



CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Somerset Arts Conservatory #5396

DATE: November 18, 2015

CHARTER SCHOOL LOCATION NUMBER: 5396 **GRADES SERVED:** 9-12

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

The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

CONTACT PERSON: Walkiria Soberon **TITLE/RELATIONSHIP TO GOVERNING BOARD:** Vice Principal

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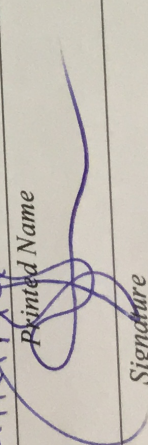
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NAME OF EDUCATION SERVICE PROVIDER (if any): Academica Corporation

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.

Walkiria Soberon **Vice Principal**
Printed Name Position/Title

 **12/18/2015**
Signature Date

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 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"> FCAT 2.0 (Appendix A) FSA (Appendix B) State AYP/AMO Standards (Appendix C) EOC (Appendix D) FLDOE School Grade (Appendix E) FLDOE Report Card (Appendix F)
	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)	
<p>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.</p>			
<p>Please see attached statement from school and documentation.</p>			
<p>FCAT 2.0 (Appendix A) FSA (Appendix B) State AYP/AMO Standards (Appendix C) EOC (Appendix D) FLDOE School Grade (Appendix E) FLDOE Report Card (Appendix F)</p>			
<p><u>AYP/AMO School Improvement Status</u> Somerset Arts Conservatory prides itself on setting and attaining high academic standards for all stakeholders. Somerset Arts Conservatory has been designated by the Florida Department of Education as a High Performing Charter School pursuant to s. 1002.331, Florida Statutes; therefore, it has not been identified for School Improvement. Somerset Arts Conservatory was an 'A' school for the 2013-2014 school year (Appendix E – FLDOE School Grade) and has consistently earned an 'A' since the 2010-2011 school year. Although, the state has yet to release school grades for the 2014-2015 school year if past scores can serve as an indicator of success, then the school will earn an 'A' for the 2014-2015 school year.</p>			
<p>During the 2013-2014 school year, Somerset Arts Conservatory did not meet AMO in Reading for almost all sub groups, except for the White subgroup which did have at least 95% scoring satisfactory. The 2013-2014 year was the last year the school was assessed in reading using the FCAT for 9th and 10th grade proficiency. As a result, the shift was made for the subsequent school years to target the needs associated with the Florida Standards Assessment. A higher emphasis was placed on utilizing textual evidence and the implementation of computer-based assessment and practice programs that would implement assessment scenarios that would mimic the FSA. Writing was incorporated into the reading courses more fully than ever before. These skills were prioritized and all students who were not reaching proficiency were targeted using pull-out tutoring or push-in interventions, as well as having the</p>			

Literacy Coaches model fluent reading and writing throughout the Language Arts and Intensive Reading Courses. School-wide writing strategies and calendars were implemented, with the knowledge that reading and writing are correlative and mutually impactful.

During the 2013-2014 school year, Somerset Arts Conservatory did not meet AMO in mathematics for almost all sub groups, except for the White subgroup which did have at least 95% scoring satisfactory (Appendix C – State AMO Standards). Overall, 78% of the students did achieve a level 3 or above in reading and 75% in the area of math. During this same school year, 67% of students made learning gains in reading and 70% in mathematics. Students in the lowest 25% also made learning gains, with 90% in reading and 70% in math. The 2013-2014 year was the last year the school was assessed in math using the FCAT proficiency levels. As a result, the shift was made for the subsequent school years to target the needs associated with the Florida Standards Assessments. In order to ensure that we meet our AMO yearly a higher emphasis was placed on incorporating the Standards for Mathematical Practice in addition to the Standards for Mathematical Content and the implementation of computer-based assessment and practice programs that mimicked the FSA/EOC exams. In addition, we have and will implement programs such as departmental tutoring sessions, weekend tutoring camp sessions, push-in/pull-out model, writing initiatives while also offering after school tutoring to increase our learning gains.

Somerset Arts Conservatory did well with the End of Course Exams (Appendix D - EOC). The students have performed with at least a 50% passing rate depending on the exam. During the 2014-2015 school year, Somerset Arts Conservatory outperformed the State and District in all the EOC's. Our Algebra I students had an 80% passing rate while the State had a 46% and the District 50%. Geometry students had a 76% passing as compared to the State 46% and District 50%. Our biology students continued the trend with 88% of our students passing in comparison with the State 69% and District 64%. Our US History students had a 79% passing rate in comparison to the State 65% and District 62%. Our school will continue to disaggregate the data and compare to our school to those in our area with respects to the End of Course Exams. In order to continue increasing our percentage of passing, we focus on conducting tutoring sessions on the EOC courses, weekend tutoring camp sessions, and provide a push-in/pull-out model while also offering after school tutoring to increase our learning gains.

AYP/AMO Attainment

Somerset Arts Conservatory has consistently provided a rigorous academic curriculum in a nurturing environment by setting high expectations for both students and teachers during these last five years. In order to assist struggling students as well as enrich those that are high achievers, Somerset Arts Conservatory has been consistently changing and creating programs in order meet the needs of every student. Although the 2010-2011 school year shows that we did not meet AYP in Reading and Math, Somerset Arts Conservatory did attain AYP in writing and with our at risk population (Appendix F). As a result of the previous year's performances, students were pulled out of class for instruction in skills for which they did not achieve proficiency and also received additional support within the classroom via scheduled mini-assessments and small group instruction in conjunction with parent-student-teacher data chats which allowed for continuation of skills review at home to be connected with what was being emphasized at school. Online programs were introduced to have students familiarize themselves with the computer-based testing format which allowed them to practice authentically.

Although Somerset Arts Conservatory during the 2013-2014 school year, did not meet AMO in Reading for almost all sub groups, with the exception of the White subgroup which did have at least 95% scoring satisfactory, 78% of the students did achieve a level 3 or above in reading (Appendix A – FCAT 2.0). A similar pattern can be seen in Math where almost all sub groups did not attain AMO, except for the White subgroup which did have at least 95% scoring satisfactory (Appendix C – State AMO Standards). Just as in reading, more than 70% of students achieved a level 3 moving up the passing rate to 75%. Based on the 2013-2014 Florida Department of Education School Report Card (Appendix F – FLDOE Report Card (most recent year)), Somerset Arts Conservatory did prove to have 67% of students made learning gains in reading and 70% in mathematics. Students in the lowest 25% also made learning

gains, with 90% in reading and 70% in math (Appendix B). As evidenced in the attached FLDOE School Grade report, Somerset Arts Conservatory has maintained an A average from 2011 – 2014 and is currently pending the 2014-2015 school year, as the state has not yet released school grades.

Sub-group attainment of AYP/AMO

Somerset Arts Conservatory 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), provide evidence that our students are making learning gains and our struggling students are making a year's worth of progress in reading and mathematics. Somerset Arts Conservatory did experience difficulties in meeting the AMO in reading with all but the White subgroup and since then we have modified our program to continue to meet the needs of all of our students by providing more resources in their native language, peer to peer system, push-in tutors, as well as the pull-out program in order 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. Remediation was achieved by targeting all students who did not reach proficiency. A campaign was launched within the intensive reading and math programs to ensure students were aiming at reaching not just high school proficiency, but college-readiness. This shift in ideology from having students focus on passing one set of standards to raising expectations for college admission promoted a climate of achievement as students were able to shift a mindset from failure as a result to failure as a way to see what they needed to improve upon before they were ready for college. Remediation programs utilizing the "10 Steps" series targets college reading skills and is part of the remedial reading programs at Broward College. The intensive reading course was then focused on these skills and was combined with a school-wide emphasis on improving vocabulary—a key component of reading. This school-wide effort assisted in providing remediation inside and outside of the reading courses in addition to the pull-out and push-in interventions that were being implemented. Math remediation focused on both mathematics literacy and computation fluency, providing students the opportunity to develop the skills necessary to solve complex math problems. Web-based programs that address individual student weaknesses and provide real-time support are being utilized, providing effective individual practice.

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 Arts Conservatory provides students with a push-in/pull-out model of assistance in their areas of weaknesses to ensure that students are closing the learning gap. Our school administrators, coaches and teachers are constantly progress monitoring (Appendix H – 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 Arts Conservatory to become more successful each year. Professional development along with ongoing Professional Learning Community (PLC) activities provide opportunities for teachers to ensure that they are equipped with the latest instructional strategies in order to utilize and practice them 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 administrators, counselors, teachers, and students. As a result of Somerset's ability to demonstrate high academic standards and 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).	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) FSA (Appendix B) EOC (Appendix D)
	School Grade	The school obtained a school grade of "C" or above.	<ul style="list-style-type: none"> FLDOE School Grade, prior 5 years (Appendix E) FLDOE Report Card, most recent year (Appendix F)
	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"> SIR designation, prior 5 years (Appendix G) – Not Applicable
	Annual Student Gains	Students are making one-year's worth of growth annually in Mathematics and Reading.	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) FSA (Appendix B) EOC (Appendix D) Progress Monitoring (Appendix H)
	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"> FCAT 2.0 (Appendix A) FSA (Appendix B) EOC (Appendix D) Progress Monitoring (Appendix H)
	Percent of Students Tested	The school is appropriately administering applicable state standardized tests to its students.	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) FSA (Appendix B) EOC (Appendix D)
	Relative Performance	The school's performance meets or exceeds the performance of schools with closely comparable student populations.	<ul style="list-style-type: none"> FCAT 2.0 (Appendix A) FSA (Appendix B) EOC (Appendix D)
	Graduation Rate	The school's graduation rate meets or exceeds the school's graduation rate goal	<ul style="list-style-type: none"> Graduation rate (Appendix I)
<p>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.</p> <p>List any appendices.</p> <p>Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.</p> <p>Please see attached statement from school and documentation.</p> <p>FCAT 2.0 (Appendix A) FSA (Appendix B)</p>			

EOC (Appendix D)

FLDOE School Grade, prior 5 years (Appendix E)

FLDOE Report Card, most recent year (Appendix F)

SIR designation, prior 5 years (Appendix G) – **Not Applicable**

Progress Monitoring (Appendix H)

Graduation rate (Appendix I)

FCAT/FSA/EOC Achievement

The students at Somerset Arts Conservatory demonstrate proficiency or progress towards meeting proficiency, in reading, writing, math, and science tests due to the continuous improvement of the programmatic components such as teacher professional development and decision-making regarding the supplemental programs utilized by the school. The school uses targeted instruction and mastery-based learning where appropriate to ensure that students are both aware of and take ownership of their learning. Data chats take place at the student-to-teacher level as well as the parent-to-teacher level to ensure the home-school connection is enriched. Somerset Arts Conservatory offers a well-rounded, innovative 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 required by Florida Statute, as well as any other age-appropriate research-based assessments required by the state and/or district. Annually, stakeholders consisting of parents, teachers and administration analyze prior year student performance trends and establish measurable goals for the current school year and those are identified and written as SMART performance goals for the subsequent school year, affording the schools a consistent and ongoing continuous improvement process.

Somerset Arts Conservatory has consistently provided a rigorous academic curriculum in a nurturing environment by setting high expectations for both students and teachers during these last five years. In order to assist struggling students as well as enrich those that are high achievers, Somerset Arts Conservatory has been consistently changing and creating programs in order to meet the needs of every student. Although the 2010-2011 school year shows that we did not meet AYP in Reading and Math, Somerset Arts Conservatory did attain AYP in writing and with our at risk population (Appendix F). During the 2013-2014 school year, Somerset Arts Conservatory did not meet AMO in Reading for almost all sub groups, except for the White subgroup which did have at least 95% scoring satisfactory. The school did not meet AMO in mathematics for almost all sub groups, except for the White subgroup which did have at least 95% scoring satisfactory (Appendix C – State AMO Standards). Overall, 78% of the students did achieve a level 3 or above in reading and 75% in the area of math. During this same school year, 67% of students made learning gains in reading and 70% in mathematics. Students in the lowest 25% also made learning gains, with 90% in reading and 70% in math.

Somerset Arts Conservatory did well with the End of Course Exams (Appendix D – EOC). The students have performed with at least a 50% passing rate depending on the exam. During the 2014-2015 school year, 80% of Algebra I students achieved a passing score, 76% of Geometry students, 88% in Biology and 79% in US History. Our school will continue to disaggregate the data and compare to our school to those in our area with respects to the End of Course Exams. In order to continue increasing our percentage of passing, we focus on conducting tutoring

sessions on the EOC courses, weekend tutoring camp sessions, and provide a push-in/pull-out model while also offering after school tutoring to increase our learning gains.

School grade

Somerset Arts Conservatory is designated by the Florida Department of Education as a High Performing Charter School pursuant to s. 1002.331, Florida Statutes. The school has been an 'A' school consecutively since the 2011 school year (Appendix E – FLDOE School Grade (prior 5 years)). Although, the state has yet to release school grades for the 2014-2015 school year if past scores can serve as an indicator of success, then an 'A' will be the score once again.

School Improvement Rating

Does not apply

Annual Student Gains

As evidenced by the FLDOE District Report of Schools of FCAT and FCAT 2.0 results from 2011-2014, the students did show learning gains within reading and math as follows:

During the 2010-2011 school year, 75% of students were proficient in reading and 91% in mathematics. Students show 70% of reading learning gains and 79% of math learning gains. The proficiency scores for the 2011-2012 school year increased the reading to 78% mastery as well as in mathematics to 95%. However, despite this increase, the learning gains did not match this trend as in reading as only 58% of our students showed gains but on the flip side, math did reflect an increase by 1% moving it up to 80%. During the 2012-2013 school year, our reading proficiency scores remained the same at 78% but our math proficiency scores decreased by 3 points to a 92% mastery. Learning gains were evident for all students. In reading, there was an increase of 19 points for learning gains, where 77% of our students showed growth and in math there was an increase in learning gains by 16 points, where 96% of our students showed gains. The proficiency scores for the 2013-2014 school year increased the reading by 8 points to 86% mastery but mathematics had a 2 point decrease 90%. Opposite to the previous year, the learning gains had a decrease in both reading and math. Reading had a 10 point decrease as only 67% of our students showed gains and math had a larger 26 point decrease bringing the gains down to 70%.

