’s discipline guidelines.

If you have any concerns about how a discipline incident must be handled or has been handled, please speak directly to an administrator about the incident. It is important that, in such cases, the behavior incident not be discussed with colleagues to ensure there is not a breach of confidentiality or other negative reaction that could create division amongst colleagues.

Most discipline issues should be handled within your classroom. Please be sure you have a classroom management system in place that will consistently be utilized to ensure student discipline. Choices you have include verbal warnings, loss of privileges, teacher time-outs, teacher detentions, student conferences, conflict resolution sessions, and notes and phone calls to parents. We strongly discourage giving additional assignments and extra homework as a punishment for misconduct. If you are using this as a method of punishment, we will likely sit down with you to outline alternative strategies that would be more fruitful. Please ensure that the "punishment" fits the "crime" so to speak.

Students who misbehave in any way are not permitted to miss recess time. As per the new district recess policy, students must walk in a rectangle or in a straight line without talking to classmates as the consequence so that they are still getting exercise during recreation time. Please keep in mind that each time you send a child to an administrator for a minor behavior incident, you are sending a message that you can't handle the child so you are sending him/her to someone who can.

**Please refrain from sending a child to administration unless one of the following occurs:**

- Bullying
- Theft
- Vandalism
- Battery/Physical fight
- Profanity
- Drugs or weapons involvement
- Threat of harm
- Extreme disrespect toward others
- Inappropriate sexual behavior
- Repeated, documented misconduct

If you do send a child to administration, he/she must be accompanied by a teacher, assistant, or security staff member, not another student. Each child must be sent to the office with a Behavior Referral Form completely filled out with details of the behavior infraction warranting the referral. Please use appropriate verbiage and write a detailed description whenever completing these forms. *Never list the names of related-party students on this form.* Also, these must be written in black or blue ink. Possible consequences may be an Administrative Detention, a Saturday Detention, an in-school or out-of-school Suspension, restitution, or a referral for a Child Study with the ESE department.

**Threat Assessments:** If a student makes a threat to harm himself or others, a Threat Assessment is required. Please notify the office immediately if you feel that this may be a serious threat. Please use your judgment, however. For instance, if students are eating and one student spills milk on another, you might hear the words "I am going to kill you!" Please use your discretion to determine if the threat is real or if this is something you can mediate through a student conference or a conflict resolution conversation.

**Silence Hurts**

While we don't want to encourage students to become "tattle-tales," we do want students to talk to us about issues and concerns. We want to be told where behavior incidents are occurring, when, and by whom. We also want to be told when a student is upset or depressed or using drugs or engaging in sexual behavior. We need our students to know they can trust us and talk to us. In turn, they also need to know that we are going to help. Help may be in just listening or it may be through offering advice. Please be sure that any advice given is in compliance with school policies and the Code of Ethics and Professional Conduct. In our office we have a box labeled "Silence Hurts." Please be sure to make students aware of this box so that they can place signed or anonymous notes inside if they want to inform us about something or if they just want someone to talk to about anything at all.

**Classroom Management Do's**

- Do use nonverbal cues and close proximity to students to redirect misbehavior and to avoid interruptions to your lesson.
- Do speak privately to students about behavior concerns.
- Do involve and notify parents. You will be more successful with their reinforcement of behavior expectations at home.
- Do develop a system for behavior management. Be sure it is realistic and can be carried out in an efficient and effective manner. Pick ONE and stick with it.
- Do be clear regarding rules and expectations.
- Do select one method to carry out classroom routines and stick to it.
- Do greet your students by name, at your door, and with a smile each morning to start the day off right and to evaluate each child's demeanor from the start.
- Do be consistent and a man or woman of your word. If you say you are going to do it, do it. If it applies to one, it generally applies to all (pending extreme AND unexpected circumstances)
- Do teach the required character education lessons weekly during social studies.
- Do contact team leaders, guidance, ESE services and administration for assistance when needed.
- Do follow the 3 C's: Consistency, Clarity, and Caring
- Do emphasize our school rule: "Do the Right Thing!"
- Do work toward win-win situations.
- Do treat student equally and fairly.
- Do show students they can trust you.
- Do give students an opportunity to explain.

### **Classroom Management Don'ts**

- Don't threaten or curse at students.
- Don't scream at students. (Hint: The quieter you speak, the quieter students have to become to hear you).
- Don't ever use embarrassment as a method of behavior modification.
- Don't be unreasonable.
- Don't avoid calling a parent because you are uncomfortable discussing an incident. Seek assistance from team leaders or administrators if necessary.
- Don't try to argue with an irate parent or child. Use a calm approach to rectify the situation.
- Don't ever hit or forcefully touch a child in any way that may cause harm, threaten harm, or make him/her uncomfortable.
- Don't ever be alone in a room with any child.
- Don't ever use profanity or a hostile tone toward or in the presence of children.
- Don't switch behavior management systems continuously throughout the year. This confuses both students and parents. If you develop one, stick with it!
- Don't punish an entire class repeatedly for the mistakes of a few.
- Don't use detention as a threat and do not over-use detention as a consequence. It should only be used for severe punishment.

### **DOCUMENT DISTRIBUTION (School-wide)**

At no time should any school-wide letter, notice, or flier be distributed or sent home with students unless it has been initialed by an administrator. Unauthorized distribution of written materials is grounds for formal disciplinary consequences. Parents inquiring about sending fliers home to promote their businesses should be directed to contact our Community Relations Facilitator. If you are sending home documents, please do your best to be sure they are free of spelling, grammar and/or typographical errors. If you see a school-wide document that does have an error, please let us know.

## **DROP OFF AND DISMISSAL**

### **Morning Drop Off**

- Please notify the office if students are dropped off more than 15 minutes before the start of the school day so that students can be escorted to Morning Care and billed accordingly.
- Teachers must be in their classroom doorways to greet students during all class change times, as well.
- Teacher assistants and designated support staff should wait outside to greet students in the mornings and to monitor students walking into the building to be sure they get to their classrooms safely.
- EVERYONE has a role and must be at his or her designated morning post on time.
- Teachers should be waiting in their doorways to greet students every morning and to assist in monitoring safety and behavior in the hallways. (Teachers in back rooms, supervise accordingly)
- To maintain adequate student supervision and confidentiality, all conferences or parent meetings must end 15 minutes before the start of the instructional day.
- Parents may walk students to the south side “walker” entrance area, but may not enter unless there is a legitimate reason (i.e., a scheduled meeting with principal or ESE specialist or a field trip, for example). Generally, parents will not be allowed to enter the building or classroom during this time for their safety and for student safety and security. Only if parents have a Visitor’s Pass from the office will they be allowed to enter the school building. Please gently and kindly uphold this school policy as it is part of our S.A.F.E. school plan.
- **Exception: All PK, Kindergarten and First grade parents may enter the building and proceed to classroom doorways for the first week of school. (View assigned instructions on this exception during Preplanning Week)**

### **Afternoon Dismissal**

- All staff in all grade levels must escort students to buses and carpool and/or be at their designated afternoon posts on time.
- Please follow the routes and assignments established.
- Parents must wait outside during dismissal at our campus. Parents may not enter the building until dismissal is over. This applies if they are making a payment or have a scheduled conference. When dismissal ends, they must then report directly to the office to get a Visitor’s Pass. **Parents may enter only in between dismissal periods and not during them.**
- Conferences should be scheduled appropriately and never during dismissal times when you are required to be at your afternoon post.
- The Carpool Line is a “no fly zone” for parents. That means that parents may not, AT ANY TIME, walk through the carpool line to find or retrieve their child. We expect ALL STAFF to STRICTLY enforce this policy. No exceptions!
- Please keep students under control at all times during dismissal for safety. Students must remain calm and should not be running around onto the road or hitting others with lunch boxes, backpacks, etc. Our students are everyone’s responsibility. Let’s manage this as a team.
- Snacks are not permitted to be eaten in the carpool lane or in the walker area inside of the building.
- Elementary students who are registered for Sibling Care or Aftercare must be escorted all the way to the cafeteria.
- Students who ride the bus should be reminded of safety rules. These include remaining in the designated area and refraining from excessive moving around and horseplay.

- Children not picked on time must be walked to the office area. Teachers must wait with these students until they are picked up.
- Direct all visitors to the office, even if you know them, to get a visitor's pass.
- Visitors may not enter from the east and west doors at any time except by students, faculty and emergency personnel. Otherwise, the main entrance must be used for all parents and visitors.

**The law requires that all teachers have a chart posted in their classroom that lists how students get home each day: Bus, Carpool, Walkers, and Sibling Care/Aftercare. Please have this posted in your classroom. We will be audited on this.**

### **Staff Children**

Staff members that have children enrolled in the school may not have children with them between 7:30 a.m. – 3:30 p.m. These are considered “work hours” and your full attention on your work responsibilities is expected. This includes during planning times, tutoring, during drop off and dismissal times, during meetings and during the school day. For your convenience, we have arranged for your children to be supervised free of charge in morning and afternoon through the before and after care program. In addition, free supervision will be arranged on days when after school meetings and events require your attendance. You must personally sign out your child from after care daily; your child may not leave unsupervised to come to you. Staff children are not permitted to wander around the building at any time unsupervised; they must remain under your supervision at all times. If you would like for your child to participate in aftercare beyond 3:30 p.m., please make the necessary arrangements with the after care staff.

## **DIFFERENTIATED INSTRUCTION**

It is the philosophy of Somerset that all students learn in different ways and at different paces. Therefore, it is the responsibility of every teacher to differentiate the instruction that all student receive and to document this regularly. Training will be provided so that each teacher knows how to correctly and effectively differentiate instruction for all learners in all subject areas. Small group instruction and rotating group configurations should be documented and ever-changing based on your most recent academic data.

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## **EMERGENCY LESSON PLANS**

Every teacher is expected to supply the front office with a COMPLETE set of week-long Emergency Lesson Plans. These plans should include EVERYTHING a sub would need to run your class for a complete day, from drop off to pick up. (Please see the Lesson Plan section for what needs to be included). Your emergency lesson plans do not necessarily need to follow what is being taught, but rather should cover a complete week of teaching and class work. In the event that you are absent for an extended period of time, we will consult with your team leader or Department Chair to ensure student learning goes on uninterrupted and as outlined in our Curriculum Maps to ensure students are adequately prepared to demonstrate mastery of the Sunshine State Standards on grade level.

## EMERGENCY PROCEDURES AND SAFETY

During emergency situations, all teachers must be prepared. Carefully review the S.A.F.E. Plan aka the Special Incident Response Plan; it contains the codes and procedures for special incidents response actions (i.e., bomb threats, etc.). Doors must be locked daily **EXCEPT** during fire drills.

### **Below are the guidelines for Fire and Tornado Drills.**

#### **Fire Drills:**

1. Line up immediately upon hearing the fire alarm.
2. Leave door unlocked.
3. Escort your class outside to the designated area based on fire evacuation map posted by door. If an assistant or substitute teacher is in the classroom, he/she should have clear instructions from you to assist with carrying out these procedures.
4. Evacuate from wherever you are and meet your class outside.
5. Always take your grade book/attendance book and red Emergency folder with you. Keep this accessible in the event that a substitute teacher is in your classroom. Be sure student helpers know to remind the sub to take the red folder and that they know where it is.
6. Supervise and assist in the evacuation of physically disabled students.
7. Be sure your students leave the building calmly and safely through close supervision.
8. Once safely outside, account for all students and immediately report any missing students to security and to the school official in charge.
9. Hold up your green card if all students are accounted for. Hold up your red card if you any student cannot be accounted for. (Be sure that these cards are in your emergency folder and have your name and room number clearly and largely printed in black marker.)
10. Wait quietly with class until the "all clear" is given and it is safe to return to your classroom.

#### **Tornado Drills:**

Once hearing the Tornado Drill announcement over the intercom, proceed by...

1. Calmly asking students to get under desks or against the wall - away from doors and windows whenever possible.
2. Ask students to sit on their knees and put their heads toward the ground. Students should put their bottoms in the air and use their hands to cover their heads.
3. Any students seated near the window should be moved away from that area. He/she can get under a heavy object/piece of furniture and assume the safety position with the rest of the class.
4. Wait quietly with class until the "all clear" is given and it is safe to continue with your daily routines

**S.A.F.E. Plan:** Read and review the annually updated school S.A.F.E. Plan so that you are "in the know" about how to handle all emergencies. Keep Emergency Codes stickers on the back of your ID at all times and keep a copy of the emergency codes procedures in your red Emergency folder.

## ENTERING AND EXITING THE BUILDING

In an effort to alleviate the congestion in our buildings please use common sense and class control when participating in an evacuation drill. Please follow the directed route which is drawn on the emergency evacuation diagram posted at every exit in each classroom/building.

Please see requirements for entering and exiting the building under the Drop Off and Dismissal section. For safety, well-supervised lines and exit procedures, as well as well-supervised hallways, should be adhered to during school hours.

## ESOL (English to Speakers of Other Languages)

ELL Requirements: Besides using and documenting the ESOL strategies in lesson plans, each teacher at Somerset Academy Central Miramar is required to comply with ESOL/ELL training and timelines as set forth in the guidelines below. Information on completing the ESOL Endorsement requirements can be obtained from our ELL Coordinator, our In-service Facilitator, or from any administrator.

CATEGORY I	CATEGORY II	CATEGORY III	CATEGORY IV
Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading <sup>3</sup>	Social Studies, Mathematics, Science and Computer Literacy	All other subjects not included in Categories I or II	School Administrators <sup>2</sup> AND Guidance Counselors
REQUIREMENTS			
ESOL Endorsement: 15 semester hours or 300 in-service credit points <sup>1</sup>  Or K – 12 ESOL Coverage: Bachelor's or Master's Degree in TESOL and Basic Subject Area Coverage  Or K – 12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/points in ESOL	3 semester hours or 60 in-service credit points	3 semester credit hours or 18 in-service credit points	3 semester hours or 60 inservice credit points.
TIMELINES			
Experienced Teacher:	Experienced Teacher:	Experienced Teacher:	Hires Prior to September 5, 2003
6 years or more allowed for completion of ESOL Endorsement.  3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test.	1 year to complete	1 year to complete	3 years to complete from September 5, 2003
Beginning Teacher:	Beginning Teacher:	Beginning Teacher:	Hires After September 5, 2003
Same as above for experienced teachers	2 years to complete	2 years to complete	3 years to complete from date hired as school administrator or guidance counselor.

Notes per chart above:<sup>1</sup> For ESOL Endorsement only - 3 semester hours or 60 in-service credit points within two years after the teacher first becomes responsible for the Language Arts instruction of a LEP student. 3 semester hours or 60 in-service credit points each subsequent year that the teacher continues to be responsible for the Language Arts instruction of a LEP student, until a total of 15 semester hours or 300 in-service credit points have been earned. <sup>2</sup> All other administrators (district-level) are required to receive training in the terms of the Consent Decree, Cross-Cultural communications and delivery of comprehensible instruction. However, no specific number of in-service points or hours are required. <sup>3</sup> As described in K12 Memo 2006-121, Reading Endorsement for Teachers of Developmental Language Arts Courses in Grade 6-12 and as noted in the Florida Course Code Directory, teachers assigned to teach Developmental Language Arts or Reading to English language learners (ELL) are required to obtain the ESOL Endorsement. It is also important to note that teachers assigned to teach Developmental Language Arts as an alternative to Intensive Reading are required to obtain the Reading Endorsement by beginning of the 2007-08 school year.



**ESOL In-service or Coursework must include all of the following areas:**

- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Cross-cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics

**Recertification Flexibilities**

ESOL in-service credit points and/or ESOL College credits count as in-field for recertification of any coverage

**Banking of ESOL Points**

Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent renewal periods.

**EVALUATIONS**

While this is outlined in detail in your Staff Handbook, we would like to reiterate a few important points. We do our best to address situations verbally before having to move forward with written disciplinary procedures. We always hope that conflicts can be solved through clear communication. However, in the event that an employee violates any of our school policies or exhibits behavior that warrants written disciplinary action, HR and school administration will meet with that employee to discuss and document the problem, and if appropriate, attempt to remediate the situation. ADP Total Source is informed when such incidents occur. Please use professionalism and common sense, as well as the guidelines we have included in this manual and in our ADP Handbook as tools to avoid situations where disciplinary procedures may have to occur.

Some common behaviors that warrant disciplinary action include these:

- Repeated absences or tardiness to the classroom or at meetings
- Failure to follow school procedures when using personal or sick time
- Inappropriate verbiage toward students
- Gross misconduct (i.e., smoking, drinking alcohol on school grounds)
- Insubordination or disrespect to colleagues or supervisors
- Failing to follow sign in/sign out procedures and times
- Handling money inappropriately
- Dressing inappropriately
- Conducting actions that would damage the school's reputation and/or student safety
- Failure to complete job requirements effectively

***Please remember that you must get administrative approval and sign out in the sign out log any time you will be leaving campus.***

**Evaluations**

You will be evaluated throughout the school year as follows:

- Support staff: One to two times yearly
- Instructional Support Staff: Two times yearly
- New Educators: Four times yearly
- Teachers with 3 or more years of experience: Two times yearly
- Teachers exhibiting difficulties: As needed

\*All teachers will be observed via Classroom Walk-through continuously throughout the year.

\*\*Self-evaluations and personal goals will be completed yearly, as well, by all staff.

Teachers should have records of the following available daily in their classrooms for any observation, scheduled or otherwise:

- Lesson plans
- Student grades
- Attendance information
- Student Portfolios

Formal teacher observations will be conducted as follows:

1. Evaluator enters. (Please do not acknowledge the evaluator but rather continue teaching as normal.)
2. Evaluator reviews lesson plans and the board in order to identify lesson objective.
3. Observation commences typically for 20 to 30 minutes but possibly longer if the evaluator desires.
  - During this time, continue to teach as usual - as if the observer is not present.
  - Remember that the observer will be looking for the following:
    - \***Your objective to be written on the board**
    - \*Engaged and “on-task” student behavior
    - \*Your instructional strategies, assessment techniques and behavior modification methods.
    - \*Circulation and assistance to students
    - \*Your ability to meet the needs of various learning styles and ability levels.
  - It is natural to be anxious during an observation. Please try your best to relax and remember that this is a time to identify your strengths and to help you improve and/or expand upon your skills – not to demean you.
4. Your evaluator will call you to review your evaluation after an observation has been conducted.

PLEASE KEEP YOUR BLINDS OPEN AT ALL TIMES UNLESS YOU ARE TESTING. If you are testing, please put a sign on the door indicating this. Thank you!

Evaluation forms will be shared with staff in advance and any staff questions should be asked prior to the evaluation.

**Note: As part of your overall evaluation, we also look for behavior that is exhibited outside the classroom. This includes punctuality, professionalism, ability to work cooperatively with others, attitude, adherence to the dress code, and attendance at meetings to name a few.**

**The FPMS and the Somerset approved MAP plan are both used to evaluate teachers along with a variety of other evaluation forms that we feel might assist both us and you. Evaluations may or may not be announced. If you have any questions about evaluations, please don't hesitate to contact us.**

## **EXTRACURRICULAR ACTIVITIES**

Numerous extracurricular activities occur throughout the year. Besides after care, tutoring and fee-based programs such as dance and karate, Middle/High school Athletics and After-school Clubs are among them. If you are a coach, a club sponsor or have students who participate in these programs, please work cooperatively with the activity's supervisory staff to ensure that all monies and forms are properly collected and handled and all academic requirements are met.

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## FACEBOOK AND INSTAGRAM

A professional separation must be maintained at all times. Technology has a big impact on that in this day and age. Please ensure that any of your personal internet pages have privacy settings intact in order to ensure students or others who are not your “friends” are not able to view the personal details of your life which may not always be appropriate for a public forum, especially among children. Furthermore, please do not accept “friend requests” from your students. This creates a situation in which your professional relationship becomes more personal and this “friendship” increases the chances of an inappropriate exchange occurring. It is more prudent to simply ignore any such requests and, if necessary, ensure your students are aware of your position on this.

Staff members should be conscientious about sending friend requests to other colleagues, as well. Unless you are sure that this type of invitation will be welcomed, it is advisable to refrain from sending such requests. These requests can make others feel uncomfortable. Please focus on maintaining a professional separation in your relationships with colleagues by minimizing these types of requests. Additionally, it is important not to send these requests to supervisors for the same reasons.

## FACULTY LOUNGE

The faculty lounge is an area to be used to eat or plan during scheduled break times. Be sure to adhere to your break schedule to avoid abusing your time in the faculty lounge. At times, we have to use the Faculty Lounge for unexpected things. When this occurs, we will post a sign on the door, and you may use the kitchen area in the main office. Students may NEVER enter the Faculty Lounge to use the vending machine or get something for the teacher. Staff children are also not permitted in the teacher’s lounge either.

Please keep in mind that Faculty Lounges are notorious places for “negative conversation.” Let’s break that stereotype by keeping this place a positive place, free from gripe session and gossip. Remember that students, staff and parents may be in the rooms next to you, so be conscientious about what you say and how loud you say it. Furthermore, please note that conversations about students, staff or parents should not occur while in the lounge since colleagues who should not be privy to such information may overhear what you are saying.

Please keep the Faculty Lounge clean. If you spill, wipe up. Push in your chair. Wipe up any crumbs. Notify the custodial staff if there is an odd smell, an overflowing trash can or any other mess. Clean your items out of the refrigerator daily. In general, be a team player and considerate of others by picking up after yourself and keeping this area clean to avoid bugs and other ill effects.

## FIELD TRIPS

The very first step in planning a field trip is to know how the trip will be funded. If it is a student funded trip, you will need to estimate how much each child will be asked to pay to cover admission and transportation. Always make sure sufficient funds are collected to cover both costs.

*Under no circumstances should a teacher order his or her own transportation.* This will be the job of an Activities Team Member or an administrator only.

It is of utmost importance that each child has Student Accident Insurance. Documentation of this is required in order to attend any field trip.

After you have the information listed above, the next step is to complete a field trip package, which can be found in the Activity Director's office. A field trip package consists of the following:

1. Field Trip Permission Request Form
2. Somerset Academy Requisition Form for Bus Transportation
3. Student Accident Insurance Information Form
4. Parent Permission Form - Field Trip
5. Field Trip Attendance Roster
6. Field Trip Lunch Request Form
7. Student Refund Information Form

The Field Trip Permission Request form and the Field Trip Roster must be completed and turned in to the Activities Director for approval. The treasurer will maintain a cumulative log of monies collected from each class. If the amount collected is less than the amount required to cover the field trip costs, a check will not be issued, and the buses will be held up. Again, please make sure that you collect enough money from each student to cover all charges.

For any student who is unable to pay for a field trip, that student's parent or teacher may request financial assistance. A special fund has been established to provide such services; however, requests must be made in a timely manner to allow for the proper collection of monies and assigned deadlines.

A Parent Permission form must be completed for each child. Once the students return these forms, the teachers are to take them on the trip. Once you return to the school, these permission forms must be kept on file until the end of the school year for legal and auditing purposes.

A Field Trip Lunch Request form **MUST** also be completed and turned in to the cafeteria manager and to the Activities Director so that they can prepare lunches for the students on free or reduced lunch. This must be done a minimum of one week in advance of the field trip date.

Parents are always welcomed and invited to attend school field trips; however, parents should be informed when buses and field trip locations have a limited capacity (i.e., theatre seats); in these circumstances parent attendance will be predetermined based on available capacity. **Under no circumstances may a parent transport their child, or any other student to a field trip location.** If any parent wishes to excuse their child from school following a field trip, he/she must sign their child out with the Activities Director at the end of the trip by using the Early Dismissal Sign-Out Log. These requests must be made and approved at least 24 hours in advance.

Final checks for transportation and location entrance will be written a minimum of 48 hours before a field trip. Therefore, a total student count must be completed by each classroom teacher and must be brought to the Activities Director 48 hours prior to the field trip so the check can be written accurately. Any child who wishes to attend after that point must get authorization from the Activities Director and must bring cash to pay individually on the day of the field trip.

Once you have returned from the field trip, please submit a Student Refund Information form to the Activities Director. On this form, you will need to list all students who paid for the trip but were absent. A refund, if no charges were incurred for the absent student, will be provided for those students.

Please remember that when preparing for any field trip, you should do the following:

- Prepare activities for your students who are not attending.
- Prepare and bring your classroom attendance roster.
- Prepare and bring any Emergency Information and items needed for your students.

- **Spirit Shirt must be worn for safety and identification by your students and parents.**

Please note that staff members are required to attend field trips over the course of the year as dictated by administrators. This may, on occasion, involve an out of town field trip. We do expect for arrangements to be made in the event that you are required to attend an out of town field trip that may involve early or late hours.

Staff members are also required to submit any and all paperwork on time as required by the Activities Director. It should be submitted for each student and/or classroom in its entirety. Incomplete paperwork poses a legal and safety situation for both the student, the school and even you. Failure to be thorough in reviewing and providing any required field trip documentation may result in disciplinary action. For everyone's best interest, please be diligent and timely when your assistance is needed with field trips.

## **FOOD SERVICES CAFETERIA PROCEDURES**

Prices and menus are distributed monthly. The Cafeteria Manager should be seen regarding any concerns related to food, beverages, student lunch accounts and outstanding fees.

### **Free AND Reduced Meals**

All families may apply for free/reduced lunch. All students will be sent a form on the first day of school. Please notify the office if you need a form in a language other than English. Additional forms are available in the office. Students who qualify for free or reduced meals must report to the cafeteria to pick up their breakfast and lunch daily - even during field trips and even if they don't want it. If you are having a class pizza party or going on a field trip, this rule still applies. Again, even if the child does not want the school breakfast or lunch, send him/her to retrieve it. He/she then has the right to discard it. *If at any time this policy changes with regard to a new school lunch program, you will be informed in writing.*

At any time, teachers may allow students to eat in classrooms. This is at the teacher's discretion; however, students must still be given an opportunity to purchase lunch. Teachers cannot be alone with students at any time.

Since lunch is only 30 minutes in length, teachers may NOT leave campus during lunch time without an administrator's approval. Teachers must request to leave if there is an emergency or extreme need and must sign out and sign in again upon returning.

### **Ordering AND Paying**

Children who prepay lunch are encouraged to bring money monthly in an envelope on the first day of the month during breakfast. The child's name and teacher's name should be on the envelope. If a check is given, the child's name and lunch number must be written on it, and the checks should be made out to Somerset Academy Central Miramar. This envelope should be given to the lunch cashier during breakfast or Morning Care hours.

Students will receive a student identification number to pay for lunch; they must memorize this number. Whenever possible, the supervising teacher assistants must carry a class roster with student lunch numbers to the cafeteria daily and be present to assist in giving those numbers to the cashier if a student forgets their number. This helps to keep the lunch line moving so we stay on schedule. Classroom teachers will assist with this during the first two weeks of school, as well. Students may not share this number with their peers.

Students wishing to have breakfast must arrive to the cafeteria at least 10 minutes before class. Students arriving without enough time to eat or students who have not finished eating will have to take their breakfast to class. Teachers will have to ensure that no more than 10 minutes is permitted for students to finish their breakfast.

Students must maintain ample funds in their lunch accounts. If a student is running low and you are notified, please be sure our receptionist is notified so that she can call the parent and remind them to replenish the funds in their child's account. You will also need to write a note in the student's planner. Students who fail to replenish their lunch accounts after 24 hours should be sent to the office to call their parent for lunch money. At that point, the school will provide an alternative lunch or pay for that child's lunch, and the cost will be applied to their school account. The money should be paid back within 24 hours.

### **Lunch Supervision**

Teachers must drop off and pick up students from the cafeteria ON TIME. This is imperative as being just a few minutes early or late has a domino effect; it can cause a long line to build up and can back up every class for the remaining lunch periods. After lunch, students will be lined up outside where teachers should be waiting. Please instruct your class to line up quietly daily and to wait *in line* for the teacher. Lunch boxes should not be swinging, noise should be nil, and hands should be kept to self. If this behavior is not followed, consequences must ensue. It is each teacher's responsibility to enforce this, and teachers will be required to eat with their classes if their students fail to comply with behavior expectations. Please be sure to drop off on time, as well.

Staff members assigned to be in the cafeteria must report there on time and stay at their post for the entirety of their assigned period of supervision. Everyone must help to be sure supervision in the cafeteria is adequate. Staff members in the cafeteria should be circulating as needed and assisting and/or redirecting students as needed. Please be aware that there may be times that teachers are expected to eat lunch with their students; this is done occasionally if there is a prevalence of absences or other special circumstances commencing during lunch times. In these cases, teachers will be required to comply and assist.

### **General Lunch Procedures and Expectations**

- Be sure that students enter and exit through the designated doors. This system is designed to avoid congestion and promote safety during lunch change times.
- Adhere strictly to your class's assigned tables. Tables will be dismissed one at a time to throw away trash. Each group will throw away their trays a few minutes early and line up to wait to be escorted back to class by the teacher. Students should remain seated in the same spot for the entirety of the lunch period.
- Sharing meals is discouraged. Certain families may be kosher or may be attempting to reduce sugar intake for their child; children may have food allergies of which we or they are unaware or be diabetic; and students may even be getting bullied to give up their food. Therefore, it is our policy to inform students that sharing lunches is not allowed.
- Encourage children to visit the restroom before or after your lunch period. Students are NOT permitted to use the bathroom during lunch unless it is an emergency.
- No child is to be out of his/her seat without permission for any reason. Students should remain seated at all times unless they are being dismissed, they have been given permission to get a drink of water or an eating utensil, or they are cleaning up a spill.
- Students may ONLY THROW OUT TRASH WHEN EXITING THE CAFETERIA WITH THE REST OF THE CLASS AT THE END OF THE LUNCH PERIOD. This will help to control behavior and minimize spills and accidents.
- Cafeteria workers and aides should be treated with courtesy and respect. We expect teachers to emphasize this frequently and to expect it from your students.
- *If you have a complaint regarding the service or food, please contact an administrator and follow-up by submitting your concern in writing.*
- Children are to walk - not run - in the cafeteria as well as everywhere in the building.
- Encourage students to talk in quiet voices in the cafeteria. If the noise level gets too loud, silent lunch will occur.
- Encourage good table manners. Coughing on others, staring, banging, kicking, food fighting or opening one's mouth while eating should be discouraged
- Encourage cleanliness from your students. Classes are not to leave the cafeteria until each child cleans up his/her own area (floor and table) from everything from bags to straw paper to food items.

**If your class establishes a pattern or receives multiple complaints of poor behavior or etiquette in the cafeteria, you will be required to eat with them.**

## **FAILURE NOTICES**

If a student is in danger of failing at anytime, an Academic Deficiency Notice must be sent home. A child may not be issued a failing grade if this notice was not sent home. It is also important to keep, in writing and signed by a parent, a notice or conference form clearly indicating the student is in danger of failing and what you are doing to provide assistance to that student. An attached Progress Monitoring Plan should also be sent home and a copy kept on file with a parent signature showing that they have receive and understand this plan.

## **FINANCIAL OBLIGATIONS**

Financial obligations are recorded any time a student and/or his/her family owes a financial or material debt to the school. Such obligations may stem from missing, overdue or damaged textbooks or library books, returned checks, athletic fees, restitution, late pick-up fees, etc. In such cases, students will be restricted from extracurricular activities, field trips, or even re-registration until the entire obligation has been satisfied or a payment plan has been established between the student's family and the school. Please be sure to report any financial obligations to the treasurer and be conscientious of this during re-registration and scheduled field trip days in particular.

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# G

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## **GRADING GUIDELINES**

### **Elementary K-2**

Somerset uses the following grading scale. It is mandatory that every teacher use the same scale. Teachers should enter the percentile, not the letter grade. The scale is as follows:

90-100	1
65-89	2
64-BELOW	3

### **Elementary 3-5**

Somerset uses the following grading scale. It is mandatory that every teacher use the same scale. Teachers should enter the percentile, not the letter grade. The scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
59-BELOW	F

## Middle/High School

Grading system used in the Middle/High school will be as follows:

Numeric Grade	Letter Grade
90 – 100	A
87 – 89	B+
80 – 86	B
77 – 79	C+
70 – 76	C
67 – 69	D+
60 – 66	D
0 – 59	F
Incomplete	I

Please note: Letter grades displaying plus signs (+) shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Plus grades may not be used for meeting the graduation requirements, determining athletic eligibility, the Bright Futures Scholarship Program, Florida's State University System, or the NCAA Clearinghouse.

### WEIGHTED QUALITY POINTS FOR CLASS RANKING

It is recognized that students who choose a more rigorous course of study will be required to do additional class work, homework, tests, projects, etc. to meet the requirements of the class. Therefore, students in rigorous courses are rewarded with additional quality points. These additional quality points are called, "weighted" points. The following chart outlines when students earn weighted points:

**YOU MUST LOG AT LEAST TWO GRADES PER SUBJECT PER WEEK.** By the end of each 9 week period, you must have at least **18** grades for all of the core areas for each student. Parents and students must be notified in writing in advance if grades are missing so that ample time can be given for make-up assignments. A sampling of assignments from all areas (class work, tests, and projects) must be maintained in portfolios by each core subject area teacher in order to ensure a good representation of the student's progress. Gradebooks must also be updated on a weekly basis since it is not only good practice but also because parents access your grade book online; most importantly, if it is not up to date we cannot successfully assist struggling students and school-to-home communication becomes that much less effective.

Secondary electives should be graded in the same fashion as the core subject areas – two grades per week per course. At the elementary level, grading specification will be shared with special area teachers during Preplanning Week.

While Powerschool/Pinnacle will assist you, here is a good guide to use for assessing students:

<b><u>Elementary Grades K-5</u></b>		<b><u>Middle/High Grades 6-12</u></b>	
Classwork	35%	Classwork/Homework	15%
Tests/Quizzes	30%	Tests	30%
Homework/Participation	15%	Quizzes	20%
Projects/Labs	20%	Participation	10%
		Projects/Labs	25%
Total	100%	Total	100%

### CONDUCT GRADING

In the conduct portion of the report card you will find social-emotional behaviors. Every teacher must fill in a conduct grade for every subject area. Here the grading scale is as follows:

<b>1 =</b>	Satisfactory
<b>2 =</b>	Working On It
<b>3 =</b>	Unsatisfactory



**Kindergarten – 2<sup>nd</sup> Grade** use unique Report Cards and Grading Scales that will be reviewed with the Primary Team.

Parents/guardians of all students should be notified at any time during a grading period when it is apparent that the student may fail the course or is doing unsatisfactory work. Please see the “Failure Notice” section of this manual. If a formal failure notice in writing is not sent home by the end of the sixth week of any given grading period, it is assumed that the student is passing the course. It is understood that there are those rare cases when a student stops work entirely or is excessively absent after the six-week deadline. Parents/guardians should be informed immediately of the pending failure, and the notice should be recorded. If no documentation has been provided, (1) the grade may be required to be changed or (2) the student may be required to have an opportunity to do make-up work to improve the grade if a parent requests it. NO FAILING GRADE CAN BE ISSUED UNLESS THERE IS A RECORD OF NOTIFICATION.

Progress (Interim) Reports are an integral part of the instructional program. The purpose of issuing progress reports is to notify both students and parents regarding the academic and behavioral performance of students.

All students will receive progress reports midway through each quarter. Various other progress reports may be issued during the grading period at the teacher’s discretion. Additionally, teachers may be called upon to issue daily or weekly progress reports in order to accurately assess and improve the progress of students during the grading period.

If at any time you are having difficulty assessing and ESE or ELL student, please contact the ESE Specialist and/or the ESOL Coordinator for assistance.

If a student has not been in attendance for a significant portion of the quarter, please see an administrator for assistance in issuing grades, Interim Reports and/or Report Cards.