Our EOC results show very similar data to that of our FCAT Scores. Within the last 4 years, students proved to fluctuate in their mastery of Algebra I beginning with 75% mastery in 2011, to 92% mastery in 2012, to 83% in 2013, and 81% mastery in 2014. Geometry also showed a fluctuation from 88% mastery in 2012, to 97% in 2013, and 83% mastery in 2014. US History EOC scores had an increase from 71% in 2013 to 79% in 2014. Much like Algebra and Geometry, Biology EOC scores also demonstrate a fluctuation in scores from 85% mastery in 2012, to 94%, and finally 79% in 2014 (Appendix D - EOC). While looking at the aggregate data we see progress from 11-12 to 12-13 and a drop from 12-13 to 13-14. The particularly drastic drop being with the 10th grade test takers. Fluctuation may be due to the small number of students taking the exam. Individual student/class scores effect the overall passing rate a great deal. We have employed a team planning and implementation approach to ensure uniformity of instruction and performance. Our teachers meet with department heads to map out curriculum and choose appropriate supplemental materials. Quarterly assessments allow for monitoring of any variance among groups to assist in targeted intervention. Intervention is done based on item

analysis of each standard based question to allow for re-teaching or supplemental practice of material. Teachers communicate areas of opportunity with students via data chats and make a plan to improve upon these areas. With this strategy of uniformity we have been able to again see our scores rise from 13-14 to 14-15. Ongoing analysis of our process and further professional development will ensure further growth of students. In subsequent years, PD and more materials at the District and State levels became available to support student proficiency. In order to continue making gains or increase our current proficiency scores Somerset Arts Conservatory has implemented various programs including the use of technology, small group instruction, and one-on-one interventions, as well as, the implementation of Quarterly assessments for continued progress monitoring (Appendix H – Progress Monitoring).

Annual gains of students achieving in the bottom 25%

As evidenced by the School Accountability Report, the lowest 25% of students at Somerset Arts Conservatory made learning gains in reading each year with the exception of 2011-2012 and math with the exception of 2013-2014. In 2010-2011 the reading scores read that 73% of our struggling students made a year's worth of progress and math had 79%. There was a decrease in reading in the 2011-2012 school year to 58% but math increased 1 percentage point to 80%. The struggling students made gains in the 2012-2013 school year with reading at 78% and math at 84%. In 2013-2014, reading increased by 12 points to 90% showing gains but unfortunately math decreased 14 points to 70% (Appendix E – FLDOE School Grade (prior 5 years)). Throughout the years at Somerset Arts Conservatory, we have shown to consistently have a significant effect on our lowest 25% by consistently showing an increase in learning gains. Students who were not making strides towards proficiency were targeted for intervention through pullout/small group instruction programs and intensive review programs to target their weaknesses. That being said, more than 50% of the lowest 25% have almost always made learning gains at Somerset Arts Conservatory. Due to the small number of students being assessed in the Conservatory, a few students skews the data significantly. As a result, those students who were not making strides towards proficiency were targeted for intervention through pullout instruction programs to target their weaknesses.

% of Students Tested

Somerset Arts Conservatory administers the FCAT/FSA/EOC to 99-100% of its students on a yearly basis as evidenced on the School Accountability Report. Somerset Academy has earned and maintained the grade no lower than of a "A" during the last 5 years of the contract (Appendix E – FLDOE School Grade (prior 5 years)).

Relative Performance

Somerset Arts Conservatory outperformed our neighboring school in most areas with closely comparable student demographics. On average in reading, 86% of Somerset Arts Conservatory students have scored level 3 or higher in reading on FCAT for 2014 while West Broward High School scored an average of 72% and City of Pembroke Pines Charter scored an 82%. Somerset has shown a steady increase of students reaching proficiency and an even high increase in math (Appendix A – FCAT 2.0). Math scores were also higher than our neighboring schools as 90% of Somerset Arts Conservatory students have scored level 3 or higher in math on FCAT for 2014 while West Broward High School scored an average of 77% and City of Pembroke Pines Charter scored an 87%. Somerset has shown a steady increase of students reaching proficiency and an even high increase in math. Somerset students have access to multiple resources to help them reach proficiency, including web-based computer programs, after school peer tutoring, and supplemental teacher instruction. There

is a strong emphasis on the arts at our school, in conjunction with the incredible amount of parental involvement promoted throughout Somerset Arts Conservatory. Research has shown those two elements to be highly impactful on students. The school also maintains high standards for its students by requiring students to maintain a GPA above what is required of surrounding high schools, thus expecting its students to perform as well in other academic subjects as it does with its artistic programs.

Graduation Rate

Somerset Arts Conservatory has an average of a 100% graduation rate for the past 5 years (Appendix I – Graduation Rate).

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"> • As defined in the school's contract/initial application, your mission statement. • In cases of subsequent renewals, as defined by the current agreement.
<p>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.</p> <p>Please see attached statement from school and documentation.</p> <p><u>Mission-Specific Accountability</u> The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract. Somerset Arts Conservatory promotes a culture that maximizes student achievement and fosters the development of accountable, 21st century learners in a safe and enriching. The academic success of the children at the school proves that when high expectations are set for students, they will live up to them. Students will work up (or down) to the expectations that are set, so nothing less than high expectations and a rigorous curriculum. The school's mission is being implemented by the school's dedication to utilizing technology-rich supplementary programs within and outside of the classroom. There is a significant focus on writing, encouraging 21st century literacy and communication skills necessary in an increasingly digital and media-rich society. Students are taught to maximize their potential both academically and in their artistic endeavors by requiring them to maintain a higher GPA than surrounding schools. Thus students are held to a higher standard, mimicking the higher standards and highly selective nature of the artistic fields in which they hope to one day be a part.</p> <p>Instructional Focus Calendars (IFC) and assessments which are aligned to the common core and are developed collaboratively among the faculty at Somerset based on the needs of each school's specific population. Instructional focus calendars are implemented for pacing and assessments are aligned across grade levels in support of the expectations for student learning. Multi-level classrooms allow for the curriculum to be tailored to meet the needs of the individual student. Lessons are designed for all students and both challenge activities and remediation activities are incorporated into the concepts being taught.</p>			

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"> • FCAT 2.0 (Appendix A) • FSA (Appendix B) • State AMO Standards (Appendix C) • EOC (Appendix D) • FLDOE School Grade (Appendix E) • FLDOE Report Card (Appendix F) • Progress Monitoring Data (Appendix H) • Standardized Test Results (Appendix J) • On-Site Programmatic Reviews (OSPR) or Desktop Reviews, on file • OSPR's Corrective Action Plans, on file • School Improvement Plans as per s. 1002.33(9)(n)(1), F.S., on file • Implementation of Specific Contractual Corrective Action and Status (Appendix K) • State-issued High Performance Designation Letter (Appendix L) • Approved Comprehensive Reading Plan (if charter school opted out of the District's K-12 Plan) (Appendix M) • ELLevation Reports (Appendix N) • Registration Forms in Parent's Primary Language (Appendix W)
	Implementation of Curriculum and Instructional Techniques	The school is successfully implementing research-based curriculum and instructional strategies as defined in the school's contract.	
	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.	
	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.	
	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.	
	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.	
<p>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.</p> <p>Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.</p>			
FCAT 2.0 (Appendix A)			

FSA (Appendix B)

Atste AMO Standards (Appendix C)

EOC (Appendix D)

FLDOE School Grade (Appendix E)

FLDOES Report Card (Appendix F)

Progress Monitoring Data (Appendix H)

Standardized Test Results (Appendix J)

On-Site Programmatic Reviews (OSPR) or Desktop Reviews, **on file**

OSPR's Corrective Action Plans, **Not Applicable**

School Improvement Plans as per s. 1002.33(9)(n)(1), F.S., **Not Applicable**

Implementation of Specific Contractual Corrective Action and Status (Appendix K)

State-issued High Performance Designation Letter (Appendix L)

Approved Comprehensive Reading Plan (if charter school opted out of the District's K-12 Plan) (Appendix M) **Not Applicable – school opted-in to district plan**

ELLevation Reports (Appendix N)

Registration Forms in Parent's Primary Language (Appendix W)

Implementation of Mission

The original mission of the Somerset Arts Conservatory (SAC) was to provide prestigious and highly unique programs that will allow students the opportunity to acquire and apply intensive conservatory refined skills and practices. SAC is designed to develop essential expressive communication and creative critical thinking skills in both theory and practice. The training provided prepares the graduate in highly critical thinking skills in both theory and practice. The training provided prepares the graduate in highly critical areas of self esteem, health maintenance and successful communication methods.

In order to meet the demands of the current day and age, it has been altered to read the following: The mission of the Somerset Arts Conservatory (SAC) is to provide prestigious and highly unique programs that will allow students the opportunity to acquire and apply intensive conservatory refined skills and practices. SAC is designed to develop essential expressive communication and creative critical thinking skills in both theory and practice applied to the Visual and Performing Arts.

At the heart of the School's philosophy and underlying purpose are two elements: Academic Excellence and Leadership Development. The school is able to ensure that academic excellence is met by curriculum plans and instructional strategies that are aligned across grade levels through various documentations. These documents include: state standards, curriculum guides, departmental and across discipline interaction and assignments, and lesson plans. Lesson plans are created on a weekly basis indicating daily goals to be met through various classroom and at home 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 (Appendix EE – Blank Copy of Teacher and Administrator Evaluation Tool). 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 (Appendix A-F; H,J). In addition, the school uses the State approved Reading Plan adopted by Broward County Public Schools as a guide to ensure that optimal reading curriculum, strategies and activities are implemented in the classroom.

The school’s educational program is largely based on Dr. Theodore Sizer’s Coalition of Essential Schools and its nine principles. Using Classroom Walk Throughs, and data chats, administrators are able to gauge the level of differentiated instruction and “less is more” curricular approach of Dr. Sizer’s first principle (outlined in the contract). Following Dr. Sizer’s principle of Democracy and Equity, believe in working closely with family and community. Parental Involvement enhances learning when a school encourages parents to stimulate their children’s intellectual development. Parental “investment” in a student’s education is crucial to student success as well as to the advancement of the mission and vision (Appendix KK – Sample of Newsletter Requesting Parental Involvement). In an effort to help the environment and ‘Go Green’ all parent communication is shared with our parents electronically via our website and in case the parents do not have access to electronic communication, we will provide them the information.

Implementation of Curriculum and Instructional Techniques

For struggling students, the school implements researched-based, effective instructional techniques that support the students in succeeding (Appendix J – Standardized Test Results). With emphasis focused on struggling learners, Somerset Arts Conservatory has succeeded in these students making learning gains. In order to meet AMO Targets within all of our subgroups and ensure that all learners are successful, programs such as, tutoring to one-on-one interventions in the classroom and research based technology software, have been implemented. Our math curriculum includes steps for implementation, suggested supplemental activities, a proper sequence for presenting material, the amount of time to spend on particular topics and procedures for evaluation. This guidance gives teachers scope and sequence parameters for implementing curriculum in a manner consistent with its research base and recommendations for its use. To enhance the research based curriculum and instructional strategies in reading, teachers align instruction to the State Standards (LAFS), they allow students to explore and discover new information by completing “close reading activities” in addition to utilizing computer based programs to enrich the students understanding of the reading skills and improve their reading comprehension abilities. These programs help our students make learning gains (Appendix A – FCAT 2.0; Appendix B – FSA; Appendix C – State AMO Standards; Appendix D – EOC). The implementation of Instructional Focus Calendars (IFC) that lay out a detailed yearly instructional plan shows that Somerset Arts Conservatory competently use qualitative and quantitative data to inform and drive instruction. Somerset Arts Conservatory understands and appreciates that all students are individuals and provides quality services for exceptional students and for English Language Learners.

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. Students are enriched in remediation programs via the intensive reading and math courses, push-in and pull-out programs and school-wide literacy initiatives. These programs utilize instructional strategies that incorporated school wide and support students’ abilities to achieve grade level

proficiency by assessing students' needs and targeting instruction to meet those deficiencies. Students, parents and teachers work collaboratively to identify student weaknesses, build plans of action to target those weaknesses, and celebrate success when students master them and transform them into strengths. Students are taught to be self-reflective and to take ownership of their own progress. This process is mirrored in their artistic performances, which are assessed individually as well as upon the performance of a group (where applicable). Tutoring is provided after school and on Saturdays (seasonally) for students who are identified as needing additional practice or remediation.

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. Data chats take place with the students and are shared with their parents. These quantitative data are provided as a part of the student's differentiated plan for success in achieving proficiency. Professional Learning Communities (PLCs) are part of the school's success in identifying areas of need for teachers to grow professionally, which translates into improved instruction and ultimately student success. PLCs take place by identifying SMART goals aligned to specific standards and dedicating planning time to the research and implementation of strategies for both teachers and students to meet those goals. These opportunities for growth have proved beneficial to the school, as teachers have become more effective in their instruction and student achievement has increased.

Implementation of Exceptional Education Programs

Somerset Arts Conservatory to ensure that ESE students in need of assistance are identified and placed in the program, and this is done by first providing them with specific Interventions in the area of concern. If the student is not making progress after receiving Tier III (Intensive) intervention after 6 weeks, he/she is recommended for a Psycho-Educational evaluation. Parent Consent Letter is created and sent home. Once consent letter is signed a referral for an evaluation is sent to the Department of Psychological Services of Broward County. A school psychologist is to conduct an evaluation within 60 calendar days and RTI data continues to be collected concurrently. After the evaluation is done an Eligibility meeting is scheduled. During the Eligibility meeting all data collected is presented to all members of the committee, a decision is made as to whether the student meets eligibility criteria for a Special Education program.

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. We work on ensuring that we meet the needs of these students and it is quite evident when looking at subgroups demonstrating proficiency (Appendix C – State AMO Standards). Somerset Arts Conservatory follows 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, the school offers services to meet the student's individual needs. The ESE teacher works 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.

The gifted students in Somerset Arts Conservatory are identified when teachers provide reference to the Gifted Liaison identifying gifted characteristics on a particular student. The Gifted LEA, sends a “screening consent” form to the student’s parents to allow permission for their child to be screened. If screening permission is granted by the parent through documentation, the student is then screened through the Gifted Department. If students pass the screening then he/she will be recommended for a formal Gifted evaluation. If the student meets the gifted criteria and eligibility is determined, an Educational Plan is created along with parents. Student is then placed in high achieving courses such as Honors and AP courses to ensure rigor and challenging curriculum is provided to the student based on giftedness characteristics and academic strengths. The Education Plan has a duration of two years and is monitored by a Gifted endorsed teacher.

The school adheres State and District guidelines. The ESE Specialist and Gifted LEA attend District meetings in order to stay current and make sure guidelines are followed as mandated.

Implementation of ELL Program

In order for Somerset Arts Conservatory to ensure that ELL students in need of assistance are identified and placed in the program, parents will complete a language survey at registration. If the parent answers “yes” to any of the three questions on the district approved home language survey, the student will be tested using the IPT Oral Language Test Form E, within 20 days of registration. District guidelines are followed to determine if the student score qualifies for eligibility into the English Language Learners Program. If the student qualifies for the program the test score is entered into terms and an A23 panel is created. Within 48 hours, Information will transfer to Ellevation and the student will have an English Language Learners Plan (Appendix N – Ellevation Reports). Students who are enrolled in the program receive district approved interventions, as listed on the District Approved Instructional Matrix for English Language Learners, both in the classroom and with all applicable standardized testing. In addition to ensuring that District approved interventions are adhered to, Somerset Arts Conservatory works diligently to ensure that all ELLSEP folders are properly maintained and updated in the Broward County Ellevation system, as well as the Student Information System (TERMS).