### **Preparing Interim Progress Reports and Report Cards**

All teachers will use Pinnacle to generate Interim Progress Reports and Report Cards. These documents are to be issued to all students, K-12, four times a year, as designated on the BCSD Calendar. These must be completed and ready to print approximately one week prior to the issue date at the set deadlines provided, so that administration can review them before their distribution.

In conjunction with the aforementioned requirements, the following guidelines should be adhered to:

1. Report card grades are to provide the student and/or student’s parent(s)/guardian(s) with an objective evaluation of the student’s scholastic and behavioral achievement and progress.
2. Students’ academic grades are to reflect their academic achievement. Students who receive passing grades on their Report Cards can be assumed to be working within a range acceptable for the grade or course. Standardized Test data should support this.
3. PMPs must be completed for children who qualify and who are performing below grade level. These must be generated by the end of the first quarter. More information will be provided about PMPs (Progress Monitoring Plans) during the first quarter of the school year.
4. Be sure to clearly indicate that a student is working above or below grade level in the comments section of the Report Card.
5. If a child is ESE or ESOL and is working below grade level, modified work should be given and grades should reflect the performance on the modified work. This should be noted in the comments section of the Report Card.
6. Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parent(s)/guardian(s) are also to be advised of district-wide standards for promotion and graduation as applied to the student’s grade level and classifications. This can be found in Policy 6000.1.

7. Students are to receive grades in all content areas (excluding specials in the elementary school). If a student has not been enrolled in a program for a sufficient length of time needed for the teacher to evaluate the student's performance, this should be clearly noted in the comment section on the Report Card, and no grade should be issued. Please speak to an administrator if such a circumstance arises.
8. If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a grading period, the principal shall consult with the teacher who issued the original grade. This is an extremely rare occurrence and will only be done in extenuating circumstances after consulting with both the teacher and the parent.
9. In an effort to exhibit a high degree professionalism, be sure to have grades up to date weekly. Parents *can* view grades from home at any time through Pinnacle.)
10. Please be sure to proofread Interim Progress Reports and Report Cards for completeness and accuracy before turning them in to administration. We are always here to assist you with any difficulties you may be having and will help you to get it right!

It is entirely unacceptable for a student's Interim Progress Report or Report Card to be delayed. These **MUST** go home on the dates set forth on the BCSD school year calendar. Please adhere to your professional responsibilities by having papers grades and information entered on time to ensure such a situation does not occur. If you are going to be absent for an extended period of time, please make provisions to have your gradebook and/or student work given to your team leader to ensure that your students continue to be evaluated and assessed as needed.

## **HONOR ROLLS**

The following qualifications are necessary to achieve honor status at Somerset Academy Central Miramar. All conduct grades must be an "As" in order to make the Honor Rolls.

### **1. Academic Aces**

Academic Grades All A's  
Effort/Behavior/Conduct/Specials Grades All A's and 1's

### **2. Honor Roll**

Academic Grades All A's and B's  
Effort/Behavior/Conduct/Specials Grades All A's and 1's

## **GREET STUDENTS**

All teachers are expected to greet EVERY student EVERY day at their doors during their morning post. This is not a time to sit at your desk or make last minute copies. Teachers will diminish classroom disruptions and promote positive student behavior just by showing the children you are glad they are there and want to start the day with a smile. It will also help you to identify any students who may have had a bad morning and who may need to be monitored more closely to minimize any potentially disruptive incidents. A hug, high-five or handshake (as age and gender appropriate) are always appreciated by students and help to set a positive tone.

## GUEST SPEAKERS

All guest speakers must be approved by administration in advance of making arrangements with the guest speaker. Guest Speakers should be invited in for academically-relevant purposes. All guest speakers must sign in at the main office and receive a Visitor's Pass.

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## HALL PASSES

All students are required to have a Hall Pass anytime they are out of their classrooms. Elementary Teachers should have Bathroom Passes, Office Passes, Library Passes and/or a general Hall Pass. Pass Pads will be issued to each Middle/High teacher and should be used only when absolutely needed. Office staff should ensure students arriving late to school do not go to class without a Late Pass. Teachers should not permit students who are late to enter their classrooms without a Late Pass/Tardy Slip. Our goal is to keep students in class as much as possible, so please be conscientious of the number of passes you issue daily.

## HANDLING HEALTH

As a teacher, you know that you are often required to wear many "hats." One of those "hats" is the role of health care monitor.

Follow these guidelines for handling health concerns:

1. Never administer medication or health care to a child other than water, Band-Aids and ice. *You can never know how a child's body may react or what he/she may be allergic to.*
2. Never let a child's health needs go unattended. Administer the same care and compassion that you would if he/she were your own child.
3. **Always fill out an Accident Report when handling even the most minor injury. Send a copy to the parent and place the original in the child's "Personal" folder in your classroom's student files. Please notify the Principal if the injury will require professional care or hospital treatment.**
4. Call a parent to notify him/her of any incidents that may shock or startle a parent (i.e., large lump on the head, a pencil puncture wound, etc.). Parents should be notified immediately when any type of head or facial injury occurs.
5. Call a parent if a child is repeatedly complaining of headaches, stomachaches, or other common illness. Do not immediately allow a child to call a parent for these concerns. Often, eating a small snack, getting a drink, going to the bathroom, getting out of the sun, talking about a problem with you or a friend, or simply resting for a while will clear up these ill feelings. Use your judgment. (Suggestion: You may want to keep crackers and juice on hand in your classroom for situation such as these).
6. Follow all rules and regulations for handling blood safely. Keep rubber gloves in your classrooms and dispose of blood soiled materials properly. (Review Broward County's Blood Born Pathogens video)
7. No medication of any kind may be administered or taken in the classroom. If a parent approaches you regarding this, please state the rule on this and refer him/her to the office. If you discover a child taking medication, take the medication away and give it to an administrator immediately. Broward County Policy requires that all medication must be pre-approved through the completion of a Medication Authorization Form.

8. If you are on a field trip and an accident occurs, notify a member of the field trip location's staff, notify the Activities Director, and call the school to notify an administrator.
9. Use common sense.

### Accident Reports

When a child is injured, Accident Reports are a must. Be sure they are signed and returned by the parent and provide a copy for them to keep, as well. Be sure an administrator signs this document before it is sent home. Most Accident Reports should be given to your grade level Assistant Principal; however, if a serious injury occurs, the Principal should be notified to sign the report and to check on the child. Please be sure to use appropriate verbiage on the Accident Report. No student names should be listed other than the student that is receiving the report. Additionally, no language should be used that would reflect a specific person, class, or situation in a negative light. For instance, a teacher shouldn't write "Johnny was pushed on purpose at recess by two other classmates from an older grade level." If you are having difficulty with wording, please see an administrator. Keep in mind that your wording could bring on legal repercussions if not carefully written. Please be sure that the staff member who witnessed the accident completes the report.

If a staff member is injured at any time, he or she must notify the Human Resources Liaison or an administrator so that an Accident Report can be completed and appropriate procedures can be followed.

### Common Health Problems.

Below are some tips on some common health problems that your students may experience:

**RING WORM:** Must be covered. Must have a doctor's note. It appears as a perfect reddish circle – usually on hands, head, arms, and legs.

**PINK EYE:** Highly contagious. Must be sent to the office immediately. Parent should be called and child should be taken home. May return with a doctor's note when infection has dissipated.

**COLD:** Tissues should be kept in classroom at all times. Allow child use of bathroom to blow nose or wash hands frequently. Allow child use of water fountain as needed. Cough drops or medication can be dispensed through the office ONLY with appropriate forms completed and signed by the parent.

**FLU: This is contagious. Students running a fever or vomiting should be sent to the office immediately** and parents should be called to pick up students. For students recovering from this, be sensitive by allowing him/her to rest or use the bathroom as needed. If a child is falling asleep in class, call the parent to pick him/her up from school.

**LICE:** This can be embarrassing for a student. Notify a member of our office staff immediately if you notice a child scratching his/her head repeatedly or if a child complains of an itchy head.

**BUG BITES/RASHES:** Immediately identify whether or not a child is allergic to the source of the bite. Never give or apply Benadryl or other anti-itch medications. Apply cold water, ice, and/or cold, damp cloth to relieve irritation. Call parent if irritation and discomfort are extreme. Parent may bring and apply medication.

**SEVERE BUMPS, BRUISES, CUTS, ABRASIONS, SPRAINS, And BROKEN BONES:** Notify office and security staff immediately. Only an administrator can make the decision as to whether or not 9-1-1 should be called.

**BLEEDING/PENCIL-LEAD PUNCTURES AND SCRATCHES:** Clean wound immediately. If you see anything foreign inside of the wound, notify office staff. Apply covering wearing rubber gloves. If bleeding or puncture is severe, notify office and security immediately.

If you are ever concerned or unsure about any type of illness or injury, always contact an administrator. We can refer to our Health Guidelines and Procedures Manual, and if necessary, we can contact the BCSD Health Department Directly. It is also better to be cautious and get clarification as quickly as possible on any type of illness or injury.

**CHICKEN POX/MEASLES:** Red, itchy bumps all over body – contagious. Send child to office immediately. Wash hands immediately if you have touched the child and see a doctor if you have never been vaccinated or had the Measles or Chicken Pox.

## HOLIDAY AND PARTY GUIDELINES

We encourage the celebration and recognition of holidays at Somerset Academy Central Miramar. Teachers may create activities, classroom parties, and other celebrations during recognized annual holidays. Please remember that for some of the most popular holidays, we host school-wide activities and events, so always check with the Activities Director before planning independent activities within just your classroom or grade level. Elementary classroom parties may be planned for Valentine's Day only without approval from an administrator: All other holiday celebrations should commence with fun activities that have educational value, such as social studies lessons, Cup Cooking projects, and arts and crafts activities.

It is very important to carry out holiday education, recognition and celebration with both a historical and a multicultural approach. Remember to include activities that reflect the holidays celebrated by all of the cultures within our school and around the world. Some examples of these are Hanukah, Christmas, Ramadan, Kwanzaa, Eid, Easter, Thanksgiving, Valentine's Day, Chinese New Year, St. Patrick's Day, Mother's Day, Cinco de Mayo, Arbor Day, Earth Day, and Father's Day.

One important note: Because of the very strong and differing feelings toward the Halloween Holiday, we choose to celebrate this event as "Fall Festival." Students may dress up for our "Storybook Parade" as a character related to a book or story of their choice and within your "Storybook Parade Book Report Guidelines." Also remember that we do not allow scary or gory costumes. Students coming to school in inappropriate costumes must be sent to the office to call their parents and request a change of clothing. With all holidays, please respect those who do not wish for their children to participate in celebrations and plan an alternate activity or assignment for those students as needed.

Please speak to an administrator for written approval if you wish to celebrate an uncommon holiday that might be considered controversial. Please do so also if you wish to teach or celebrate any holiday in a manner that might be considered offensive, unorthodox, or controversial in any way.

If any parties occur, please schedule these activities to ensure that no more than 45 minutes is allotted for the event.

Please contact an administrator at any time if you wish to receive clarification regarding any upcoming holiday.

### Birthdays

At the elementary level, birthday parties are permitted within certain parameters. Birthday parties should only be held at the request of the parent. **Birthday parties must be held only during lunch or recess time.** Birthday parties may not be more than 30 minutes in length. Additionally, birthday party invitations may not be passed out to the class unless invitations are being given to every child. If every child is not being invited to a birthday party, parents need to make provisions to distribute their invitations off school campus.

## HOME LEARNING HOMEWORK POLICY

It is a school-wide policy to assign homework Monday through Thursday. Homework should be a **review** of what was previously taught within the class. Homework should not be the time to introduce a **NEW** concept. The homework assigned should be something that can be completed at home, alone, by the child. The amount of homework each teacher assigns should not exceed the following guidelines:

Kindergarten - 2 <sup>nd</sup> Grade	15-30 minutes per night
3 <sup>rd</sup> Grade – 5 <sup>th</sup> Grade	30 minutes – 1 hour per night
6 <sup>th</sup> – 12 <sup>th</sup> Grade	45 minutes – 2 hours per night

*These amounts should be the total time a child should spend nightly, not the amount of time per teacher.*

On Fridays and holidays, homework should be limited to only long term projects/reports, make-up work, incomplete work, or study at the discretion of the teacher. Homework should NOT be graded for anything other than participation. Please provide a modified amount of homework for ESE students or those that have attention issues or other learning difficulties. It is not the quantity of the homework that is completed, but rather the quality.

Nightly Reading Logs are strongly suggested to be given as a part of any child’s nightly homework. These can be in addition to Homework allotments above and should be in alignment with AR whenever possible.

## **HOURS OF OPERATION**

### **PK – 2<sup>nd</sup> Grade School Hours:**

Instructional Day:	8:00 a.m. – 2:30 p.m.
Drop Off Time:	8:00 a.m. - 8:00 a.m.
Morning Care Hours:	7:00 a.m. – 8:00 a.m.
Sibling Morning Care:	7:45 a.m. – 8:00 a.m.
Pick-up Time:	2:30 p.m. - 2:45 p.m.
After Care Hours:	2:45 p.m. – 5:55 p.m.
Sibling After Care:	2:45 p.m. – 3:15p.m.

### **3<sup>rd</sup> -5<sup>th</sup> Grade School Hours:**

Instructional Day:	8:45 a.m. – 3:15 p.m.
Drop Off Time:	8:30 a.m. – 8:45 a.m.
Morning Care Hours:	7:00 a.m. – 8:30 a.m.
Sibling Morning Care:	7:45 a.m. – 8:30 a.m.
Pick-Up Time:	3:15 p.m. – 3:30 p.m.
After Care Hours:	3:30 p.m. – 5:55 p.m.

### **6<sup>th</sup> -12<sup>th</sup> Grade School Hours:**

Instructional Day:	7:45 a.m. – 2:50 p.m.
Drop Off Time:	7:30 a.m. - 7:45 a.m.
Morning Care Hours:	7:00 a.m. – 7:45 a.m.
Pick-up Time:	2:50 p.m. - 3:10 p.m.
After Care Hours:	2:50 p.m. – 5:55 p.m.

\*No students will be permitted to be picked up early starting at 2:15 p.m. and commencing until the end of the school day. Exceptions will be made only for parents who provided prior notification in writing or in cases where an emergency arises.

\*\*Designated teachers must wait with students at carpool until it ends; remaining will be students must be escorted to the office.

\*\*\*Students not picked up within the Pick-Up Time will be assessed fees immediately upon pick-up by the office staff at \$1.00 per minute late; after 15 minutes late, a maximum of \$25 will be applied for aftercare supervision.

\*\*\*\*Students who have siblings that are to be dismissed at different times must sign-up for sibling care. No student should be wandering around the school waiting for their sibling to be dismissed as this is a safety issue. Teachers must

ensure that siblings enroll and report to sibling care if needed. Third through eighth grade teachers must ensure that students report to sibling care location immediately after dismissal.

EXCEPTIONS TO THESE TIMES will only be made during the first week of school and in cases of extreme emergency.

### **Staff Hours:**

Middle/High Instructional Staff Hours:	7:30 a.m. – 3:30 p.m.
Elementary Instructional Staff Hours:	7:30 a.m. – 3:30 p.m.
Teacher Assistant Hours:	7:30 a.m. – 3:30 p.m.
Office Staff Hours:	7:00 a.m. – 3:00 p.m. (sub coordinator) 7:30 a.m. – 3:30 p.m. (all other office personnel)
Security Staff Hours:	7:00 a.m. – 5:55 p.m. (schedules vary)

\*Please remember that you will need to punch in and out each day. Please be sure to make this a priority each morning and at the end of every day.

\*\*Hourly Staff: If you will be working beyond your normal hours, you must first request permission in writing from the Principal using the appropriate form. Then, you must submit a signed Overtime Approval Form to our Human Resources Liaison. Failing to comply with this procedure is grounds for disciplinary action and/or termination.

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## **INSURANCE**

In order to participate in any off campus or after school activities, students must have evidence of up to date Accident Insurance. Please ensure that a copy is kept on file. The Registrar and/or Activities Director can assist you with providing information regarding Student Accident Insurance.

## **INTERVENTIONS**

Interventions are legally required for students performing below proficiency levels. Be sure to thoroughly read the requirements of teachers in Broward County's policy on pupil progression – Policy 6000.1.

Somerset and Broward County require all students who have significant academic deficiencies to:

- Receive a P.M.P. – Progress Monitoring Plan
- Receive the interventions listed on the P.M.P.
- Receive intensive academic assistance
- Receive additional scheduled academic instructional time in the deficient subject-area
- Attend Afterschool Tutoring
- Begin documented Response To Intervention (RTI) as appropriate

PMPs are done within Virtual Counselor and must be printed, dated and signed by parents. This form should be completed by the end of the first quarter for any student who meets the criteria outlined in Policy 6000.1. It should also be completed for any student who you feel HAS THE MERE POSSIBILITY of being retained. Additional PMPs can be completed at later points in the year at any time a student begins to be performing below proficiency levels.

Students who are performing below grade level in any subject area should be provided with interventions that are documented. If documented interventions are not working, teachers should contact the ESE Department for suggestions. The ESE Department should also be notified if any child is experiencing severe learning, physical or behavioral difficulties and/or is working more two years or more below grade level. This child should be referred for RTI. Please be sure you get all necessary paperwork and keep documentation and Anecdotal Records as needed for that child.

Any child with an IEP must, BY LAW, receive all accommodations listed on that IEP. Please be sure that you thoroughly read the IEP of any student you are instructing and implement it as required. You must also release ESE students to ESE teachers as scheduled. All ESE documentation must be completed as requested by the ESE Specialist and be sure it is completed in a timely manner. If you have any questions regarding your responsibilities on the IEP or need suggestions on how to work with any ESE student you are assigned, please schedule to meet with the ESE Specialist.

Interventions are also required for ELL students. ELL students can be accommodated by using the ESOL strategies and by pairing them with another student of the same native language. If you have a student in your class who speaks little or no English, please speak to the ESOL Coordinator for assistance with interventions and grading.

## IT SUPPORT

Our school is filled with technology that we expect you to utilize in order to maximize student learning and prepare them for the 21<sup>st</sup> century. IT support staff can be contacted to assist you with this. They can not only show you how to use the technology that you have, but they can also assist you with any technology that may be malfunctioning. An IT Request Form can and must be completed as soon as you are aware that a problem has occurred with your hardware or software.

## KEYS

Every staff member will be issued keys. Please keep your keys in a safe place and refrain from giving students your keys. You will receive keys for the bathrooms, your classroom, your desk, your cabinets and possibly the building. You will sign for all keys you have received prior to the start of the school year. If you lose the keys that you have been issued you will be responsible for fees related to replacing them. If a classroom key is lost, it will have to be given a new barrel and new key altogether from a locksmith. You will be responsible for those fees, as well.

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## LESSON PLANS

Lesson Plans should be completed each week for each subject area that you teach. Remember to show what students will be learning and doing...not what teachers will be doing and teaching.

All daily assessments must be documented appropriately and entered into in a timely manner. At least twice per week per subject (on all graded work), a formal assessment must be included in lesson plans that documents measurable achievement. These formal assessments should be written by indicating the percent of students who will master the content and the percent score that is the proficiency goal (i.e., 80% of students will score 85% or better on the "multiplication by 10's" quiz). All recorded grades must be dated and titled. **Keep in mind that 80% of your students**



**achieving 80% or higher is a good benchmark for you to follow as a teacher to know whether your lessons were successful.**

All abbreviations must be identified and understood by administration and/or a substitute teacher. The following abbreviations **MUST** be used:

- **O = Objective(s)** (“I will be able to...” do what at the end of the lesson. Please use an action word such as write, recite, add, explain, etc.) Remember to show what student's will be learning and doing...not what teachers will be doing and teaching.
- **S = Strategies**
- **A = Assessment** (Be sure that it matches your objective and is measurable.)
- **SSS = Sunshine State Standard(s)** number used (be specific)
- **ESOL = ESOL strategies used** (codes, i.e., A1, B2, E11)

All teachers must use the Lesson Plan format listed above. They can be typed or neatly hand written, but they must be printed out weekly (ahead of time) in order for them to be reviewed by administrators whenever necessary. Once printed, they should be put in the lesson plan binder provided. Lesson plans must be available to the principal or designee during classroom visits or immediately prior to and during an official observation. Never leave lesson plans at home as these are considered official legal documents.

**Lesson plan books should contain the following information:**

1. Daily schedule of classes, procedures, and duties that occur
2. Daily lesson plans
3. Subject grouping list of students (i.e., who is in what reading group, if applicable)
4. Class list of students and seating chart
5. Health, safety and emergency information and procedures
6. Pertinent documents regarding ESE AND ESOL children and related classroom activities
7. Dismissal procedures

**A Sample Lesson in your Planbook might look like this:**

**O:** Students will be able to multiply one-digit numbers.  
**S:** Harcourt Math WB p. 34 and flash card drill  
**A:** Teacher Observation, 90% of students will demonstrate a proficiency level of 85% or higher on Harcourt Math WB p. 34  
**SSS:** MA.3.A.1.2  
**ESOL:** E9

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# M

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## MEDICINE

All medications will be administered through the office by personnel who have completed the Health and Medicine training course. Only medications that are supplied in the original container, unopened, and authorized by a physician with the proper accompanying paperwork may be administered. Water, Band-Aids, and ice are the only items that may be administered by someone other than office personnel. If you see a student holding or taking any medication, it must be

confiscated and taken to the office for safe keeping. Students taking medicine without the school's knowledge can result in a safety issue for both the student and others in the school. See "Handling Health" for additional information.

## MEETINGS

Staff meetings and team meetings are important times where staff comes together to discuss upcoming events, learn new information, share best-practices, problem-solve school-wide concerns, gain direction regarding student assessment, recognize achievements and grow together as a learning community.

It is very important that all staff attend scheduled meetings. Attendance is taken at each meeting; however, if you do miss a scheduled meeting, it will be your responsibility to contact a colleague or support staff member to make sure you are updated on the information that was presented.

Generally, ample notice is given for scheduled meetings, so unless there is an unexpected emergency, we expect everyone to attend. Taking university courses is not an approved reason for missing meetings unless these began prior to the start of the school year; likewise, doctor's appointments are not approved reasons for missing meetings unless there is an EXTREME emergency or special procedure scheduled. If you do have to miss a meeting, please be sure to request permission from an administrator in writing in advance. If you know you are going to be absent in advance, please complete an Absence Request Form. Upon your return, it is your responsibility to get any information you missed.

- **Team Meetings will be held weekly. Team Leaders will first meet with you to come up with days and times that work best for everyone on your team. They will then present you with your team's meeting schedule. Whenever it is available, meetings are expected to be held in the conference room and/or during planning times or before or after school. Meeting minutes will be required to be taken during each meeting and must be turned in to administration weekly.**
- **Staff Meetings will be held on the first Tuesday of each month in the Multi-purpose Room. If the first Tuesday is a holiday or day off, these meetings will be held on the second Tuesday.**
- **Committee Meetings are held on the 3<sup>rd</sup> Tuesday of the month.**
- **Leadership Team Meetings are held on the 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of the month.**
- **Title I SAC Meetings are held quarterly and posted in the Main Office.**

*\*Again, if you are taking continuing education courses or workshops, please be sure to schedule them around Staff Meeting dates. Too much important information is covered at these meetings for you to miss regularly.*

## MONEY COLLECTION

Below are the required procedures for collecting monies, preparing for a field trips and requesting reimbursements. Please adhere to these very important procedures to ensure compliance with all requirements. **If money is to be collected for any reason, the principal must first approve the event, activity or fundraiser in writing in advance.** The Activities Director should be contacted for any type of activity that involves money collection. She will work closely with the Treasurer on all transactions. **The Principal is the ONLY PERSON who may approve contracts, school-placed orders, activities, and money collection for any reason.**

Cash, checks and money orders will be accepted. If cash is collected, a record of this must be recorded on a Money Recap form. If a parent requests it, the treasurer will write a receipt. Please note that (1) once a parent receives notification that checks for payment have bounced on two (2) separate occasions, only cash or money orders will be accepted from that parent and (2) checks may not be written for amounts under \$20.00.

### COLLECTING MONIES

The principal must approve all activities requiring the collection of monies from students or parents (including collection of money for field trips or holiday events). Once the activity has been approved in writing using all appropriate forms and money is being collected, a RECAP (of money collection) Form must be completed for each day's collection. Separate Recap Forms should be completed for separate activities. When turning in a RECAP Form with the money you have collected in your blue zipper pouch, please make sure the following information is completed and process is followed: (Recap Forms will be sent back to you if information is incomplete.)

1. Current date
2. Account Name (i.e., Field Trip, United Way, etc.)
3. List each student's name individually (First and Last name must be listed), the form of payment (i.e., cash, check, money order) and the amount paid. If a check is written, the check number needs to be noted.
4. Total the RECAP Form at the bottom. Please be accurate!
5. All cash should be facing the same side and direction when turned in.
6. Sign the RECAP Form.
7. The form must be completed in pen and all mistakes on this form must be initialed.
8. **Money must be turned in no later than 1:00 p.m. and may never be held overnight or taken home.** This is grounds for termination. Additionally, if money is lost or stolen, you will be held responsible to pay it.
9. If you are not finished completing your Recap Form and it is almost 1:00 p.m., simply turn in the form with a green slip which indicates that you are not yet ready for this money to be counted. The Treasurer will return your bag to you the following day just as you turned it in so that you can complete the Recap process.

### **Important Points of Emphasis:**

- A separate RECAP Form must be filled out for each activity you are collecting money for.
- It is the teacher's responsibility to make sure that the money is given in designated money bags to the Treasurer only. The school is not responsible for money turned in to anyone else or money that is lost or stolen.
- Never send students to the office with money bags.
- If money is held overnight or taken home for any reason, this is grounds for immediate disciplinary consequences and possible termination.
- Money may NEVER be collected or spent without the Principal's authorization in writing.

### **MORNING CARE**

All students will remain in the cafeteria until the morning care staff releases them to their classroom no earlier than 15 minutes before the start of the scheduled school day. No student is allowed on campus before 7:00 am.. If a child is found on campus more than 15 minutes before the start of the school day, he/she will be placed in Morning Care/ Sibling Care, and a fee will be issued of \$10.00 per day. If a child should knowingly be in Morning Care, and they are found in a place other than Morning Care, a detention must be issued.

## MOVIES

**Movies to be viewed in class must be rated approved by an administrator before being viewed.** They must serve an educational purpose and should not be used as a time-filler on hectic days or holidays without notification to and approval by an administrator. The relationship of the video to what is being taught in class must be documented in lesson plans in advance.

If you wish to show a video that is rated above "G", it must be previewed and/or approved by an administrator in advance. **Approval must also be obtained by the parents of the students in your classroom via a permission slip typed by the teacher and initialed by an administrator.** The permission slip must include movie title, rating, why it received rating, purpose of showing movie, and relation to Sunshine State Standards. Students who are not permitted to view the video must be given an alternative related assignment during the video showing. It must include movie title rating. Movies that are rated "R" may never be viewed in school. Please note that although it may seem harmless to you, it may be inappropriate for the student/parent. Please complete the appropriate request form for DVD/VHS authorization when needed. A DVD/VHS player is available for use.

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# N

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## NEW EDUCATOR SUPPORT SYSTEM (NESS)

As each school year commences, we do our best to support our new teachers as they start their beginning years as educators. We feel that the best way to support these teachers is through a well-rounded, structured program that trains our new educators in specific domains of teaching.

Some of these domains include the following:

- Instructional Organization and Development
- Presentation of Subject Matter
- Verbal and Nonverbal Communication
- Management of Student Conduct.

We encourage our new educators to attend the monthly NESS meetings scheduled so that they have an opportunity to share their successes, challenges, and learning experiences. We also use these meetings as training sessions based on our NESS needs assessments and observations. We also request that all of new educators register for the BCSD New Teacher Academy. (Reimbursement for attendance to NTA workshops is based upon yearly budget and will be approved by the Principal as requested). A variety of mentoring strategies will be available to you along with the assistance of our NESS Coordinator and your grade-level team leader. You will receive a NESS binder with helpful tips and information for these things and much more! Remember that our entire staff is a family, and we are all a resource to you; after all, we were all beginning teachers once ourselves.

## NOTIFICATION

It is important that the school always be able to get in touch with a parent or guardian during school hours. Please make sure to update the office and DPC if a parent gives you up to date phones numbers.

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# O

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## OPENING EXERCISES

Primary Responsibilities:

1. Take Attendance
2. Conduct Sustained Silent Reading for all students
3. View/Listen to the Morning Announcements
  - Recite the Pledge of Allegiance
  - Recite the Star Spangled Banner
  - Recite the Warrior Oath
  - Visually check for and correct uniform violations

### Attendance

Attendance data must be submitted electronically by 9:00 a.m. daily through the electronic gradebook, using the codes provided in the Teacher's Guide. If the electronic gradebook is down, please send your attendance to the front office with a student. Any student not in his/her seat by the time the morning bell rings must be marked tardy or absent. He/she must also have a pass from the office to enter your classroom after the bell rings. Attendance entries should be corrected if you have been notified that an absence was excused. Parents are required to notify you in writing within 48 hours following their child's absence from school in order for an absence to be changed.

- If you notice that a child is absent or tardy beyond the acceptable Attendance Policy 5.5 parameters, even for illness, or if a child exhibits a pattern on nonattendance, notify administration immediately via email.
- If a child is absent for more than two consecutive days, you should contact the parent to identify the status of the student and find out when he or she will be returning to school. Prepare any make-up work for the student, as well. Students will also be notified through Parentlink if they were not marked present for school.
- If any parent wishes to remove their child from school for an extended period of time (2 weeks or longer), they must have permission from an administrator.
- Students who are suspended will be marked as unexcused. Administration will notify you as to whether or not homework and class work can be made up for credit.

### Morning Announcements:

Morning Announcements will be viewed via the internet each day. Please be sure your announcements are viewed at 9:00 am daily. Ensure your class remains quiet during morning announcements. Important information is shared during this time. In addition, please be sure that your students stand to recite the Pledge of Allegiance, Star Spangled Banner, and the Warrior Alma Mater. We expect all students to have these memorized shortly after the start of the school year.

## OBSERVATIONS

Observations will be conducted by Leadership Team members throughout the school year. These can be both formal and informal and announced or unannounced. These may also be non-evaluative (such as information-gathering Classroom Walk-throughs) or evaluative (such as those done through using the FPMS SSOI or Marzano Framework form). See "Evaluations" for more information.

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# P

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## PARENT COMMUNICATION

### Requirements:

- ✓ **Two in person conferences per year;** parents must be issued a Conference Pass by their child's teacher. Parents will need to submit the Conference Pass to the receptionist in the front desk prior to meeting with the teacher.
- ✓ **Bi-Weekly School to Home Folder check;** School communication folders are to be purchased by the students and should be sent home every Thursday for all students. Inside should be checked work and homework for the week, and any school issued papers that need to go home.
- ✓ **Daily use of the Student Planner;** notes and homework should be written in the planner at least weekly for ALL students or more frequently as necessary and parent signatures should be evident to ensure planner notes have been reviewed
- ✓ **Email can be used if it is a parent's preferred method for communication**
- ✓ A weekly updated schoolnotes.com page (Please print this and send it home with students who may not have a computer or internet access)
- ✓ **Interims** for every child mid-quarter
- ✓ **Failure Notices** should be issued as frequently as needed
- ✓ **Weekly grades** (2 minimum) in the electronic gradebook
- ✓ **Report Cards** quarterly
- ✓ **Email and phone call response within 24 hours** or sooner if urgent or needed
- ✓ All teachers are required to keep a **parent contact log**. This will be beneficial for you to maintain.
- ✓ Phone calls should be conducted periodically to report both good information/positive progress and to report any academic or behavioral concerns.

### Tips for Conferencing with Parents

- Complete the conference form ahead of time whenever possible to keep the conference focused and on track.
- ALWAYS start with a positive comment about the child.
- Never discuss too many "problems" with the parent during one meeting. Try to keep it to no more than three focus areas.
- If a parent is yelling, calmly listen until he/she is finished. Then repeat "the facts" of what you feel the parent is concerned about (eliminating the emotional comments). Ask the parent if you have it correct. Then begin to problem-solve to remedy or improve the problem or concern.
- If a parent is too hostile, request politely that you would be more comfortable speaking with him/her at another time or in the presence of a team leader or administrator.
- Have suggestions and strategies to remedy any problems on hand. Parents are looking to you, the expert, for answers to academic and behavioral concerns. If you feel that you cannot fix the problem yourself or provide the proper suggestions, consult an administrator or ESE specialist to set up a child study.
- Have dated documentation to back up your evaluations, grades, and observations of the child. Include Anecdotal Records when necessary. This should be located in each student's portfolio.
- Allow parents to view student portfolios at conferences. Bring it out immediately.
- Always document parent input and actions he/she is expected to take to help the child. It is a team effort after all!
- BE SURE THE CONFERENCE FORM IS SIGNED BY ALL PARTIES PRESENT AND GIVE COPIES TO THE CHILD'S PARENT/GUARDIAN. FILE THE ORIGINAL IN THE PORTFOLIO.

- NEVER discuss a student's problems in front of the child without first speaking privately to the parent. Ask the child to step outside before the discussion begins. Then, call the student back inside to review his/her responsibilities for trying to do better.
- Be realistic. Don't promise to do things that you know you can't keep. For instance, don't promise to send home daily behavior reports with hourly feedback unless you feel that you can manage that task.
- Keep your word. If a parent asks you to send home extra enrichment work, for instance, send it within a reasonable time. If you know you are very busy, give the parent a realistic time for when you will send extra work home. Also suggest ways the parent can find the materials on their own.
- Stick to the agreement of the accommodations and/or strategies that you promised to implement for the student, even if the parent doesn't.
- Schedule follow-up conferences as necessary.
- Be sure to document, document, document – in writing - everything discussed and planned.
- Clearly document if a child is in danger of failing a subject or grade level. Do this early on with enough advance notice to give the parent and child a chance to correct the problem. Be sure you have documentation that the parent has been notified. Get a signature from the parent/guardian, as well.
- Do not rely on planners for documentation as these can sometimes disappear at very inopportune times. If you have a concern that needs to be documented, make a photocopy of the planner pages, if necessary.
- File all conference forms in the student's portfolio.

## **PARENTLINK**

Parents are often called through a system we used called Parentlink. This system sends out mass messages with reminders about school events, paperwork due, and safety and emergency reminders. Please check with the Registrar to ensure that students have the correct telephone numbers entered into TERMS so that they are receiving the Parentlink messages sent. This is extremely important for school to home communication.

## **PHOTOCOPYING GUIDELINES**

A copy person has been assigned to make copies for staff. Clear, explicit directions should be given to the copy machine using the appropriate form. Copies may be made for school-related purposes only. Staff members will be assigned a personal code for using the copier before or after school or on days when the copy person is absent.

When using the copier...

1. Enter your assigned code and begin copying. This number is used to prevent unauthorized personnel from using the copier. Students, colleagues and parents should NEVER be given your copy code.
2. Be gentle when copying.
  - Flatten any raised or dog-eared corners or edges and remove any staples.
  - If there is a jam, clear it. If you cannot find it, seek assistance from an office staff member. Do not leave the copier jammed without notifying someone who can help to fix it. If no one is in the office, leave a note for one of the office staff.
  - Do not use any paper that has been opened for a long period of time or exposed to excessive humidity. This will cause repeated jams which ultimately may damage the copier and create the need for expensive repairs and parts.
3. Be a good steward of copying.
  - Take all copied papers with you.
  - DO NOT LEAVE COPIES IN ANY OFFICES.
  - Throw away trash. Use the recyclable bins when appropriate.