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"> • Annual Budgets, on file • Financial Reports, on file • Annual Financial Audits, on file • Cost Reports, on file • Fixed Assets Report Reconciled with General Ledger (Appendix O) • Financial Corrective Action Plans (Appendix P) – Does not apply • Evidence of Resolution of any Financial Deficiencies (Appendix Q) – Does not apply • Compliance of Financial Reports with District Deadlines will be considered (Appendix R) – Does not apply

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.

Annual Budgets, **on file**
 Financial Reports, **on file**
 Annual Financial Audits, **on file**
 Cost Reports, **on file**
 Fixed Assets Report Reconciled with General Ledger (Appendix O)
 Financial Corrective Action Plans (Appendix P) – **Does not apply**
 Evidence of Resolution of any Financial Deficiencies (Appendix Q) – **Does not apply**
 Compliance of Financial Reports with District Deadlines will be considered (Appendix R) – **Does not apply**

Please see attached statement from school and documentation:

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 Arts Conservatory 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"> • Annual Budgets, on file • Projected 5-year Budget is requested (2016-2021) (Appendix S) • Financial Reports, on file • Annual Financial Audits, on file • Financial Corrective Action Plan (Appendix T) – Does not apply • Evidence of Resolution of any Financial Deficiencies (Appendix U) – Does not apply
	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>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).</p>			
<p>Annual Budgets, on file Projected 5-year Budget is requested (2016-2021) (Appendix S) Financial Reports, on file Annual Financial Audits, on file Financial Corrective Action Plan (Appendix T) – Does not apply Evidence of Resolution of any Financial Deficiencies (Appendix U) – Does not apply</p>			
<p>Budgeting and Financial Obligations</p>			
<p>Somerset Arts Conservatory 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 \$55,862.00.</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</p>			

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.

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.

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 \$44,524,578.00. 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 Arts Conservatory has a combined surplus of over \$1,175,353.00 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"> Student Enrollment reports (Appendix V) Copy of Registration Forms in Parent's Primary Language (top 3, plus English) (Appendix W)
	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.	
<p>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.</p> <p>Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.</p>			
<p>Student Enrollment reports (Appendix V) Copy of Registration Forms in Parent's Primary Language (top 3, plus English) (Appendix W) Discipline Reporting (in each category for the last five years) (Appendix X)</p>			
<p>Student Enrollment and Conduct The school's actual enrollment is consistent with its projections. As of the 2015-2016 school year, Somerset Arts Conservatory has a total of 123 students enrolled in grades 9-12 (Appendix V – Student Enrollment Reports).</p>			
<p>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 Arts Conservatory's student demographic reflects, 72% of the students are white, 20% are black, 0% are Pacific Islander, 2% are Indian, 0% are Asian, 5% are multiracial, and within these 57% are Hispanic. As a point of comparison the neighboring schools are comparable in student body composition. At City of Pembroke Pines Charter High School, 66% of the students are white, 24% are black, 0% are Pacific Islander, 1% are Indian, 5% are Asian, 3% are multiracial, and 45% are Hispanic. West Broward High School, 74% of students are white, 13% are black, 0% are Pacific Islander, 3% are Indian, 5% are Asian, 5% are multiracial, and 48% are Hispanic.</p>			
<p>Enrollment Procedures Student admission procedures for Somerset Arts Conservatory is aligned with Florida Statutes 1002.33(10)(e)(5) which states as follows: "Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter</p>			

or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals." Any eligible student who submits a timely application, participates in the schools audition process and whose parents accept the conditions of the Parental Involvement Contract shall be considered. Somerset Arts Conservatory will be open to any student residing in Broward County. Based upon the area selected, students will be asked to either audition or submit a portfolio to be evaluated. (Appendix W – Student Application)

School Environment

The school maintains a safe and secure environment. There were very few incidents at the school and the appropriate corrective action was taken to ensure the safety and security of the school. All procedures of Broward County Public Schools are followed utilizing the BCPS discipline matrix as a guide. Somerset Arts Conservatory is using HERO in order to assist with both positive and negative reinforcements. Hero is a SaaS (software as a service) platform that uses an in-browser web app and a mobile app to allow K–12 schools to capture a record of anything that happens on their campus, and take actions like assigning discipline, granting PBIS points, creating referrals, and printing passes—automatically. Apart from HERO, all referrals are entered in TERMS in order to maintain accurate records and be able to monitor behavior and academics. The end goal is to create a better school climate (Appendix X – Discipline Reporting (in each category last five years)).

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"> Valid Certificates of Occupancy, on file Health, Safety and Fire Reports by District and/or Municipality, on file
	Health and Safety	The school complies with applicable health and safety laws.	<ul style="list-style-type: none"> Fire and Health Inspections (District and/or Local), on file Fire Drill Reports (10) and Tornado Drills (2), on file Comprehensive Emergency/Evacuation Plans (Appendix Y)
<p>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.</p>			
<p>Valid Certificates of Occupancy, on file Health, Safety and Fire Reports by District and/or Municipality, on file Fire and Health Inspections (District and/or Local), on file Fire Drill Reports (10) and Tornado Drills (2), on file Comprehensive Emergency/Evacuation Plans (Appendix Y)</p>			
<p>Facility Compliance The facility has an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The facility also includes the following uses: lunchroom and/or multi-purpose spaces, library/media-lab, science and art labs, restrooms, 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. Evidence of compliance with applicable facilities laws is seen on the onsite evaluation reports created by the district where it is acknowledged that the school facilities are up to code and that the facilities are conducive to a good learning environment.</p>			
<p>Health and Safety The school complies with applicable health regulations as evidenced by the inspection reports. 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. Comprehensive Emergency Evacuation Plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school (Appendix Y). For the years 2010-2015, evidence of compliance with applicable health and safety laws is seen on the onsite evaluation reports from the health department are on file. In addition, compliance has been noted by the district during the annual on-site monitoring visit where it is acknowledged that the school has records of all facility inspections on file and that building, fire, and safety inspections are on file.</p>			

Statutory References: 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)

Focus Area	Indicator	Standard	Sources of Evidence*
Governance, Staff and Parents	Governance Structure	The school implements the governance structure as defined in the school's contract.	<ul style="list-style-type: none"> Governing Board Meeting Agendas and Minutes, on file Certificates of Governing Board Training Current Governing Board Members (Appendix Z) Screen Shots of Website as per s. 1002.33(9)(p), F.S. (Appendix AA)
	Compliance with Sunshine Laws	The school complies with state Sunshine Laws and laws governing public records.	<ul style="list-style-type: none"> Staffing Reports (Appendix BB) Certification Self-Audits (Appendix CC) Employee Handbook (Appendix DD) Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan (Appendix EE) Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan (Appendix FF)
	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>	<ul style="list-style-type: none"> Parental Surveys (Appendix GG) Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S. (Appendix HH) Student/Parent Contract (Appendix II) Parent Handbook (Appendix JJ) Sample of School Newsletters (requesting parental involvement) (Appendix KK)
<p>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.</p> <p>Governing Board Meeting Agendas and Minutes, on file</p> <p>Certificates of Governing Board Training Current Governing Board Members (Appendix Z)</p> <p>Screen Shots of Website as per s. 1002.33(9)(p), F.S. (Appendix AA)</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 Verifying Participation in an Approved Plan (Appendix EE)</p> <p>Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan (Appendix FF)</p>			

Parental Surveys (Appendix GG)
 Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S. (Appendix HH)
 Student/Parent Contract (Appendix II)
 Parent Handbook (Appendix JJ)
 Sample of School Newsletters (requesting parental involvement) (Appendix KK)

Governance Structure

The school falls under a system providing governance and leadership that promotes student performance and system effectiveness. The governing board of directors has responsibility for the affairs and management of the school and provides continuing 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. Although the members of the governing board are different today than they were when the contract was issued, the mission, values, and ideals remain constant.

In addition, the governing board has contracted with 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, and guidance in federal, state and local regulations relating.

Somerset's 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. It is the governing board's role to review, amend and establish new policies for the schools at each meeting which are reviewed annually. This allows the governing body to exercise continuing 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 (Appendix Z – Certificates of Governing Board Training for Current Governing Board Members). 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 oversees business operations and sets policies for all the charter schools that fall under its domain. At every 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 board also establishes and monitors work policies and procedures to ensure effective operation of each school; and promotes data analysis. The conclusions learned from data obtained are analyzed, and through team collaboration with school administrators, plans are developed to drive continuous student growth. Principals' report 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. These manuals/handbooks, and their updates, are reviewed and approved by the governing board.

Somerset principals and the governing board work as a collaborative team to maintain high achievement, outstanding performance, and to ensure that *each* Somerset student will meet proficiency or higher. Dialogues between governing board members and administrative staff occur at governing board meetings. The governing board provides guidance, insight and direction with assistance from the educational service and support provider (Academica). Together, Somerset stakeholders focus on school programs, plans and policies to remove any obstacles that may affect student and teacher safety and performance.

Compliance with Sunshine Laws

The Board meets minimally on a quarterly basis and schedules special meetings throughout the year as needed. The Board complies with the state Sunshine Laws and laws governing public records. All meetings are open to the public, notice of which is posted at the school site, as well as on the school's website, a minimum of five (5) days in advance of each meeting. 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 2010-2015, evidence of compliance with applicable governance laws is seen in Appendix AA – Screen Shots of Website as per s. 1002.33(9)(p), F.S.. Onsite evaluation reports created by the district further acknowledge that there is a record kept of board meetings and that the charter board has bylaws regarding how they function as a governing body, that these procedures and bylaws are on file.

Instructional Staff

Somerset Academy employs instruction staff that meets the state and federal requirements. The instructional staff must hold a Florida Educator certification. We support the state and federal requirements of academic achievement of our students by assuring that our educators are professionally qualified for highly effective instruction. All our educators must be certified to teach. Educators include classroom teachers, school administrators, and other support professionals, such as guidance counselors and media specialists. As demonstrated in Appendix CC – Certification Self Audit, the staff roster displays the qualifications of the educational staff at each site. As you can see, all teaching staff are highly qualified please refer to the staffing reports included in Appendix CC – Certification Self Audit. For the years 2010-2015, evidence of compliance with applicable staffing laws is seen in appendix CC, the onsite evaluation reports created by the district where it is acknowledged that there is a record kept of teaching certificates for all teachers and that original college transcripts and any out-of-state certificates are on file. The governing board evaluates each principal utilizing the same criteria on a standardized evaluation form, which reviews its own strategic plan, vision, and purpose. It is then the role of each principal to determine the effectiveness of his/her School Improvement Plan, teacher performance, and student achievement and report his/her findings to the governing board.

Parental Involvement

Parents have extensive opportunities for involvement in aspects of both schools' operations. Parental and community involvement in school matters continues to be a fundamental and required part of the philosophy and operation of both schools (Appendix II - Student/Parent Contract). The Somerset model believes a parents' participation is critical to a student's success (Appendix JJ - Parent Handbook). The schools ensure that parents, teachers, other community members and stakeholders are actively engaged in the design and implementation of the school. Community leaders and parents are urged to become valuable stakeholders at the school level along with staff, and are also encouraged to become a member of the SAC committee and assist in developing plans in order to constantly improve the school. Volunteering their time and communicating opportunities when parents can participate in school events helps guarantee that the parents are committed to making Somerset a success, while ensuring their child's accomplishments in school (Appendix KK - Sample of School Newsletters requesting Parental Involvement). Students are also encouraged to take part in the decision making processes at their schools by participating on the schools SAC committee. Students in high school are taught leadership skills through character education and in the social studies curriculum. Participation in student government enhances and prepares students for their future role as citizens and leaders. Student government leaders participate on the schools SAC committee towards the furtherance of the educational goals of the school. Additionally, Climate Surveys of parents, staff and students are also used as evaluation tools in assessing the overall effectiveness of each school's program and the school's success (Appendix GG - Parent Surveys). The results of these surveys can be seen in Appendix GG – Parent Surveys. Evidence that parents are satisfied with the school is demonstrated in the Parental Surveys. Should a parent have an issue that can not be resolved with the school administration, the website helps identify the parent liaisons that can assist to mediate and come to a solution on the specified issue or incident (Appendix HH).

Statutory References: 1002.33(7)(a)(14); 1002.33(7)(a)(15); 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b); 1012.39(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 H: Progress Monitoring
- Appendix I: Graduation Rate
- Appendix J: Standardized Test Results
- Appendix L: State-issued High Performance Designation Letter
- Appendix N: Ellevation Reports

Financial Performance

- Appendix O: Fixed Assets Report Reconciled with General Ledger
- Appendix S: Projected 5-year Budget is Requested (2016-2021)

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; 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)

- 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)(n)(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***



You selected:

District: BROWARD
 Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011
 School Grades:
 Report Type: School Grades

Modify Selections | Return to List of Schools | Export to MS Excel Format

School Accountability Report																	
Click on the column header to re-sort by that column.																	
School Number	School	Level	School Year (Click on year to see detailed report)	Grade (Includes Learning Gains more info)	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting or the Standard in Writing	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus Points for High School Retakes	Points Earned	Percent Tested	Free and Reduced Lunch	Minority Rate
Broward																	
3391	CHARLES W FLANAGAN HIGH SCHOOL	High	2013-14	Click Here for High School Components	63	71	72	73	66	71	62	68	0	546	98	54	80
3391		High	2012-13	Click Here for High School Components	58	81	81	70	67	65	65	51	10	537	98	48	79
3391		High	2011-12	Click Here for High School Components	52	89	89	N/A	62	60	69	51	0	509	99	49	80
3391		High	2010-11	Click Here for High School Components	45	79	90	34	48	74	48	63	10	491	98	45	81
5121	CITYEMBROKE PINES CHARTER HIGH SCHOOL	High	2013-14	Click Here for High School Components	82	87	90	90	76	77	87	77	10	676	100	29	74
5121		High	2012-13	Click Here for High School Components	78	86	83	91	69	78	70	62	0	617	99	26	75
5121		High	2011-12	Click Here for High School Components	77	83	95	N/A	70	69	73	45	0	585	100	20	75
5121		High	2010-11	Click Here for High School Components	68	86	97	47	60	77	55	68	10	588	99	23	76
3731	EVERGLADES HIGH SCHOOL	High	2013-14	Click Here for High School Components	55	62	69	72	64	67	64	68	0	521	98	51	92
3731		High	2012-13	Click Here for High School Components	53	63	77	70	64	60	65	52	0	504	96	47	91
3731		High	2011-12	Click Here for High School Components	49	67	86	N/A	63	78	71	71	0	554	97	49	91
3731		High	2010-11	Click Here for High School Components	45	77	90	36	47	76	43	64	10	488	98	47	90
0241	MCARTHUR HIGH SCHOOL	High	2013-14	Click Here for High School Components	48	82	76	64	59	70	54	75	0	508	98	74	84
0241		High	2012-13	Click Here for High School Components	46	49	61	65	64	55	69	54	0	463	97	72	82