- Clear any jams following the directions on the copier.
  - Remember to take your original document...especially if it is a confidential document.
  - Notify the receptionist immediately when toner, paper or any copy services are needed. Then, place an "Out of Order" sign on the copier and ask the receptionist to notify those waiting.
  - Do not use the copier for more than 30 minutes at a time unless it is after school hours and no one else is waiting.
  - Be considerate if there is a back up at the copier. Make only copy materials needed that school day or the next.
  - Be considerate of emergencies. If something has to go home immediately or someone only needs one copy, step aside and allow that situation to take precedence.
4. Remember to adhere to copyright laws and cost considerations. Copying entire textbooks, for example, is illegal. Also, remember that copying is not free; therefore, use good judgment in copying only what is essential.
- Note: Our copying is monitored. If excessive copying is conducted, we will have to ration everyone's copy privileges. Please avoid this by being a conservative copier.
  - Please notify administration when any large packets or mass copies are being made using your code. These should be made before or after school.
  - REMEMBER TO HIT CLEAR 3 TIMES before leaving the copier after use. This will prevent unauthorized users from making copies.

## PHYSICAL CONTACT

It is very important to be conscientious when interacting with students, parents and colleagues and to respect their personal space. Be sure to never touch a student in any way that could be misinterpreted. Never be alone with a student. Never enter student bathrooms. Ensure that you never touch a student when you are angry or otherwise upset. Moreover, ensure that a professional relationship between you and your students, parents and colleagues is always maintained. The perception of impropriety or any actual impropriety of any kind must be addressed through progressive disciplinary action and can lead to possible termination and legal action against you.

## POLICY 6000.1 PUPIL PROGRESSION PLAN

Somerset Academy Central Miramar maintains BCSD's Policy 6000.1 regarding Pupil Progression. Students who have not achieved the required performance measures will be retained. Early identification, timely intervention and a record of services are a must. Document, document, document. It is extremely important that each classroom teacher meet with the administration and parents as soon as possible at the first "red flag" of concern that you see for any student. If a student is experiencing academic difficulties, a documented plan must be effectuated as soon as possible, and P.M.P. (Progress Monitoring Plan) must be generated and parents must be notified. It is extremely important that every teacher read Policy 6000.1 (it is updated each year) to identify what documentation, interventions, and student progression requirements are his/her professional responsibility. The following activities must occur prior to retention:

1. Teacher - Student and Parent – Teacher Conference (documented)
2. Guidance - Teacher – Administrator Conference
3. Classroom Interventions (with the assistance of the ESE Specialist if needed)
4. Progress Monitoring Plan and additional interventions as well as Academic Deficiency Notices
5. Guidance Parent Conference - Contact parents in person and in writing concerning possible retention (documented)
6. RTI/Cooperative Consultation when appropriate



Typically, a student may only be retained one time in the primary grades and one time in the middle grades unless he/she is in 3<sup>rd</sup> grade and fails to meet the criterion outlined in Policy 6000.1. *Note: Parents may request retention at any time. All of the above actions must be documented and include the necessary signatures from all parties involved.*

**FLVS (Florida Virtual School) is available for secondary students for course recovery as soon as a student fails a semester of any core course. Please see the Guidance Counselor for more information.**

## **PORTFOLIOS AND CUMULATIVE FOLDERS**

Please note that procedural guidelines may be made to this section during the course of the year.

Student information can be found in TWO places: First is the portfolio folder which contains samples of student assessments and work. This work should be kept in individual hanging files in your file cabinet for each student that you teach for the core subject areas of reading, language arts, science, social science and mathematics. The second place that information can be found is in the Cumulative (CUM) Folders which contain official information and formal assessment results. When a child exits the school both folders will follow the student. DO NOT PUT ANY PERSONAL NOTES IN EITHER THE CUM OR THE PORTFOLIO FOLDER.

### **Student Portfolio**

In order for parents and school staff member to be able to quickly obtain a picture of where students are academically, student portfolios need to be set up EXACTLY as follows:

1. One hanging folder for each student in the classroom.
2. Within the hanging folder you should have a manila file folder with the following:

“**Academic**” In this folder you will maintain records of:

- Writing Samples from August, January, and May (Clearly Dated on each sample) scored with a school rubric. (At the end of the year, only place a beginning and end of year sample in the portfolio.)
- Any Failing Tests (Parents should have been notified of the grade).
- Bi-Weekly Reports
- Any samples of work you may need to justify RTI or support a Report Card grade.
- Work samples representative of the student’s overall progress.

3. Only maintain two year’s worth of student information for your students in the portfolios.

### **Student Communication Binder**

In order to keep parent communication clear and consistent a Communication Binder is being provided for you. In this binder you will keep the following documents:

#### **Elementary (a divider for every child in your homeroom)**

#### **Middle/High (a divider for every class you teach)**

- Parent-Teacher Conference Forms
- Accident Reports
- Absence/Tardy notices from the parent/doctor
- Behavioral Referrals/Incidents or Contracts
- Student Textbook Contract
- Anecdotal Records

**Student Cumulative Record Folder (CUM)**

If a student is transferring and/or graduating, the following documents will need to be removed from the student portfolio at the end of the school year and be placed in the CUM folder found in the Main Office. *Clip the items and place in the "Assessments/ Evaluations" folder in the student CUM:*

1. All Standardized Test Scores (FCAT, SAT, BAT 1 AND 2, Voyager, STAR etc.)
2. Copy of any and all Final Report Cards from every grade level
3. Formal Evaluation Reports (DAR, Aptitude or intelligence tests, Psychological reports, etc.)
4. Intervention Records (PMPs, RTI documentation)

*Clip these items and place in the "Personal" folder in the student CUM:*

5. Major Accident Reports (give these to the front office)
6. Disciplinary Records (Suspensions)
7. Parent/Teacher Conference Forms
8. Formal Teacher or Counselor Observations (if available)
9. Verified Reports of Recurrent Behavior Patterns (if available)

\* It is very important that you follow these guidelines specifically and clip the documents accordingly, so that each year's materials are easily discernable.

**Cumulative Folders (CUMS) Categories**

CUM folders will be maintained by office personnel. If you wish to review a child's CUM folder, please see the DPC. She will provide you with a CUM Sign-Out Log.

***Registration (Re-registration Yellow / New registration White / Sibling Pink)***

Registration applications with the most recent application will be placed in the front.

- Authorized Pick-Up Form (duplicated in the Authorized Pick-Up Binder)
- Birth certificate
- Proof of Broward County residency
- Original Health and Immunization forms

***Assessments/Evaluations (Blue)***

Per Grade Level (Paper clipped by grade with the most recent grade placed in the front).

- DAR/Voyager Assessments
- All Standardized test scores
- Final Report Card
- PMP's/IEP's
- Formal Evaluation Reports (Aptitude or intelligence tests, Psychological reports, etc.)

**Personal (Green)**

Per Grade Level (Paper clipped by grade with the most recent grade placed in the front).

- Absence and Tardy notes
- Major Accident Reports
- Parent/Teacher Conference Forms

**Critical/Medical (Red)**

## Academic

- Grade level retention notification
- Emotional label (ADD, ADHD, EH, etc.)
- Child Study paperwork
- Failing/Flagged FCAT scores

## Medical

- Notification/Paperwork on any serious medical condition
- Child Study paperwork (IEP or 504 plan)
- Severe allergies, diabetes, etc.

## Behavioral

- RTI or ESE Paperwork
- Suspension paperwork and/or Behavior Contracts

**POSTS**

Every staff member has a morning and afternoon duty assignment. Each morning, teachers are required to be standing at their doors monitoring hallway behavior and greeting students walking into the classrooms. Select Support Staff and Teachers without Homerooms are assigned carpool duty and should be opening doors for students each morning. Homeroom teachers should be standing at their doors 15 minutes prior to the start of the school day. Teachers with interior Homerooms should have their door opened and should be standing in the doorway area of their classroom where they can view both the hallway and their students. All staff are required to assist during dismissal, as well. For more information, see "Drop Off and Dismissal Procedures" and thoroughly review the Posts Maps distributed during Preplanning week. If you have to use the restroom or have another unexpected reason which will prevent you from being at your morning post, it is imperative that you contact the office so that coverage can be arranged. Due to the safety factor involved, this should only be done for extreme, unavoidable extenuating circumstances (aside from having to use the restroom).

**PROFESSIONAL DEVELOPMENT**

If you wish to attend BCSD workshops and trainings to improve our teaching or to obtain points for re-certification, you can find information by accessing the BRITE portal. This is located on our school website, under **Teacher Links**. For more information regarding the BRITE portal and how to register for classes, see our Technology Information section. Before registering for a professional development activity that will occur during school hours, be sure to fill out an Absence Request Form to ensure that the school can obtain coverage for your absence. (This is not necessary if the

school elects to send you to a training activity.) The Principal will determine whether or not an absence will be considered personal leave. Workshops will not be considered personal days if the school elects to send a teacher to the workshop for the benefit of the school or for the benefit of the individual teachers for a noticed area needing improvement. Please speak to our In-service Facilitator or an administrator if you need any assistance or have questions about registering for a professional development event.

## **PROGRESS MONITORING PLANS (PMP)**

Broward Schools' Progress Monitoring Plans are a required document designed to document the interventions being applied to assist each child academically in meeting state and district expectations for proficiency in mathematics, reading, writing, and science. PMP's are issued early in the school year and are generated by grade level and subject area. Once these documents have been generated for students identified as academically deficient, a parent-teacher-student conference needs to be held to review the plan and ensure the parent understands what is being done to help his or her child. PMPs may be issued for any student at any time a teacher feels it is needed. Teachers may also add additional strategies and interventions being used to assist any of their students.

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# Q

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## **QUESTIONS & CONCERNS**

We encourage questions for clarification. We have an open door policy. Please feel comfortable to come to speak with administration about anything at any time. Office and instructional support staff are also excellent resources for getting procedural and school-related questions answered.

If for any reason you are going through something personal that you wish to be kept confidential, we encourage you to please speak to the administrator with whom you are most comfortable; however, please know that almost all such discussions will be confidentially shared with the Principal if the issue may potentially affect students, school policies or operations or if the issue may need HR-related assistance in any way. We will sensitively discuss any such issues with you in a closed setting if necessary.

If you have a question about a school policy or procedure or any other issue that you feel is not in the best interest of the school and/or should be changed, please first speak to an administrator about this in a private setting rather than making this a group discussion. If appropriate, we will address it on a larger scale in a group forum. We work collaboratively at Somerset Academy Central Miramar and believe in thoroughly hearing and reviewing all options to make the best decision for everyone. We are not opposed to change and welcome staff members to question any issue if they feel it will be constructive and lead to school improvement. Please be sure to maintain your professionalism when addressing any such issues.

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# R

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## RAINY DAY PROCEDURES

On Rainy Days, different procedures must be conducted, in lieu of traditional morning and afternoon dismissal procedures, for the safety of the students.

**Rainy Day Morning Drop Off:** All staff must be at their posts assisting with drop off and student safety regardless of whether or not they may get wet. We advise you keep a rain coat and/or umbrella, along with an extra pair of slacks and shoes in your car when the weather is predicted to be especially rainy. Opening and closing the car doors in the carpool line is a must. All students arriving early to the walker and biker entrance should be encouraged to immediately come to wait under the covered area by the main entrance. If the rain is angling in and causing students to get wet, students should be directed to wait inside of the cafeteria. Bikes must remain outside. Please remind students to walk. Walkways can get slippery when wet, and we want to prevent potential accidents from occurring.

**Rainy Day Afternoon Dismissal:** All staff members should wait for an announcement that we are instituting Rainy Day Dismissal Procedures. If this announcement occurs, carpool students should be dismissed by waiting under covered areas. Teachers should use portable radios to communicate, going to car windows to get student names and calling them back to staff inside to send students outside only when their car is there. Walkers and bikers should be held, if there is lightening, in the Media Center and/or designated classrooms. They may also wait inside of the main entryway corridor. No recess, athletics or aftercare recreation time is permitted if there is rain and/or lightening present.

## RECESS

In an effort to promote better health among American children and to fight childhood obesity, new legislation requires that all elementary students (K-5) receive 30 minutes of exercise daily. Since this is mandatory, students may never be punished with loss of recess unless a parent requests this or an administrator authorizes this.

### Recess Regulations

- Entire classes may never miss recess.
- Teachers wishing to take away recess as a way to implement consequences to poor behavior or find make-up time for incomplete work must come up with an alternative actions due to the new legislation.
- Students who “lose recess” due to behavioral consequences or failure to complete homework must be permitted to walk or jog outside in a rectangle or straight line to ensure they are receiving some sort of physical exercise. If this is being done as a consequence, students should not be permitted to interact with other students while exercising.
- Middle and High school students (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade) do not receive recess.
- Recess must be conducted during allotted times unless administrative approval is given for an alternate time. No teacher may ever schedule recess in lieu of instructional time without administrative approval.
- Students should never be permitted to leave the play area to retrieve a ball that has gone over the fence. Whenever there are multiple staff members outside, one staff member can retrieve the ball. Otherwise, it will have to be retrieved by security or at another time.
- Only equipment that is age-appropriate for your grade-level may be used. The playground structure is for ages 2-12; however the Fitness Equipment is for use only for students ages 5-12.
- Students should never be left unsupervised in the classroom while you are outside at recess.
- Rainy days warrant inside recreation/game time. Obviously, no ball throwing or running should occur indoors at any time.

- **You must continuously supervise your class by walking around. Do not cluster with other teachers.** You should be spaced out for more effective supervision. Do not bring out chairs to sit down during recess. Most behavior incidents and accidents occur during this time. If one does occur, notify another teacher, a security officer or send two responsible students to the office to get help immediately.
- **Take even light injuries seriously.** You never know when an ache or a bump may be more serious than you think. Accident Reports **must** be filled out and parents called when necessary. It is always best to air on the side of caution and be overly concerned rather than nonchalant. This may prevent a future lawsuit.
- No water fountain or bathroom use should occur during recess. This should be conducted as a class before or after the scheduled recess time to ensure students are being adequately supervised.
- Somerset does not tolerate any recess behavior deemed dangerous or characteristic of bullying. Any signs of roughhousing, pulling clothing, fighting, wrestling, etc. should be stopped immediately through teacher intervention. Students should never tackle, violently push, pinch, punch, or roll on the ground during game playing. If a student comes to you with accusations of being treated inappropriately, please take these concerns seriously.
- Use weather sense. If it's muddy, play on a dry surface or inside. If it's excessively hot and humid, conduct indoor recess or work with other teachers outside to supervise water breaks.
- Be considerate of the P.E. teacher(s) who may also be sharing a space close by.
- If you have an issue with regard to sun exposure on your skin, we encourage you to wear sunscreen and a hat during recess time. If there is an extreme, documented medical issue, please see administration.

## **RECORDING STUDENT ATTENDANCE**

Teachers are responsible for keeping both a hard copy and an electronic copy (via the electronic gradebook) daily with student attendance. Attendance should be updated with corrections when and if notes come in from parents explaining whether or not an absence can be considered excused. Middle school teachers should be taking and recording attendance every period for every class. Please see Attendance Policy 5.5 for specifications on what is considered an excused absence. Generally, illness, religious events and doctor's appointments are approved absences. Vacations and parties are generally not approved as excused absences.

Unless a medical issue has occurred, any student who is going to be absent for more than a week and knows this in advance should bring a note signed by the parent explaining the reason for the absence. This should be presented to the DPC. The DPC will consult with administration to determine whether or not the absence will be excused and whether or not make up class work and tests can be given.

See "Opening Exercises" for more information on student attendance.

## **REPORT CARDS AND PROGRESS REPORTS**

Progress Reports are issued at the halfway mark of each quarter and Report Cards are issued at the end of each quarter. Please refer to your staff calendar for dates that comments and grades are to be updated and posted in your grade book. All grades and comments should be up to date, edited, and ready for printing on the dates specified. Ensure these documents are turned in early for proofreading by administrators; we want to ensure you have ample time to make any corrections necessary and to reprint any reports. See "Grading" for more information on this.

## RESOURCE REQUEST PROCEDURES

Teachers requesting any specific supplies must write-up requests/orders and submit them to the Principal. This includes any books, media materials, manipulatives, or other resource suggestions. Each request will be considered in regard to its necessity, cost, and ranking of importance. Considered requests may or may not be granted and will be determined by the Principal.

If approved for reimbursement prior to purchase, reimbursement and requisition forms must be submitted to the school treasurer for the appropriate approvals. Purchases that go through the school will be placed by administrators. You may be required to complete additional paperwork. Somerset Academy is a not-for-profit organization and cannot reimburse for tax fees assessed. Therefore, be sure to use our Tax-Exempt form or number if you are expecting reimbursement.

At NO TIME should a teacher place his or her own order under the school name without written approval from the Principal. This is grounds for termination. Any materials you order without authorization will become your financial responsibility.

At NO TIME should a teacher purchase materials without written authorization and expect to be reimbursed.

All merchandise will be received by a designated member of our office staff. This person will notify you when your order arrives so that you can come and check in the items from the delivery/packing invoice. Office staff will also make arrangements to have the items delivered to your classrooms. At NO TIME should you remove a box from the office, even if your name is on it. When the merchandise is delivered to you, you will receive a copy of the invoice for your records. It is of interest to you to keep a file of all invoices you have received for your records.

## RESPONSIBILITY TO KNOW AND INFORM

Every teacher has the responsibility to know general background information about our school. There will be many times throughout the year that parents will ask you about charter schools, registration, school policies, and other information. You have a responsibility to know that information and to accurately share that information to others.

To assist you, we have compiled a list of Frequently Asked Questions. Please review these so that you are an informed informer!

### **QUESTION: What is a Charter School?**

**ANSWER:** A Charter School is a public school of choice that is state-funded but privately operated. Charter Schools have the freedom to set their own policies related to such things as discipline policies, philosophy, teaching methods, curriculum, human resources management and staff development.

### **QUESTION: Who is eligible to attend Somerset?**

**ANSWER:** Any Pre-K3 – (must be fully potty trained by Sept. 1<sup>st</sup> of the upcoming school year) through 8<sup>th</sup> grade children of school age residing in Broward County selected by open and/or lottery enrollment.

### **QUESTION: Can you give me some general background information on your school?**

**ANSWER:** Somerset Academy has campuses in both Dade and Broward counties as well as in Jacksonville, Orlando, Georgia, Texas, Nevada, Washington and Utah. We currently have over 20 schools and serve over 6,000 students. We are the fourth highest performing school district in the state of Florida. We serve students in grades PreK3 – 12<sup>th</sup> grade and will soon be offering post-secondary education. Established in 2011, SACM serves students in PK3-12<sup>th</sup> grade. We believe that every child can and will learn at his or her own pace, and we believe in using exploratory, hands-on learning and individualized, differentiated instruction to ensure that each child experiences academic success!

**QUESTION: Is your school accredited and have you received any special recognitions?**

**ANSWER:** Yes, we are SACS CASI Accredited both as an individual school and as a district. Somerset was the first charter school organization to ever be District Accredited. We have also received the Gold Seal of Excellence award for each of our three schools; this award is given to charter school demonstrating academic, fiscal and overall success as a school organization and is issued for charter schools pioneering innovative strategies that can be model schools and mentors for other charter schools.

**QUESTION: When can I register?**

**ANSWER:** Re-registration for existing students occurs in February and open registration begins in March. Registration dates and times are posted on our website annually as registration approaches at [www.somersetcentral.com](http://www.somersetcentral.com).

If enrollment surpasses the available number of seats in any particular class/grade level, all new students registering will be placed on a wait list and enrolled through a lottery selection process. Students thereafter will be put on an ordered wait list and enrolled as openings become available. *Please note that all documentation specified on the registration form must be submitted in order to be considered for lottery registration.*

**QUESTION: What grades does the school register?**

**ANSWER:** For 2013-2014, we will be registering students in Pre-K3 – 12<sup>th</sup> grade.

**QUESTION: Do you have a lottery? If so, how does it work?**

**ANSWER:** Yes, we are required to use a lottery process for enrollment and/or any time that a grade level has more applicants than there are seats available. A lottery is a random selection of students. Here's how it works:

1. When you register and submit a completed registration packet, you will be given a lottery number.
2. We then put all of the lottery number slips into a container and randomly select them. We select them until the number of seats available in the grade level is full. Please note that siblings, faculty children, neighborhood students and military families do get preference. Also, please note that students are selected based on specific class and grade level availability. For instance, if the 8<sup>th</sup> grade gifted class is full, there will be a wait list for that class. If an intensive class is full, the same procedure applies.
3. We continue to select the remainder of the lottery slips and place them on a wait list in the order they were randomly selected.
4. We then post all selected numbers on our website. You can log onto the website to see if your lottery number was pulled. *If selected, you will be required to contact us within three (3) school days of the lottery posting to confirm and reserve your child's seat.* If you do not have access to the Internet, you can call the school to find out the lottery results for your child.
5. If your child was placed on a wait list, we will call you when there is an opening in your child's grade level. Please be aware that the wait list is created through the lottery process.

**QUESTION: When can I re-register and when will I know if my child has been accepted?**

**ANSWER:** Re-registration begins in February for current students, siblings and Somerset Academy student transfers and students will be accepted as long as volunteer and any outstanding financial obligations have been met, and there are no scheduling conflicts (applicable to transfer student only). New students to Somerset begin registering in March of the current school year, and the lottery is typically posted in April. We post the lottery results on our website, [www.somersetcentral.org](http://www.somersetcentral.org) by 5:00 p.m. on the listed lottery posting date(s) selected annually. As long as you confirm acceptance within three (3) business days, your child will be accepted. Please note that all documentation specified on the registration form must be submitted prior to the lottery in order to be considered for lottery registration.



**QUESTION: How do I confirm my child's acceptance?**

**ANSWER:** You may confirm your child's registration using any of the following methods:

- Email our Registrar, **Mrs. Post** at [apost@somersetcentral.org](mailto:apost@somersetcentral.org). Be sure to tell us you are accepting and list your child's name and grade.
- Fax us at 954-435-1571. Be sure to tell us you are accepting and list your child's name and grade.
- Call us at 954-435-1570. Be sure to tell us you are accepting and list your child's name and grade.

*IMPORTANT: If we do not hear you within three (3) business days, we will assume you are NOT accepting your child's seat, and we will remove your registration application from our files.*

**QUESTION: What do I need in order to register?**

**ANSWER:** In order to register, you will need to have completed and submitted the following documents to the school:

- A completed registration packet
- A copy of your child's birth certificate
- Two forms proving that you are a Broward County residence (such as a driver's license and utility bill)
- Up to date health and immunization forms (the originals – one is blue and the other is yellow)
- Previous reports cards and academic transcripts including standardized test reports
- A copy of your child's current health insurance coverage (for the required student accident insurance documentation).
- A copy of your child's final report card no later than June 30<sup>th</sup>, 2014.

**If your child is coming from a Broward County public school,** we will request these records for you, and you will need only to fill out the completed registration form. Please remember that we must have *ALL* required documents in order for your registration application to be considered complete.

**QUESTION: Are there any contracts or other special requirements to be a part of your school?**

**ANSWER:** Yes, we do require all parents and students to sign the following:

- The Somerset Code of Conduct
- The Broward County Code of Conduct (distributed on the first day of school)
- A Parent Volunteer Application and Contract (A minimum of 30 and a maximum of 40 volunteer hours are required per family. Please see contract for more details.)
- All agreements and Parent Compacts outlined in the Registration Packet.
- An agreement to follow the guidelines listed in our school Handbook. (To read a copy of our current Handbook, please go to our website and click on the link for our Parent/Student Handbook.)

**QUESTION: What is the difference between a charter school and a public school?**

**ANSWER:** Charter schools are public schools. However, we are both publicly and privately managed and funded. We follow the same calendar as the public school system. We abide by most of Broward County's policies, but we also have our own individual policies and procedures in place.

**QUESTION: What is the difference between different charter schools?**

**ANSWER:** All charter schools are public schools; however, some are municipally run and funded while others are privately run and funded. Each also has its own philosophy and vision. For example, some charter schools focus on technology or performing arts while others do longitudinal studies on different ethnic groups of students and how they respond to certain educational programs. Others are run almost exactly like a public school.

**QUESTION: How is *your* charter school different?**

**ANSWER:** Our school has a strong academic focus and believes that each child should learn at his or her own pace, so we try to individualize our program to meet each child's level and learning needs. Our educational philosophy is based on some of the principles listed below:

- Somerset Academy believes that a school should be a place where students love to learn, teachers love to teach, and parents are a key part of the educational process.
- We believe that students work “up” to standards that are set for them and so we set high expectations for all of our students.
- We believe in a “teaching by doing” approach to instruction and incorporate “hands on” activities in all of our instruction.
- We believe that all students can and will learn.
- We believe that each learner is unique; therefore we structure our academic program to meet the needs of each individual learner. We also allow learners to work at their own pace and engage in activities that meet different learning styles and levels simultaneously.
- We believe learning should be relevant and fun.

**QUESTION: Do you provide transportation?**

**ANSWER:** We work with our parents to facilitate and contract carpool transportation. Students may also walk, ride their bikes, or elect to contract with private bus companies of their choice. When you register, we can also provide you with the names of some licensed private bus companies that can transport your child to and from our school; however we are in no way affiliated with these companies and cannot recommend one particular company to you.

**QUESTION: Will my child get preference if transferring from another Somerset Academy school?**

**ANSWER:** Yes, we are all a part of Somerset Academy, Inc. Students do get preference if your child or a sibling attends any of our campuses. Somerset makes every attempt to allow students to transfer between campuses providing (1) space is available and (2) the transfer is initiated during the re-registration period. However, we cannot guarantee that this transfer will be granted. Be sure to note that you are transferring from one of our other campuses on page one of the re-registration form.

**QUESTION: How old does my child have to be to register?**

**ANSWER:** In order to register for Pre-K3, your child has to be 3-years-old and potty trained by Sept. 1<sup>st</sup> of the current school year. For Kindergarten, your child has to be 5-years-old by September 1<sup>st</sup> of the current school year. If your child is coming from another country or a private school and is in a grade above their age-level grade, you will have to show proof of promotion to the next grade level on a final Report Card signed by the principal or headmaster of the accredited school. Additional testing may also be required. Final authorization of this grade placement is determined by the Principal.

**QUESTION: My child has an IEP or EP and requires special services. Can he/she attend your school?**

**ANSWER:** Yes, as a public charter school, we provide ESE services as necessary under the guidelines of the IEP. We ask that you bring a copy of your child’s current IEP prior to registration and meet with our ESE specialist and/or administrative team to discuss our ESE program and your child’s IEP in order to be sure that our school is the best possible placement for your child.

**QUESTION: Do you have a gifted program?**

**ANSWER:** Yes. While we do not have self-contained gifted classes, we follow goals and objectives specified on each student’s EP. Students labeled “Gifted” receive instruction with a gifted-focused curriculum. We also offer gifted, Pre-AP and accelerated classes for both our gifted and our high achieving students. For more information about this, please contact our ESE and Guidance Departments.

**QUESTION: Does your school get graded? What is your grade?**

**ANSWER:** Yes, all charter schools get graded the same as all public schools get graded. Each year, our school grade can be viewed by looking on our school website, [www.somersetcentral.org](http://www.somersetcentral.org), on the Broward County Schools website at [www.browardschools.com](http://www.browardschools.com) or by going to the Florida Department of Education website at [www.fldoe.org](http://www.fldoe.org). We

are in Broward County and our graded schools are Somerset Academy Neighborhood School (school number 5021) and Somerset Academy Preparatory Middle (school number 5441) Somerset Academy Miramar High (school number 5007).

**QUESTION: Do you offer special area classes and electives?**

**ANSWER:** Yes, we offer a variety of special areas classes such as Spanish, Physical Education/Health, Art, Music, Library and Computers. A full list of electives for our middle school can be found on our school website by clicking on the link to our Curriculum Guide.

**QUESTION: What extracurricular programs will you offer?**

**ANSWER:** Each year we offer a variety of clubs, a competitive middle school athletics program and fee-based academic and athletic activities conducted on campus by private organizations. Information can be obtained through the office, our Activities Director and our website. Generally, programs such as martial arts, musical theatre, art, cheerleading, dance, and IMAC are offered after school and run through private companies on our campus. These are determined on a year to year basis. Middle/High School athletics are done in conjunction with Broward County Public Schools' Middle/High School athletics program; sports typically offered include boy's and girl's soccer, boy's and girl's basketball, boy's and girl's volleyball, and boy's flag football. Clubs are determined on a year to year basis based on student interest and faculty sponsorship.

**QUESTION: What are your school hours, drop off, and pick up times?**

**ANSWER:**

**PK – 2<sup>nd</sup> Grade School Hours:**

Instructional Day:	8:00 a.m. – 2:30 p.m.
Drop Off Time:	8:00 a.m. - 8:00 a.m.
Morning Care Hours:	7:00 a.m. – 8:00 a.m.
Sibling Morning Care:	7:45 a.m. – 8:00 a.m.
Pick-up Time:	2:30 p.m. --2:45 p.m.
After Care Hours:	2:45 p.m. – 5:55 p.m.
Sibling After Care:	2:45 p.m. – 3:15 p.m.

**3<sup>rd</sup> -5<sup>th</sup> Grade School Hours:**

Instructional Day:	8:00 a.m. – 3:15 p.m.
Drop Off Time:	8:00 a.m. – 8:00 a.m.
Morning Care Hours:	7:00 a.m. – 8:30 a.m.
Sibling Morning Care:	7:45 a.m. – 8:30 a.m.
Pick-Up Time:	3:15 p.m. – 3:30 p.m.
After Care Hours:	3:30 p.m. – 5:55 p.m.

**6<sup>th</sup> -12<sup>th</sup> Grade School Hours:**

Instructional Day:	7:45 a.m. – 2:50 p.m.
Drop Off Time:	7:30 a.m. -- 7:45 a.m.
Morning Care Hours:	7:00 a.m. – 7:45 a.m.
Pick-up Time:	2:50 p.m. - 3:10 p.m.
After Care Hours:	2:50 p.m. – 5:55 p.m.

**QUESTION: Do you provide before and after school care? If so, what are the hours?**

**ANSWER:** Yes, we offer a fee-based program for before and after school care. This program enrolls students on a first-come, first-serve basis. Our morning care program begins at 7:00 a.m. and continues until 15 minutes before our school start time. Our aftercare program begins at dismissal time and ends at 5:55 p.m. These programs provide homework assistance, recreation, snacks, and other academic activities for students.

**QUESTION: How much does it cost to register to attend your school or to participate in your special programs?**

**ANSWER:** As a Broward County Public Charter School, we are tuition free for anyone residing in Broward County. PreK is a private program, however. Tuition and fees for special programs can be found on our website or can be obtained from the main office. In order to get your child off to a good start, please note that you will be required to purchase school uniforms, a student planner, a School-to-Home folder, and classroom school supplies for your child listed on the "School Supply Lists," and you may be required to enroll your child in Sibling Care, if applicable, for a nominal fee.

**QUESTION: If I have one primary elementary child and one upper elementary or middle school child enrolled at your school, can I get a discount on childcare between dismissal times?**

**ANSWER:** Yes. We offer Sibling Care at \$25.00 per month or free, depending on your situation. Within this program we supervise Pre-K through 5<sup>th</sup> grade elementary students until their older siblings are able to come and pick them up at dismissal time. We also offer this childcare program in the morning, allowing students with a 30 minute school start time difference to be supervised so that parents can make one convenient trip to school. Here is how it works:

- If you have a child or children in PK – 2 and an older sibling only in grades 3, 4 or 5, Sibling Care is \$25.00 per month.
- If you have a child or children in PK – 2 and an older sibling in 6<sup>th</sup> – 12<sup>th</sup> grade, Sibling Care is free.

**QUESTION: What are the costs of your Pre-K program?**

**ANSWER:** There is a \$75.00 registration fee and a monthly Fee of \$450.00. Discounts are given for additional siblings. Pre-K students follow the primary elementary school hours. The first month's payment must be made at the start of the school year. Payments that are more than 5 days late will result in late fees, and payments not made after 15 days will result in possible dismissal from our PK program unless a payment plan is established due to special circumstances.

**QUESTION: Do you participate in the VPK program?**

**ANSWER:** No, we do not participate in the VPK program.

**QUESTION: Can you explain the school's curriculum?**

**ANSWER:** The primary goal of any school is to educate the children. In order to do that, the school must have a strong, structured, and spiraling curriculum that meets the needs of students at different academic levels and with different learning styles. Somerset Academy's Central Miramar Campus has this very type of program and includes both traditional and alternative approaches for instructing our students. It is based on the Sunshine State Standards. Our program also include the core academic classes of language arts, science, social science and mathematics and it includes special area and electives courses to ensure we are offering a program that will create well-rounded students.

Please see our Curriculum Guide on our website for detailed course information and requirements for middle/high school.

We also believe in conducting 21<sup>st</sup> Century Learning. Therefore, all students work with interactive Promethean Boards, Document Imaging Cameras, Personal Computers throughout the day. Such software programs as Accelerated Reader, Successmaker and Carnegie Cognitive Math Tutor are used to reinforce and advance student learning.

All of our curriculum materials are aligned to meet the goals of No Child Left Behind, to meet the requirements of Broward County Pupil Progression Plan (Policy 6000.1), and to meet the grade level proficiency expectations of Florida's Sunshine State Standards. By incorporating multiple learning systems at Somerset, we believe that we can create the best possible program for each individual learner while also making learning an exciting and enjoyable experience!

For more information on our academic programs, please contact your child's teacher or the school's Guidance Department.

**QUESTION: I'd like more information about your Pre-K program. Can you explain your curriculum?**

**ANSWER:** Our Pre-K program is based on the Constructivist Learning Theory. We have a center-based, hands-on, thematic curriculum that allows each child to move forward at his or her own pace. Our program allows students to explore social concepts and academic skills. In fact, we make sure these students are prepared for Kindergarten by providing academic reading and math activities with a strong phonics base; this opens the door for our students that are ready to read. Additionally, we offer individualized instruction in both math and reading. As a result of our literacy focus, many of our Pre-K4 young learners are beginning readers at the end of the school year.

In sum, our Pre-K program focuses on cooperative learning and social skills, introduces our Pre-K students to the world of education and provides them with the tools to become successful independent learners. It's this special Somerset program that leads to consistent success and Kindergarten readiness!

**QUESTION: Where can I get more information on your school?**

**ANSWER:** Continue to check our website, [www.somersetcentral.org](http://www.somersetcentral.org) where you will find a document entitled "Key Information Bulletin" that provides updated information about our school. Our Parent-Student Handbook is also a great source for information and is also available online. You can always email us any questions that you might have; our email addresses are on our website. Our office personnel can be reached between the hours of 7:30 a.m. – 3:30 p.m. (**Summer Hours** are Monday – Thursday from 9:00 a.m. – 2:00 p.m.) at 954-435-1570. We are always happy to do our best to answer any questions you may have.

**QUESTION: Am I able to take a tour of the school?**

**ANSWER:** Yes, but these must be prescheduled to ensure there is a staff member available to conduct the tour and to ensure instructional time or testing is not interrupted. Please call the office if you would like to arrange a tour.

## RETENTION

Retention can only be carried out under the guidelines of Policy 6000.1. Students must meet minimum mandatory requirements. In Middle School, students must pass all four core subject area courses in order to be promoted. In Elementary School, each student must meet minimum mandatory testing requirements on initial or alternative standardized tests or the student must meet the alternative promotion criterion outlined for special populations if applicable. Please review "Policy 6000.1" for more information.

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## SCHEDULES

Schedules will be provided to you at the beginning of the year. Please adhere to them. If you wish to change your schedule, you may request to do so with the Principal. In this case you will be required to provide an electronic copy of your schedule and obtain approval prior to making any changes. Please keep in mind that you will not be able to adjust recess, lunch, and Specials times. If there are interpersonal conflicts for which it might be beneficial to change a student's schedule, please speak to administration about this and/or guidance. For middle school students, electives cannot be changed mid-semester and cannot be changed at all, except for band, unless truly extenuating circumstances apply.

## **SCHOOL TO HOME FOLDERS**

During the first week of school, students are to purchase a SACM folder that will be used as their School to Home Folder for the entire school year. On a designated day each week, this folder will carry home important papers and graded work. If the original folder is lost or damaged, a new one must be purchased from the office. It is each teacher's responsibility to make this a necessary part of the classroom and to ensure this folder is utilized weekly. It is each teacher's responsibility to make sure this folder is viewed by the parent/guardian and that folders not reviewed are met with an age-appropriate consequence to the student and/or a parent phone call. All students and their families must and will utilize this folder as long as it is enforced by the teacher – no excuses.

## **SIBLING CARE**

Somerset Central Miramar offers Sibling Care for a monthly fee. If parents choose to do multiple pick-ups in lieu of paying for Sibling Care fees, then the Sibling Care program is not applicable for that child.

However, in most cases, students in middle school who have a brother or sister in elementary school must pay a monthly or annual fee for extended supervision of their sibling. Younger siblings wait in the Sibling Care room until their older siblings have been dismissed. Older siblings must pick up younger siblings no later than 10 minutes after their dismissal time.

Siblings who are both in elementary school but who get out at different dismissal times (i.e., one in the lower elementary and one in the upper elementary) can and should also utilize Sibling Care. There is no fee for students who are both in elementary school. The older sibling must also pick up younger siblings no later than 10 minutes after their dismissal time.

Students who are both dismissed during the same dismissal time with no siblings in other dismissal times should dismiss together with the older sibling's class.

If siblings are in after care, they should go straight to after care as scheduled.

Sibling Care is available in the morning, as well, in the cafeteria.

## **SOLICITATION**

It is against Somerset Academy's policy to allow anyone to advertise, promote, sell or in any other way market or solicit information for others or for personal gain without written authorization from an administrator. This includes placing business cards in mailboxes, selling make-up products, promoting parties, or passing out fliers advertising businesses to name a few. There are many legal ramifications and procedural requirements that surround equitable and appropriate solicitation on school grounds. Therefore, any violation of this policy can put you in a position where you may be held liable for possible consequences that could ensue. It is also grounds for immediate disciplinary action and it may create a situation that violates our Conflict of Interest Policy. Moreover, it is a good general rule to maintain to let your private business ventures and activities to stay just that – private.

## STANDARDIZED TESTING

Standardized Tests are required by BCSD. Teachers are expected to attend trainings and carry out all directions explicitly for each standardized test administration.

### Kindergarten and First Grade

FLKRS / FAIR

### Fourth Grade

FSA, Math & Writing  
Stanford Diagnostic

### First Grade

Primary Reading and Math (BCS)  
SAT-10 or Stanford Diagnostic  
Rigby  
DRA

### Fifth Grade

FSA Reading, Math & FCAT 2.0 Science  
Stanford Diagnostic

### Second Grade

Primary Reading and Math (BCS)  
SAT-10 or Stanford Diagnostic  
Rigby  
DRA

### Sixth and Seventh Grade

FSA Reading and Math  
Stanford Diagnostic

### Eighth Grade

FSA Reading, Math, Writing and FCAT 2.0 Science  
Stanford Diagnostic  
End Of Course (EOC) Exam, if applicable

### Third Grade

FSA Reading and Math  
Stanford Diagnostic  
Portfolio Testing

### ELL Testing

MAT-8  
CELLA

### **GRADES 3-8: BAT (Benchmark Assessment Test): Administered 2 times per year**

- Grade Level Reading (Will use FAIR Data)
- Grade Level Math
- Science (5<sup>th</sup> & 8<sup>th</sup> Grade)
- Writing (4<sup>th</sup> & 8<sup>th</sup> Grade)
- Civics
- Algebra (students in Middle School who are taking Algebra Math)
- Geometry (students in Middle School who are taking Geometry)
- Algebra II (students in Middle School who are taking Algebra II)

### **GRADES 9-12: BAT (Benchmark Assessment Test): Administered 2 times per year**

- Reading (Will use FAIR Data)
- Algebra
- Geometry
- Algebra II
- Biology
- US History

### **FCAT**

Grade 3 in reading and math; must pass reading test for promotion

Grade 4 in reading, writing, and math; must pass reading and math tests for promotion

Grade 5 in reading, science, and math; must pass reading and math tests for promotion

Grade 6 in reading and math; must pass reading and math tests for placement

Grade 7 in reading and math; must pass reading and math tests for placement

Grade 8 in reading, writing, science and math; must pass reading and math tests for placement

Grade 9 in reading and math

Grade 10 in reading

### Primary Reading

Grade 1 in reading and math; must pass reading test for promotion

Grade 2 in reading and math; must pass reading test for promotion

### Kindergarten Evaluations:

Kindergarten is given multiple evaluations at the beginning and end of the school year to determine school readiness including **FAIR**. Additionally, Policy 6000.1 outlines academic criteria for promotion that must be evaluated by teachers involving each student's ability to know the numbers, letters, and sounds. Please review this criterion with your team leader.

All teachers must attend required trainings and sign appropriate documentation to conduct standardized testing. This testing must be carried out exactly as the standardized directions dictate.

## SUPERVISION AND CONFIDENTIALITY

Student supervision and confidentiality is of utmost importance at Somerset. Here are some basic principles to keep in mind regarding supervision and confidentiality as it pertains to students:

### Supervision

- Students may never be left alone or unsupervised in the classroom, lunchroom, playground, or dismissal areas.
- Students out of the classroom should always have a pass unless they are going to lunch. Those below 3<sup>rd</sup> grade should have a partner.
- Students must be watched closely, especially during transition times (drop-off, dismissal, recess and lunch). It is during these times and other down time that most behavior incidents and accidents occur.
- Circulation is often essential for effective supervision.
- Teachers and the school can be held legally liable if they are negligent in adequately supervising students.

### Confidentiality

- Never discuss a student in the presence of other staff, parents or students.
- Never discuss a student off campus, with or without the parent.
- Never discuss a student during drop-off or dismissal.
- Never discuss a student in the office area unless you are in a private room making a phone call.
- Do not discuss employment or job-related dissatisfactions and concerns with your students or parents. *This is grounds for termination.*
- Handle behavior with confidentiality by discussing infractions and consequences privately with the student. It is never appropriate to discuss a student's poor behavior in the presence of the entire class.
- Avoid repeatedly yelling a child's name over and over as a means of correcting behavior.
- Do not discuss your personal issues with your students or parents.
- *Broward County confidentiality guidelines forbid teachers to display any graded student work in the classroom. If the grade is on the back or hidden, then it may be displayed. It also forbids students from grading another classmate's work.*

See "Conflict of Interest" for additional information.



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## TECHNOLOGY INFORMATION

There are various technology resources available to you which you need to familiarize yourself with.

- **School website:** [www.somersetcentral.org](http://www.somersetcentral.org) Our school website has a wealth of information available to you. Here you will find online textbook links, school calendars, FAQ's, lunch information, and general school updates.
- **Email:** <http://mail.somersetcentral.org> Email can be accessed from any computer, school or home. Your log in information is the same as your lap top log in information.
- **Teacher Links:** Accessible from our school website, has pertinent information regarding curriculum, forms, and access to student data. Use the teacher links site to access virtually all of our school technology resources.
- **Virtual Counselor:** a tool created by Broward County Schools to assist teachers with easy access to student achievement data. Data from past and current years is posted continuously as new data becomes available. Use this website to review your students' test scores and to help with creating effective differentiated instruction. Student Progress Monitoring Plans (PMP's) are also completed through Virtual Counselor. To access Virtual Counselor, simply click on the icon from our TEACHER LINKS site via our school website and enter your UserID and Password. New teachers will have to create a new account by selecting the: **FOR CHARTER SCHOOLS ONLY: GO TO** <http://bcps.browardschools.com/virtualcounselor/bsvc/loginvc.asp> TO APPLY FOR A VIRTUAL COUNSELOR ID.
- **SchoolNotes:** A vital part of the home-school connection, this is a requirement of Somerset Academy. This site is the Web's leading FREE school-to-home communications tool. Teachers register and create SchoolNotes Pages to post homework, project guidelines, due dates, and share other information with parents and students. This should be set up prior to school starting and should be updated weekly/bi-weekly for effective communication between home and school. *If this website is changed at any time to another website that allows you to create a classroom home page, we will notify you the site and directions to set up that site in writing.* Alternative websites that can be utilized for this same purpose include [www.teacherweb.com](http://www.teacherweb.com) and [www.schoolrack.com](http://www.schoolrack.com). Please link any pages you create with teachersweb, schoolrack or schoolnotes to your page on the Somerset Central's website.

To access your schoolnotes page for the first time:

- Select the SCHOOLNOTES icon from our TEACHER LINKS site via our school website.
- Click on REGISTER FOR FREE ACCOUNT
- Enter a personal account name (usually your first and last name- no spaces), create a password, and enter your school email address.
- You will receive an email to activate the account. Click on the link they send you and then log in using your account name as your user ID, and then enter the password you created for this account.
- You will need to set up your page using the Manage / Edit Pages, Manage Favorite Links, My Files, Flashcards, Calendar, Notification, Lists, and Account Management pages.
- We suggest the following for your schoolnotes page:
  - i. Each quarter highlight the Standards you will be teaching for each subject area you teach.

- ii. Include weekly spelling lists and/or vocabulary lists that students are expected to learn.
  - iii. Include your class wish list so parents have an idea of how to use volunteer hours.
  - iv. Post project rubrics, due dates, and upcoming testing dates.
  - v. Post your class letter for parents to read the latest and greatest in your classroom.
  - vi. Keep it easy to read and avoid educational jargon.
  - vii. Be professional and always check your spelling and grammar.
  - viii. Place various links to online resources pertinent to the subject area you are teaching and be sure to include our school website.
  - ix. Be POSITIVE and never post information that could be interpreted as a negative for our school or Somerset, Inc.
  - x. Please do not write any personal or confidential student information, including grades of students.
- **BRITE/ESS Portal:** This is where you register for Professional Development Activities through Broward County Schools. In-service Points are given through these courses which assist with the certification/recertification process. To access the BRITE portal, simply click on the BRITE icon from the TEACHER LINKS site via our school website.
    - Directions for registering on BRITE:**
      - Select tan-colored circle Outside BCPS
      - Put in your login and password
      - Select External Self-service
      - Select "Professional Development"
      - Under the "Navigation" section, scroll down for the list of courses and click on the courses you may want.
      - You can select during specific date ranges, as well.
      - "My Training Activities" will tell you what you are registered for and the dates, times and locations.
      - Select "Course Appraisals" to complete end of activity paperwork to ensure your professional development points are awarded.
      - Select "In-Service Report" and search to find out how many points you have toward your recertification. 120 points are required. If you need help, call 754-321-8120.
      - If you do not have a log in or password, go to <http://broward.gosignmeup.com/> and fill in the information requested to get your login and password.
  - **LCD Projectors, Document Imaging Cameras and Promethean Boards:** Each classroom is equipped with a Promethean Board, activpen, a document imaging camera and an LCD Projector. Training will be provided for you to learn to effectively use the interactive white board and LCD Projector. Be sure to NEVER write on your Promethean Board with a dry erase marker. It is an electromagnetic board so avoid cleaning it with any liquid cleaners as well. The board and projector have remote controls to easily turn on/off the units. Use the Projector to view announcements, BECON TV, computer websites, and video/live streaming.
    - i. **Instructions to hook up the computer to the projector:** First you have to make sure the projector and the black TV tuner box is on. Secondly, make sure that the projector is set to the computer 1 "source" (it's just like an input). Next, plug in the grey cable with blue ends into the wall (that silver port for the projector); plug the other end into your computer. On the black remote, there is an input button. The black TV tuner box has four different inputs. You have to press the input button until it comes to a screen that says "Computer 1 No Input". There are two that say Computer 1. It is the first one. If you still have trouble finding it, you could try projecting one by one. In order for the computer to display you have to tell it to do so. The way to do this is to press and hold down the "fn" key that is located on the bottom left of your keyboard. While holding the button down, if you have a dell laptop you have to press "F8". If you

have a HP Laptop you have to press "F4". That should solve any problem you are having with connecting to your projector.

- **Promethean Planet:** Promethean Planet's main content is flipcharts - interactive presentations designed for use with Promethean's Activstudio software for use on Promethean's Activboard Interactive Whiteboard. Registration is free and allows you to download over 8,000 lessons and resources to use in your classroom. The software already installed on your laptop (ActivStudio) also has many pre-designed flip charts for you to use in class to enhance your lessons. To access Promethean Planet, select the Promethean Planet icon from our TEACHER LINKS site via our school website. To register for your free account, choose "REGISTER" from the homepage, complete the registration page creating your username and password.
- **Pinnacle GradeBook:** This is our electronic grade book. You will take attendance, enter grades/assignments in both weighted/non-weighted categories, generate reports and assessments, input grade comments, and create traditional and standards-based interim reports and report cards automatically. Professional Development/training on the Pinnacle system is provided at the start of the school year. To access the Pinnacle Grade book, simply click on the link on our school webpage. It is also available from the TEACHER LINKS site via our school website. UserID and Passwords will be forthcoming during pre-planning week. For more information, see our Pinnacle Gradebook Manager.
- **Accelerated Reader/STAR Reading:** Accelerated Reader is an online reading management and assessment software. Students read books and take tests on the books. Data from the tests provide teachers will a way to track reading progress in all forms of guided reading. Tests can be taken in the media center, in the classroom, as well as from home. STAR Reading is reading assessment software. Students complete an assessment on the computer. The program determines reading level and assists you in differentiating your reading instruction. To access these programs, click on the Accelerated Reader icon from our TEACHER LINKS site via our school website. Username and passwords will be available the first weeks of school from the Librarian.
- **IXL:** IXL is a math program designed to be used by students in grade 3-12. IXL is accessible for students and teachers on every school computer, as well as from home. IXL works with the individual student on analyzing math concepts. All math students in grades 3-12 are expected to work through and complete this program each year, and incentives are offered to our students and teachers to promote IXL completion/mastery. To access IXL from the school website, click on the Teacher Remote Access for printing reports, placing students, and monitoring student progress. Student Remote Access is where the students log on with their own usernames and passwords to work through the program. Training will be offered during the first weeks of school for all new staff.
- **FCAT EXPLORER:** FCAT Explorer is a web-based educational program for Florida students that reinforces reading, math, and science skills outlined in the Sunshine State Standards. Students follow individual learning tracks including interactive activities and assessments with immediate feedback to reinforce FCAT skills. Teachers use the management system to review data and use the data to modify classroom instruction and differentiate to their students' needs. To access FCAT Explorer, click the icon on our TEACHER LINKS site via our school website, or click on the FCAT EXPLORER LINK from our homepage. Username and passwords are issued at the beginning of each school year.
- **Destiny/Follett System:**
  - i. **Destiny Library Manager** combines circulation, cataloging, searching, reporting and management in one centrally installed library software system. You and your students access the system through any workstation with a supported web browser, through the Internet. Destiny Library Manager is an easy-to-use, web-based library automation and management solution that offers: Integrated circulation, cataloging, searching, reporting and library

management to help us work more efficiently. You can search our library for books by author, topic, etc. with a simple click on your computer.

- ii. **Destiny Textbook Manager** is also available here at Somerset Academy Central Miramar. This manager is computer based and helps you make certain students have access to the textbooks they need to achieve critical learning goals. This program will allow all textbooks to be bar coded and by scanning the books in and out you can keep track of which students have books or owe books at the end of the year.
  - iii. **Destiny Asset Manager** is designed to manage valuable assets here at school: fixed and portable assets such as laptops, sports equipment, maintenance equipment, software licenses and more. To access DESTINY simply click on the desktop icon from any computer, or from our school website.
- **Reading Plus:** This is a program installed in all of our computers that enables differentiated instruction in Common Core Reading that also infuses writing. It's a curriculum that's on call all the time to help you teach to every student's level. Reading reinforces concepts and skills to address a variety of instructional needs within the five major components of reading for 3-12 students. Behind it all, the powerful Learning Management System provides on-demand reports for quickly assessing progress by classroom or student. Click on the Reading Plus icon on the computer and enter your username and password. Here you can begin to enter your students' names, assign them log in and passwords, and select technology component lessons that correlate to your students' individual needs.

**If you have any technology questions that aren't included in this manual, please email the school based IT Specialist, or complete a REQUEST FOR TECHNICIAN ASSISTANCE Form and place in the IT mailbox.**

## TELEPHONE USE

### School Telephone

- Students should only use the office telephone for any calls that need to be made while on campus.
- All calls must be made under the supervision of a school staff member.
- Students must have a pass from their classroom teacher to use the office phone during school hours. This should be reserved for emergencies only.
- Staff may use the school telephone at their convenience. Calls should be local and school-related.

### Student Cell Phone Policies

- Never allow your students to use their cell phones during instructional hours.
- Confiscate any cell phones visible or ringing during school hours. Turn them in to an administrator before the end of the school day.
- Students are not permitted to take cell phones to the bathroom. Please observe students pockets before allowing them to use restroom facilities. Please do not permit students to take bags to the bathrooms. In cases where girls need to carry a small purse, please ensure that their cell phone has been removed and remains in the classroom on your desk during their absence.

### Staff Cell Phone Policies

- Cell phones should not be used during school hours. Cell phones should remain off during school hours. They should not be on vibrate or on in any other way that could distract you. This is non-negotiable.
- In emergency situations, cell phones may be used if an administrator approves their use. Approved cell phone use should never occur in front of students, parents, or colleagues. Making calls for personal reasons should NOT be a common occurrence.

- Planning Time should be used for instructional planning of lessons and for grading paperwork and this time should not be considered a cell phone break. If you *MUST* use your cell phone during planning time, please keep it brief and reserved for emergency situations only, AND notify an administrator in advance regarding the reason you will be on the phone.
- In almost all situations (sick child or relative, house or car repair, etc.), a phone call can be placed to the school office in order to get in touch with you. In such cases, the office staff will ask the caller to remain on hold for a moment, and we will quickly call you down to take the call. If you are uncomfortable with this method, you can always instruct family members, child care providers, or others to leave a message on your cell phone so that you may call them back during your planning time or after school whenever there is an emergency.
- Cell phones must remain out of sight. This means they should not be strapped to your waist or lying on your desk. They should be in a bag or a desk drawer or your pocket.
- Texting is considered the same as cell phone use.
- Calls to parents should be made from school phones. Please return calls to parents using a private area such as the conference room. We strongly discourage using personal cell phones to call parents. If you do choose to use your personal phone to call a parent, do not conduct these calls or answer these calls during class time or around students, other parents, or colleagues.
- Just to reiterate, students should never see a staff member using a cell phone. Cell phones should be used in private only. When walking through the halls, on the playground, in your classroom or in the cafeteria, cell phones should not be used. The policies we set for students must also be modeled by staff.

**Please note that our cell phone policy will be strictly enforced.** Excessive cell phone use or any violation of these policies is grounds for formal disciplinary action and/or termination.

## TEXTBOOK DISTRIBUTION

Somerset Academy's textbook and asset management system places bar codes on these items and tracks them to both teachers and students through a scanner and computer database. Procedures will be

- Specific information will be provided regarding textbook distribution procedures.
- All textbooks must be covered.
- If a student loses or damages (beyond use) his/her workbook/consumable or textbook, you must notify both the student/parent and the school treasurer by filling out a Lost/Damaged Textbook form. Students are responsible for paying for replacement of the lost/damaged item.
- Each quarter, it is recommended that teachers require a student inventory of books. Students should have all books present to present to teachers to ensure the book has not been lost or damaged. Each team leader/department chair should ensure that this process takes place.
- At the end of the school year, students must present/return all issued books to the Media Tech.
- ***BE SURE TO COLLECT BOOKS FROM STUDENTS WHO WITHDRAW FROM THE SCHOOL. IF A STUDENT JUST STOPS COMING TO SCHOOL OR NOTIFIES YOU THAT THEY ARE WITHDRAWING, ATTEMPT TO COLLECT THE BOOKS AND BE SURE TO NOTIFY THE REGISTRAR THAT TEXTBOOKS ARE OWED TO THE SCHOOL SO THAT THESE CAN BE COLLECTED BEFORE RECORDS ARE RELEASED.***

## TUTORING

Somerset's tutoring program is held in sessions yearly in order to effectively prepare students for FCAT. We offer tutoring for all of our students who are performing below grade level and, when we can, we offer tutoring to any students

who are interested; however, staffing shortages often impact the ability of the school to provide tutoring for all. Tutoring is offered to students K-12 at various times throughout the year. The program covers basic skills and standardized test-taking strategies for the areas of reading, mathematics, writing, and science. Tutoring is offered free whenever possible to at-risk students. It is also offered to all interested students when staffing permits. Fees required are generally only for tutoring materials. Tutoring will be held before or after school throughout the school year.

Private student tutoring is not allowed on school property unless it occurs through our school tutoring program. This is a liability issue, an insurance issue, and a funding issue as it relates to facilities usage. Additionally, there is a no-compete clause for our aftercare program and our afterschool tutoring program. If you wish to tutor students on campus, you must participate through our program.

Private tutoring requests may be made to the Principal in writing. Private arrangements for tutoring should be done off campus and on your own time. Some parents wish to have teachers tutor their children off campus and often call our office for names of staff we can suggest that may be interested in doing this. If you are interested in having your name recommended, please notify administration via email and specify the range of grade levels and subject areas for which you are willing to tutor.

We strongly encourage all teachers to help as much as possible with Somerset's supplemental tutoring program. This program helps us toward earning our school grade and toward remediating students and putting them on the path to success. Hourly rate and times vary from person to person and year to year. You will be contacted by administration regarding participation in Somerset's tutoring program.

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### UNIFORM POLICY

#### **Student Dress Code:**

The uniform policy at Somerset Academy states that every student must be dressed in the proper school uniform each school day. Uniforms are mandatory and will be strictly enforced at our school to ensure student safety. It is important that the uniform is clean, in good condition, and has the correct embroidery on it. **Due to an excessive number of uniform violations last year (by students wearing inappropriate sweaters/jackets and inappropriate uniform bottoms), we are requiring that all clothing worn by students have the Somerset Academy Central Miramar embroidery on it. Cover-ups (jackets, sweaters, sweatshirts, etc.) must be uniform solid-colored. Belts are also required for all students.** Please note: The air conditioning in the classrooms can get cold; therefore, we encourage you to remind students to bring an appropriate sweater or jacket.

Before students enter the building, please ensure that uniform shirts are tucked into the bottoms and that the waist band of the bottoms is not worn any lower than the child's waist line. Shirt must be tucked in at all times while students are on campus – including during dismissal and in the carpool lane. Socks must also be worn. We will notify parents to bring their child a change of clothing immediately if this policy is not upheld. If repeated infractions of the Uniform Policy occur, consequences for the student will ensue, including a formal conference with parents and possible dismissal from the school. Please notify administration if a parent informs you (required in writing) that there is an extenuating circumstance that has caused their child to be out of uniform so that we do not write an infraction notice.

P.E. Shirts and Spirit Shirts are available to be purchased only at the school and must be preordered. Order forms will be sent home the first week of school. Spirit shirts are required to be worn on fieldtrips by students and staff. Until P.E. Shirts come in, students should wear any gray t-shirt for P.E. Uniform bottoms can be purchased at the uniform store or

at any local department store. These are the only items that do not need to be embroidered. P.E. and Spirit Shirts do not need to be tucked in.

### **“Men & Women of Character” Days:**

Students will be required this year to dress in formal attire on specified days. Students will be required to wear buttoned down shirts, long sleeve or short sleeve with a cross tie for girls and a tie for boys. Shirts must have the appropriate warriors logo. Formal attire will be available for purchase from All Uniform Wear. More information about “Men & Women of Character” Days will be forthcoming.

All other uniform shirts must be purchased from the Somerset Academy Official Uniform vendor: **All Uniform Wear, 8180 Pines Blvd., Pembroke Pines, FL, 33024.** Their contact numbers are 954-885-5246 (phone) and 954-885-5236 (fax).

It is every staff member’s policy to enforce the uniform policy for every child and to write Uniform Violations as they occur. You will be held accountable in part if your students are not abiding by the uniform policy and will be required to submit an explanation to administration. Uniform checks should occur daily immediately after the shark oath.

### **Staff Dress Code:**

Somerset Central Miramar staff members are required to wear uniforms. These shirts can be obtained from **All Uniform Wear located at 8180 Pines Blvd, Pembroke Pines, FL 33024.** Their phone number is 954-885-5246.

**Tops:** The official school staff polo or button down shirt must be worn. The school will purchase one shirt at no cost to you. If you go directly to the uniform store, they will have a list of colors and sizes available. Staff members who are staff must have the logo. Please refrain from wearing shirts that are too short, too tight, or too small.

**Staff IDs are required to be worn daily on all school days when students are present.**

**Bottoms:** Staff bottoms should be solid black, gray, brown, khaki, white or navy pants, capris or skirts (knee-length or longer). Bottoms may not be spandex, terrycloth or denim material. Bottoms **MUST** be the colors indicated and not purple, light blue, patterned, or any other variation. **Leggings or Jeggings may not be worn.**

**Shoes:** You may choose whatever professional shoes and casual sneakers (not athletic sneakers) that you feel are comfortable; however, please avoid shoes that may be unsafe when working around children (such as strappy stilettos). If open toe shoes are selected, please be sure your feet are properly groomed. **CROCS and flip-flops are not allowed.**

**Hygiene:** Please be sure to maintain an appropriate level of hygiene, as well. Clothes should be pressed; all attire should be clean; deodorant should be worn; and hair should be brushed and neat. This will allow you to give an immediate impression of competence, confidence, organization, and professionalism to both parents and colleagues. All visible tattoos must be covered at all times.

**Spirit Days (every Friday):** Sneakers, Spirit T-shirts and blue jeans are allowed. Please be sure jeans conform to the following criteria. Jeans should be clean, solid-colored, fade-free, free of excessively bedazzling designs, in good condition (no holes, significant fraying or stains), and should not be excessively tight or low-rise jeans.

We realize that body types are all different; however, excessively tight or small clothing is never appropriate. Please be sure underwear do not show when you bend over and mid-riffs don’t show when arms are raised.)

Spirit Shirts will be ordered the first week of school and are given to staff at no charge.

**Student Uniform Specifications (Warrior/Crossed Warrior Logo)****Uniform Specifications (Crossed Swords Logo)**

The following will be the Dress Code Requirements for the 2012-13 School Year. PLEASE NOTE: UNIFORM POLICY IS DIFFERENT FOR STUDENTS IN THE ELEMENTARY, MIDDLE, AND HIGH SCHOOL GRADES. PLEASE ADHERE TO THE RULES FOR YOUR CHILD'S GRADE LEVEL.

**ELEMENTARY SCHOOL (Pre K3-Grade 5)****Girls**

POLO Red or White w/ Crossed Swords LOGO on LEFT CHEST  
 BOTTOMS Black/Red Plaid, Black or Khaki Skirt, Skort or Short with Black or Brown belt  
 PANT Black or Khaki Pant or Capri with Black or Brown belt  
 DRESS UP White LS Oxford w/Logo and Black Skirt

**Boys**

POLO Red or White w/ Crossed Swords LOGO on LEFT CHEST  
 SHORT Black or Khaki Short with Black or Brown belt  
 PANT Black or Khaki Pant with Black or Brown belt  
 DRESS UP White LS Oxford w/ Logo and Black Pants and Black Tie

**WINTER WEAR**

Black or Red Fleece Jackets w/Crossed Swords LOGO  
 Black or Red Hooded Sweatshirt w/Crossed Swords LOGO  
 Red/White Long Sleeve Polo w/Crossed Swords LOGO  
 Black Sweatpant with Somerset on Leg

**PE UNIFORMS**

Grey with Red Logo PE T-Shirt  
 Red Mesh Shorts with Somerset on Leg

**MIDDLE /HIGH SCHOOL (Grades 6-12)****Girls**

POLO Black or Grey w/ Crossed Swords LOGO on LEFT CHEST  
 PANT Black or Khaki Pant with Black or Brown belt  
 DRESS UP White LS Oxford w/Logo and Black Skirt

**Boys**

POLO Black or Grey w/ Crossed Swords LOGO on LEFT CHEST  
 PANT Black or Khaki Pant with Black or Brown belt  
 DRESS UP White LS Oxford w/ Logo and Black Pants and Black Tie

**WINTER WEAR**

Red or Black Fleece Jackets w/Crossed Swords LOGO  
 Red or Black Hooded Sweatshirt w/Crossed Swords LOGO  
 Grey/Black Long Sleeve Polo w/Cross Swords Logo  
 Black Sweatpant with Somerset on Leg

**PE UNIFORMS**

Grey with Black Logo PE T-Shirt  
 Black Mesh Shorts with Somerset on Leg

**SHOES PK3-12**

Black or Brown closed-toe shoes/sneakers

\*\*Please contact All Uniform Wear located at 8180 Pembroke Pines Blvd to purchase uniforms. If you have any questions, please call (954) 885-5246.

**Teacher Work Days:** You may dress comfortably and casually, as long as no parent-teacher conferences are being conducted.

**Holidays and Special Events:** We occasionally allow special attire to be worn for holiday and special events. We will notify you when this is the case. Please do not dress in such attire without prior approval. Spirit Shirts must be worn on all field trips unless otherwise specified by administration.

**Other attire not permitted includes** jumpers, dresses worn over uniform shirts, vests, mesh, off the shoulder, leggings, spandex of any kind, belly shirts, sweatsuits (tops or bottoms), animal prints and fluorescent attire (except for special events).

*Please be aware that failure to abide by the dress code may result in disciplinary consequences. Additionally, if you are out of uniform, we will require you to go home to change. You will need to clock out upon leaving and your personal time will be docked. If you have no remaining personal time, your income may be docked, as well. Please do your best to refrain from modifying the dress code to be more stylish if it creates a questionable look that may be in violation of the outlined requirements or if it hides your uniform logo in any way.*



**Pregnancy:** We understand that it is difficult for female staff members to comply with the dress code when they reach a certain point in their pregnancy term. Therefore, when it is no longer possible to wear your school uniform, maternity clothing may be worn. Maternity clothing should still be appropriate for an educational setting and should be business casual in style. Jeans can only be worn on dress down days. Certain shoes may be worn if medical conditions make this necessary. Please speak to an administrator in advance regarding such issues.

Uniform infractions should be issued to any students who fail to follow the Uniform Code. Three Uniform Infractions will result in a detention. Continuing violations will result in further disciplinary action and require a parent-teacher conference.

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## V

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### VENDING MACHINES

Vending machines are permitted to be used by staff at any appropriate break time or before and after school. Vending machines for students may only be used during designated times, predominantly after school. If vending machine trash is prevalent throughout the school, vending machines will be turned off until students can learn to put trash in the appropriate receptacles and stop littering.

If vending machines are not working or money is lost, please notify the office. If students need change, they can ask the Treasurer if she is available.

Students may NEVER enter the teacher's lounge to use the vending machine or get something for the teacher. Staff children are also not permitted in the teacher's lounge.

### VOLUNTEERS

It is mandatory that all families complete the volunteer requirement of **30** volunteer hours per school year in order to be eligible to re-register their child for the following school year. If a family has a child in middle school and elementary school, parents must complete **40** volunteer hours. A maximum of 40 volunteer hours per family per year is required.

All volunteer hours will be tracked by the parent using the Volunteer Record Form. Forms must have authorized signatures for approval in order for hours to be counted. Once 15 hours or the Volunteer Record Form is filled, the parent must submit the entire form to the teacher. The teacher will then submit the sheet to the office for hours to be recorded. The yellow copy will need to be returned to the parents for their records. Forms are available in the office at any time. One form should be sent home with each child on the first day of school.

**Parents should be provided with frequent opportunities to volunteer at the school. Some of these include:**

- Assisting with fundraisers
- Assisting with cafeteria or carpool duty
- Chaperoning field trips
- Assisting with small reading groups
- Assisting with art projects

- Assisting with special holiday events or parties
- Cutting out materials for projects
- Organizing or passing out materials for projects
- Speaking during Career Week
- Assisting during Field Day
- Attending Parent Universities (3 volunteer hours per family can be earned for each Parent University attended)

Administration, Activities Coordinators, and Teachers alike need to work together to communicate these opportunities through phone trees, email blasts, our website, schoolnotes.com pages, planners, Communication Folders, personal phone calls from staff, and flyers.

#### Procedures for volunteering in the classroom:

- Volunteer opportunities must be pre-arranged with the teacher or Activities Director.
- Volunteers must first sign in on the visitor's log in the office, present a valid photo ID, and receive a Visitor's Badge before entering the classroom. **Any unidentified person found on campus will be escorted off the premises immediately. It is everyone's responsibility to stop anyone without a Visitor's Badge.**
- After volunteering, volunteers must sign out on the visitor's log, hand in their Visitor's Badge, and collect their license before leaving.
- As part of the Jessica Lunsford Act, volunteers may never be left alone with children without a member of school personnel present. All parents volunteering to regularly work with children must be screened through Broward County School District and should contact our office staff for information on this process.
- Volunteers behaving inappropriately or using inappropriate language should be corrected gently. If the behavior repeats itself, please seek administrative assistance and/or politely ask the volunteer to leave.
- Volunteers may not smoke, drink or wear inappropriate clothing while on campus.
- Volunteers must never have access to confidential information (i.e., don't leave graded work lying on your desk for a parent to see). Volunteers may never grade work, file student paperwork, or have access to any child's information (not even their own child's) while volunteering.
- Volunteer time in your classroom should never be a time to conference about their child's specific progress. Equal attention must be given to all children in the class. Parents who volunteer regularly may not volunteer in their child's classroom repeatedly.

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## W

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### WEBSITE

Somerset Academy has two websites that contain important information for parents and community members. Our district website, [www.somersetacademyschools.com](http://www.somersetacademyschools.com), shares our philosophy and school contact information for each of our Somerset campuses.

Our Somerset Central Miramar website, [www.somersetcentral.org](http://www.somersetcentral.org), has information specific to our school. Please utilize this website and share it as a valuable resource for parents and students alike.

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# XYZ

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## YEARBOOK

Somerset produces an annual yearbook. The Yearbook Committee heads this project annually. It is a great project and a great fundraiser for the school. If you take pictures throughout the school year, please save them or share them with the Yearbook Coordinator. Pre-sales and full-priced sales beginning after December annually. The Yearbook also allows for personal messages and ads to be included for a fee to cover yearbook production costs and reduce the price for students, so any assistance you can provide with promoting sales would be greatly appreciated.