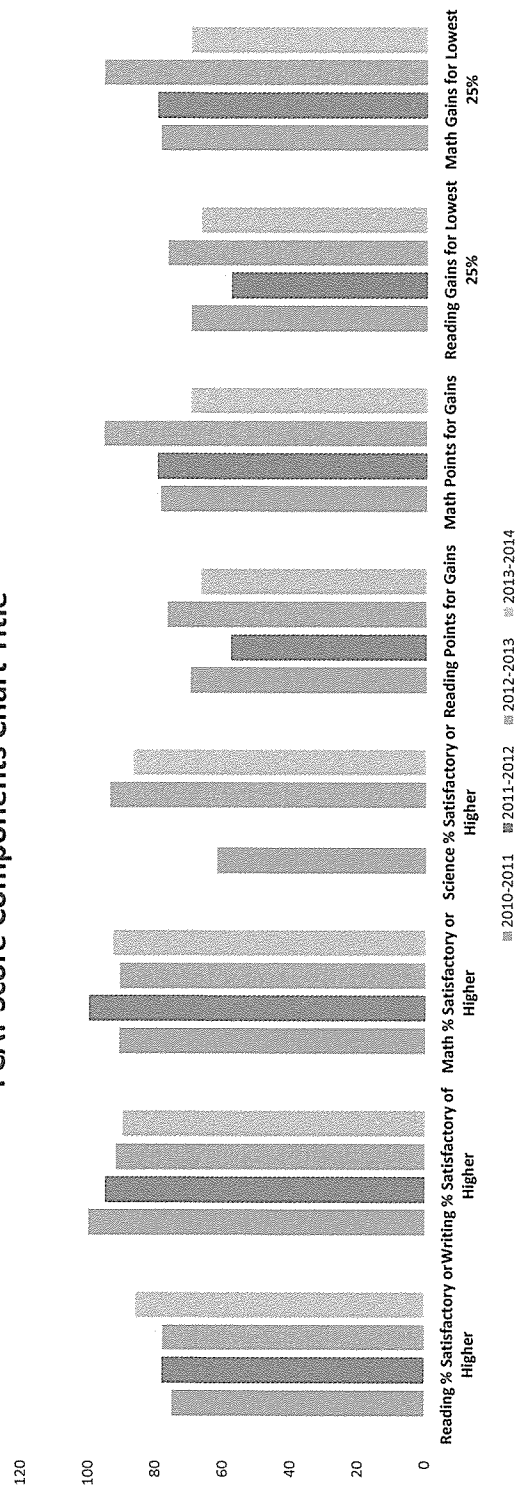
Somerset Arts Conservatory #5396

FCAT	2010-2011	2011-2012	2012-2013	2013-2014
Reading % Satisfactory or Higher	75	78	78	86
Writing % Satisfactory or Higher	100	95	92	90
Math % Satisfactory or Higher	91	100	91	93
Science % Satisfactory or Higher	62	0	94	87
Reading Points for Gains	70	58	77	67
Math Points for Gains	79	80	96	70
Reading Gains for Lowest 25%	70	58	77	67
Math Gains for Lowest 25%	79	80	96	70

Revised 10/23/2015r

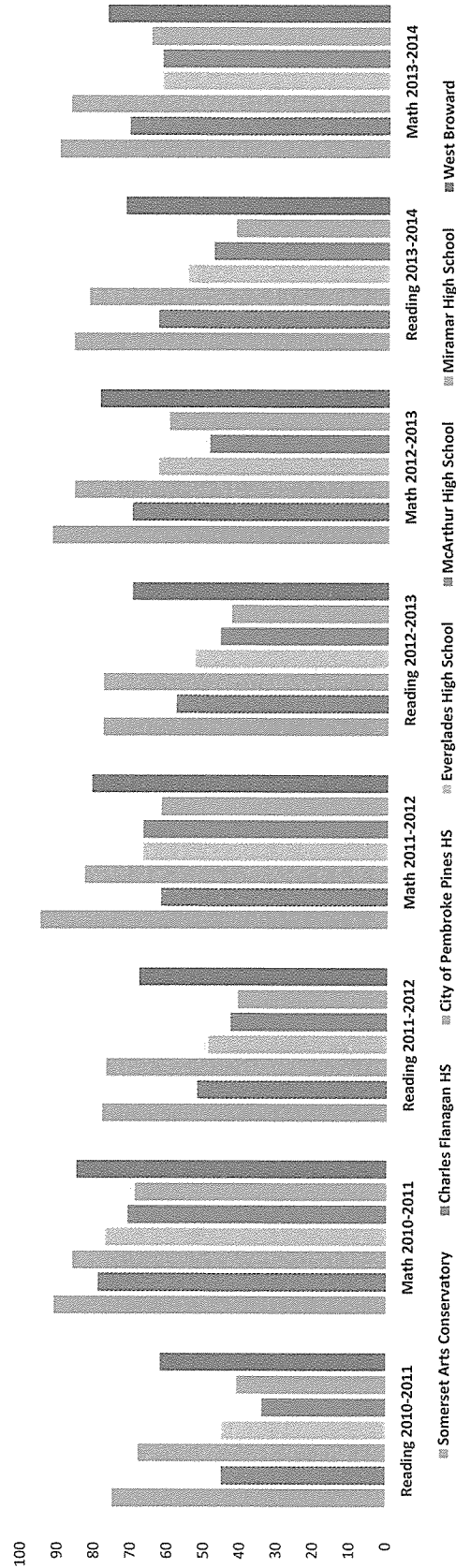
*If applicable

**Somerset Arts Conservatory #5396
FCAT Score Components Chart Title**



School #	Schools	Reading 2010-2011	Math 2010-2011	Reading 2011-2012	Math 2011-2012	Reading 2012-2013	Math 2012-2013	Reading 2013-2014	Math 2013-2014	Reading 2013-2014	Math 2013-2014
5396	Somerset Arts Conservatory	75	91	78	95	78	92	86	90		
3391	Charles Flanagan HS	45	79	52	62	58	70	63	71		
5121	City of Pembroke Pines HS	68	86	77	83	78	86	82	87		
3731	Everglades High School	45	77	49	67	53	63	55	62		
0241	McArthur High School	34	71	43	67	46	49	48	62		
1751	Miramar High School	41	69	41	62	43	60	42	65		
3971	West Broward	62	85	68	81	70	79	72	77		

Somerset Arts Conservatory #5396

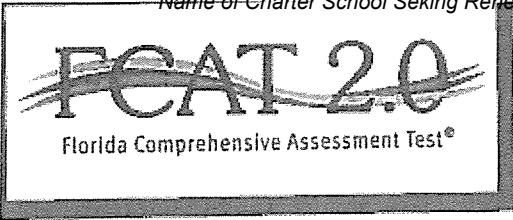


0241		High	2011-12	Click Here for High School Components	43	67	88	N/A	60	64	68	55	10	519	99	72	80
0241		High	2010-11	Click Here for High School Components	34	71	79	40	45	73	47	61	10	460	99	69	78
1751	MIRAMAR HIGH SCHOOL	High	2013-14	Click Here for High School Components	42	65	59	54	49	72	53	73	0	467	97	74	99
1751		High	2012-13	Click Here for High School Components	43	90	66	53	58	60	62	63	0	465	96	69	97
1751		High	2011-12	Click Here for High School Components	41	62	88	N/A	57	78	67	78	0	538	98	71	97
1751		High	2010-11	Click Here for High School Components	41	69	80	32	44	73	42	63	10	454	99	67	97
5396	SOMERSET ARTS CONSERVATORY	High	2013-14	Click Here for High School Components	86	90	93	87	67	70	90	70	NA	653	99	39	80
5396		High	2012-13	Click Here for High School Components	78	92	91	94	77	96	78	84	NA	690	100	37	82
5396		High	2011-12	Click Here for High School Components	78	95	100	N/A	58	80	58	80	NA	628	100	47	82
5396		High	2010-11	Click Here for High School Components	75	91	100	62	70	79	73	79	NA	629	100	36	87
3971	WEST BROWARD HIGH SCHOOL	High	2013-14	Click Here for High School Components	72	77	80	86	70	69	65	55	0	574	98	28	66
3971		High	2012-13	Click Here for High School Components	70	79	78	82	70	73	73	52	10	587	97	26	68
3971		High	2011-12	Click Here for High School Components	68	81	92	N/A	66	65	67	47	10	565	99	26	67
3971		High	2010-11	Click Here for High School Components	62	85	92	44	61	76	54	67	10	551	98	26	67

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2013-2014 School Grades Guide to Calculations (<http://schoolsgrades.fdoe.org/pdf/1314/SchoolGradesCalcGuide2014.pdf>) or page 2 of the guide sheet at <http://schoolsgrades.fdoe.org/pdf/1314/Guidesheet2014SchoolGrades.pdf> for additional information.

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)



Reading
School Report of Students
Spring 2014
Grade 9

School: **CONSERVATORY**
 School ID: **5396**
 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	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014	
								Points Possible	9	13	13	10			
R		251			3			7	9	12	7	4	258	-7	
S		255				4		8	11	10	8	4	249	6	
S		296					5	9	13	13	9	5	267	28	
S		236		2				7	8	8	5	2	227	6	
T		263				4		8	12	12	7				
T		246			3			8	10	11	5	3	243	1	
V		248			3			7	10	10	7	3	244	1	
V		261				4		8	11	11	9	5	279	-1	
V		268					5	8	12	12	9	4	258	1	
V		225		2				8	6	7	3	1	211	1	

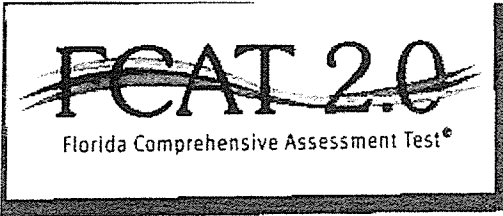


Florida Comprehensive Assessment Test®

Reading
School Report of Students
Spring 2014
Grade 10

School SOMERSET ARTS CONSERVATORY
School ID 5396
District BROWARD
District ID 06

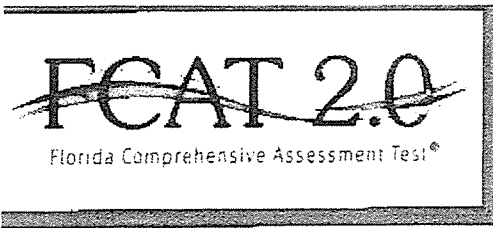
Student Name	Student ID	Developmental Scale Score (188-302)	Passed (Level 3 or Above)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
				Level 1 (188-227)	Level 2 (228-244)	Level 3 (245-255)	Level 4 (256-270)	Level 5 (271-302)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
				Points Possible					7	13	12	13			
	275		Y					5	7	10	11	12	5	286	-11
	268		Y				4		5	13	10	11	5	289	-21
	251		Y			3			4	10	8	8	4	259	-8
	253		Y			3			5	10	9	7	3	248	5
	269		Y				4		7	10	11	11	5	278	-9
	220		N	1					2	2	4	6	1	209	11
	280		Y					5	6	13	11	12	5	273	7
	260		Y				4		5	10	10	10	5	269	-9
	279		Y					5	6	10	12	13	5	278	1
	236		N		2				6	6	7	5	3	242	-6
	270		Y				4		6	11	11	12	4	258	12
	233		N		2				2	4	8	7	2	231	2
	281		Y					5	7	13	9	13	5	271	10
	255		Y			3			6	5	11	11	2	238	17
	281		Y					5	7	12	11	11	5	279	2
	246		Y			3			5	6	9	10	4	254	-8
	275		Y					5	7	12	11	10	5	272	3
	240		N		2				5	6	6	9	2	231	9
	271		Y					5	7	12	11	10	4	263	8
	258		Y				4		2	10	12	12	3	252	6
	251		Y			3			6	10	9	7	4	258	-7
	257		Y				4		7	10	8	10	4	258	-1
	258		Y				4		6	8	11	10	3	248	10
	236		N		2				4	5	8	8	1	196	40



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

School **SOMERSET ARTS
CONSERVATORY**
School ID **5396**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (178-302)	Achievement Level					Points Earned by Content Area				Results for Student Matched to Previous		
			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	Achievement Level 2013	Developmental Scale Score 2013	
								Points Possible	9	13	13	10		
R		251			3			7	9	12	7	4	258	
S		255				4		8	11	10	8	4	249	
S		296					5	9	13	13	9	5	267	
S		236		2				7	8	8	5	2	227	
T		263				4		8	12	12	7			
T		246			3			8	10	11	5	3	243	
V		248			3			7	10	10	7	3	244	
V		261				4		8	11	11	9	5	279	
V		268					5	8	12	12	9	4	258	
Y		225		2				8	6	7	3	1	211	



**Reading
School Report of Students
Spring 2014
Grade 10**

School **SOMERSET ARTS
CONSERVATORY**
School ID **5396**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (188-302)	Passed (Level 3 or Above)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year			
				Level 1 (188-227)	Level 2 (228-244)	Level 3 (245-255)	Level 4 (256-270)	Level 5 (271-302)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014	
									Points Possible	7	13	12	13			
	275	Y					5		7	10	11	12	5	286	-11	
	268	Y					4		5	13	10	11	5	289	-21	
	251	Y			3				4	10	9	8	4	259	-8	
	253	Y			3				5	10	9	7	3	248	5	
	269	Y					4		7	10	11	11	5	278	-9	
	220	N		1					2	2	4	6	1	209	11	
	280	Y					5		6	13	11	12	5	273	7	
	260	Y					4		5	10	10	10	5	269	-9	
	279	Y					5		6	10	12	13	5	278	1	
	236	N			2				6	6	7	5	3	242	-6	
	270	Y					4		6	11	11	12	4	258	12	
	233	N			2				2	4	8	7	2	231	2	
	281	Y					5		7	13	9	13	5	271	10	
	255	Y			3				6	5	11	11	2	238	17	
	281	Y					5		7	12	11	11	5	279	2	
	246	Y			3				5	6	9	10	4	254	-6	
	275	Y					5		7	12	11	10	5	272	3	
	240	N			2				5	6	6	9	2	231	9	
	271	Y					5		7	12	11	10	4	263	8	
	258	Y					4		2	10	12	12	3	252	6	
	251	Y			3				6	10	9	7	4	258	-1	
	257	Y					4		7	10	8	10	4	258	-1	
	258	Y					4		6	8	11	10	3	248	10	
	236	N			2				4	5	8	8	1	196	41	

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

Mean T Score**Grade 9 FSA ELA Test for Students in SOMERSET ARTS CONSERVATORY**

Name	Number of Students	Mean T Score
Florida	200527	50
BROWARD (06)	18738	51
SOMERSET ARTS CONSERVATORY (06-5396)	19	58