GIZMO: <http://www.explorelearning.com/>

STUDY ISLAND: <http://www.studyisland.com/web/index/>

BRAIN POP: <http://www.brainpop.com/>

STARFALL: <http://www.starfall.com/>

READING PLUS: <http://www.readingplus.com/>

IXL: <http://www.ixl.com/>

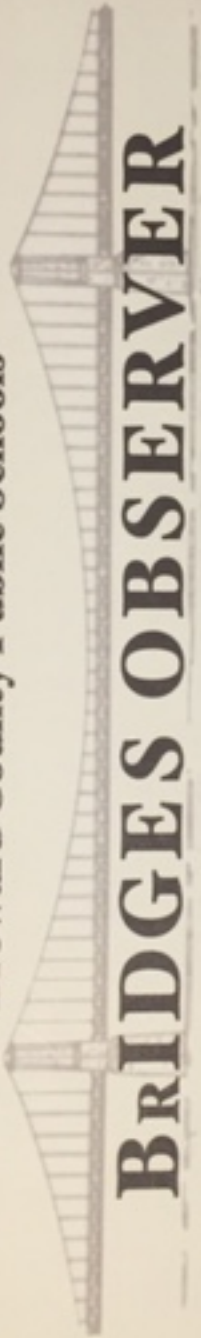
***We hope that the information in this manual has been helpful to you. If you have any questions or concerns regarding any topics contained in this Operations Manual, it is your responsibility to seek clarification from your supervisors. Once you sign the Staff Acknowledgement Form - indicating that you understand and agree to comply with the policies and procedures herein, you will be held accountable for carrying them out as outlined. We are here to help you and to clarify information anytime you need it, so when in doubt, please don't hesitate to ask for assistance.***

***Go Warriors!***

Principal: Athena L. Guillen  
Vice-Principal: Geyler Herrera  
Assistant Principal: Monique Machado  
Assistant Principal: Daniel Shourds

***Organizational Performance  
Appendix EE: Blank Copy of Teacher and  
Administrator Evaluation Tools or Documentation  
Verifying Participation in an Approved Plan***

Broward County Public Schools



*This certifies that*

**Geyler Herrera**

*Has successfully met the requirements  
of the BRIDGES Observer credential.*

January 24, 2014

DATE

DR. ELISA CALABRESE  
CHIEF TALENT DEVELOPMENT OFFICER

Learner UUID:  
58521

**Buildings:**  
Somerset Academy  
Charter High School  
Miramar Campus 5007,  
Somerset Preparatory  
Charter Middle School  
5441

## Final Score: 3.172 - Effective

Instructional  
Practice

**3.35**

Effective

49.0%

Deliberate  
Practice/Growth  
Plans

**3.0**

Effective

1.0%

Student Data <sup>50.0%</sup>

**3.0**

Effective

### Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Formal	Sep 21, 2014 9:54:33 PM	Domain 1: Classroom Strategies and Behaviors (v3)	DONYALE MCGHEE
No	Standard	Informal	May 6, 2015 12:27:37 PM	Broward - Domains 2-4	MONIQUE MACHADO
No	Standard	Walkthrough	May 6, 2015 12:31:41 PM	Domain 1: Classroom Strategies and Behaviors (v3)	MONIQUE MACHADO
No	Standard	Informal	May 8, 2015 10:17:44 AM	Domain 1: Classroom Strategies and Behaviors (v3)	MONIQUE MACHADO
No	Standard	Walkthrough	May 8, 2015 10:20:49 AM	Broward - Domains 2-4	MONIQUE MACHADO
No	Standard	Unknown	May 8, 2015 11:34:09 AM	Broward - Domains 2-4	MONIQUE MACHADO
No	Standard	Walkthrough	May 8, 2015 11:35:28 AM	Broward - Domains 2-4	MONIQUE MACHADO

No	Standard	Walkthrough	May 8, 2015 1:01:05 PM	Domain 1: Classroom Strategies and Behaviors (v3)	MONIQUE MACHADO
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**Final Score Scale**

Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.3 - 4.0	2.5 - 3.299	2.0 - 2.499	1.0 - 1.999

## Instructional Practice: 3.35 - Effective

**Instructional Practice Scale**

Weight: 49.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

### Domain 1: Classroom Strategies and Behaviors (v3)

### Domains 2, 3, and 4

Score: 3.313 - Effective

Weight: 68.0%

Score: 3.429 - Effective

Weight: 32.0%

Scale	Count
Level 4.0 (Innovating)	10 (31.25%)
Level 3.0 (Applying)	22 (68.75%)
Level 2.5 (Developing)	0 (0.0%)
Level 2.0 (Beginning)	0 (0.0%)
Level 1.0 (Not Using)	0 (0.0%)
<b>Total Count:</b>	<b>32</b>

Scale	Count
Level 4.0 (Innovating)	9 (42.86%)
Level 3.0 (Applying)	12 (57.14%)
Level 2.5 (Developing)	0 (0.0%)
Level 2.0 (Beginning)	0 (0.0%)
Level 1.0 (Not Using)	0 (0.0%)
<b>Total Count:</b>	<b>21</b>

## Deliberate Practice/Growth Plans: 3.0 - Effective

**Deliberate Practice/Growth Plans Scale**

Weight: 1.0% | Range: 1.0 - 4.0

Label	Effective	Unsatisfactory
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<b>Details</b>	<b>3.0 - 4.0</b>	<b>1.0 - 2.0</b>
<b>Value</b>	<b>3.0</b>	<b>1.0</b>

**Deliberate Practice/Growth Plans**

Weight: 1.0%

**3.0**

Effective

**Student Data: 3.0 - Effective**

**Student Data Scale**

Weight: 50.0% | Range: 1.0 - 4.0

<b>Label</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Details</b>	3.45 - 4.0	2.5 - 3.449	2.0 - 2.499	1.0 - 1.999

**Student Data**

Weight: 50.0%

**3.0**

Effective

**Approval and Notifications**

**Signatures** *Needs Attention*

This evaluation was finished by **Building Administrator** on **Jun 24, 2015 2:59:38 PM**.

ERIKA MINCEY has not acknowledged this evaluation.

**Additional Acknowledgment**

MONIQUE MACHADO acknowledged the Final Score rating on Dec 8, 2015 9:53:29 AM.

**2013-2014 BASA DATA ENTRY PAGE**

SELECT ONE:  SELF-ASSESSMENT  MID-YEAR  FINAL

Administrator: \_\_\_\_\_ Personnel Number: \_\_\_\_\_  
 School: \_\_\_\_\_ Location Number: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_

**DELIBERATE PRACTICE**

Target #1 (SIP GOAL):  Reading  Writing  Math  Science  Combined Rating \_\_\_\_\_

Target #2(TWO INDICATORS):  
 \_\_\_\_\_

**DOMAIN 1:  
STUDENT  
ACHIEVEMENT**

**PROFICIENCY AREA 1: STUDENT LEARNING RESULTS**

Indicator 1.1 - Academic Standards  HE  EFF  NI  OU  
 Indicator 1.2 - Performance Data  HE  EFF  NI  OU  
 Indicator 1.3 - Planning & Goal Setting  HE  EFF  NI  OU  
 Indicator 1.4 - Student Achievement Results  HE  EFF  NI  OU

**PROFICIENCY AREA 2: STUDENT LEARNING AS A PRIORITY**

Indicator 2.1 - Learning Organization  HE  EFF  NI  OU  
 Indicator 2.2 - School Climate  HE  EFF  NI  OU  
 Indicator 2.3 - High Expectations  HE  EFF  NI  OU  
 Indicator 2.4 - Student Performance Focus  HE  EFF  NI  OU

**DOMAIN 2:  
INSTRUCTIONAL  
LEADERSHIP**

**PROFICIENCY AREA 3: INSTRUCTIONAL PLAN IMPLEMENTATION**

Indicator 3.1 - FEAPs  HE  EFF  NI  OU  
 Indicator 3.2 - Standards Based Instruction  HE  EFF  NI  OU  
 Indicator 3.3 - Learning Goals Alignments  HE  EFF  NI  OU  
 Indicator 3.4 - Curriculum Alignments  HE  EFF  NI  OU  
 Indicator 3.5 - Quality Assessments  HE  EFF  NI  OU  
 Indicator 3.6 - Faculty Effectiveness  HE  EFF  NI  OU

**PROFICIENCY AREA 4: FACULTY DEVELOPMENT**

Indicator 4.1 - Recruitment & Retention  HE  EFF  NI  OU  
 Indicator 4.2 - Feedback Practices  HE  EFF  NI  OU  
 Indicator 4.3 - High Effect Size Strategies  HE  EFF  NI  OU  
 Indicator 4.4 - Instructional Initiatives  HE  EFF  NI  OU  
 Indicator 4.5 - Facilitating & Leading Prof. Learning  HE  EFF  NI  OU  
 Indicator 4.6 - Faculty Development Alignments  HE  EFF  NI  OU  
 Indicator 4.7 - Actual Improvement  HE  EFF  NI  OU

**PROFICIENCY AREA 5: LEARNING ENVIRONMENT**

Indicator 5.1 - Student-Centered  HE  EFF  NI  OU  
 Indicator 5.2 - Success-Oriented  HE  EFF  NI  OU  
 Indicator 5.3 - Diversity  HE  EFF  NI  OU  
 Indicator 5.4 - Achievement Gaps  HE  EFF  NI  OU

2013-2014 BASA DATA ENTRY PAGE

Administrator: \_\_\_\_\_ Personnel Number: \_\_\_\_\_
School: \_\_\_\_\_ Location Number: \_\_\_\_\_
Supervisor: \_\_\_\_\_

DOMAIN 3: ORGANIZATIONAL LEADERSHIP

PROFICIENCY AREA 6: DECISION MAKING

- Indicator 6.1 - Prioritization Practices O HE O EFF O NI O U
Indicator 6.2 - Problem Solving O HE O EFF O NI O U
Indicator 6.3 - Quality Control O HE O EFF O NI O U
Indicator 6.4 - Distributive Leadership O HE O EFF O NI O U
Indicator 6.5 - Technology Integration O HE O EFF O NI O U

PROFICIENCY AREA 7: LEADERSHIP DEVELOPMENT

- Indicator 7.1 - Leadership Team O HE O EFF O NI O U
Indicator 7.2 - Delegation O HE O EFF O NI O U
Indicator 7.3 - Succession Planning O HE O EFF O NI O U
Indicator 7.4 - Relationships O HE O EFF O NI O U

PROFICIENCY AREA 8: SCHOOL MANAGEMENT

- Indicator 8.1 - Organizational Skills O HE O EFF O NI O U
Indicator 8.2 - Strategic Instructional Resourcing O HE O EFF O NI O U
Indicator 8.3 - Collegial Learning Resources O HE O EFF O NI O U

PROFICIENCY AREA 9: COMMUNICATION

- Indicator 9.1 - Constructive Criticism O HE O EFF O NI O U
Indicator 9.2 - Clear Goals & Expectations O HE O EFF O NI O U
Indicator 9.3 - Accessibility O HE O EFF O NI O U
Indicator 9.4 Recognitions O HE O EFF O NI O U

DOMAIN 4: PROFESSIONAL & ETHICS BEHAVIOR

PROFICIENCY AREA 10: PROFESSIONAL & ETHICAL BEHAVIORS

- Indicator 10.1 - Resiliency O HE O EFF O NI O U
Indicator 10.2 - Professional Learning O HE O EFF O NI O U
Indicator 10.3 - Commitment O HE O EFF O NI O U
Indicator 10.4 - Professional Conduct O HE O EFF O NI O U

Appraiser \_\_\_\_\_
PRINT NAME

Appraisee \_\_\_\_\_
PRINT NAME

Appraiser's Signature \_\_\_\_\_
Date

Appraisee's Signature \_\_\_\_\_
Date

D5

## BASA Ratings

Broward Assessment for School-Based Administrators (BASA) Final Evaluation

### Observation Type

1. Observation Type

### Deliberate Practice

2. Target Indicator #1 (SIP GOAL)
3. Target Indicator #2 (TWO INDICATORS)

### Domain 1: Student Achievement

#### Proficiency Area 1. Student Learning Results

4. Indicator 1.1 - Academic Standards
5. Indicator 1.2 - Performance Data
6. Indicator 1.3 - Planning & Goal Setting
7. Indicator 1.4 - Student Achievement Results

#### Proficiency Area 2. Student Learning as a Priority

8. Indicator 2.1 - Learning Organization
9. Indicator 2.2 - School Climate
10. Indicator 2.3 - High Expectations
11. Indicator 2.4 - Student Performance Focus

### Domain 2: Instructional Leadership

#### Proficiency Area 3. Instructional Plan Implementation

12. Indicator 3.1 - FEAPs
13. Indicator 3.2 - Standards Based Instruction
14. Indicator 3.3 - Learning Goals Alignments
15. Indicator 3.4 - Curriculum Alignments
16. Indicator 3.5 - Quality Assessments
17. Indicator 3.6 - Faculty Effectiveness

#### Proficiency Area 4. Faculty Development

### Domain 3: Organizational Leadership

#### Proficiency Area 6 - Decision Making

29. Indicator 6.1 - Prioritization Practices
30. Indicator 6.2 - Problem Solving
31. Indicator 6.3 - Quality Control
32. Indicator 6.4 - Distributive Leadership
33. Indicator 6.5 - Technology Integration

#### Proficiency Area 7. Leadership Development

34. Indicator 7.1 - Leadership Team
35. Indicator 7.2 - Delegation

### Domain 4: Professional & Ethics Behavior

45. Indicator 10.1 - Resiliency
46. Indicator 10.2 - Professional Learning
47. Indicator 10.3 - Commitment
48. Indicator 10.4 - Professional Conduct

- 18. Indicator 4.1 - Recruitment and Retention
- 19. Indicator 4.2 - Feedback Practices
- 20. Indicator 4.3 - High Effect Size Strategies
- 21. Indicator 4.4 - Instructional Initiatives
- 22. Indicator 4.5 - Facilitating & Leading Prof. Learning
- 23. Indicator 4.6 - Faculty Development Alignments
- 24. Indicator 4.7 - Actual Improvement

- 36. Indicator 7.3 - Succession Planning
- 37. Indicator 7.4 - Relationships

**Proficiency Area 8. School Management**

- 38. Indicator 8.1 - Organizational Skills
- 39. Indicator 8.2 - Strategic Instructional Resourcing
- 40. Indicator 8.3 - Collegial Learning Resources

**Proficiency Area 5. Learning Environment**

- 25. Indicator 5.1 - Student Centered
- 26. Indicator 5.2 - Success Oriented
- 27. Indicator 5.3 - Diversity
- 28. Indicator 5.4 - Achievement Gaps

**Proficiency Area 9. Communication**

- 41. Indicator 9.1 - Constructive Conversations
- 42. Indicator 9.2 - Clear Goals and Expectations
- 43. Indicator 9.3 - Accessibility
- 44. Indicator 9.4 - Recognitions

## Observation Type

### Observation Type

Scale:

Self-Assessment    Mid-Year    End-Of-Year

## Deliberate Practice

### Target Indicator #1 (SIP GOAL)

Scale:

Unsatisfactory Needs Improvement Effective Highly Effective

**Rubric:**

Broward County Deliberate Practice Rubric BASA

**Target Indicator #2 (TWO INDICATORS)**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Rubric:**

Broward County Deliberate Practice Rubric BASA

# Domain 1: Student Achievement

## Proficiency Area 1. Student Learning Results

### Indicator 1.1 - Academic Standards

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

### Indicator 1.2 - Performance Data

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

### Indicator 1.3 - Planning & Goal Setting

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 1.4 - Student Achievement Results**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Proficiency Area 2. Student Learning as a Priority**

**Indicator 2.1 - Learning Organization**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 2.2 - School Climate**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 2.3 - High Expectations**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 2.4 - Student Performance Focus**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

## Domain 2: Instructional Leadership

### Proficiency Area 3. Instructional Plan Implementation

#### Indicator 3.1 - FEAPs

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

#### Indicator 3.2 - Standards Based Instruction

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

#### Indicator 3.3 - Learning Goals Alignments

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

#### Indicator 3.4 - Curriculum Alignments

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

#### Indicator 3.5 - Quality Assessments



**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 3.6 - Faculty Effectiveness**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Proficiency Area 4. Faculty Development**

**Indicator 4.1 - Recruitment and Retention**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 4.2 - Feedback Practices**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 4.3 - High Effect Size Strategies**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 4.4 - Instructional Initiatives**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

### **Indicator 4.5 - Facilitating & Leading Prof. Learning**

**Scale:**

Unsatisfactory   Needs Improvement   Effective   Highly Effective

### **Indicator 4.6 - Faculty Development Alignments**

**Scale:**

Unsatisfactory   Needs Improvement   Effective   Highly Effective

### **Indicator 4.7 - Actual Improvement**

**Scale:**

Unsatisfactory   Needs Improvement   Effective   Highly Effective

## **Proficiency Area 5. Learning Environment**

### **Indicator 5.1 - Student Centered**

**Scale:**

Unsatisfactory   Needs Improvement   Effective   Highly Effective

### **Indicator 5.2 - Success Oriented**

**Scale:**

Unsatisfactory   Needs Improvement   Effective   Highly Effective

### **Indicator 5.3 - Diversity**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 5.4 - Achievement Gaps**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Domain 3: Organizational Leadership**

**Proficiency Area 6 - Decision Making**

**Indicator 6.1 - Prioritization Practices**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 6.2 - Problem Solving**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

**Indicator 6.3 - Quality Control**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

### **Indicator 6.4 - Distributive Leadership**

**Scale:**

Unsatisfactory   Needs Improvement   Effective   Highly Effective

### **Indicator 6.5 - Technology Integration**

**Scale:**

Unsatisfactory   Needs Improvement   Effective   Highly Effective

## **Proficiency Area 7. Leadership Development**

### **Indicator 7.1 - Leadership Team**

**Scale:**

Unsatisfactory   Needs Improvement   Effective   Highly Effective

### **Indicator 7.2 - Delegation**

**Scale:**

Unsatisfactory   Needs Improvement   Effective   Highly Effective

### **Indicator 7.3 - Succession Planning**

**Scale:**

Unsatisfactory   Needs Improvement   Effective   Highly Effective

### **Indicator 7.4 - Relationships**

**Scale:**

Unsatisfactory Needs Improvement Effective Highly Effective

## Proficiency Area 8. School Management

### Indicator 8.1 - Organizational Skills

Scale:

Unsatisfactory Needs Improvement Effective Highly Effective

### Indicator 8.2 - Strategic Instructional Resourcing

Scale:

Unsatisfactory Needs Improvement Effective Highly Effective

### Indicator 8.3 - Collegial Learning Resources

Scale:

Unsatisfactory Needs Improvement Effective Highly Effective

## Proficiency Area 9. Communication

### Indicator 9.1 - Constructive Conversations

Scale:

Unsatisfactory Needs Improvement Effective Highly Effective

### Indicator 9.2 - Clear Goals and Expectations

Scale:

Unsatisfactory Needs Improvement Effective Highly Effective

### Indicator 9.3 - Accessibility

Scale:

Unsatisfactory Needs Improvement Effective Highly Effective

### Indicator 9.4 - Recognitions

Scale:

Unsatisfactory Needs Improvement Effective Highly Effective

## Domain 4: Professional & Ethics Behavior

### Indicator 10.1 - Resiliency

Scale:

Unsatisfactory Needs Improvement Effective Highly Effective

### Indicator 10.2 - Professional Learning

Scale:

Unsatisfactory Needs Improvement Effective Highly Effective

### Indicator 10.3 - Commitment

Scale:

***Organizational Performance  
Appendix FF: Copy of Pay for Performance Plan  
and Salary Schedule Documentation Verifying  
Participation in an Approved Plan***



## Somerset Academy Pay for Performance and Salary Schedule

Somerset Academy Charter High School Miramar Campus will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to *Compensation and Salary Schedules*. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is **"highly effective,"** as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board.
- An employee who is **"effective,"** as determined by his or her evaluation, would receive a salary increase between 50-75% of the annual salary increase provided to a highly effective employee.
- An employee who is in **"need of improvement (or developing)"** or is **"unsatisfactory,"** as determined by his or her evaluation would not be eligible for a salary increase.

*Please note: percentages are subject to change and will be determined according to the approved budget once all evaluation data and the number of eligible staff determined.*

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22).

Advanced Degrees will not be used for base salary calculations, but may be used for supplements. Supplements will be annual additions to the base pay, but will not be part of the continuing base salary.

The Salary Schedule for Instructional Personnel and School Administrators is attached for reference.



## Somerset Academy - Broward Charters 2015-2016 Instructional Salary Schedule

<b>Level</b>	<b>Salary</b>
A	\$41,000
B	\$41,800
C	\$42,500
D	\$43,200
E	\$44,000
F	\$44,500
G	\$44,900
H	\$45,490
I	\$45,700
J	\$46,300
K	\$47,200
L	\$48,200
M	\$48,900
N	\$49,700
O	\$50,900
P	\$52,110
Q	\$55,000
R	\$59,100
S	\$69,000

## Somerset Academy - Broward Charters 2015-2016 Administrator Salary Schedule

<i>Pay Grade</i>	<i>Minimum</i>	<i>Maximum</i>
PG1	\$65,000.00	\$130,000.00
PG2	\$55,000.00	\$100,000.00
PG3	\$50,000.00	\$80,000.00

<i>PG1</i>	<i>Principal</i>
<i>PG2</i>	<i>Vice Principal</i>
<i>PG3</i>	<i>Assistant Principal</i>

***Organizational Performance  
Appendix GG: Parental Surveys***

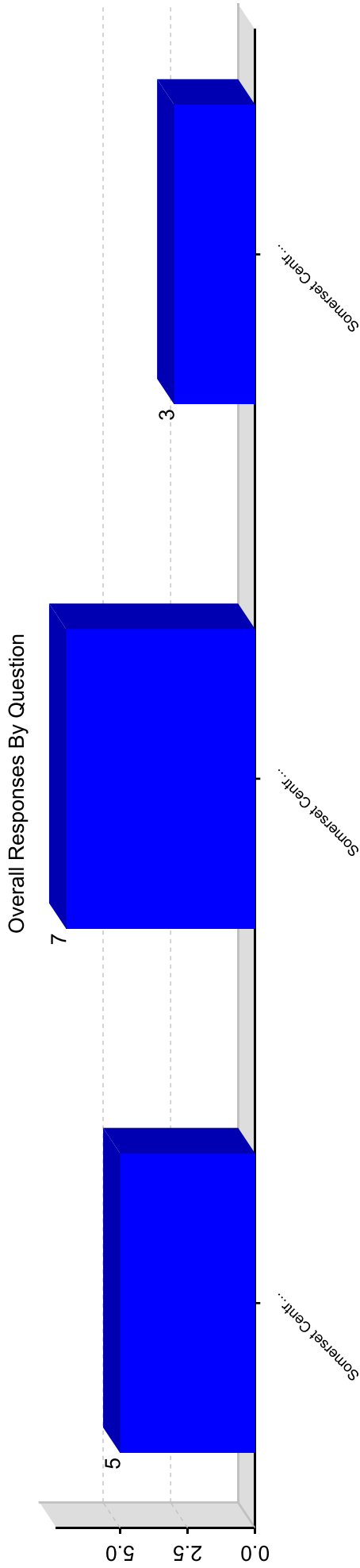
Parent Survey

Responses By Section and Question

Section: Purpose and Direction

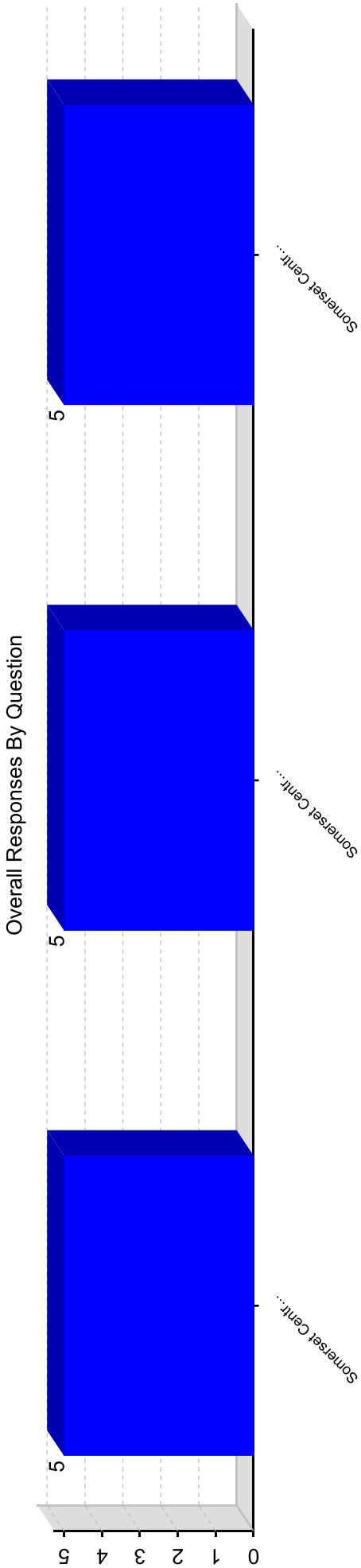
Responses By Question

Question 1. Our school's purpose statement is clearly focused on student success.

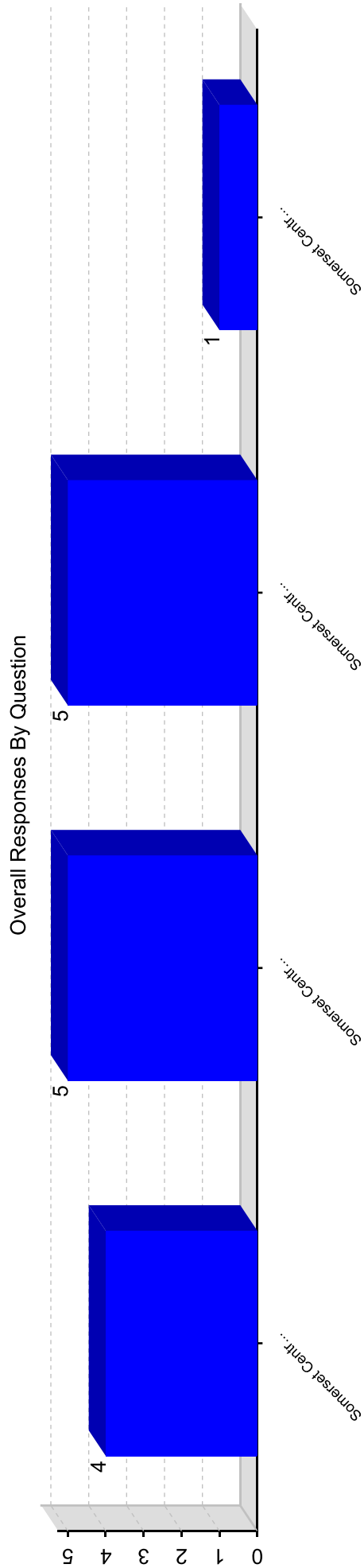


Question 2. Our school's purpose statement is formally reviewed and revised with involvement from parents.

Parent Survey



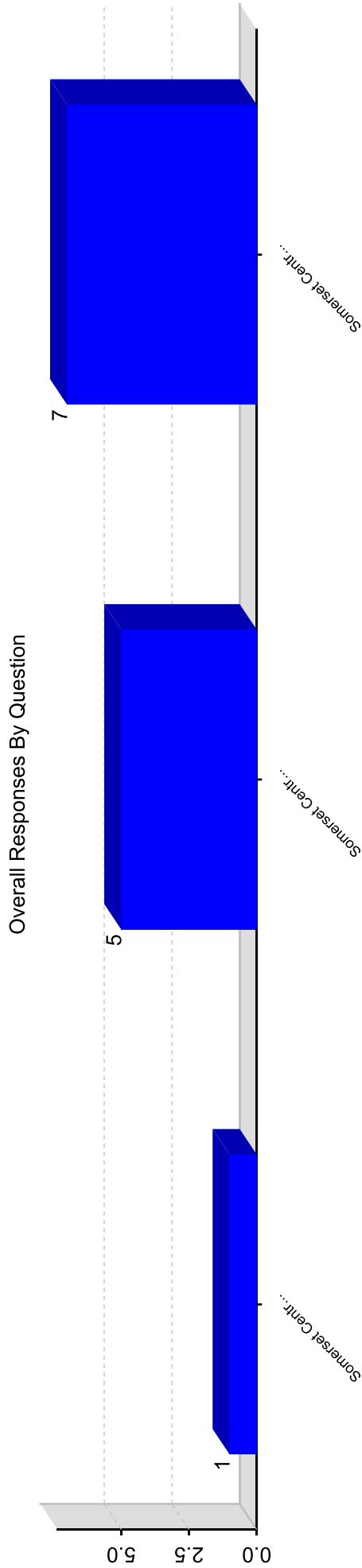
Question 3. Our school has established goals and a plan for improving student learning.



Section: Governance and Leadership

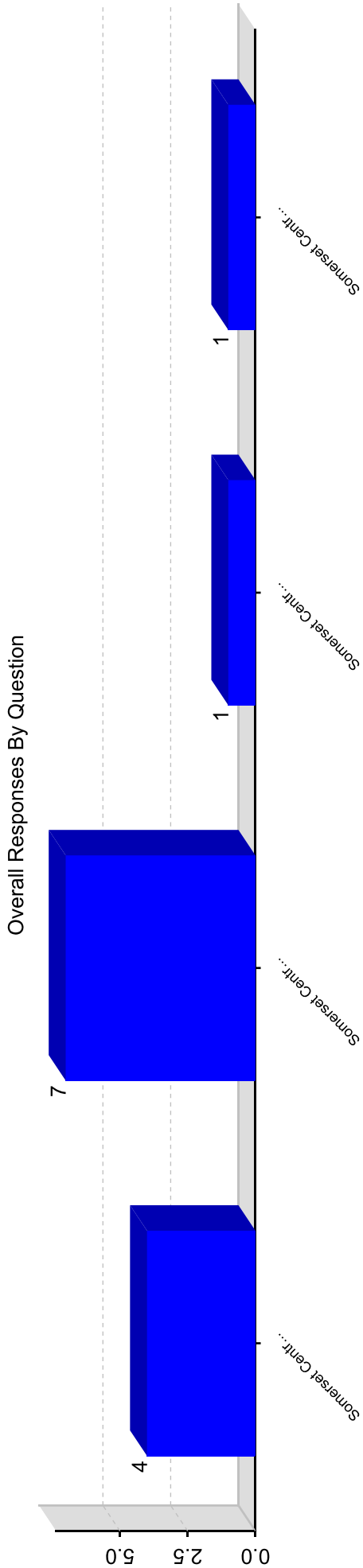
Responses By Question

Question 4. Our school's governing body operates responsibly and functions effectively.



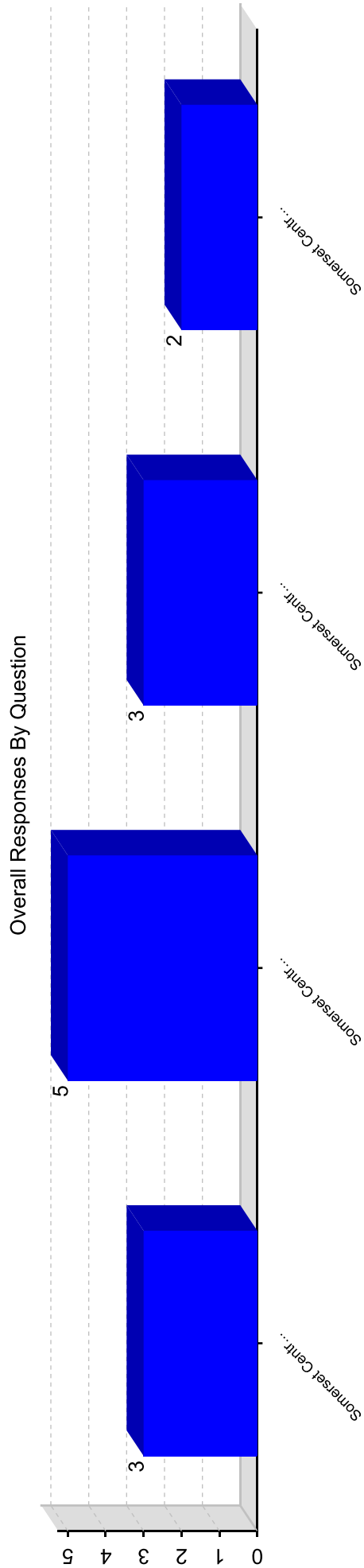
Question 5. Our school's governing body does not interfere with the operation or leadership of our school.

Parent Survey



value

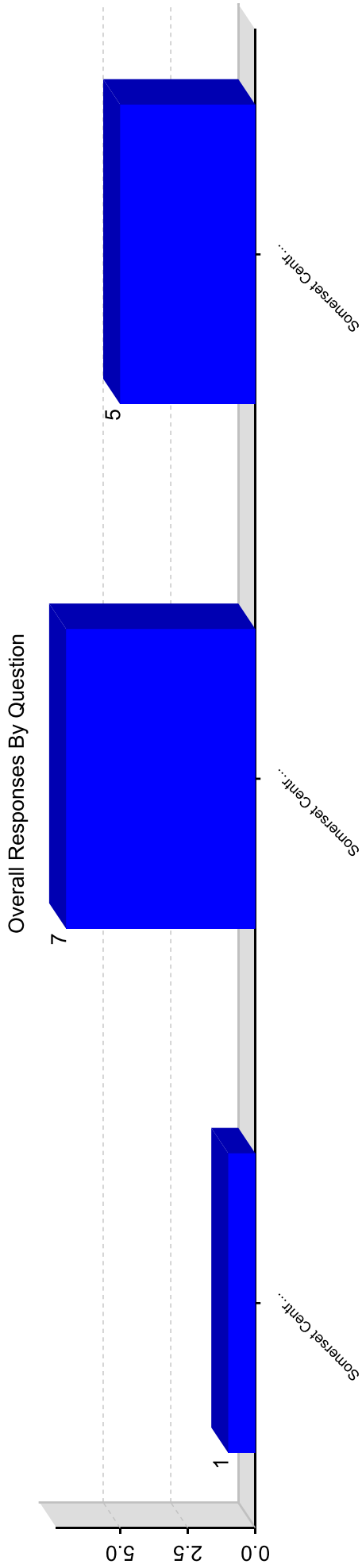
Question 6. Our school has high expectations for students in all classes.



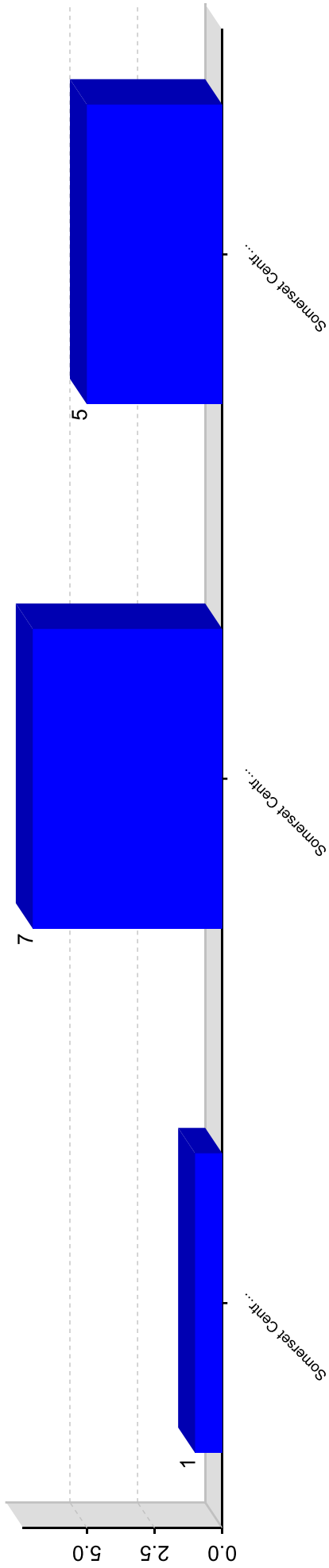
value

Parent Survey

Question 7. Our school shares responsibility for student learning with its stakeholders.