T Score and Percentile Rank**Grade 9 FSA ELA Test for Students in SOMERSET ARTS CONSERVATORY**

Name	SID	T Score	Percentile Rank
	XXXXX1842X	52	55
	XXXXX29977	61	86
	XXXXX03894	64	92
	XXXXX06637	49	43
	XXXXX91056	58	77
	XXXXX33153	56	71
	XXXXX41517	62	88
	XXXXX14023	72	99
	XXXXX99408	70	98
	XXXXX10968	49	43
	XXXXX91759	55	67
	XXXXX18233	54	63
	XXXXX00826	62	88
	XXXXX49137	48	39
	XXXXX13750	65	93
	XXXXX49963	53	59
	XXXXX26235	53	59
	XXXXX06804	53	59
	XXXXX18246	63	90

T Score, Percentile Rank, Linked Score and Passing Status**Grade 10 FSA ELA Test for Students in SOMERSET ARTS CONSERVATORY**

Name	SID	T Score	Percentile Rank	Linked Score	Passing Status
	XXXXX03101	55	67	255	Y
	XXXXX17460	48	39	240	N
	XXXXX67389	63	90	272	Y
	XXXXX1284X	73	99	294	Y
	XXXXX65241	49	42	243	N
	XXXXX65066	65	93	277	Y
	XXXXX58705	54	63	252	Y
	XXXXX67052	56	70	256	Y
	XXXXX68415	50	46	244	N
	XXXXX02861	54	63	254	Y
	XXXXX78475	68	97	286	Y
	XXXXX12961	62	88	269	Y
	XXXXX74371	59	80	263	Y
	XXXXX68272	74	99	295	Y
	XXXXX72469	60	83	264	Y
	XXXXX22945	40	16	225	N
	XXXXX67340	56	70	256	Y
	XXXXX64960	NR	NR	NR	NR
	XXXXX02085	68	97	283	Y
	XXXXX12155	53	59	251	Y
	XXXXX63034	68	97	283	Y
	XXXXX10143	64	92	274	Y
	XXXXX27127	62	88	269	Y
	XXXXX74569	51	50	246	Y
	XXXXX02940	61	86	268	Y
	XXXXX66453	62	88	269	Y
	XXXXX13935	54	63	253	Y
	XXXXX85383	51	50	246	Y
	XXXXX69625	66	95	279	Y
	XXXXX60948	49	42	242	N
	XXXXX05650	62	88	269	Y
	XXXXX69633	56	70	257	Y

Educational Performance
Appendix C: State AMO Standards



You selected:

District: BROWARD
 Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003, 2001-2002, 2000-2001, 1999-2000, 1998-1999
 School Grades:
 Report Type: School Grades

Modify Selections | Return to List of Schools | Export to MS Excel Format

School Number	School	Level	School Year (Click on year to see detailed report)	Grade (Includes Learning Gains)	School Accountability Report																		
					Click on the column header to re-sort by that column.																		
					% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing Standard	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Gains in Reading	% of Lowest 25% Making Gains in Math	Bonus Points for High School	Points Earned	Percent Tested	Free and Reduced Lunch	Minority Rate	% in Lowest Reading Level(s)	% Level 2 and Above FCAT Reading	% Level 3 and Above FCAT Reading	% Level 2 and Above FCAT Math	% Level 3 and Above FCAT Math	
5396	SOMERSET ARTS CONSERVATORY	High	2013-14	Click Here for High School Components	86	90	93	87	67	70	90	70	NA	653	99	39	80						
5396		High	2012-13	Click Here for High School Components	78	92	91	94	77	88	78	84	NA	680	100	37	82						
5396		High	2011-12	Click Here for High School Components	78	95	100	N/A	58	90	58	80	NA	628	100	47	82						
5396		High	2010-11		75	91	100	82	70	79	73	79	NA	829	100	36	87						
5396		High	2009-10	A	79	88	86	25	72	75	72	75	NA	582	100	22	90						
5396		High	2008-09		67	88	88	39	67	92	67	82	NA	608	100	15	81						

Broward

#5396

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
WHITE	13	11	20.0	19.0	24.1	24.9	40.9	41.6
BLACK OR AFRICAN AMERICAN	17	*	15.8	22.7	39.7	39.5	22.9	23.0
HISPANIC/LATINO	50	23	60.8	53.4	29.7	29.0	30.0	29.3
ASIAN	*	*	*	*	3.5	3.5	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1		0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE	*		*		0.3	0.3	0.3	0.4
TWO OR MORE RACES	*		*	*	2.6	2.6	3.2	3.1
DISABLED	*	*	*	*	12.2	12.1	12.9	12.9
ECONOMICALLY DISADVANTAGED	28	17	37.5	45.4	59.9	56.9	58.4	58.6
ELL	*	*	*	*	13.7	13.5	12.4	12.1
MIGRANT							0.6	0.5
FEMALE	83		69.2	66.9	48.5	48.4	48.7	48.7
MALE		37	30.8	33.1	51.5	51.6	51.4	51.4
TOTAL	120		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

2013-2014		
SOMERSET ARTS CONSERVATORY (5396) Broward (06) 20807 JOHNSON ST, PEMBROKE PINES, FL 33029-1916 School Phone: 954-442-0233, Principal: BERNARDO MONTERO		
Subject	State of Florida A+ Plan	Annual Measurable Objectives
School Grade	A This grade is calculated by adding points earned from each of the performance areas below.	Details for AMO subgroups can be found at http://schoolgrades.fldoe.org/xls/1314/AMOsds.xls
Reading	<ul style="list-style-type: none"> • 86% of students reading at or above grade level • 67% of students making a year's worth of progress in reading • 90% of struggling students making a year's worth of progress in reading 	
Math	<ul style="list-style-type: none"> • 90% of students at or above grade level in math • 70% of students making a year's worth of progress in math • 70% of struggling students making a year's worth of progress in math 	
Writing	<ul style="list-style-type: none"> • 93% of students are meeting state standards in writing. 	
Science	<ul style="list-style-type: none"> • 87% of students at or above grade level in Science. 	
Retakes		
Possible Choice Options	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • SOMERSET ARTS CONSERVATORY 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. • Contact your district office at -- for other choice options available to you. 	

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003

School Grades:

Report Type: Adequate Yearly Progress (AYP)

Modify Selections | Return to List of Schools |

2010-2011 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Broward SOMERSET ARTS CONSERVATORY - 5396		
<input type="button" value="Detailed Report"/>				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 97%		
Total Writing Proficiency Met:	YES	2010-2011 School Grade:		
Total Graduation Criterion Met:	NA			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	NO	YES
WHITE	NA	NA	NA	NA
BLACK	NA	NA	NA	NA
HISPANIC	NA	NA	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	NA	NA	NA	NA
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	NA	NA	NA	NA

2009-2010 Adequate Yearly Progress (AYP) Report - School Level - Page 1	Broward SOMERSET ARTS CONSERVATORY - 5396
--	--

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2012-13

Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.

0 or percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (***) when results are less than 5%.

AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.

Revised 10/23/2015r
*If applicable

District Number	District Name	School Number	School Name	Subgroup	Preliminary School Grade 2013	Percent Tested Reading	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	ALL STUDENTS	PENDING	100	82	78
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	AMERICAN INDIAN				
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	ASIAN				
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	BLACK/AFRICAN AMERICAN		100		
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	HISPANIC		100	90	76
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	WHITE		100		80
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	ENGLISH LANGUAGE LEARNERS				
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	STUDENTS WITH DISABILITIES				
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	ECONOMICALLY DISADVANTAGED		100	72	73

the State, 2012-13
 in the calculation.
 Data are suppressed (***) when results are less
 than 10% for 2010-11.

Revised 10/23/2015r
 *If applicable

Subgroup	Reading %	High	Target	Met	Safe	Improving,	Declining,	Maintaining	Percent	Math %
	Scoring Satisfactory 2013	Performing in Reading	AMO Reading	Target Reading	Harbor, Reading	Improving, Reading	Declining, Reading	or Declining, Reading	Tested Math	Scoring Satisfactory 2011
ALL STUDENTS	78	N	85	N	N	N	Y	N	99	75
AMERICAN INDIAN		NA		NA	NA	NA	NA	NA		
ASIAN		NA		NA	NA	NA	NA	NA		
BLACK/AFRICAN AMERICAN	75	N		NA	NA	NA	NA	NA	100	
HISPANIC	76	N	92	N	N	N	Y	N	100	80
WHITE	87	N	82	Y	NA	NA	NA	NA	100	
ENGLISH LANGUAGE LEARNERS		NA		NA	NA	NA	NA	NA		
STUDENTS WITH DISABILITIES		NA		NA	NA	NA	NA	NA		
ECONOMICALLY DISADVANTAGED	69	N	77	N	N	N	Y	Y	100	

the State, 2012-13

in the calculation.

Data are suppressed (***) when results are less than 10 for 2010-11.

Revised 10/23/2015

*If applicable

Subgroup	Math % Scoring Satisfactory		High Performing Qualifying in Math	Target AMO Math	Met Target Math	Safe Harbor, Math	Improving, Math	Declining, Math	Maintaining or Declining, Math	Learning Gains Points for Low 25% Reading 2011-12, (School District)	Learning Gains Points for Low 25% Reading, 2012-13 (School District)
	2012	2013									
ALL STUDENTS	95	92	N	79	Y	NA	NA	NA	NA	58	78
AMERICAN INDIAN			NA		NA	NA	NA	NA	NA		
ASIAN			NA		NA	NA	NA	NA	NA		
BLACK/AFRICAN AMERICAN		86	N		NA	NA	NA	NA	NA		
HISPANIC		92	N	83	Y	NA	NA	NA	NA		
WHITE		95	Y		Y	NA	NA	NA	NA		
ENGLISH LANGUAGE LEARNERS			NA		NA	NA	NA	NA	NA		
STUDENTS WITH DISABILITIES			NA		NA	NA	NA	NA	NA		
ECONOMICALLY DISADVANTAGED	91	86	N	92	N	N	N	Y	Y		

the State, 2012-13

in the calculation.

Data are suppressed (***) when results are less than 10% for 2010-11.

Revised 10/23/2015r

*If applicable

Subgroup	Learning Gains Progress Met for Low 25% Reading (School & District)		Learning Gains Progress Met for Low 25% Math (School & District)		Graduation Rate, 2011	Graduation Rate, 2012	Graduation Rate Target Met? (≥85% or ≥2% Improvement)	Writing % Satisfactory 2012 (Using 2013 Standards)	Writing % Satisfactory 2013
	Y	80	84	Y					
ALL STUDENTS	Y			Y	100	100	Y	85	91
AMERICAN INDIAN							NA		
ASIAN							NA		
BLACK/AFRICAN AMERICAN							NA		
HISPANIC					100		NA	89	88
WHITE							NA		
ENGLISH LANGUAGE LEARNERS							NA		
STUDENTS WITH DISABILITIES							NA		
ECONOMICALLY DISADVANTAGED							NA	80	

the State, 2012-13

in the calculation.

Data are suppressed (***) when results are less than 10% for 2010-11.

Revised 10/23/2015r

*If applicable

Subgroup	Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)	Target AMO Reading, 2014		Target AMO Reading, 2015		Target AMO Reading, 2016		Target AMO Reading, 2017		Target AMO Reading, 2018 (if applicable)		Target AMO Math, 2014		Target AMO Math, 2015		Target AMO Math, 2016		Target AMO Math, 2017		Target AMO Math, 2018	
		2014	2015	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018			
ALL STUDENTS	Y	87	88	90	91	83	85	88	81	83	85	88									
AMERICAN INDIAN	NA																				
ASIAN	NA																				
BLACK/AFRICAN AMERICAN	NA																				
HISPANIC	N	93	93	94	95	87	88	90	85	87	88	90									
WHITE	NA	83	85	87	88																
ENGLISH LANGUAGE LEARNERS	NA																				
STUDENTS WITH DISABILITIES	NA																				
ECONOMICALLY DISADVANTAGED	NA	79	81	84	86	93	94	95	93	93	94	95									96

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2011-12

Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.

For percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (***) when results are less than 5%.

Revised 10/23/2015r
*If applicable

Alternative School Status

Charter School Status

Title 1 Status

Region

Subgroup

District

School

Number

School Name

School Type

School Status

YES

NO

N

5

ALL STUDENTS

AMERICAN INDIAN

ASIAN

BLACK/AFRICAN AMERICAN

HISPANIC

WHITE

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

District	School	School	School	School	School	Title 1	Charter	Alternative	Region	Subgroup
Number	Name	Number	Name	Type	Status	Status	School	School		
					YES	NO	Status	Status		
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	03	YES	NO	N	5	ALL STUDENTS	
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY						AMERICAN INDIAN	
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY						ASIAN	
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY						BLACK/AFRICAN AMERICAN	
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY						HISPANIC	
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY						WHITE	
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY						ENGLISH LANGUAGE LEARNERS	
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY						STUDENTS WITH DISABILITIES	
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY						ECONOMICALLY DISADVANTAGED	

than 5%.

Revised 10/23/2015r
*If applicable

Subgroup	School Grade	Percent Tested Reading		Reading Scoring Satisfactory		High Reading Scoring Satisfactory		Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving Reading		Maintaining or Declining Reading		Declining Reading	Percent Tested Math
		2011	2012	2011	2012	2011	2012				84	N	Y	N		
ALL STUDENTS		100	82	78	84	N	NA	84	N	N	N	Y	Y	Y	NA	100
AMERICAN INDIAN						NA	NA		NA	NA	NA	NA	NA	NA	NA	
ASIAN						NA	NA		NA	NA	NA	NA	NA	NA	NA	
BLACK/AFRICAN AMERICAN						NA	NA		NA	NA	NA	NA	NA	NA	NA	
HISPANIC		100	90	76	91	N	NA	91	N	N	N	Y	Y	Y	NA	
WHITE		100		80		N	NA		NA	NA	NA	NA	NA	NA	NA	
ENGLISH LANGUAGE LEARNERS						NA	NA		NA	NA	NA	NA	NA	NA	NA	
STUDENTS WITH DISABILITIES						NA	NA		NA	NA	NA	NA	NA	NA	NA	
ECONOMICALLY DISADVANTAGED		100	72	73	74	N	NA	74	N	N	Y	N	N	N	NA	

Learning Gains Points for Low 25%
 Learning Gains Points for Low 25%
 Reading (School & District) 58
 Math (School & District) 80

AMOFort 2012

Subgroup	Math % Scoring Satisfactory		High Performing	Target AMO Math	Met Target Math	Safe Harbor, Math	Improving, g, Math	Maintaining or Declining, g, Math	Declining, g, Math	Reading (School & District)	Math (School & District)	Graduation Rate, 2010
	2011	2012										
ALL STUDENTS	75	95	Y	77	Y	NA	NA	NA	NA	58	80	
AMERICAN INDIAN			NA		NA	NA	NA	NA	NA			
ASIAN			NA		NA	NA	NA	NA	NA			
BLACK/AFRICAN AMERICAN			NA		NA	NA	NA	NA	NA			
HISPANIC	80		NA		NA	NA	NA	NA	NA			
WHITE			NA		NA	NA	NA	NA	NA			
ENGLISH LANGUAGE LEARNERS			NA		NA	NA	NA	NA	NA			
STUDENTS WITH DISABILITIES			NA		NA	NA	NA	NA	NA			
ECONOMICALLY DISADVANTAGED		91	N		NA	NA	NA	NA	NA			

than 5%.

more than 5%.