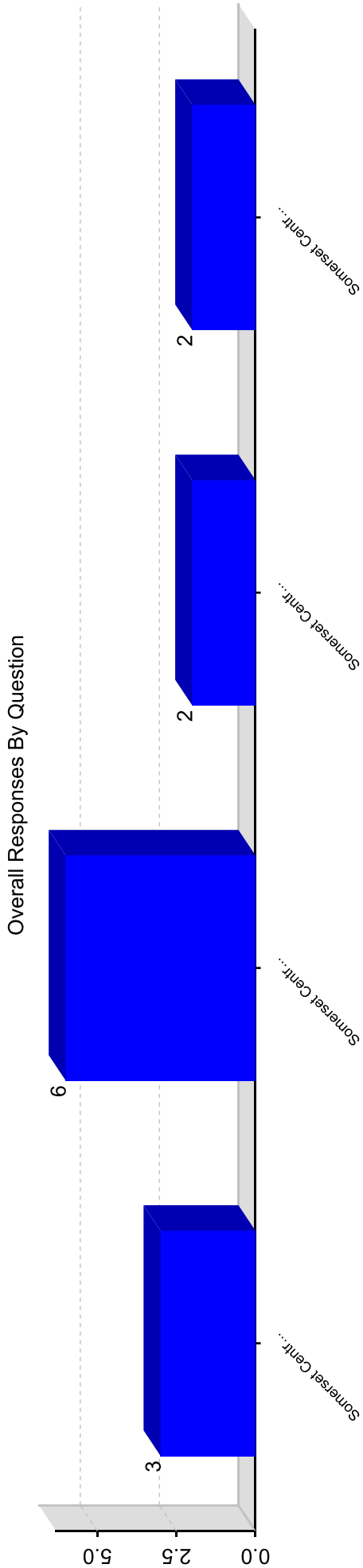


Question 8. Our school communicates effectively about the school's goals and activities.

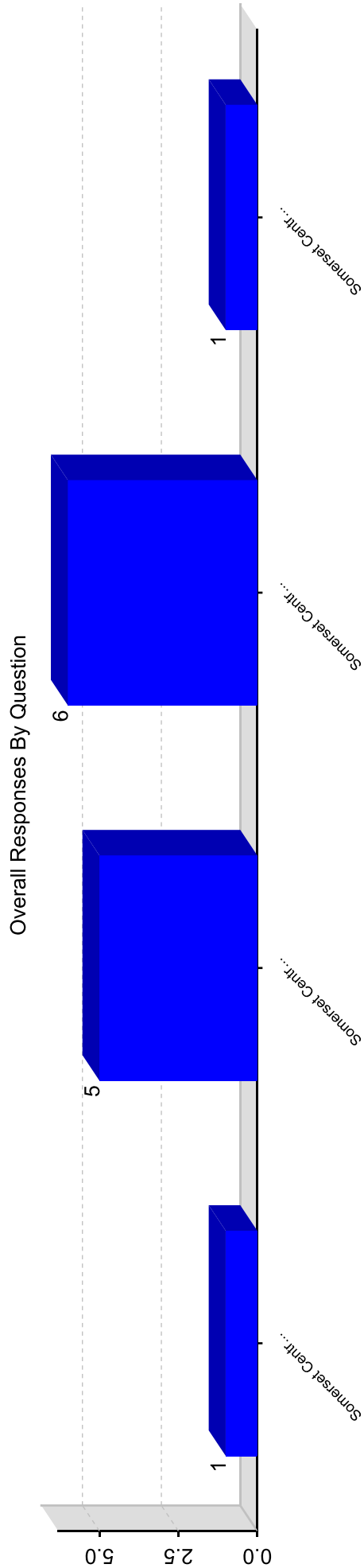




Parent Survey



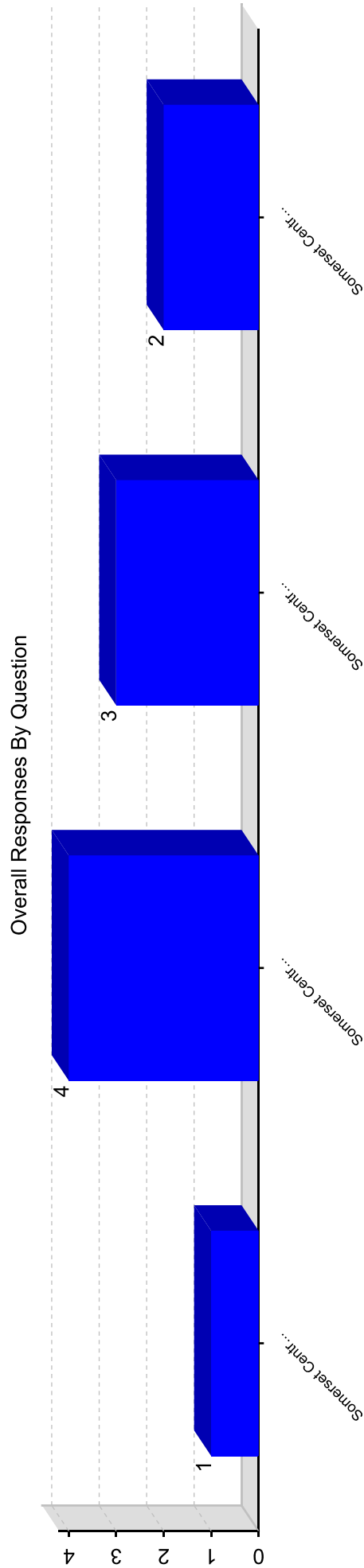
Question 9. Our school provides opportunities for stakeholders to be involved in the school.



Section: Teaching and Assessing for Learning

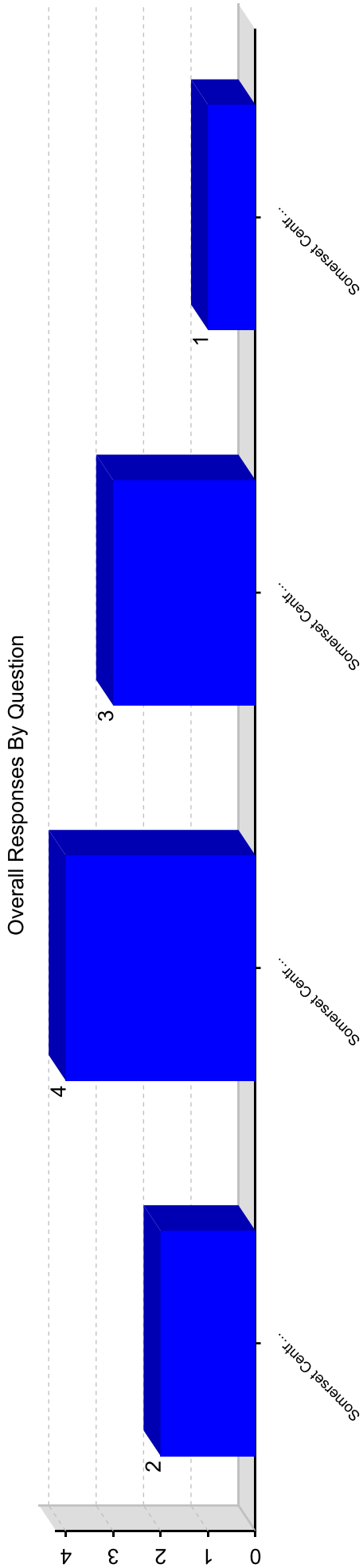
**Responses By Question**

Question 10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.

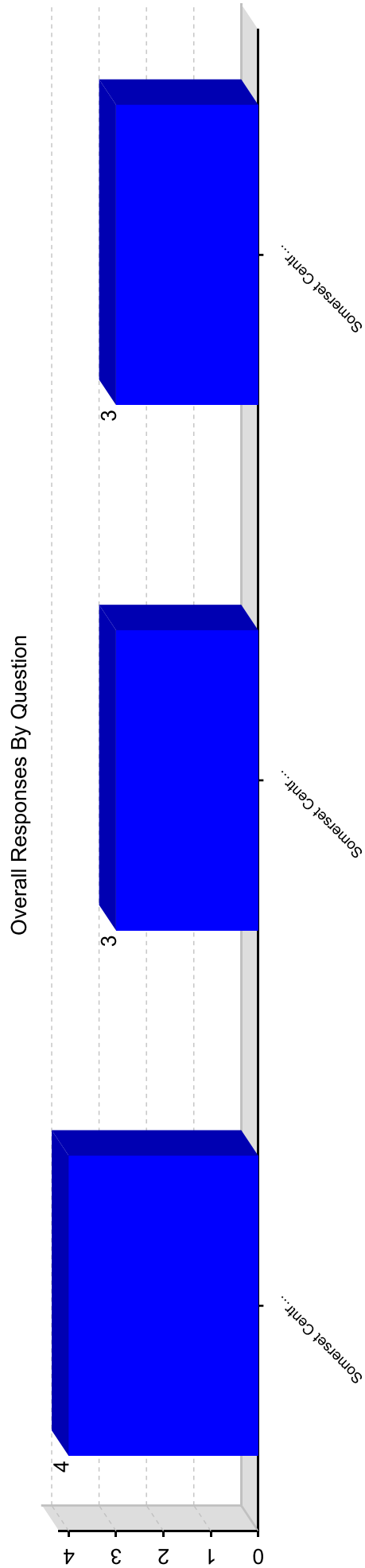


Question 11. All of my child's teachers give work that challenges my child.

Parent Survey

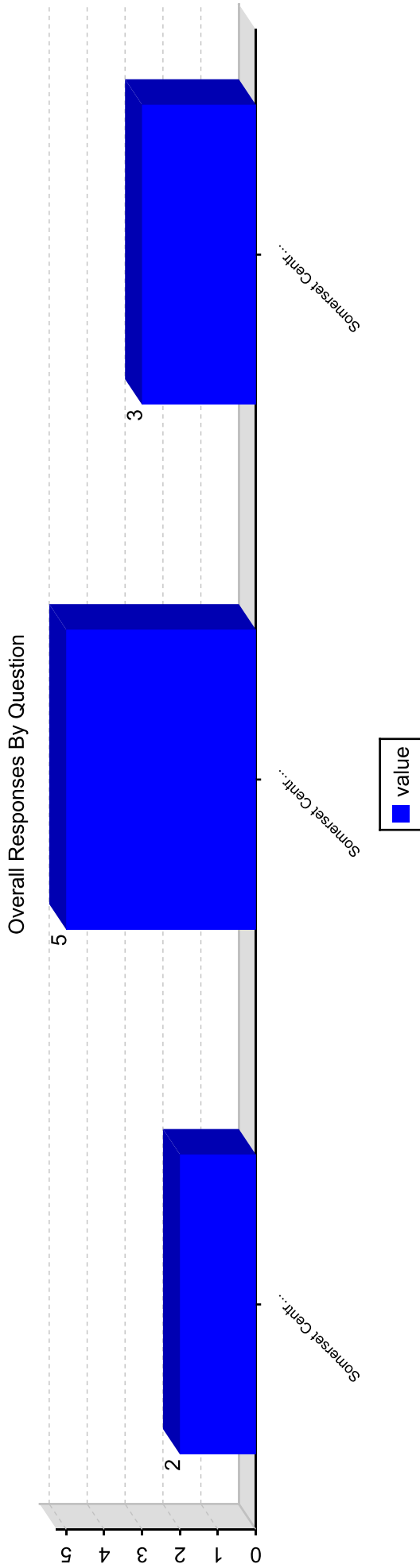


Question 12. All of my child's teachers use a variety of teaching strategies and learning activities.

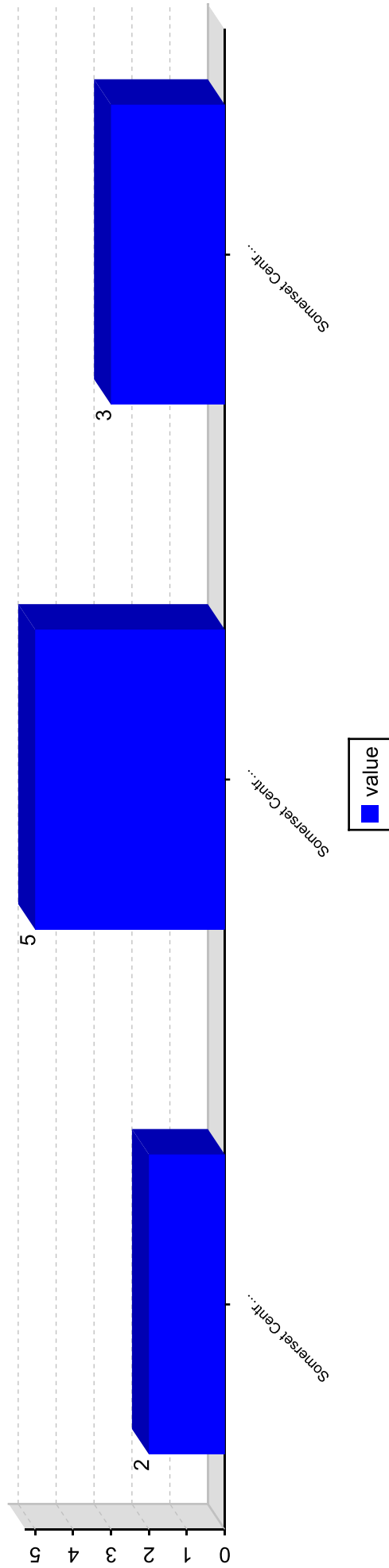


Parent Survey

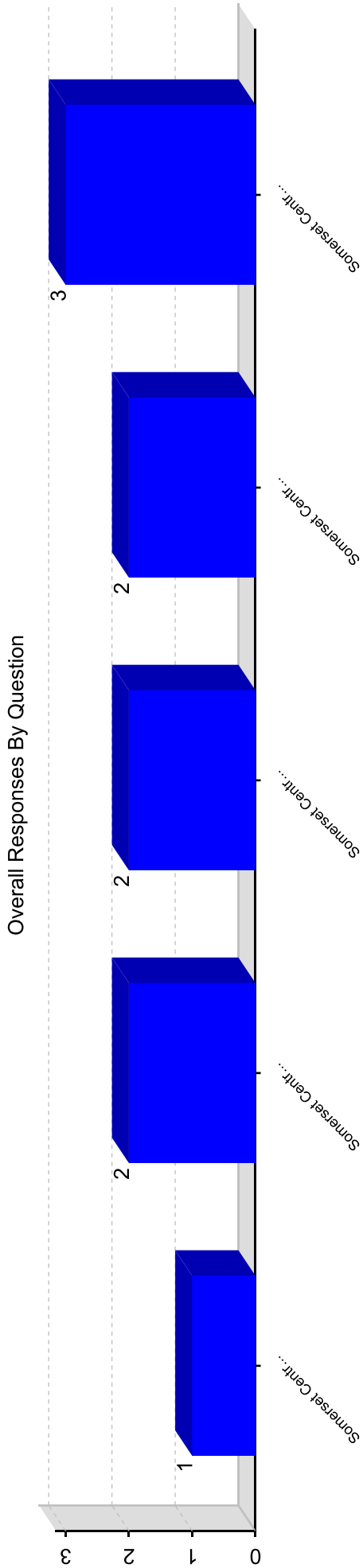
Question 13. All of my child's teachers meet his/her learning needs by individualizing instruction.



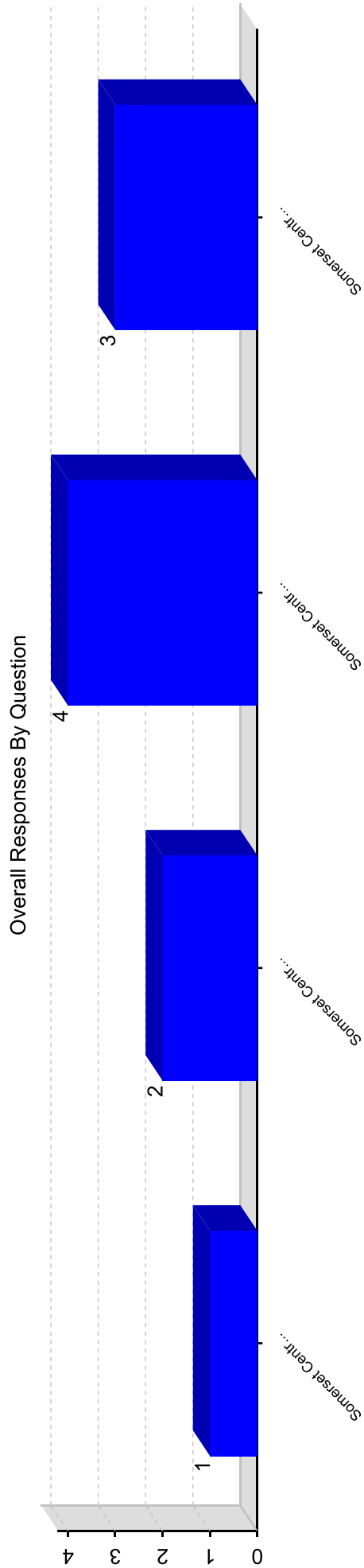
Question 14. All of my child's teachers work as a team to help my child learn.



Parent Survey

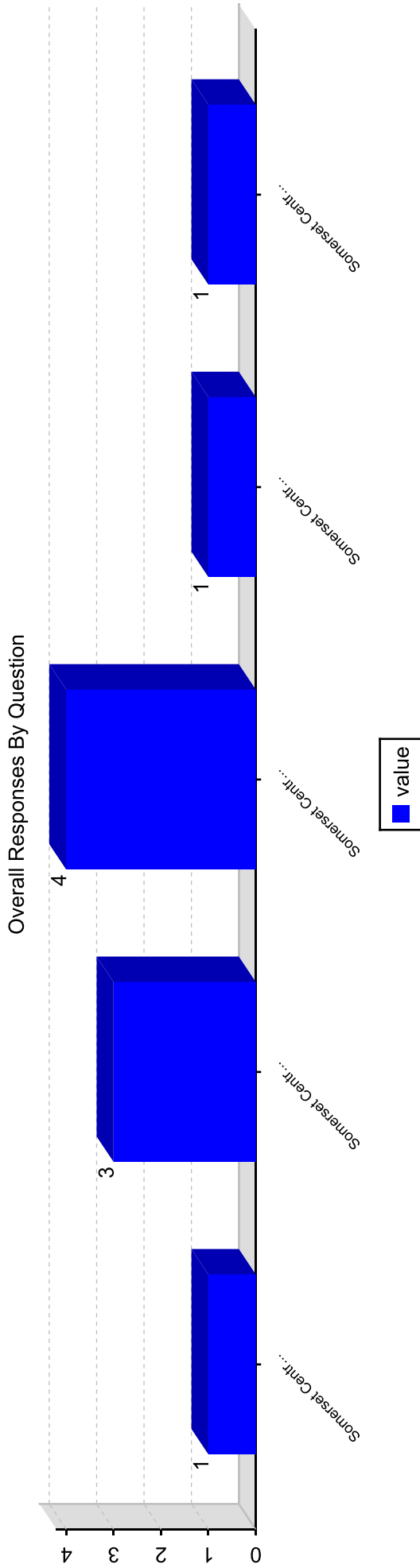


Question 15. All of my child's teachers help me to understand my child's progress.



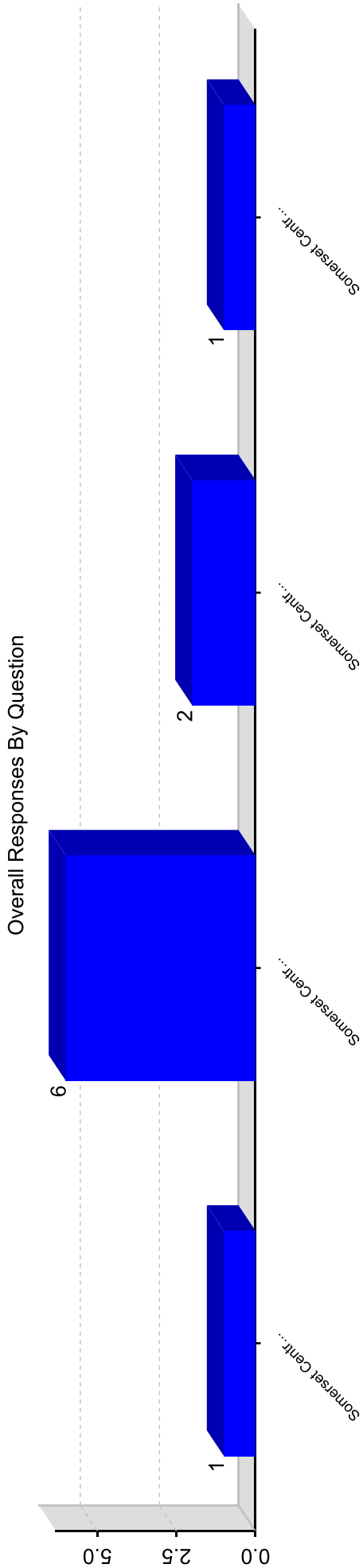
Parent Survey

Question 16. All of my child's teachers keep me informed regularly of how my child is being graded.

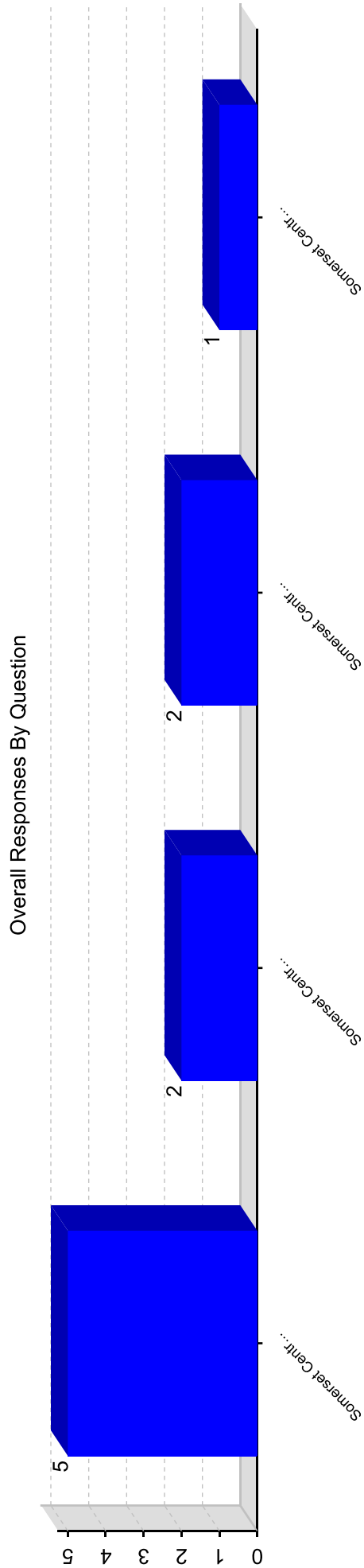


Question 17. All of my child's teachers report on my child's progress in easy to understand language.

Parent Survey

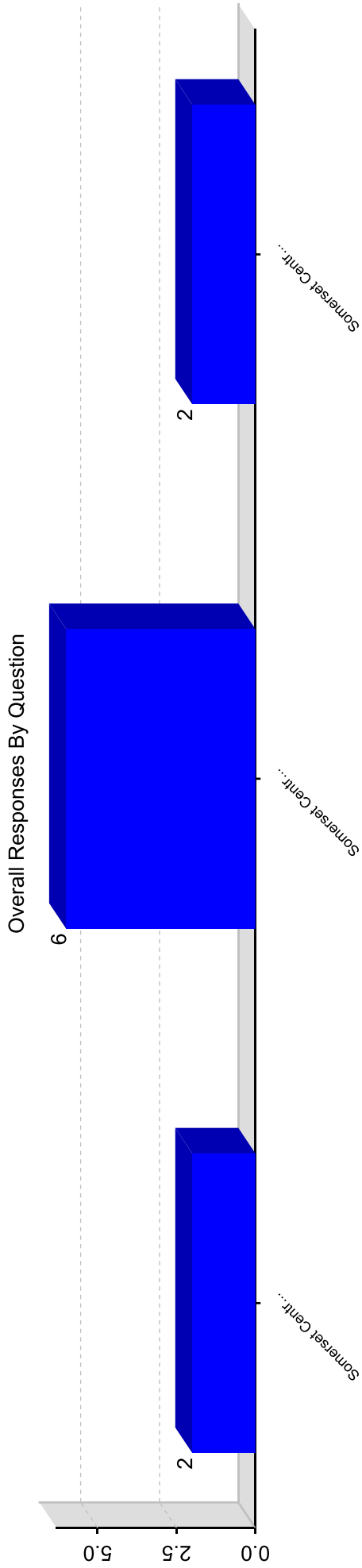


Question 18. My child sees a relationship between what is being taught and his/her everyday life.

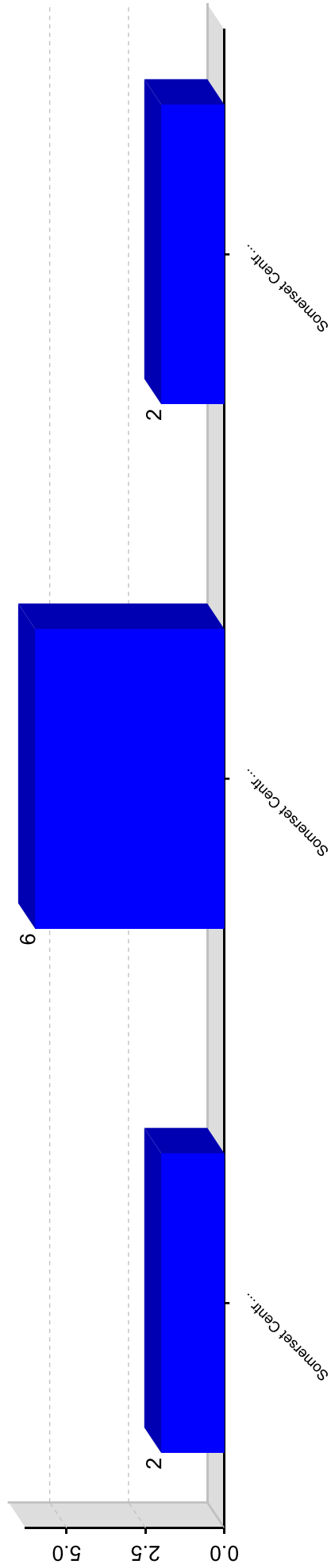


Parent Survey

Question 19. My child knows the expectations for learning in all classes.

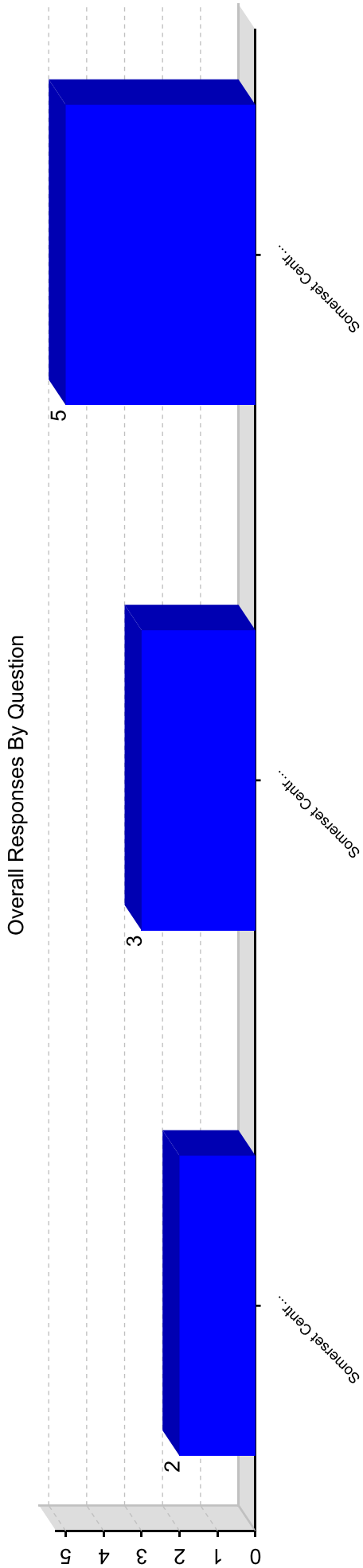


Question 20. My child has at least one adult advocate in the school.

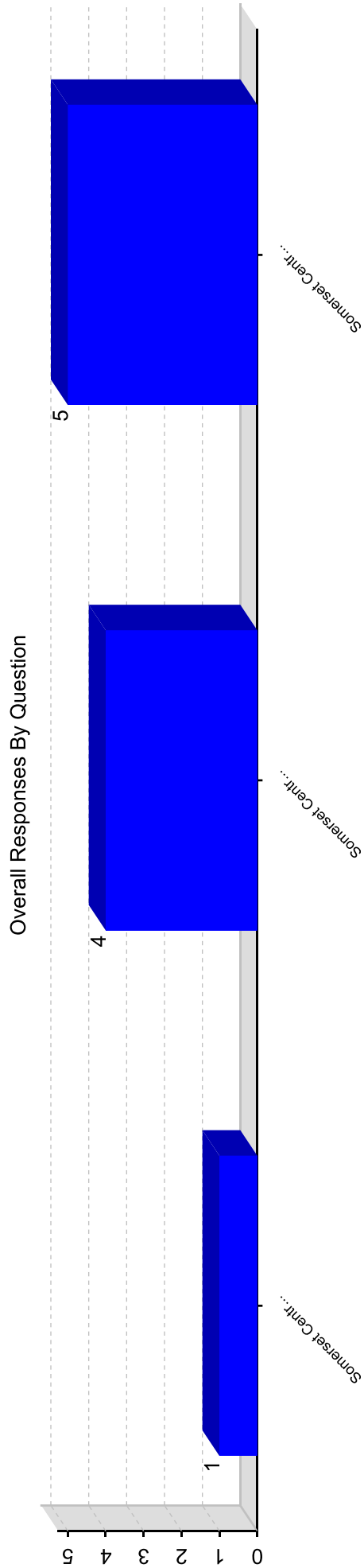




Parent Survey



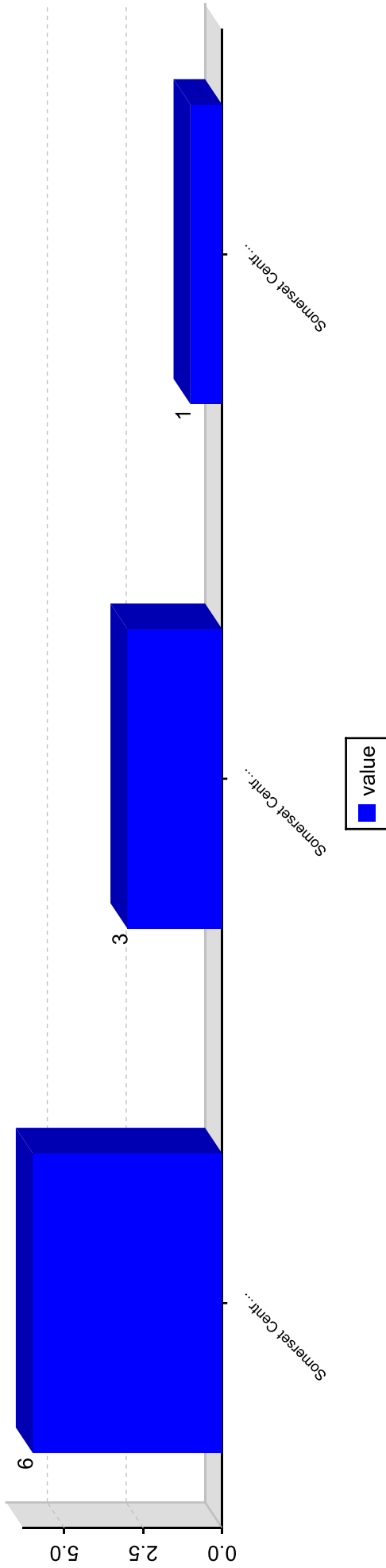
Question 21. My child is given multiple assessments to measure his/her understanding of what was taught.



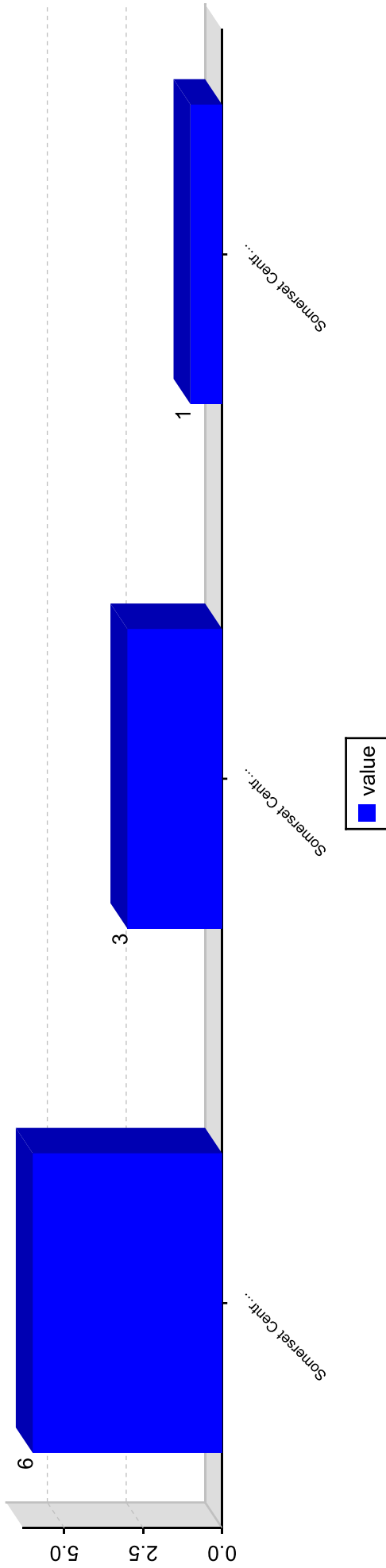
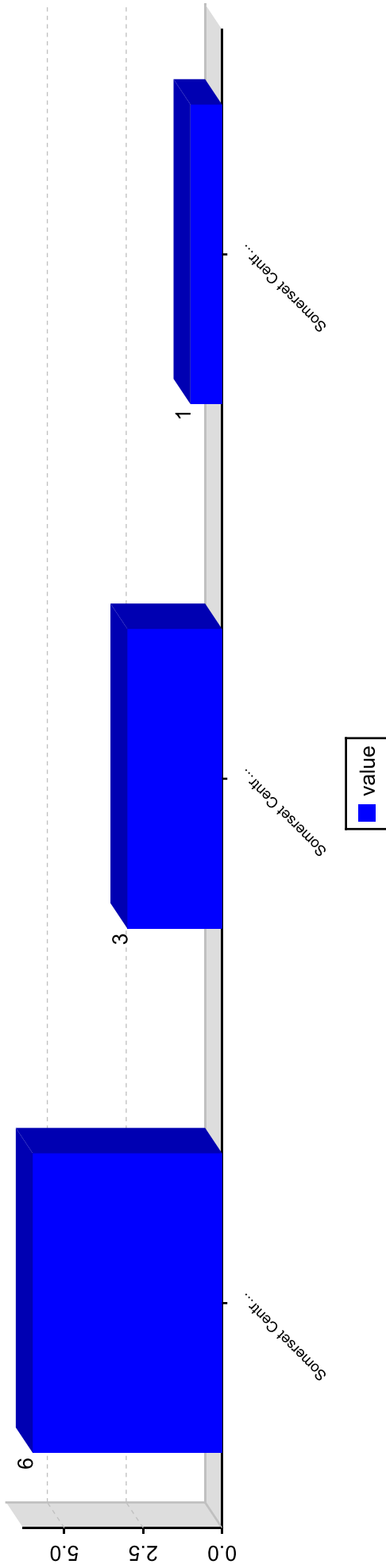
Parent Survey

Question 22. My child has up-to-date computers and other technology to learn.