Revised 10/23/2015r
*If applicable

Subgroup	Graduation Rate, 2011	Writing % Satisfactory	Target AMO					Target AMO 2017	Target AMO 2016	Target AMO 2015	Target AMO 2014	Target AMO 2013
			Reading, 2013	Reading, 2014	Reading, 2015	Reading, 2016	Reading, 2017					
ALL STUDENTS	100	100	85	87	88	90	91	79	81	83	85	88
AMERICAN INDIAN												
ASIAN												
BLACK/AFRICAN AMERICAN												
HISPANIC	100	100	92	93	93	94	95					
WHITE												
ENGLISH LANGUAGE LEARNERS												
STUDENTS WITH DISABILITIES												
ECONOMICALLY DISADVANTAGED		100	77	79	81	84	86					

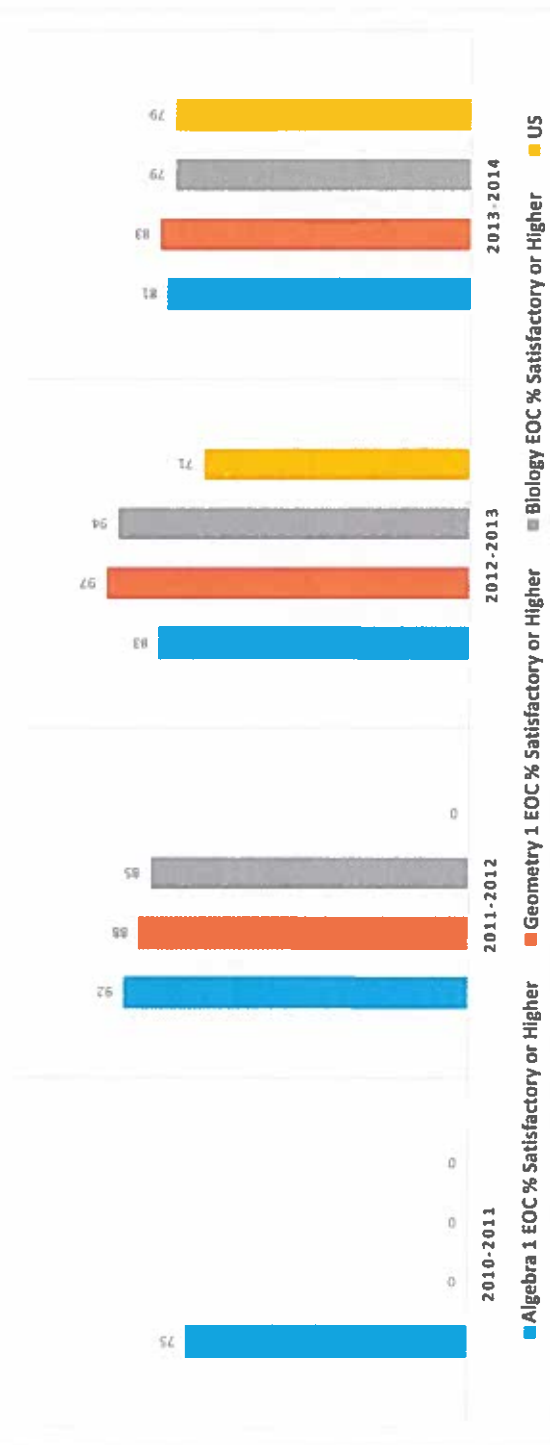
***Educational Performance
Appendix D: EOC***

Somerset Arts Conservatory #5396

End of Course Exam	2010-2011	2011-2012	2012-2013	2013-2014
Algebra 1 EOC % Satisfactory or Higher	75	92	83	81
Geometry 1 EOC % Satisfactory or Higher	0	88	97	83
Biology EOC % Satisfactory or Higher	0	85	94	79
US	0	0	71	79

02/23/2015r
*If applicable

SOMERSET ARTS CONSERVATORY #5396



School Level - Percentage Passing (Level 3 or Above)

The table below provides School performance data for the Algebra 1 EOC Assessment for the percentage passing (Achievement Level 3 or above). Achievement Levels describe the success a student has achieved with the content assessed. Achievement Levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. Level 3 indicates satisfactory performance.

Sort by: School Name School Number

School Percentage Passing (Level 3 or Above) - First-Time Testers											
Grade Level	Algebra 1 EOC Assessment										
	2010-2011	2011-2012		2012-2013			2013-2014				
	Spring	Winter	Spring	Summer	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Broward											
SOMERSET ARTS CONSERVATORY (5396)											
08	*	*	*	*	*	*	*	*	*	*	*
09	82	*	92	*	*	83	*	*	*	81	*
10	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*
All Grades	75	*	92	*	*	83	*	*	*	81	*

+ Indicates data are not available at this time.

* To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all students in a group are in the same category (i.e., all in the same Achievement Level or all earning "Level 3 and Above"). An asterisk (*) appears when data are suppressed.

Note: NA indicates the EOC assessment was not given that school year or test administration.

Note: Summer 2012-2013 data initially reported on August 23, 2013, were updated to remove private school student results from summary reports. All individual student reports were accurate.

EOC Assessment Results for BROWARD

You selected:

Districts: BROWARD, Years: 2010-2011, 2011-2012, 2012-2013, 2013-2014

Grades: all, 05, 06, 07, 08, 09, 10, 11, 12, 13, AD, Subject: Geometry

[Modify Selections](#)

Select another type of report:

[Go to Mean Scale Score Report](#)

School Level - Percentage Passing (Level 3 or Above)

The table below provides School performance data for the Geometry EOC Assessment for the percentage passing (Achievement Level 3 or above). Achievement Levels describe the success a student has achieved with the content assessed. Achievement Levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. Level 3 indicates satisfactory performance.

Sort by: School Name School Number

School Percentage Passing (Level 3 or Above) - First-Time Testers									
Grade Level	Geometry EOC Assessment								
	2010-2011	2011-2012	2012-2013			2013-2014			
	Spring	Spring	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Broward									
Detail	SOMERSET ARTS CONSERVATORY (5396)								
08	NA	*	*	*	*	*	*	*	*
09	NA	*	*	*	*	*	*	*	*
10	NA	80	*	95	*	*	*	74	*
11	NA	*	*	*	*	*	*	*	*
12	NA	*	*	*	*	*	*	*	*
All Grades	NA	88	*	97	*	*	*	83	*

+ Indicates data are not available at this time.

* To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all students in a group are in the same category (i.e., all in the same Achievement Level or all earning "Level 3 and Above"). An asterisk (*) appears when data are suppressed.

Note: NA indicates the EOC assessment was not given that school year or test administration.

Note: Summer 2012-2013 data initially reported on August 23, 2013, were updated to remove private school student results from summary reports. All individual student reports were accurate.

School Level - Percentage Passing (Level 3 or Above)

The table below provides School performance data for the Biology 1 EOC Assessment for the percentage passing (Achievement Level 3 or above). Achievement Levels describe the success a student has achieved with the content assessed. Achievement Levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. Level 3 indicates satisfactory performance.

Sort by: School Name School Number

School Percentage Passing (Level 3 or Above) - First-Time Testers									
Grade Level	Biology 1 EOC Assessment								
	2010-2011	2011-2012	2012-2013			2013-2014			
	Spring	Spring	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Broward									
SOMERSET ARTS CONSERVATORY (5396)									
08	NA	*	*	*	*	*	*	*	*
09	NA	*	*	96	*	*	*	94	*
10	NA	91	*	92	*	*	*	65	*
11	NA	*	*	*	*	*	*	*	*
12	NA	*	*	*	*	*	*	*	*
All Grades	NA	85	*	94	*	*	*	79	*

+ Indicates data are not available at this time.

* To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all students in a group are in the same category (i.e., all in the same Achievement Level or all earning "Level 3 and Above"). An asterisk (*) appears when data are suppressed.

Note: NA indicates the EOC assessment was not given that school year or test administration.

Note: Summer 2012-2013 data initially reported on August 23, 2013, were updated to remove private school student results from summary reports. All individual student reports were accurate.

EOC Assessment Results for BROWARD

You selected:

Districts: BROWARD, **Years:** 2010-2011, 2011-2012, 2012-2013, 2013-2014

Grades: all, 05, 06, 07, 08, 09, 10, 11, 12, 13, AD, **Subject:** U.S. History

[Modify Selections](#)

Select another type of report:

[Go to Mean Scale Score Report](#)

School Level - Percentage Passing (Level 3 or Above)

The table below provides School performance data for the U.S. History EOC Assessment for the percentage passing (Achievement Level 3 or above). Achievement Levels describe the success a student has achieved with the content assessed. Achievement Levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. Level 3 indicates satisfactory performance.

Sort by: School Name School Number

School Percentage Passing (Level 3 or Above) - First-Time Testers									
Grade Level	U.S. History EOC Assessment								
	2010-2011	2011-2012	2012-2013			2013-2014			
	Spring	Spring	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Broward									
Detail	SOMERSET ARTS CONSERVATORY (5396)								
08	NA	NA	NA	*	*	*	*	*	*
09	NA	NA	NA	*	*	*	*	*	*
10	NA	NA	NA	*	*	*	*	*	*
11	NA	NA	NA	71	*	*	*	78	*
12	NA	NA	NA	*	*	*	*	*	*
All Grades	NA	NA	NA	71	*	*	*	79	*

+ Indicates data are not available at this time.

* To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all students in a group are in the same category (i.e., all in the same Achievement Level or all earning "Level 3 and Above"). An asterisk (*) appears when data are suppressed.

Note: NA indicates the EOC assessment was not given that school year or test administration.

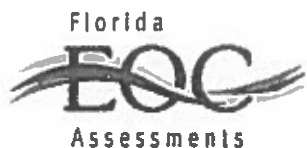
Year	Test Administration	Students Tested	Mean Scale Score	Percentage of Students by Achievement Level *					
				1	2	3	4	5	Level 3 and Above**
2010-2011	Spring	76	377	33	51	16	0	0	16
2011-2012	Winter	85	378	41	33	21	4	1	26
2011-2012	Spring	42	386	24	38	31	5	2	38
2011-2012	Summer	26	397	19	27	38	15	0	54
2012-2013	Winter	66	388	27	23	42	8	0	50
2012-2013	Spring	58	381	41	31	26	2	0	28
2012-2013	Summer	31	382	23	48	29	0	0	29
2013-2014	Fall	10	372	60	10	10	20	0	30
2013-2014	Winter	93	377	41	30	24	3	2	29
2013-2014	Spring	55	386	31	38	24	4	4	31
2013-2014	Summer	27	393	22	26	44	7	0	52

* To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all students in a group are in the same category (i.e., all in the same Achievement Level or all earning "Level 3 and Above"). An asterisk (*) appears when data are suppressed.

** Adding the percentages in Achievement Levels 3 – 5 may not result in the percentage reported under "Level 3 and Above" due to rounding.

Note: Summer 2012-2013 data initially reported on August 23, 2013, were updated to remove private school student results from summary reports. All individual student reports were accurate.

[Modify Selections](#) | [New Query](#)



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

School **SOMERSET ARTS CONSERVATORY**
 School ID **5396**
 District **BROWARD**
 District ID **05**

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	
Grade 9													
		C	405	Y			3				12/31	3/10	2/13
		C	445	Y					5		25/31	8/10	12/13
		A	443	Y					5		26/31	7/10	10/13
		D	381	N		2					5/31	1/10	4/13
		C	394	N		2					8/31	2/10	6/13
		D	399	Y			3				14/31	1/10	4/13
		C	400	Y			3				11/31	1/10	3/13
		A	442	Y					5		26/31	9/10	8/13
		D	415	Y			3				16/31	5/10	5/13
		C	418	Y			3				20/31	2/10	4/13
		D	429	Y				4			19/31	8/10	8/13
		B	414	Y			3				17/31	3/10	7/13
		B	437	Y					5		25/31	7/10	9/13
		D	409	Y			3				13/31	5/10	4/13
		D	399	Y			3				8/31	3/10	7/13
		D	367	N		1					4/31	3/10	4/13
Grade 10													
		B	360	N		1					6/31	2/10	1/13
		D	410	Y			3				16/31	1/10	6/13

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



You selected:

District: BROWARD
 Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011
 School Grades:
 Report Type: School Grades

Modify Selections | Return to List of Schools | Export to MS Excel Format

School Accountability Report																			
Click on the column header to re-sort by that column.																			
School Number	School	Level	School Year (Click on year to see detailed report)	Grade (Includes Learning Gains more info)	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing Standard	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus Points for High School Relates	Points Earned	Percent Tested	Free and Reduced Lunch	Minority Rate
Broward																			
5396	SOMERSET ARTS CONSERVATORY	High	2013-14	Click Here for High School Components	86	90	93	87	67	70	90	70	70	70	NA	653	99	39	80
5396		High	2012-13	Click Here for High School Components	78	92	91	94	77	96	78	84	84	84	NA	690	100	37	82
5396		High	2011-12	Click Here for High School Components	78	95	100	N/A	58	80	58	80	80	80	NA	628	100	47	82
5396		High	2010-11		75	91	100	62	70	79	73	79	79	79	NA	629	100	36	87

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2013-2014 School Grades Guide to Calculations (http://schoolgrades.fl DOE.org/pdf/1314/SchoolGradesGuideToCalculations_2013-14.pdf) or page 2 of the guide sheet at <http://schoolgrades.fl DOE.org/pdf/1314/Guidesheet2014SchoolGrades.pdf> for additional information.

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)

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years: 2010-2011

School Grades:

Report Type: School Grades

Modify Selections

District Grades

Click on the District or Grade column header to resort by that column.

District No.	District	School Year (Click on school year to see detailed report)	Grade	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing Standard	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Points Earned (Sum of Previous 9 Columns) more info	Percent Tested
06	Broward	2010-2011	A	67	76	88	48	61	69	58	64	531	99

* [Grading Scale](#)



High School Components

Back to Selected Schools |
 New Query

Broward School District SOMERSET ARTS CONSERVATORY 2011-2012																					
	Graduation Rate: Overall	5 Year Graduation Rate: Overall	Graduation Rate: At-Risk	5 Year Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	Readiness Reading	Readiness Math	HS Component Points Earned												
Previous Year	100		100		65	46	71	53													
Current Year	100	100	100	100	76	94	100	73													
Bonus/Deduction	0	0	0	0	10	10	10	10													
Points Earned	100	100	50	50	129	150	100	83		762											
<table border="1" style="width: 100%;"> <thead> <tr> <th>Points for FCAT Components</th> <th>Points for HS Components</th> <th>Weighting (%) FCAT Points / HS Points</th> <th>Points Earned</th> <th>Adequate Progress for At-Risk? (Y/N)</th> <th>Final Grade</th> </tr> </thead> <tbody> <tr> <td>628</td> <td>762</td> <td>50/50</td> <td>1,390</td> <td>YES</td> <td>A</td> </tr> </tbody> </table>										Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points / HS Points	Points Earned	Adequate Progress for At-Risk? (Y/N)	Final Grade	628	762	50/50	1,390	YES	A
Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points / HS Points	Points Earned	Adequate Progress for At-Risk? (Y/N)	Final Grade																
628	762	50/50	1,390	YES	A																

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2011-2012 School Grades Technical Assistance Paper (<http://schoolgrades.fldoe.org/pdf/1112/SchoolGradesTAP2012.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fldoe.org/pdf/1112/Guidesheet2012SchoolGrades.pdf> for additional information.

Guides to Calculations

- [2014 School Grades Guide Sheet \(PDF\)](#)
- [School Grades Guide to Calculations, 2013-14 \(PDF\)](#)



High School Components

Back to Selected Schools |
 New Query

Broward School District SOMERSET ARTS CONSERVATORY 2012-2013																					
	Graduation Rate: Overall	5 Year Graduation Rate: Overall	Graduation Rate: At-Risk	5 Year Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	Readiness Reading	Readiness Math	HS Component Points Earned												
Previous Year	100	100	100	100	76	94	100	73													
Current Year	100	100	100	100	83	84	86	76													
Bonus/Deduction	0	0	0	0	5	-5	-5	0													
Points Earned	100	100	50	50	132	119	81	76	708												
<table border="1"> <thead> <tr> <th>Points for FCAT Components</th> <th>Points for HS Components</th> <th>Weighting (%) FCAT Points / HS Points</th> <th>Points Earned</th> <th>Adequate Progress for At-Risk? (Y/N)</th> <th>Final Grade</th> </tr> </thead> <tbody> <tr> <td>690</td> <td>708</td> <td>50/50</td> <td>1,398</td> <td>YES</td> <td>A</td> </tr> </tbody> </table>										Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points / HS Points	Points Earned	Adequate Progress for At-Risk? (Y/N)	Final Grade	690	708	50/50	1,398	YES	A
Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points / HS Points	Points Earned	Adequate Progress for At-Risk? (Y/N)	Final Grade																
690	708	50/50	1,398	YES	A																

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2012-2013 School Grades Technical Assistance Paper (<http://schoolgrades.fldoe.org/pdf/1213/SchoolGradesTAP2013.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fldoe.org/pdf/1213/Guidesheet2013SchoolGrades.pdf> for additional information.



High School Components

Back to Selected Schools |
 New Query

Broward School District SOMERSET ARTS CONSERVATORY 2013-2014																						
	Graduation Rate: Overall	5 Year Graduation Rate: Overall	Graduation Rate: At-Risk	5 Year Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	U.S. History EOC	Readiness Reading	Readiness Math	HS Component Points Earned												
Previous Year	100	100	100	100	83	84	71	86	76													
Current Year	100	100	100	100	92	88	79	92	85													
Bonus/Deduction	0	0	0	0	5	0	5	5	5													
Points Earned	100	100	50	50	97	88	84	97	90	756												
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:25%;">Points for FCAT Components</th> <th style="width:25%;">Points for HS Components</th> <th style="width:25%;">Weighting (%) FCAT Points / HS Points</th> <th style="width:25%;">Points Earned</th> <th style="width:20%;">Adequate Progress for At-Risk? (Y/N)</th> <th style="width:10%;">Final Grade</th> </tr> </thead> <tbody> <tr> <td>653</td> <td>756</td> <td>50/50</td> <td>1,409</td> <td>YES</td> <td>A</td> </tr> </tbody> </table>											Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points / HS Points	Points Earned	Adequate Progress for At-Risk? (Y/N)	Final Grade	653	756	50/50	1,409	YES	A
Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points / HS Points	Points Earned	Adequate Progress for At-Risk? (Y/N)	Final Grade																	
653	756	50/50	1,409	YES	A																	

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2012-2013 School Grades Technical Assistance Paper (<http://schoolgrades.fl DOE.org/pdf/1213/SchoolGradesTAP2013.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fl DOE.org/pdf/1213/Guidesheet2013SchoolGrades.pdf> for additional information.

Guides to Calculations



High School Components

Back to Selected Schools | New Query Go

Broward School District SOMERSET ARTS CONSERVATORY 2011-2012										
	Graduation Rate: Overall	5 Year Graduation Rate: Overall	Graduation Rate: At-Risk	5 Year Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	Readiness Reading	Readiness Math	HS Component Points Earned	
Previous Year	100		100		65	46	71	53		
Current Year	100	100	100	100	76	94	100	73		
Bonus/Deduction	0	0	0	0	10	10	10	10		
Points Earned	100	100	50	50	129	150	100	83		762
Points for FCAT Components	628		Points for HS Components		762		Weighting (%) FCAT Points / HS Points		50/50	
			Points Earned		1,390		Adequate Progress for At-Risk? (Y/N)		YES	
			Final Grade		A					

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2011-2012 School Grades Technical Assistance Paper (<http://schoolgrades.fl DOE.org/pdf/1112/SchoolGradesTAP2012.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fl DOE.org/pdf/1112/Guidesheet2012SchoolGrades.pdf> for additional information.

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High School Components

Back to Selected Schools | New Query

Broward School District SOMERSET ARTS CONSERVATORY 2012-2013									
Graduation Rate: Overall	5 Year Graduation Rate: Overall	Graduation Rate: At-Risk	5 Year Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	Readiness Reading	Readiness Math	HS Component Points Earned	
100	100	100	100	76	94	100	73		
100	100	100	100	83	84	86	76		
0	0	0	0	5	-5	-5	0		
100	100	50	50	132	119	81	76	708	
Points for FCAT Components				Weighting (%)		Adequate Progress for At-Risk? (Y/N)		Final Grade	
680				FCAT Points / HS Points 50/50		YES		A	
708				Points Earned		1,388			

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2012-2013 School Grades Technical Assistance Paper (<http://schoolgrades.fl DOE.org/pdf/1213/SchoolGradesTAP2013.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fl DOE.org/pdf/1213/Guidesheet2013SchoolGrades.pdf> for additional information.

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High School Components

Back to Selected Schools | New Query [Go](#)

Broward School District SOMERSET ARTS CONSERVATORY 2013-2014																						
	Graduation Rate: Overall	5 Year Graduation Rate: Overall	Graduation Rate: At-Risk	5 Year Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	U.S. History EOC	Readiness Reading	Readiness Math	HS Component Points Earned												
Previous Year	100	100	100	100	83	84	71	86	76													
Current Year	100	100	100	100	92	88	79	92	85													
Bonus/Deduction	0	0	0	0	5	0	5	5	5													
Points Earned	100	100	50	50	97	88	84	97	90	756												
Points for FCAT Components	653		Points for HS Components		756		Weighting (%) FCAT Points / HS Points		50/50		Points Earned		1,409		Adequate Progress for A/Risk? (Y/N)		YES		Final Grade		A	

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2012-2013 School Grades Technical Assistance Paper (<http://schoolgrades.fldoe.org/pdf/12.13/SchoolGradesTAP2013.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fldoe.org/pdf/12.13/Guidesheet2013SchoolGrades.pdf> for additional information.

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FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years: 2010-2011

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

2010-2011		
SOMERSET ARTS CONSERVATORY (5396) Broward (06) 20807 JOHNSON ST, PEMBROKE PINES, FL 33029-1916 School Phone: 954-442-0233, Principal: BERNARDO MONTERO		
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	This grade is calculated by adding points earned from each of the performance areas below.	<p style="text-align: center;">97 % of criteria satisfied</p> <p style="text-align: center;">NO</p> This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	<ul style="list-style-type: none"> • 75% of students reading at or above grade level • 70% of students making a year's worth of progress in reading • 73% of struggling students making a year's worth of progress in reading 	This school does not have any eligible subgroups
Math	<ul style="list-style-type: none"> • 91% of students at or above grade level in math • 79% of students making a year's worth of progress in math • 79% of struggling students making a year's worth of progress in math 	This school does not have any eligible subgroups
Writing	<ul style="list-style-type: none"> • 100% of students are meeting state standards in writing. 	This school has met this criteria.
Science	<ul style="list-style-type: none"> • 62% of students at or above grade level in Science. 	

Retakes	
Possible Choice Options	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • SOMERSET ARTS CONSERVATORY has not met federal adequate yearly progress under No Child Left Behind because it needs improvement in one or more areas. Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at -- for other choice options available to you.
<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>	



School Grade School Level Details

Back to Selected Schools | New Query

Broward School District SOMERSET ARTS CONSERVATORY - 5396 2010-2011						
	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)	75	91	100	62	328	Writing and Science: Sometimes the District writing and/or science average is substituted for the writing and/or science component.
Points for Students Making Learning Gains	70	79			149	3 Ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Levels 3, 4, or 5 • Improve more than one year within Level 1 or 2
Points for Students Making Learning Gains in the lowest 25%	73	79			152	
% Tested	100%					Percent of eligible students tested
Initial Grade Points						
Grade Points Scaled Up to an 800-point scale value						
Points Earned						
Adjusted Performance				Final Adjusted Points	629	
				FINAL SCHOOL GRADE*		

Minority Rate	Free and Reduced Lunch Rate	Charter School	Title I Status	School Type
87%	36%	YES	NO	High School

A = 525 points or more; at least 95% tested; at least 50% of lowest students in reading and math must make gains in the current year

B = 495 to 524 C = 435 to 494; for B and C at least 50% of lowest students in reading and math must make gains in one of two consecutive years

D = 395 to 434 F = less than 395

* New in 2010, high schools and combination schools that serve high school grade levels will receive a grade based on FCAT components and new measures applicable specifically to high schools.

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years: 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

2011-2012		
SOMERSET ARTS CONSERVATORY (5396) Broward (06) 20807 JOHNSON ST, PEMBROKE PINES, FL 33029-1916 School Phone: 954-442-0233, Principal: BERNARDO MONTERO		
Subject	State of Florida A+ Plan	Annual Measurable Objectives
School Grade	A This grade is calculated by adding points earned from each of the performance areas below.	Details for AMO subgroups can be found at http://schoolgrades.fldoe.org/xls/1112/amo1112.xls
Reading	<ul style="list-style-type: none"> • 78% of students reading at or above grade level • 58% of students making a year's worth of progress in reading • 58% of struggling students making a year's worth of progress in reading 	
Math	<ul style="list-style-type: none"> • 95% of students at or above grade level in math • 80% of students making a year's worth of progress in math • 80% of struggling students making a year's worth of progress in math 	
Writing	<ul style="list-style-type: none"> • 100% of students are meeting state standards in writing. 	

Science	This school is not eligible to be graded under the A+ Plan.	
Retakes		
Possible Choice Options	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • SOMERSET ARTS CONSERVATORY 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. • Contact your district office at -- for other choice options available to you. 	
<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>		

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years: 2012-2013

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

2012-2013		
SOMERSET ARTS CONSERVATORY (5396) Broward (06) 20807 JOHNSON ST, PEMBROKE PINES, FL 33029-1916 School Phone: 954-442-0233, Principal: BERNARDO MONTERO		
Subject	State of Florida A+ Plan	Annual Measurable Objectives
School Grade	A This grade is calculated by adding points earned from each of the performance areas below.	Details for AMO subgroups can be found at http://schoolgrades.fldoe.org/xls/1213/amoout1213.xls
Reading	<ul style="list-style-type: none"> • 78% of students reading at or above grade level • 77% of students making a year's worth of progress in reading • 78% of struggling students making a year's worth of progress in reading 	
Math	<ul style="list-style-type: none"> • 92% of students at or above grade level in math • 96% of students making a year's worth of progress in math • 84% of struggling students making a year's worth of progress in math 	
Writing	<ul style="list-style-type: none"> • 	

	91% of students are meeting state standards in writing.	
Science	<ul style="list-style-type: none"> • 94% of students at or above grade level in Science. 	
Retakes		
Possible Choice Options	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • SOMERSET ARTS CONSERVATORY Because this is not a Title I school, your student is not eligible for school choice options under No Child Left Behind. • Contact your district office at -- for other choice options available to you. 	
<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>		

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2001-2002, 2000-2001, 1999-2000, 1998-1999

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		
SOMERSET ARTS CONSERVATORY (5396) Broward (06) 20807 JOHNSON ST, PEMBROKE PINES, FL 33029-1916 School Phone: 954-442-0233, Principal: BERNARDO MONTERO		
Subject	State of Florida A+ Plan	Annual Measurable Objectives
School Grade	A This grade is calculated by adding points earned from each of the performance areas below.	Details for AMO subgroups can be found at http://schoolgrades.fldoe.org/xls/1314/AMOsds.xls
Reading	<ul style="list-style-type: none"> • 86% of students reading at or above grade level • 67% of students making a year's worth of progress in reading • 90% of struggling students making a year's worth of progress in reading 	
Math	<ul style="list-style-type: none"> • 90% of students at or above grade level in math • 70% of students making a year's worth of progress in math • 70% of struggling students making a year's worth of progress in math 	
Writing	<ul style="list-style-type: none"> • 93% of students are meeting state standards in writing. 	

<p>Science</p>	<ul style="list-style-type: none"> • 87% of students at or above grade level in Science. 	
<p>Retakes</p>		
<p>Possible Choice Options</p>	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • SOMERSET ARTS CONSERVATORY 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. • Contact your district office at -- for other choice options available to you. 	
<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 F: FLDOE Report Card (most recent
year)***



You selected:

District: BROWARD

Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2001-2002, 2000-2001, 1999-2000, 1998-1999

School Grades:

Report Type: Report Card

Modify Selections | Return to List of Schools | [Go](#)

Microsoft OLE DB Provider for ODBC Drivers error '80004005'

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

/reportRC.asp, line 1122

2013-2014		
SOMERSET ARTS CONSERVATORY (5396) Broward (06) 20807 JOHNSON ST, PEMBROKE PINES, FL 33029-1916 School Phone: 954-442-0233, Principal: BERNARDO MONTERO		
Subject	State of Florida A+ Plan	Annual Measurable Objectives
School Grade	<p style="text-align: center;">A</p> <p>This grade is calculated by adding points earned from each of the performance areas below.</p>	<p>Details for AMO subgroups can be found at http://schoolgrades.fldoe.org/xls/1314/AMOsds.xls</p>
Reading	<ul style="list-style-type: none"> • 86% of students reading at or above grade level • 67% of students making a year's worth of progress in reading • 90% of struggling students making a year's worth of progress in reading 	
Math	<ul style="list-style-type: none"> • 90% of students at or above grade level in math • 70% of students making a year's worth of progress in math • 70% of struggling students making a year's worth of progress in math 	
Writing	<ul style="list-style-type: none"> • 93% of students are meeting state standards in writing. 	