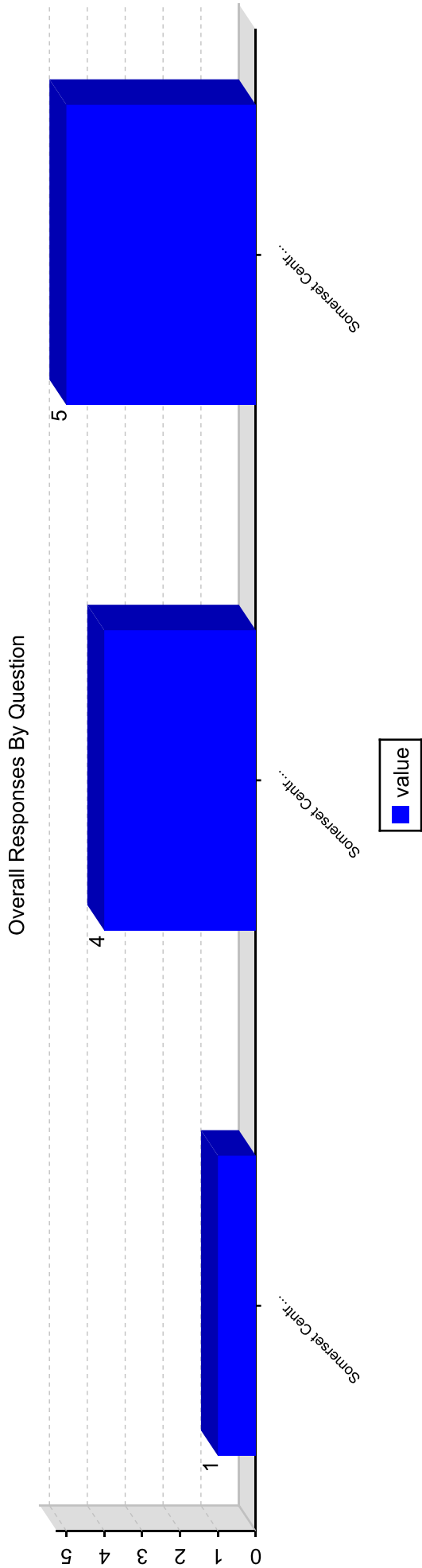
Overall Responses By Question



Question 23. My child has access to support services based on his/her identified needs.



Parent Survey

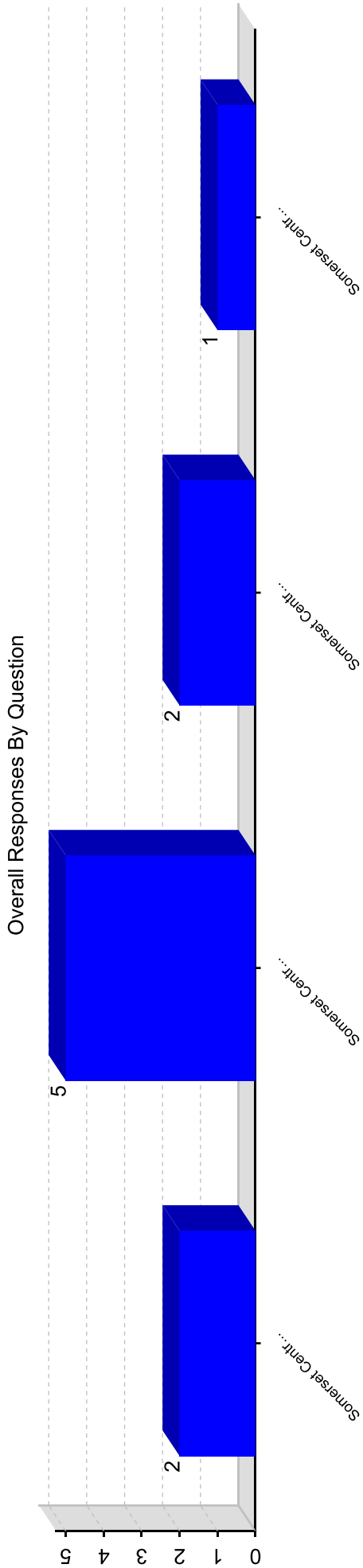


Section: Resources and Support Systems

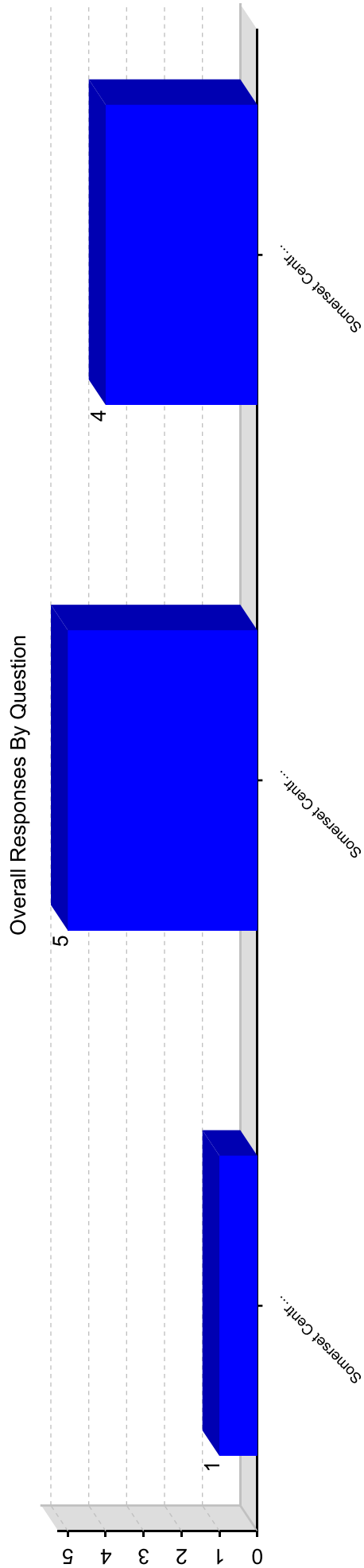
Responses By Question

Question 24. Our school provides qualified staff members to support student learning.

Parent Survey



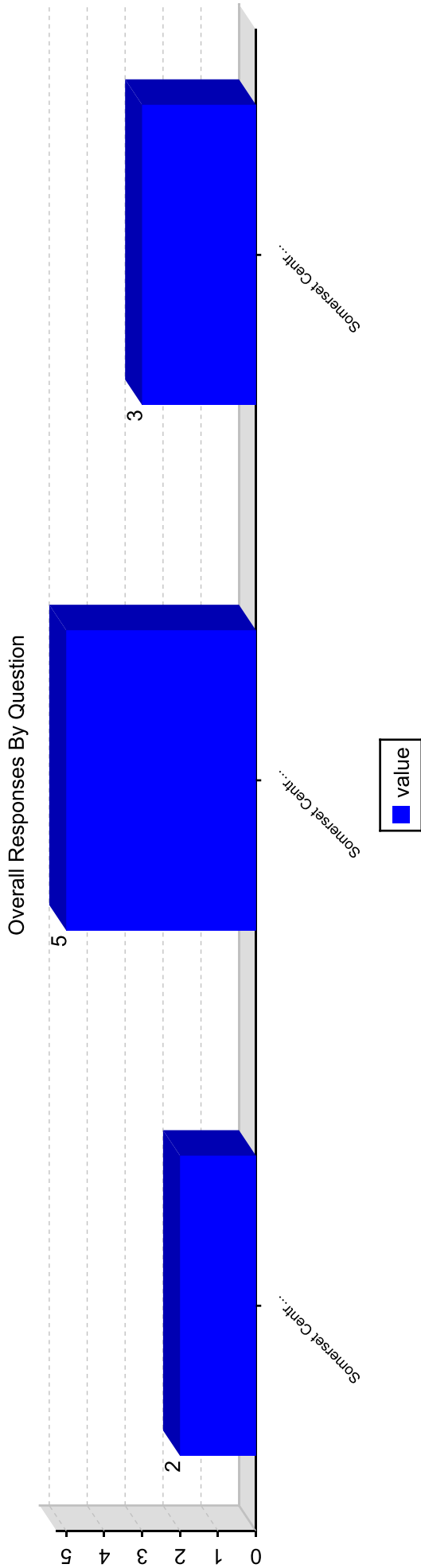
Question 25. Our school provides an adequate supply of learning resources that are current and in good condition.



Parent Survey

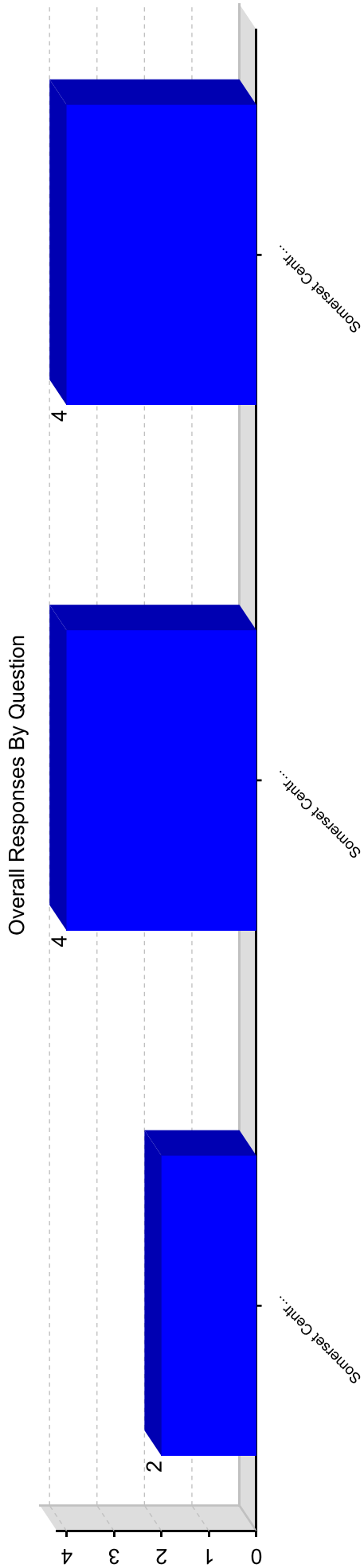


Question 26. Our school provides a safe learning environment.

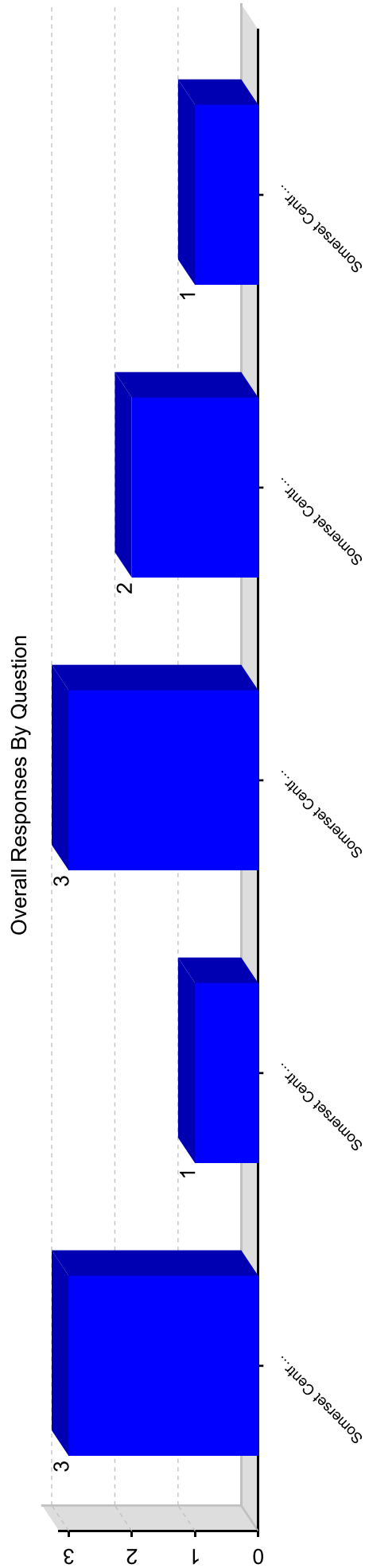


Question 27. Our school provides students with access to a variety of information resources to support their learning.

Parent Survey

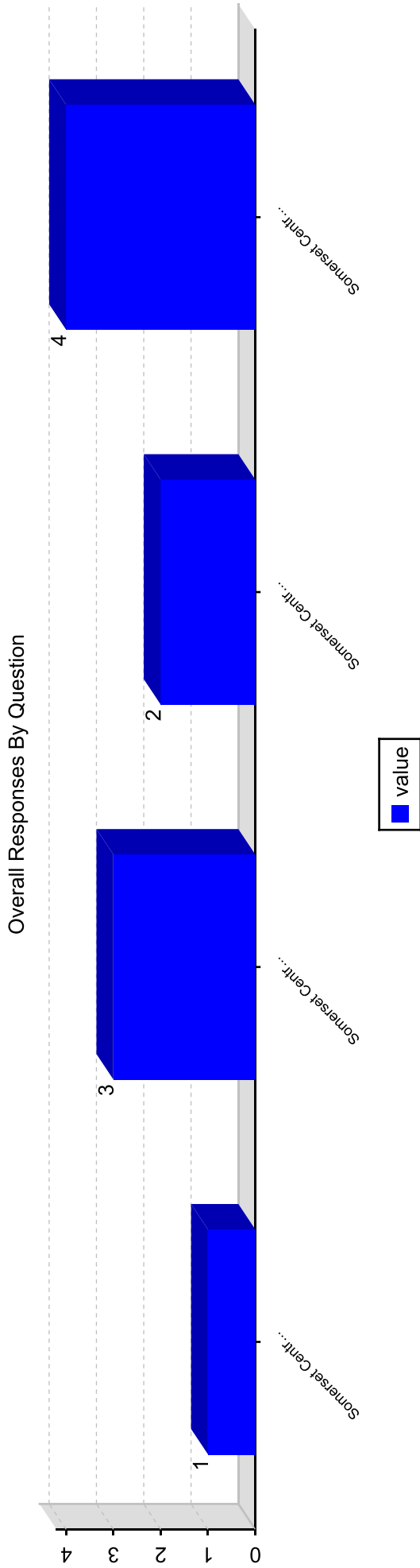


Question 28. Our school provides excellent support services (e.g., counseling, and/or career planning).



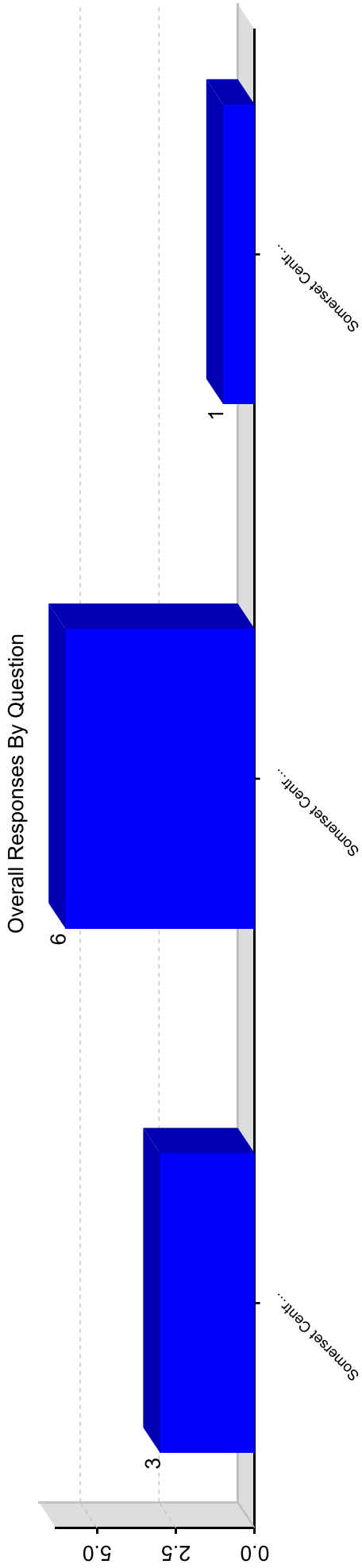
Parent Survey

Question 29. Our school provides opportunities for students to participate in activities that interest them.



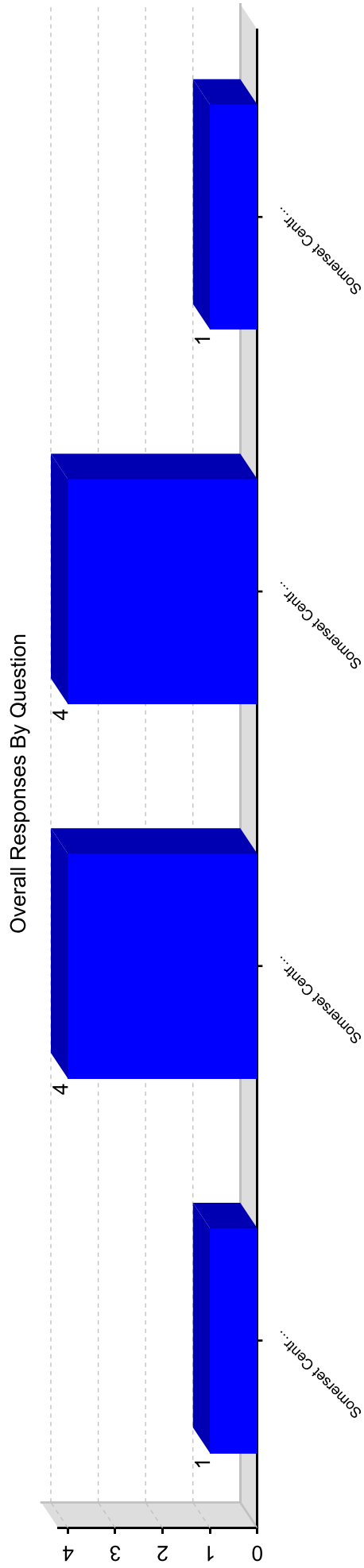
Question 30. Our school ensures that the facilities support student learning.

Parent Survey



value

Question 31. Our school ensures the effective use of financial resources.

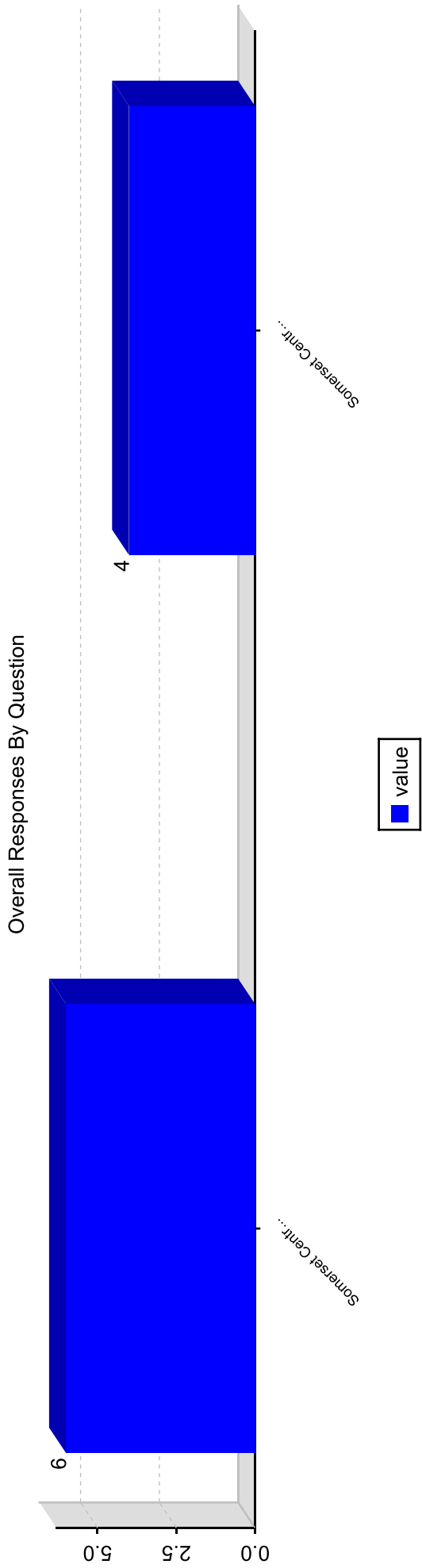


value



Parent Survey

Question 32. Our school ensures that instructional time is protected and interruptions are minimized.

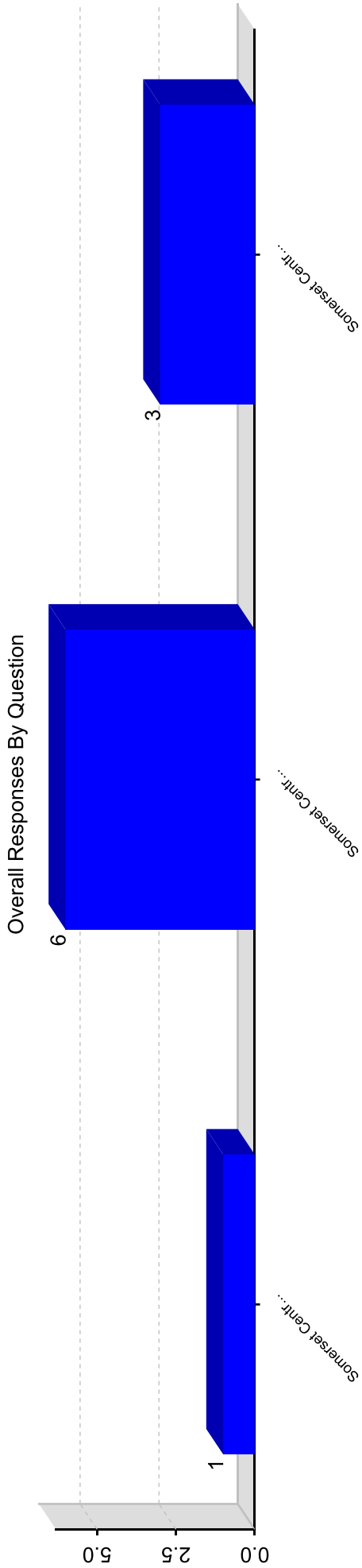


Section: Using Results for Continuous Improvement

Responses By Question

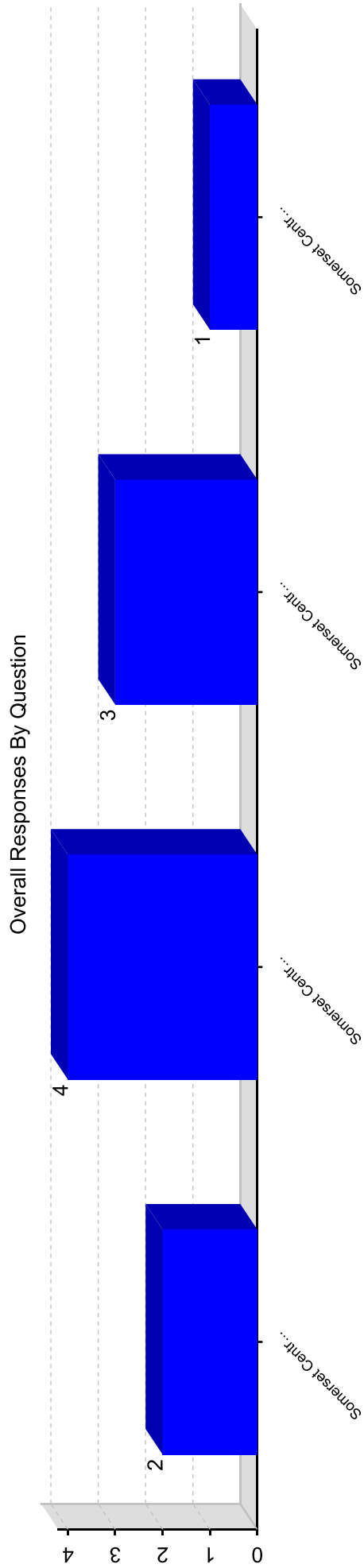
Question 33. Our school ensures that all staff members monitor and report the achievement of school goals.

Parent Survey



value

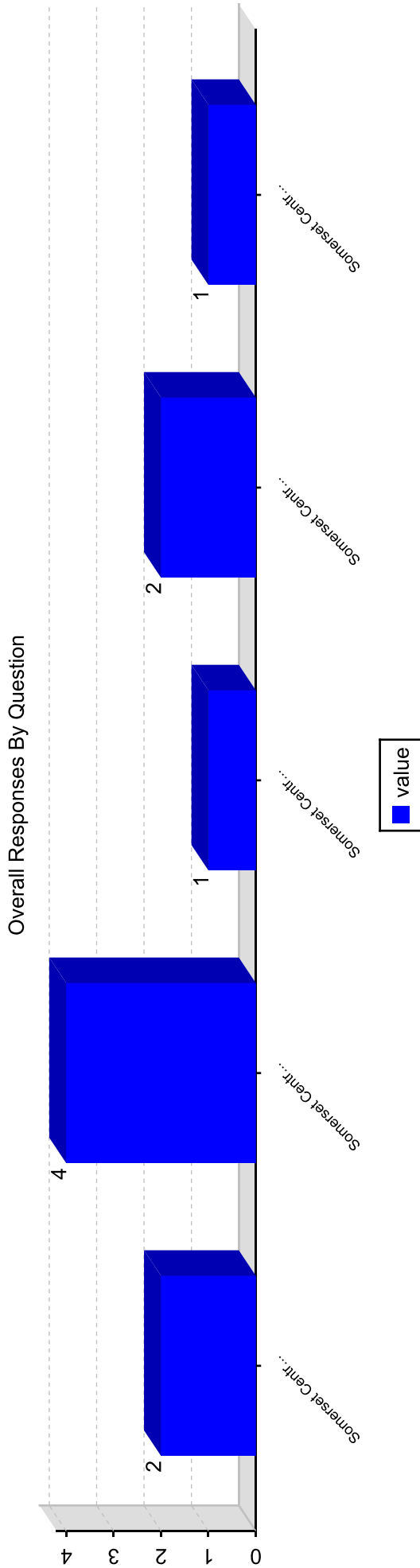
Question 34. My child is prepared for success in the next school year.



value

Parent Survey

Question 35. My child has administrators and teachers that monitor and inform me of his/her learning progress.



***Organizational Performance  
Appendix HH: Screen Shot of Parent Liaison  
Information in Website as per s. 1002.33(7)(d)(1),  
F.S.***

# SOMERSET ACADEMY

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## CHARTER SCHOOL LIAISON INFORMATION

### Charter School Liaison Information 2015-2016

s. 1002.33(7)(d)(1), F.S. –

1. Each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, charter school employee, or individual contracted to represent the governing board. If the governing board oversees multiple charter schools, in the same school district, the governing board must appoint a separate individual representative for each charter school in the district. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website, if a website is maintained by the school. The sponsor may not require that governing board members reside in the school district in which the charter school is located if the charter school complies with this paragraph.

2. Each charter school's governing board must hold at least two public meetings per school year in the school district. The meetings must be noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding the charter school's operations. The appointed representative and charter school principal or director, or his or her equivalent, must be physically present at each meeting.

\*Attached is our School Liaison List for 2015-2016

**Files:**

 [2015-16 Parent Liaisons Somerset.pdf](#)

2015 - 2016 Somerset Academy, Inc. Conflict Resolution / Parent Liaisons

	Charter Schools	WL#	Principal / Director	Conflict Resolution Specialist	Affiliation	Phone	E-mail
Broward	Somerset Academy	5141	Bernie Montero	Alexandra Prieto	Somerset Employee	305-829-2406	<a href="mailto:aprieto@somersetmiramar.com">aprieto@somersetmiramar.com</a>
	Somerset Academy Middle School	5151		Shannine Sadesky	Somerset Employee	954-390-0971	<a href="mailto:ssadesky@somersetm.com">ssadesky@somersetm.com</a>
	Somerset Academy High School	5221		Daniel Shourds	Somerset Employee	954-435-1570	<a href="mailto:dshourds@somersetcentral.org">dshourds@somersetcentral.org</a>
	Somerset Arts Conservatory	5396		Rosa Paddy	Somerset Employee	305-829-2406	<a href="mailto:rpaddy@somersetmiramar.com">rpaddy@somersetmiramar.com</a>
	Somerset Academy (Miramar Campus)	5405	Alexandra Prieto	Jennifer Enriquez	Somerset Employee	954-442-0233	<a href="mailto:jenriquez@somersetacademy.com">jenriquez@somersetacademy.com</a>
	Somerset Academy Middle School (Miramar Campus)	5406		Anthony Marucci	Somerset Employee	954-390-0971	<a href="mailto:amarucci@somersetm.com">amarucci@somersetm.com</a>
	Somerset Academy Miramar South (fka Somerset Academy Central Miramar)	5054		Maria Machin	Somerset Employee	954-442-0233	<a href="mailto:mmachin@somersetacademy.com">mmachin@somersetacademy.com</a>
	Somerset Academy (Davie)	5211	Dina Miller	Donna Kaye	Somerset Employee	954-786-5980	<a href="mailto:dkaye@somersetpines.com">dkaye@somersetpines.com</a>
	Somerset Academy East Preparatory	5391	Dr. Mary Stuart	Maria Coto-Hernandez	Somerset Employee	954-442-0233	<a href="mailto:mchernandez@somersetacademy.com">mchernandez@somersetacademy.com</a>
	Somerset Academy Hollywood (fka Pompano North)	5387		Karina Iber	Somerset Employee	954-442-0233	<a href="mailto:kiber@somersetacademy.com">kiber@somersetacademy.com</a>
	Somerset Academy Village	5004	Shannie Sadesky	Ruth Jacoby	Somerset Employee	305-796-5714	<a href="mailto:rjacoby@somersetacademyschools.com">rjacoby@somersetacademyschools.com</a>
	Somerset Academy Village Charter Middle School	5002		Lisa Lee	ESP	305-669-2906	<a href="mailto:lalee@academica.org">lalee@academica.org</a>
	Somerset Preparatory Academy Charter School at North Lauderdale	5003	Donyale McGhee	Tara Barber	Somerset Employee	954-442-0233	<a href="mailto:tbarber@somersetacademy.com">tbarber@somersetacademy.com</a>
	Somerset Preparatory Academy Charter High School at North Lauderdale	5006		Monique Machado	Somerset Employee	954-435-1570	<a href="mailto:mmachado@somersetcentral.org">mmachado@somersetcentral.org</a>
	Somerset Academy Neighborhood School	5021	Athena Guillen	Maria Devitt	ESP	954-435-6221	<a href="mailto:mdevitt@academica.usa">mdevitt@academica.usa</a>
	Somerset Preparatory Academy Charter Middle School	5441		Cristina Camus	Somerset Employee	954-442-0233	<a href="mailto:ccamus@somersetacademy.com">ccamus@somersetacademy.com</a>
	Somerset Academy Hollywood Middle School (fka East Prep Middle)	5419		Valentina Vetenocourt	Somerset Employee	954-442-0233	<a href="mailto:vvetenocourt@somersetacademy.com">vvetenocourt@somersetacademy.com</a>
	Somerset Academy Charter High School (Miramar Campus)	5007		Christine Stewart	Somerset Employee	954-442-0233	<a href="mailto:cstewart@somersetacademy.com">cstewart@somersetacademy.com</a>
	Somerset Pines Academy	5030	Donna Kaye	Karen Capello	Somerset Employee	954-946-4114	<a href="mailto:kcapello@somersetpines.com">kcapello@somersetpines.com</a>
	Somerset Academy Pompano	5388		Amber Geary	Somerset Employee	954-987-7890	<a href="mailto:ageary@somersetprep.com">ageary@somersetprep.com</a>
Somerset Academy Pompano Middle School	TBD	Dina Miller		Somerset Employee	954-584-5528	<a href="mailto:dmiller@somersetdavie.com">dmiller@somersetdavie.com</a>	
Duval	Somerset Academy (Eagle Campus)	1251	LaTitia Ray	David Cook	Somerset Employee	904-503-0661	<a href="mailto:dcook@somersetprepjax.com">dcook@somersetprepjax.com</a>
	Somerset Academy Charter Middle School (Eagle Campus)	1261		Alisa Jimenez	Somerset Employee	904-503-0661	<a href="mailto:ajimenez@somersetprepjax.com">ajimenez@somersetprepjax.com</a>
	Somerset Academy High School (Eagle Campus)	1381	David Cook	Laverne Randolph	Somerset Employee	904-551-3292	<a href="mailto:lrandolph@somersetjax.com">lrandolph@somersetjax.com</a>
	Somerset Preparatory Academy	5501		LaTitia Ray	Somerset Employee	904-551-3292	<a href="mailto:lray@somersetjax.com">lray@somersetjax.com</a>
Palm Beach	Somerset Academy Canyons / Boca	3413	Bonnie May	Lisa Santiago	Somerset Employee	561-732-8252	<a href="mailto:lsantiago@somersetcanyons.com">lsantiago@somersetcanyons.com</a>
	Somerset Academy Boca Middle	4041		Daniel Fernandez	Somerset Employee	561-732-8252	<a href="mailto:dfernandez@somersetcanyons.com">dfernandez@somersetcanyons.com</a>
	Somerset Academy Canyons Middle School	4012	Daniel Fernandez	Bonnie May	Somerset Employee	561-393-1091	<a href="mailto:bmay@somersetboca.com">bmay@somersetboca.com</a>
	Somerset Academy Canyons High School	4013		Joann Roach	Somerset Employee	772-343-7028	<a href="mailto:roach.joann@cpulc.org">roach.joann@cpulc.org</a>
St. Lucie	College Preparatory Academy of the Treasure Coast	0712	Erika Rains	Kacey Armstrong	Parent / Former Board Member	772-343-7028	<a href="mailto:kaceyarmstrong@yahoo.com">kaceyarmstrong@yahoo.com</a>

***Organizational Performance  
Appendix II: Student/Parent Contract***

### Somerset Academy Inc. Parent/Guardian Contract

I, the undersigned parent/guardian of \_\_\_\_\_, hereby agree to abide by the following policies and procedures of \_\_\_\_\_.

- **Absences:** In accordance with School and BCPS Daily Attendance Policies, students must be physically present in school for a minimum of 2 hours in order to be counted as present for attendance purposes each day. For each day a student is absent, Parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student's return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to the administration/Attendance Review Committee. Referrals will be issued after reaching the school's maximum allowance, and may result in the student's report card reflecting insufficient attendance for receiving a grade. Please be advised: for students in grades 9-12, five (5) or more unexcused absences in a semester course or ten (10) or more in an annual course, may result in the withholding of a student's grade.
- **Arrival:** Arrival time is from \_\_\_\_\_ am to \_\_\_\_\_ am. Students must be in their seats at the commencement of homeroom in the morning. Any student arriving after the commencement of homeroom will receive a tardy pass. Students arriving or departing outside of the School's designated times may be enrolled in a before-care program, where available, including all applicable fees. Please be advised: Somerset Academy is not responsible for students who arrive more than thirty (30) minutes prior to the start of school, except for those who are enrolled in and pay fees to the before-care program. Traffic patterns for arrival and dismissal (as described in the Parent Handbook) must be strictly followed. Violation of any policy regarding health, safety, and welfare issues, including but not limited to, non-adherence to approved traffic patterns, will be documented. Any such violations shall be considered serious infractions and will not be tolerated.
- **Tardies:** All tardies are unexcused. If students arrive after the commencement of school, please do not send the student to class. Students arriving after the commencement of school must report directly to the School's designated office/area. Students with excessive tardies will be referred to the administration/Attendance Review Committee.
- **Dismissal:** Dismissal time is \_\_\_\_\_ pm. Students departing outside of the School's designated times may be enrolled in an after-care program, where available, including all applicable fees. Please be aware that all charges must be resolved in full by the last day of school. Please be advised that Somerset Academy is not responsible for students remaining on campus after the School's dismissal times, except for those who are enrolled in and pay fees to the after-care program. Traffic patterns for arrival and dismissal (as described in the Parent Handbook) must be strictly followed. Violation of any policy regarding health, safety, and welfare issues, including but not limited to, non-adherence to approved traffic patterns, will be documented. Any such violations shall be considered serious infractions and will not be tolerated.
- **Early Dismissal:** For a student to be dismissed early, parents must report to the designated office/area. Students who wish to be dismissed early (on a regular school day) are required to provide documentation. Documentation submitted more than 72 hours after an early dismissal will not be accepted, and the early dismissal will be deemed unexcused. Students with excessive unexcused early dismissals will be referred to the administration/Attendance Review Committee. Students will not be dismissed 30 minutes prior to dismissal time without previous written notice. There are NO EXCEPTIONS!
- **Unauthorized Items Policy:** Please note that students are not allowed to bring any toys, electronic devices, pets, or animals to school. Cell phones may not be turned on inside of the School building at any time. Cell phones may not be visible at any time during the School day, may not be displayed during School, and must be left in the Students bag. The School will confiscate any unauthorized items a student may bring to school. Confiscated items will only be returned to parents at which time a parent/student conference may be required. The school may keep any such unauthorized items until the end of the school year. Continued violations of this policy may result in further penalties, and may subject the student to disciplinary action and/or referral to the School's administration/discipline review



committee. While the School will take every measure to protect such items, the School shall not be responsible for loss or damage to any unauthorized items which have been confiscated. Any items not claimed by the last day of school shall be disposed of without further liability to the School.

- **Uniform Policy:** Official School uniforms must be worn every day. Students who arrive to school without proper uniform may be referred to the administration and may not return to class until in proper uniform. Students with repeated violations of this policy will be referred to the administration/Discipline Review Committee.
- **Volunteer Hours:** Parental/Guardian involvement is a critical component of your child's educational success. Somerset Academy prides itself on the success of our students and therefore requires that parents/guardians become active stakeholders in their child's future. All Somerset Academy parents/guardians are asked to complete thirty (30) volunteer hours, or the equivalent, per academic year. All parent/guardian volunteer hours must be completed prior to the last day of school.
- **Academic Recovery:** If the School identifies your student as requiring additional instruction and/or remediation including but not limited to: mandatory tutoring, summer school, etc., attendance at and successful completion of same shall be required. Alternative and/or make-up sessions may be scheduled at the discretion of the administration.
- **Outstanding Fees:** Failure to pay all outstanding fees may result in the loss and/or suspension of extra-curricular activity privileges. Fees may include but shall not be limited to: lost books, late library fees, lunch accounts, before/after care fees, and any and all fees which may accrue in the normal course of the school year.
- **Internet and Media Use Policy:** No recording, either photographic or audio/visual in nature may be made on school property without the express authorization of the administration. No document or media existing now or in the future and which impacts the School and/or disrupts the learning environment, relating to the School, its staff or students, including but not limited to photographs, letters, yearbooks, and other material may be published in any public forum or media without the express authorization of the administration. Furthermore, the unauthorized use of the Somerset Academy name and/or any of its logos is expressly prohibited. For purposes of this section, the term "public forum or media includes but shall not be limited to publicly accessible websites and web forums, newspapers, print and other media sources.
- **Broward County Public Schools:** Please note: all students enrolled in Somerset Academy are subject to applicable policies outlined in the Somerset Academy Parent and Student Handbook in addition to applicable policies outlined in the Broward County Public Schools Student Code of Conduct.

**We understand the policies set forth in this Somerset Academy Parent/Guardian Contract and will abide by them. Failure to adhere to the policies as stated in the Parent/Guardian Contract will result in a violation of the contract.**

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_

X

\_\_\_\_\_  
Parent Signature

***Organizational Performance  
Appendix JJ: Parent Handbook***

**Somerset Academy Preparatory Middle School  
Somerset Academy Hollywood Middle  
Somerset Academy Miramar High School**

**“Striving For Academic Excellence”**

**MIDDLE/HIGH SCHOOL  
STUDENT / PARENT HANDBOOK  
2015-2016**



**Somerset Academy Preparatory Charter Middle School  
Somerset Academy Hollywood Middle  
Somerset Academy Miramar High School**

**9300 Pembroke Road  
Miramar, FL 33025**

**[www.somersetcentral.org](http://www.somersetcentral.org)**

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**INTRODUCTION  
TO  
SOMERSET ACADEMY PREPARATORY CHARTER MIDDLE  
SOMERSET ACADEMY HOLLYWOOD MIDDLE  
SOMERSET ACADEMY CHARTER HIGH SCHOOL  
MIRAMAR  
2015 - 2016**

**VISION**

The vision of Somerset Academy Charter is to continue to be recognized and respected as a top ranked learning community that graduates productive and caring citizens who are prepared to succeed in a global society. *(The premier school of choice in Broward County).*

**PURPOSE**

The purpose of Somerset Academy Charter is to provide an individualized, academically rigorous, and engaging curriculum focusing on the ever-changing needs of our learners. Our educational process encompasses the partnership among the school, family, and community, in order to develop a life-long love of learning. We strive to develop students who are self-assured, well-rounded, and prepared for future success.

Dear Parents:

***WELCOME!!!***

On behalf of the faculty, staff and administration I welcome you and your child to our campus. Your child is entering a specially prepared environment that is warm, secure, and challenging; a place in which to grow socially, physically, and creatively. This will be a great year at Somerset! Our staff is outstanding and as a “family” unit parents and teachers will work together to provide a wonderful education for our terrific students.

We know that children learn in different ways and at different rates, so we provide experiences that take these differences into consideration. We encourage a love of learning and of self. Young children question the obvious and see mystery in the commonplace. We know that remarks of children have meaning and reveal modes of reasoning and judgment based upon their developmental abilities. Our classrooms are places for thinking activities and the emphasis is on the child as “thinker-in-action” where he or she is encouraged to be an active participant in the learning process. We guide the students to seek out, select and deal with objects and happenings in our exciting school environment.

This handbook is one way to bring the parents, teachers, and students of Somerset Preparatory Middle, Somerset Academy Hollywood Middle, and Somerset Academy Miramar High School together. Only together can we accomplish a program of well-rounded education for all of our children.

In this book can be found the answers to most of your questions. The rules of the school apply to all students. Please contact a member of the administrative team at (954) 435-1570 for additional information or clarification of anything contained in this Handbook.

Warmest Regards,

***Your 2015-2016 Administration***

Mrs. Athena Guillen-***Principal***

Mrs. Geyler Herrera-***Vice Principal***

Ms. Monique Machado-***Assistant Principal***

Mr. Daniel Shourds-***Assistant Principal***

## ATTENDANCE GENERAL ATTENDANCE PROCEDURES

### COMPULSORY SCHOOL ATTENDANCE

1. All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not yet attained the age of 16 years or age specified by state statute, whichever is older, except as hereinafter provided, are required to attend school regularly during the entire 180-day school term.
2. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the child and parent. A student who attains the age of 18 years during the school year is not subject to the legal sanctions for compulsory school attendance.
3. Students under 16 years of age may not be permanently withdrawn from school for any reason unless expelled through Board action or covered by an exemption allowed by Florida Statute.
4. Compulsory school attendance requirements may be met by attendance in a home education program. Although 180 days is the standard requirement for compulsory school attendance; Florida Statutes requires a longer term for Department of Juvenile Justice Programs. For students in those programs, the compulsory school attendance requirement is consistent with state law and regulations.

### PATTERNS OF NON-ATTENDANCE

1. Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day. The maximum number of days that a student may be absent without acceptable documentation is 5 in a marking period.
2. A student who has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused absences, or absences for which the reasons are unknown within a 90-calendar-day period, may be exhibiting a pattern of non-attendance.
3. Unless acceptable documentation is available, an accumulation of daily absences (excused or unexcused) by tardiness, or early sign-outs that equals 5 days (30 hours) in a marking period or 10 days (60 hours) within two marking periods may establish a pattern of non-attendance.
4. Habitual truant means a student has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child's parent or legal guardian, is subject to compulsory school attendance at Somerset Academy Charter.



## **ABSENCES**

### ***EXCUSED ABSENCES***

Students must be in school unless the absence has been permitted or excused for one of the reasons listed below.

1. Illness of student.
2. Illness of an immediate family member.
3. Death in the family.
4. Religious holidays of the student's own faith.
5. Required court appearance or subpoena by a law enforcement agency.
6. Scheduled medical or dental appointment.

Please be advised that for an excusable absence Somerset Academy Charter requires that all parents provide documentation of illness from a physician or public health unit.

### ***UNEXCUSABLE ABSENCES***

1. Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until this document is provided or a waiver is obtained. Absences due to non-compliance with immunization requirements shall be considered unexcused.
2. For students transferring into Broward County, including but not limited to foster care students, or a homeless student, a temporary 30 day waiver of both health examination documents and certificates of immunization may be granted.
3. Students who have been externally suspended may be offered an opportunity to participate in an alternative to suspension program. If they do not attend, the assigned days, the absences will be considered suspensions.

### ***TARDINESS***

*(Tardiness is defined as a student not being in the classroom when the class is scheduled to begin.)*

1. Parents must follow the same process to excuse a tardy as they do to excuse an absence.
2. Excessive tardiness will be addressed on a case-by-case basis to determine if a pattern of non-attendance exists. Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.
3. Tardiness to any class without documentation may be considered unexcused.
4. Habitual tardiness is defined as being tardy 5 times within a marking period.

5. The Administration has the discretion to excuse tardiness for extenuating circumstances.

## ***EARLY SIGNOUTS***

1. No students shall be released within the final 75 minutes of the school day unless the Administration determines it is an emergency.
2. Excessive early sign-outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.
3. Unless excused under the provisions of this policy, accumulated early sign-outs will be recorded as unexcused absences.

## **STUDENT'S RIGHTS AND RESPONSIBILITIES**

### ***RULES***

1. Students have a responsibility to ask their parents to notify the school when they are absent, yet upon returning to school, the student must provide an excusable letter from the parent.
2. Students have a responsibility to ask teachers for, and to complete, make-up assignments. Two days (not including the day of return) are allowed for each day of absence. Previously assigned work is due the day of return.
3. Students must maintain current assignments and have the responsibility to turn in their daily work while serving internal suspension.
4. Students who are married, are parents, or are expectant parents have the right to remain in the regular school program or attend a special center program tailored to their specific needs.

## **PARENTS' RIGHTS AND RESPONSIBILITIES**

1. Parents have a right to be informed of the attendance responsibilities and consequences for truancy for both parents and students as described in the Code of Student Conduct.
2. Each parent of a child of compulsory school attendance age is responsible for the child's school attendance as required by law.
3. Parents must report their child's absence in accordance to our policies.
4. Parents have the right to request a hearing if they refuse to participate in the intervention developed by the child study team because they believe that the intervention is unnecessary or inappropriate.
5. The parents of a student expected to miss at least 15 consecutive school days due

to illness, medical condition, or social/emotional reasons, or who would miss excessive days intermittently throughout the school year for the same reasons, and could benefit from instruction should notify the school and request a copy of the Hospital/Homebound referral packet.

6. Parents have a right to be notified if their child misses school and the parents have not reported the absence to the school.

## **DRIVING PRIVILEGES AND ATTENDANCE**

Florida Statute 322.091 requires school districts to report to the Division of Highway Safety and Motor Vehicles (DHSMV) the names, dates of birth, sex and social security numbers of students ages 14-18 who accumulate 15 unexcused absences in any consecutive 90 calendar day period. Districts are also required to hold hardship hearings if requested by a student whose license has been suspended.

## **CONSEQUENCES RELATED TO TRUANCY**

1. A child who is found to be truant may be taken to the Juvenile Assessment Center or other locations that are established by the school district to receive students who are absent from school. It is the responsibility of the Law Enforcement Officer to call the school to determine if the child is legitimately out of school.
2. Students 14-18 years of age who have 15 unexcused absences within 90 calendar days and have a driver's license will have their driver's license suspended by the Division of Highway Safety and Motor Vehicles or will not be issued a license if they apply for one.

## **SCHOOL ATTENDANCE REVIEW COMMITTEE (SARC)**

This committee meets regularly to consider students attendance issues for the following reasons:

1. Five unexcused absences during a nine-week grading period
2. Excessive tardiness
3. Excessive absences—excused or unexcused

## **STUDENT ARRIVAL AND DEPARTURE TIMES**

According to Florida state law, the school is responsible for students only 30 minutes prior to and 30 minutes after a school activity. Due to these supervision restrictions, we urge all students to **ARRIVE ON SCHOOL CAMPUS AFTER 7:00A.M. AND TO BE OFF CAMPUS BY 3:00 PM (1:15 PM during early release days)**, unless the student is attending a school-sponsored activity. Students who stay after school must be under the strict supervision of a faculty or staff member and must remain in their designated areas for tutoring, make-up work, practices, and or rehearsals.

## TARDY TO SCHOOL

1. A student is tardy if he or she reports to his/her designated classroom on or after 7:45a.m \_\_\_\_\_
2. If tardy to school, a student must report to the attendance clerk in the cafeteria to receive either an excused or unexcused pass to class.

## UNEXCUSED TARDY POLICY TO SCHOOL

1. First..... Warning
2. Second ... Parent contact
3. Third ..... Referral Disciplinarian, 2:45; Detention will be issued for one hour on Wednesdays in the Cafeteria.
4. Fourth .....Saturday school from the hours of 8:30 a.m.-12:00 p.m.
5. Fifth.....Internal Suspension for a minimum of 3 days
6. Sixth.....Parent Conference (Contract Drafted)- Summer Program.

\* Note: class tardiness is handled by the teacher.

## SOMERSET ACADEMY UNIFORM POLICY

We believe that all students have the right to a safe, healthy school environment. We believe that all students have the responsibility to dress appropriately and uphold basic standards of cleanliness and proper grooming. A students' dress and appearance should not cause disruption and distraction from the educational process at Somerset Academy Central Miramar School.

The following is the uniform policy that is endorsed and committed to be enforced by Somerset Academy Charter School. Students are required to follow this policy, and failure to do so will result in administrative action taken against all uniform violations.

**Please Note: Students who are not wearing the correct uniform will be subjected to the Somerset Preparatory Middle, Somerset Academy Hollywood Middle and Somerset Academy Central Miramar High School Discipline Plan.**

**All uniform attire must be purchased at All Uniform Wear Inc. Students wearing any item not purchased at All Uniform will be asked to conference with administration and a parent will be contacted in order to rectify and clarify any misunderstandings outlined by the following:**

1. All students are required to wear straight cut, full length khaki or black pants with the
  - a. Somerset Academy embroidery labeled by the pocket.

2. The pants may not have cargo pockets, unusual tailoring and/or labels, may not be manufactured from jean material and must be fitted to the student correctly. Pants that are too big or too tight, as determined by the Administration, for the student are not acceptable and will be deemed in violation of the uniform code.
3. Belts must be worn at all times; these belts must be plain, black or brown leather belts and fastened securely at waist level. Pants must be worn at waist level. Loosely worn pants are not acceptable.
4. Polo shirts must bear the Somerset Academy Preparatory Middle or Somerset Academy High School Miramar Campus Logo embroidered. Polo shirts must properly fit the size of the student; determined by the Somerset Academy Staff and Administration on a case by case basis.
5. During cooler weather, only the same color long sleeve shirt as the uniform polo may be worn underneath.
6. If a student chooses or needs to wear a jacket due to cold weather, it must be solid black, red, or white
7. Students are required to wear their school lanyard and ID at all times, as part of the school uniform.
8. Any attire, including back packs, displaying gang related paraphernalia or symbols are not allowed.
9. All uniform must be clean and pressed at all times; good grooming of hair, skin and fingernails is expected at all times.
10. Hair must not be dyed with unnatural colors, worn unusually, or maintained in unacceptable condition. **The administration will send students home whose hair is unacceptable in condition or length. Boys' length of hair should not exceed the collar of their uniform shirt.**
11. **All headgear (hats, scarves, bandanas etc.) is forbidden on school property.**
12. No buttons, tags, or labels may be worn on the school uniform unless approved by the administration.

### Boys Uniform

In addition to the above, boys **may not**:

1. Have any other visible body piercing.

### Girls Uniform

In addition to the above, girls **may not**:

1. Earrings must be plain and stud type, or small hoops (total size must smaller than a quarter-\$.25). No other visible body piercings are allowed.

## **Dress Down Day Code:**

**Tops:** No tank, tube or spaghetti tops. No midriff showing. No undergarments should be visible or revealing clothing worn. No lewd or suggestive graphics should appear on clothing.

**Bottoms:** No white pants, no shorts/skirts shorter than mid thigh, and no undergarments can be visible.

**Shoes:** Closed-toe shoes or sneakers. No high heels, open toe shoes, or flip flops.

**Headwear:** All headgear (hats, scarves, bandanas etc.) is forbidden on school property.

## **DRESS CODE VIOLATION INTERVENTIONS/DISCIPLINARY ACTION**

Please adhere to the Somerset Academy Miramar Charter School Wide Disciplinary Plan for infraction violation detail.

## **STUDENT CODE OF EXCELLENCE**

We believe that a safe and orderly school is our primary focus in order for academic excellence to prevail. When children behave in a respectful, responsible and safe manner, they learn more and develop into responsible adults, the essence of our purpose.

The Somerset Academy Code of Excellence is a school wide plan that clearly outlines student expectations. In addition, all Somerset Academy students are required to adhere to the rules and regulations outlined by the Broward County Public Schools' Code of Conduct: hence, Somerset Academy Charter School is fully committed to enhance the value of discipline, respect, honor and integrity. Our student body has the responsibility to abide by a dual system of conduct, both BCPS Code of Conduct and our school's Code of Excellence.

Each parent and student must take an active role in supporting both, BCPS' Code of Student Conduct and our Code of Excellence Plan. We thrive on producing responsible citizens. It is our school's purpose to foster a spirit of respect for long life learning as well as the community's (parents, students, and staff) best interest to work together to ensure a pleasant, safe and maximum learning experience.

## **EXPECTED STUDENT BEHAVIOR**

1. Treat your peers and authority with respect.
2. Be honest and fair.
3. Be responsible for your actions.
4. Obey all school rules.
5. Always be prepared for class (i.e., complete homework assignments, have your class materials on hand).
6. Be on time to school and to all of your classes.
7. Complete all assigned work.
8. Treat school property with respect.

9. Adhere to school uniform policy.
10. Be a positive role model at Somerset Academy Charter.

## PROGRESSIVE DISCIPLINARY PLAN

The objective of this plan is to ensure there is consistency in our school wide disciplinary procedures. Every teacher is held accountable to the stipulations outlined by this plan. We at Somerset believe when students are engaged in the curriculum, the management of the students becomes a lot easier. Our teachers must be prepared to teach and engage their students in the process of higher order and critical thinking skills.

The following are unacceptable behaviors leading to disciplinary action which include verbal warnings (but are not limited to):

1. Classroom tardiness
2. Lying
3. Acting in a manner that interferes with the educational process
4. Failure to carry out directions
5. Failure to comply with the dress code
6. Gum chewing
7. Use of any electronic device(s)

**Note:** Electronic devices are not permitted during school hours, and all cell phones must be turned off completely. Students must understand that turning the cell phone on to vibrate or silent will not be acceptable in classrooms.

The above mentioned violations warrant a 1 hour detention by teachers.

### ***CLASSROOM CONSEQUENCE(S):***

**1<sup>st</sup> Consequence** - verbal warning should be issued to student. Teacher must document the date and time the verbal warning was issued.

**2<sup>nd</sup> Consequence** - parent contact must be established and it must be logged in the parent contact log.

**3<sup>rd</sup> Consequence** - mandatory **1 hour detention** will be given to student by teacher. The teacher will be responsible for supervising the detention with the student. Please note that parent(s) of the offender must be informed 24 hours prior serving the detention. You must document the method of parent notification whether it was done via email, letter/detention form, or phone call on your parent contact log.

**4<sup>th</sup> Consequence (Administrative Consequence)** - depending on the severity of the infraction, the student will serve a 2 hour detention closely supervised by the Dean of Discipline. Subsequently, the Dean of Discipline will email the teacher confirmation of the served detention; OR, the student will serve Saturday School Detention for 4 hours. The hours of operation are from 8 am – 12 noon. Saturday Detentions will be conducted twice a month.

**5<sup>th</sup> Consequence** - All previous parental communication established by the teacher and referral will be submitted to the Dean of Discipline. The student will serve a mandatory 3 Day Internal Suspension. In case the Broward County Discipline Matrix outlines the consequence of the infraction as more severe than a 3 day

indoor suspension, Somerset Academy Administration will at least match the number of either indoor or outdoor suspension days the county assigns. In addition, the Dean of Discipline will provide a letter notifying the suspension (Internal or Outdoor) to the student's family attached to the copy of the referral given to the student. The Dean of Discipline will also make parent contact via phone to discuss disciplinary status of the student. Should the parents disagree with the consequences outlined by the Dean of Discipline, a parent has the right to request a conference to be held with the Administration, the Dean of Discipline, the teacher who issued the referral, and the student referred.

### ***INTERNAL SUSPENSION OBJECTIVE(S):***

1. Provides a classroom where a student spends the entire day completing written assignments sent by his/her teachers that will be collected by the Dean of Discipline.
2. Provides the opportunity for a student to remain in school and receive credit for assignments.
3. Procedures for assigning Internal Suspension are set forth by the Administrative team of Somerset Academy Charter School in alignment with the Broward County School Board Code of Student Conduct Discipline Matrix.
4. Students receiving IS may **not** take part in or attend special activities during the school day or extracurricular activities on the day(s) they are assigned IS.
5. If a student is absent on the day IS is to be served, the missed time will be made up on the first day the student returns to school.
6. If a student misbehaves in IS, he/she may be dismissed from IS or assigned Outdoor Suspension as specified by the Somerset Academy Charter Miramar School Student / Parent Handbook.



## ZERO-TOLERANCE POLICY

The administration reserves the right to apply severe disciplinary actions including possible dismissal from Somerset Academy Charter School.

Somerset Academy is committed to the mental and physical welfare of each student. Violence, i.e. fighting, weapon possession, drug use, and racially insensitive acts of bigotry, condescending and/or racially inflammatory remarks, intimidation/bullying from one student or groups against another or groups, are detrimental to the student's welfare, and detract from the educational environment of Somerset Academy Charter School. Hence, any act that is deemed hateful against another through violence, or display of hateful related symbol(s); i.e. a noose, a swastika, or any other related symbolic gesture(s) of hate towards another's culture, race, ethnicity, religion, or sexual preference, will result in immediate dismissal of Somerset Academy Charter School. Somerset Academy Charter School has a **Zero-Tolerance Policy** for violence, drugs, alcohol, weapons brought on campus, and most importantly; hateful related acts of racism, anti-Semitism, and/or bigotry from one person or group to another. The school believes that all students have the right to attend a safe, drug-violent free, and culturally-diversely celebrated school where respect for others is paramount.

The school will employ any reasonable method to ensure that the **Zero-Tolerance** violence/drug/weapon/cultural respectful policy is not violated. To this end, the school reserves the right to conduct random searches as well as probable cause searches by authorized school personnel, trained canines, or authorized third parties. This right to search will extend to any item brought to school property or school-sponsored activity. Searches may include but are not limited to lockers, book bags, purses, vehicles, clothing, and other personal property.

## GRADING PERFORMANCE SCALE

The following is the grading scale for the 2014-2015 school year:

### MIDDLE SCHOOL

A	Superior progress	90-100
B+	Outstanding	87-89
B	Commendable	80-86
C+	Above average progress	77-79
C	Average progress	70-76
D+	Below average progress	67-69
D	Lowest acceptable progress	60-66
F	Failure	0-59
I	Incomplete	

<b>HIGH SCHOOL</b>		<b>POINTS</b>
A	90-100	4.0
B+	87-89	3.5
B	80-86	3.0
C+	77-79	2.5
C	70-76	2.0
D+	67-69	1.5
D	60-66	1.0
F	0-59	0.0
I	Incomplete	0.0

## **FAILING OF STUDENTS COURSES/CLASSES**

### ***TEACHER'S RESPONSIBILITIES:***

1. Communicate with students, parents and administration how the grades for each class are computed.
2. Compute numerically and report a grade for each student for each of the four nine-week grading periods (See official school calendar).
3. Complete and send home a progress report for each student by the Fourth to Fifth week of each nine week grading period.
4. Keep an updated and well maintained parent log on all students and specific documentation of parent communication concerning deficient or failing students.

### **STUDENT'S RESPONSIBILITIES:**

1. Be proactive in giving your best effort to attain proficient grades in each class at all times.
2. Take Interim/progress reports.
3. Take report cards home.
4. Periodically check STI to review grades.

### ***PARENT'S RESPONSIBILITIES:***

1. Ask for progress reports during fifth week of each nine-week grading period.
2. Be aware of the pupil progression plan, retention and promotion criteria.
3. When a concern about the child's performance or behavior arises, call the guidance department and set up a conference with the child's teachers or an individual teacher.
4. Review Pinnacle on a weekly basis to assess your child's grade.
5. Review schoolnotes.com on a weekly basis to understand your child's instructional assignments.

## LOCKERS

### SCHOOL'S RESPONSIBILITIES:

1. A locker may be issued to a student for storage of books and school materials only.
2. A combination lock is provided on each locker.
3. School officials have the right to search and inspect lockers at any time without notice.
4. All lockers must be emptied out and locks removed no later than June 4<sup>th</sup>, 2015. Otherwise they will become available for new locker agreements.
5. Locker Renewals for 2015-2016 school year will be at the end of the year.

## PLANNERS

Somerset Academy Planners are mandatory. Teachers and Staff will monitor student homework, parent communication, progress reporting and hall passes through our planners. Planners will begin to be sold during the Middle and High School Orientations.

## TEXTBOOKS

The school will provide students a textbook as the guide and framework of the curriculum and the student will be responsible for maintaining the textbook in good condition. The student will pay a fine or full cost of the textbook should the textbook be lost or stolen.

## SOMERSET ACADEMY MIDDLE/HIGH LIBRARY

The Somerset Academy School Library was established to support the curriculum of the Middle/High School. All students, grades six through twelve, are serviced. The library exists to implement, enrich and support the educational program of the school. It is the intent of the library to serve as the hub of intellectual activity at the school. It is therefore the library's mission to ensure that all students and staff are effective users of ideas and information.

## CIRCULATION

The Somerset Academy Library lends materials to faculty, staff, and its students. The loan period is two weeks for students and four weeks for teachers. Materials may be renewed for an additional 7 days, provided there is not a hold on the material.

## FINES & BILLS

Fines are assessed for overdue materials. Fines are assessed at a rate of \$.15 per day. When library materials are overdue, a notice will be sent to the borrower and borrowing privileges may be suspended for not returning recalled materials.

If the materials are lost, the borrower will receive a bill with the average cost of replacement for similar items. Charges for damaged materials will be determined on a case-by-case basis and may include the actual cost of replacing the item.

Fines and bills are generated by the Library and payable at the Circulation Desk. The Library accepts payment only in cash.

## SCHOOL PAYMENTS

Payments made to the school can be made in the form cash, money order, cashier's check, and when allowed, personal and business check in the exact amount due. When permitted, checks are accepted as a courtesy; however, we reserve the right to require a guaranteed form of payment (cash or money order) at any time, at our discretion. It is the purchaser's responsibility to request a written receipt, which must be kept for proof of purchase.

## FINANCIAL OBLIGATIONS

A Financial Obligation is issued when a student, or his/her family, owes a financial or material debt to the school (missing textbook, returned check, unpaid class fees, overdue library books, restitution, etc). Once a financial obligation is issued the student's participation in extracurricular activities (athletics, fieldtrips, etc) will be restricted until the entire obligation is satisfied. These restrictions may also extend to any siblings in the school.

## REFUNDS

Refunds, if permitted, must be requested in writing using the **ACTIVITY REFUND REQUEST** form and have proof of payment (receipt) attached. The request needs to be filled out completely and be approved by the activity's sponsor, the schools Treasurer and the school Administrator.

## FUNDRAISERS

At no time may a student conduct sales on school grounds, or using the school's name, which have not been pre-approved by the administration. All sales are conducted by official school organizations for the benefit of the school. Consequences for such actions will range from confiscation of items and money involved in the sales as well as suspension of the student(s) involved as well as further consequences at the administrations discretion.

## VISITORS

All visitors are to report to the office to sign in and must provide a valid Driver's License in order to receive a Visitor's Pass.

## VISITOR'S RESPONSIBILITIES

1. Prearrange the visit.
2. Upon arrival for the visit, register in the front office to receive a visitor's pass and information. Please visit only the area to which you are assigned.
3. When visiting a classroom, remember that the teacher is in charge of his/her classroom.

## CAFETERIA PROCEDURES

Students will eat in the cafeteria or in designated area including the courtyard seating areas outside of the cafeteria. Students are expected to stay in the designated lunch area for the entire time assigned to eat. Students are not to roam freely around campus during lunch time. Students are not allowed to order food from local restaurants and the school authorities will confiscate the illegal purchase of unauthorized food brought on campus by either parents or vendors. Students may either bring their lunch or purchase Breakfast for TBA and Lunch for TBA. Free and reduced lunches are available through the county for qualified individuals.

## **GUIDANCE DEPARTMENT**

1. Schedule students
2. Conduct counseling/guidance in the areas of academics, social/emotional needs, and career orientation.
3. Maintain and update student academic records.
4. Provide individual, small, and large counseling sessions.

## **IDENTIFICATION CARDS**

Every student will receive a picture identification card during the beginning of the school year at no cost. The student must have this card in his/her possession at all times. Should a student lose an ID card, the student will be charged a \$5 dollar fee for another. If the student continues to lose the ID card, the charge will continue to increase in increments of \$5; meaning by the second time the card is lost, the charge to replace it with a new ID card will be \$10.00.

**Somerset Academy Preparatory Charter Middle School/Somerset  
Academy Miramar High School**

**2015 – 2016 Daily Schedule**

Arrival	7:30-7:45am
1 <sup>st</sup> Period	7:45-8:45am
Homeroom	8:45-9:00am
2 <sup>nd</sup> /3 <sup>rd</sup> Period	9:05-10:45am
4 <sup>th</sup> /5 <sup>th</sup> Period	10:50-1:05pm
6 <sup>th</sup> /7 <sup>th</sup> Period	1:10pm-2:50pm

**2015 – 2016 Early Release Schedule**

Arrival	7:30-7:45am
1 <sup>st</sup> Period	7:45-8:45am
Homeroom	8:45-9:00am
2 <sup>nd</sup> /3 <sup>rd</sup> Period	9:05-10:45am
4 <sup>th</sup> /5 <sup>th</sup> Period	10:50-1:05pm
6 <sup>th</sup> /7 <sup>th</sup> Period	1:10pm-2:50pm

***Organizational Performance  
Appendix KK: Samples of School Newsletter  
Requesting Parental Involvement***



Somerset Academy Central  
Miramar Campus  
September 2015  
Volume 5, Issue 1  
[www.somersetcentral.org](http://www.somersetcentral.org)  
Phone: 954-435-1570  
Fax: 954-435-1571

# SACM Principal's Newsletter

## Welcome Back Everyone!

Welcome to Somerset Academy Central Miramar! Here at Somerset Academy Central Miramar teaching and learning is focused on meeting and exceeding the Florida State Standards for every child. Our differentiated instructional approach provides a framework to challenge advanced students and support those who are struggling, while creating a solid classroom experience for students learning at grade level. Our top priority is providing the best education possible in a nurturing environment for our children.

Parental involvement is a great ingredient to our recipe as well. We consider parents to be our absolute partners and welcome volunteers to assist with our activities and programs. I encourage your active support and participation, as we strive to provide a high quality education for all of our students. I invite you to explore our website to stay abreast about upcoming events.



Athena L. Guillen  
**Principal**

### Uniforms

Remember that Middle/High is only wearing pants and combination school color shoes

### Planners

Buy your planners today for \$10

### Spirit Shirts

Buy your Spirit Shirt today for only \$10

### Parent Volunteers Needed

Complete your volunteer form and submit to your child's Homeroom teacher

## Meet Mr. McMillan

**Mr. Patrick McMillan** comes to you from Somerset Academy Charter High school (Chapel Trail campus). Upon joining Somerset Academy Charter, Inc., he served as a district-level manager of business units and area territories for companies such as Sylvan Learning Center and Club Z! In-home Tutoring Services, Inc.

In his 14th year as an educator, Mr. McMillan's experience is comprised of 5 years, 7 years and 2 years in the public school, private or supplemental and public charter education sectors, respectively; of which 8 total years have been in educational leadership or education management. Previously, he had been a teacher of each Miami-Dade County Schools and The School Board of Broward County school district, while also serving in roles of curriculum specialist and education consultant for several school districts nationwide.

Mr. McMillan holds a Bachelor of Science degree in Electrical Engineering from Florida Agricultural and Mechanical University and a Master of Business Administration degree from Florida International University.

Mr. McMillan has two beautiful daughters, Summer and Morgan.



Patrick McMillan  
**Dean of Discipline**





## SACM Principals Newsletter page 2

### A Note from Administration

**Mrs. Geyler Herrera** is your Vice Principal for the 2015-2016 school year! She has been in education for the past 13 years, working as an after school care counselor, elementary school teacher, a guidance counselor, curriculum specialist and assistant principal. She has been able to experience different roles within a school setting throughout the years and feel that has given her the opportunity to understand the importance of communication throughout all stakeholders to provide an environment that creates an optimal learning experience for all students.

Mrs. Herrera will be the acting principal for the beginning half of the school year, as Mrs. Guillen will be on maternity leave. She has already worked closely with many of our students and families, since she had previously worked with our school's elementary school students, parents and teachers. This year, Mrs. Herrera will dive into the K-12 world and be an integral part of the Middle/High community.

Aside from being a school administrator, Mrs. Herrera is a wife to her high school sweetheart and the proud mother of 3 year old triplets: 2 boys and 1 girl. Her family brings her so much joy and she enjoys spending every free minute with them. As a family, they love to travel and do as many fun activities together, and they believe that those are the memories that will last a lifetime.



Geyler Herrera  
Vice Principal

### Meet Mrs. Machado

**Mrs. Machado** graduated from Florida Atlantic University with an undergraduate degree in Counseling Psychology. She went on to earn a graduate degree in Educational Leadership from Nova Southeastern University. She has taught and provided guidance and counseling for elementary, middle, and high school students alike for the past 12 years. She is passionate about working with children and adolescents, and sees each day as a new opportunity to strive for academic excellence.

As Director of Guidance, she oversaw the Guidance & Academic Advisement of over 1,300 Warriors! Mrs. Machado was recently appointed Assistant Principal at the Somerset Academy Charter High School Miramar Campus. In this new role, she will assist the Principal in planning, curriculum development, program evaluation, extracurricular activities, personnel management, emergency procedures, resource scheduling, and facilities operations.



Monique Machado  
Assistant Principal

### Upcoming Events

#### Back to School Night

Middle/High: Thursday, September 3<sup>rd</sup>

#### Labor Day (No School)

Monday, September 7<sup>th</sup>

#### Book Fair

Tuesday, September 8<sup>th</sup> – 11<sup>th</sup>

#### SACM Club Fair

Tuesday, September 8<sup>th</sup>

#### FSA Infrastructure

Thursday, September 10<sup>th</sup>

#### School Advisory Council Meeting (SAC)

Tuesday, September 15<sup>th</sup> @ 6:00 pm

#### FSA Algebra I Retakes

Monday, September 21<sup>st</sup> & Tuesday, September 22<sup>nd</sup>