Science	<ul style="list-style-type: none"> • 87% of students at or above grade level in Science. 	
Retakes		
Possible Choice Options	<ul style="list-style-type: none"> • Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan. • SOMERSET ARTS CONSERVATORY 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. • Contact your district office at -- for other choice options available to you. 	
<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

Weekly Campus Report

Report Filters

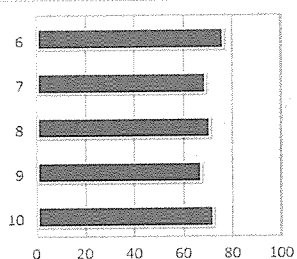
School: SOMERSET ACAD
HS-PEMBROKE
PNES

Show: Weekly Stats (11/22/15-11/28/15) Yearly Stats (08/01/15-11/28/15)

[Print Report](#) | [How To Read This Report](#)

Average % Correct (By Grade)

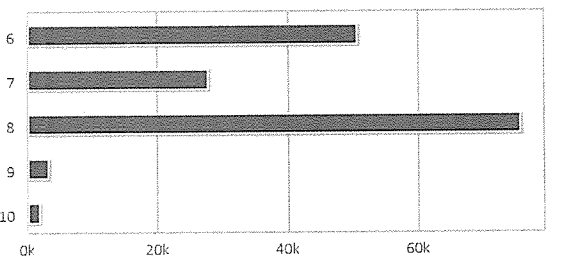
72.3%



[Click on a grade for more information](#)

Questions Answered (By Grade)

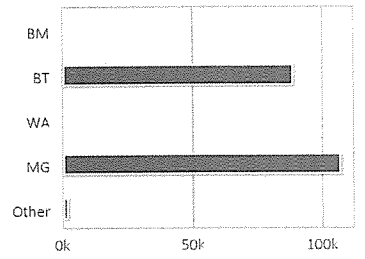
159,469



[Click on a grade for more information](#)

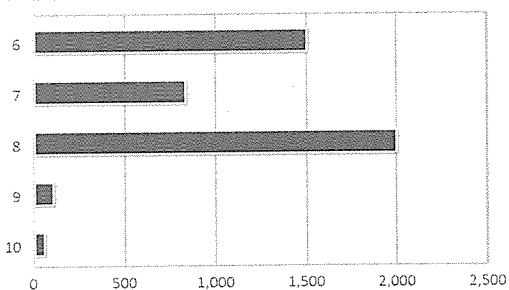
Alternative Questions Answered

198,602



Blue Ribbons (By Grade)

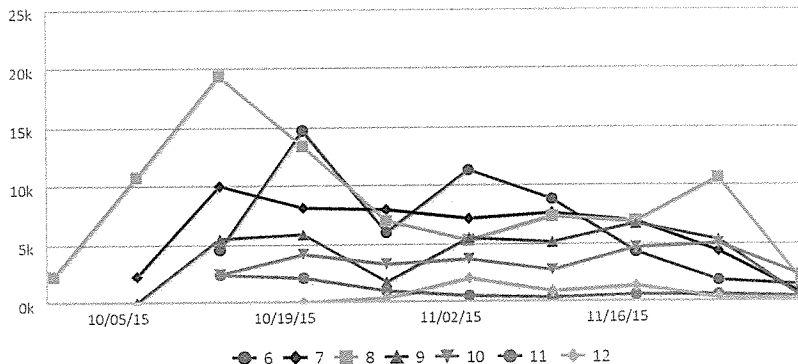
4,522



NOTE: This is intended to be a snapshot as of 12/02/2015 2:25 PM based on students that have logged in recently and the data will continue to update as more students access their accounts.

Trend Graphs

[Usage Graph](#) [Login Graph](#) [Enrollment Graph](#)



Suggested Topics by Grade Level

The suggested topics listed are based on questions answered between 08/01/2015 and 11/28/2015. The topics are grouped by priority, grade, and subject. Click on a priority, then Grade, to view all of the topics in that group.

Topics That Need Improvement (High Priority)

- Grade 7
- Grade 8
- Grade 9

Math

Topic	Correct	Total	% Correct	Passing Diff.
Polynomial Expressions	331	520	63.6%	-6.35
Properties of Arithmetic	266	537	49.5%	-20.47

Solve Linear Equations	0	1	0%	-70.00
------------------------	---	---	----	--------

Reading

Topic	Correct	Total	% Correct	Passing Diff.
Character Development	166	264	62.8%	-7.13
Compare and Contrast	12	44	27.2%	-42.73
Main Idea and Relevant Details	306	490	62.4%	-7.56
Parallel Structure	205	397	51.6%	-18.37
Subject-Verb Agreement	67	114	58.7%	-11.23
Textual Evidence	98	176	55.6%	-12.32

Grade 10

Reading

Topic	Correct	Total	% Correct	Passing Diff.
Analyzing Documents	19	43	44.1%	-25.82
Author's Point of View	1	2	50%	-20.00
Evaluating Arguments	2	6	33.3%	-36.67
Inferences	14	35	40%	-30.00
Meaning and Tone	0	1	0%	-70.00
Punctuation	2	5	40%	-30.00
Textual Evidence	317	510	62.1%	-7.85

Grade 11

Math

Topic	Correct	Total	% Correct	Passing Diff.
Quadratic Functions & Graphs	797	1,282	62.1%	-7.84

Grade 12

Reading

Topic	Correct	Total	% Correct	Passing Diff.
Textual Evidence	0	1	0%	-70.00

Topics That Need Improvement (Medium Priority)

Grade 6

Revised 10/23/2015r

*If applicable

Grade 7**Grade 8****Grade 9****Math**

Topic	Correct	Total	% Correct	Passing Diff.
Solve Linear Inequalities	235	344	68.3%	-1.69
Write Linear Equations	279	429	65%	-4.97

Reading

Topic	Correct	Total	% Correct	Passing Diff.
Central Ideas	162	241	67.2%	-2.79
Figurative Meanings	20	30	66.6%	-2.34

Grade 10**Reading**

Topic	Correct	Total	% Correct	Passing Diff.
Central Ideas	15	23	65.2%	-4.79
Context Clues	16	24	66.6%	-3.34
Theme	51	76	67.1%	-2.90

Topics Where the Standards Have Been Met**Topics Where the Standards Have Been Exceeded****Implementation Recommendations**

Study Island is a great tool to help with differentiated instruction and increasing student engagement. Click [HERE](#) for implementation suggestions and best practices.

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FAIR-FS PMRN: Reports

WAM Teacher Report

11-19-2015 10:10 AM

District: <input type="text" value="Broward"/>	School: <input type="text" value="Somerset Arts Cc"/>	School Year: <input type="text" value="2015 - 2016"/>
Calendar: <input type="text" value="District-Wide"/>	AP: <input type="text" value="1"/>	Grade Range: <input type="text" value="All"/>
Teacher: <input type="text" value="9, Fernandez, Dy"/>	Class-Section: <input type="text" value="All"/>	Student(s): <input type="text" value="All"/>

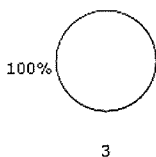
Click to Print	Show Report	Show Legend
--------------------------------	-----------------------------	-----------------------------

Probability of Literacy Success

Median Percentile Rank

Mean Ability Score

⊕ 9th Grade Summary



WRT	VKT	RCT	SKT
65 th	7 th	26 th	68 th
3	3	3	3

WRT	VKT	RCT	SKT
668 (641)	501 (592)	484 (604)	668 (641)
3	3	3	3

Teacher Report Key

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

FAIR-FS PMRN: Reports

WAM Teacher Report

11-19-2015 10:10 AM

District: <input type="text" value="Broward"/>	School: <input type="text" value="Somerset Arts Cc"/>	School Year: <input type="text" value="2015 - 2016"/>
Calendar: <input type="text" value="District-Wide"/>	AP: <input type="text" value="1"/>	Grade Range: <input type="text" value="All"/>
Teacher: <input type="text" value="10, Matthews, Ke"/>	Class-Section: <input type="text" value="All"/>	Student(s): <input type="text" value="All"/>

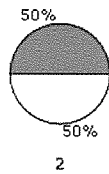
Click to Print	Show Report	Show Legend
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Probability of Literacy Success

Median Percentile Rank

Mean Ability Score

⊕ 10th Grade Summary



WRT	VKT	RCT	SKT
70 th	22 nd	39 th	22 nd
2	2	2	2

WRT	VKT	RCT	SKT
752 (663)	567 (650)	605 (640)	652 (695)
2	2	2	2

Teacher Report Key

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

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



High School Components

Back to Selected Schools | New Query

Broward School District SOMERSET ARTS CONSERVATORY 2011-2012																						
	Graduation Rate: Overall	5 Year Graduation Rate: Overall	Graduation Rate: At-Risk	5 Year Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	Reading Reading	Reading Math	HS Component Points Earned													
Previous Year	100		100		65	46	71	53														
Current Year	100	100	100	100	76	94	100	73														
Bonus/Deduction	0	0	0	0	10	10	10	10														
Points Earned	100	100	50	50	129	150	100	83		762												
<table border="1"> <thead> <tr> <th>Points for FCAT Components</th> <th>Points for HS Components</th> <th>Weighting (%) FCAT Points / HS Points</th> <th>Points Earned</th> <th>Adequate Progress for At-Risk? (Y/N)</th> <th>Final Grade</th> </tr> </thead> <tbody> <tr> <td>628</td> <td>762</td> <td>50/50</td> <td>1,390</td> <td>YES</td> <td>A</td> </tr> </tbody> </table>											Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points / HS Points	Points Earned	Adequate Progress for At-Risk? (Y/N)	Final Grade	628	762	50/50	1,390	YES	A
Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points / HS Points	Points Earned	Adequate Progress for At-Risk? (Y/N)	Final Grade																	
628	762	50/50	1,390	YES	A																	

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2011-2012 School Grades Technical Assistance Paper (<http://schoolsgrades.fdoe.org/pdf/1112/SchoolGradesTAP2012.pdf>) or page 2 of the guide sheet at <http://schoolsgrades.fdoe.org/pdf/1112/Guidesheet2012SchoolGrades.pdf> for additional information.

Guides to Calculations

- [2014 School Grades Guide Sheet \(PDF\)](#)
- [School Grades Guide to Calculations, 2013-14 \(PDF\)](#)



High School Components

Back to Selected Schools | New Query

Broward School District										
SOMERSET ARTS CONSERVATORY										
2012-2013										
	Graduation Rate: Overall	5 Year Graduation Rate: Overall	Graduation Rate: At-Risk	5 Year Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	Readiness Reading	Readiness Math	HS Component Points Earned	
Previous Year	100	100	100	100	76	94	100	73		
Current Year	100	100	100	100	83	84	86	76		
Bonus/Deduction	0	0	0	0	5	-5	-5	0		
Points Earned	100	100	50	50	132	119	81	76	706	
Points for FCAT Components										
690	706		FCAT Points / HS Points		Weighting (%)		Points Earned		Adequate Progress for At-Risk? (Y/N)	
			50/50		1,398		YES		A	

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2012-2013 School Grades Technical Assistance Paper (<http://schoolgrades.fl DOE.org/pdf/1213/SchoolGradesTAP2013.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fl DOE.org/pdf/1213/Guidesheet2013SchoolGrades.pdf> for additional information.



High School Components

Back to Standard Schools | New Query

Broward School District SOMERSET ARTS CONSERVATORY 2013-2014													
	Graduation Rate: Overall	5 Year Graduation Rate: Overall	Graduation Rate: At-Risk	5 Year Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	U.S. History EOC	Readiness Reading	Readiness Math	HS Component Points Earned			
Previous Year	100	100	100	100	83	84	71	86	76				
Current Year	100	100	100	100	92	88	79	92	85				
Bonus/Deduction	0	0	0	0	5	0	5	5	5				
Points Earned	100	100	50	50	87	88	84	87	90	756			
Points for FCAT Components	853	Points for HS Components		756	Weighting (%) ECAT Points / HS Points		50/50	Points Earned	1,408	Adequate Progress for A-Risk? (Y/N)	YES	Final Grade	A

[Guides to Calculations](#)

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2012-2013 School Grades Technical Assistance Paper (<http://schoolsgrades.hdocs.crsb.edu/1213/SchoolGradesTAP2013.pdf>) or page 2 of the guide sheet at <http://schoolsgrades.hdocs.crsb.edu/1213/GuideSheet2013SchoolGrades.pdf> for additional information.

Educational Performance
Appendix J: Standardized Test Results

PANEL: _____

A20. TEST SCORE QUERY

STDT: 0

SCHL: 5396 (

DATE	TEST ID	FM	LVL	SCHL	GR	U S
050715	APT	07	ADVANCED PLACEMENT TEST	5396	11	A
050715	APT	25	ADVANCED PLACEMENT TEST	5396	11	A
050715	APT	66	ADVANCED PLACEMENT TEST	5396	11	A
030115	SA3		SAT - AS OF MARCH 2005	5396	12	A
120214	ACT		ACT TEST	5396	11	A
101514	PSA W	11	PRE-SAT GR11 WEDNESDAY ADMIN	5396	11	A
100214	ACT		ACT TEST	5396	11	A
050514	APT	31	ADVANCED PLACEMENT TEST	5396	10	A
050514	APT	85	ADVANCED PLACEMENT TEST	5396	10	A
050514	APT	93	ADVANCED PLACEMENT TEST	5396	10	A
042214	FC2	10	FCAT (FOR SY 2011-PRESENT)	5396	10	A
022514	WAP E		WRITING TEST - EXPOSITORY	5396	10	A
101613	PSA W	10	PRE-SAT GR10 WEDNESDAY ADMIN	5396	10	A

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

TEI

PANEL: _____

A20. TEST SCORE QUERY

STDT: 0

SCHL: 5396 (

DATE	TEST			SCHL	GR	U S
	ID	FM	LVL			
052013	ECG		END-OF-COURSE ASSMT GEO	5396	09	A
050613	APT	53	ADVANCED PLACEMENT TEST	5396	09	A
050313	ECB		END-OF-COURSE ASSMT BIO	5396	09	A
041513	FC2	09	FCAT (FOR SY 2011-PRESENT)	5396	09	A
101712	PSA	W 11	PRE-SAT GR11 WEDNESDAY ADMIN	5396	09	A
051412	ECA		END-OF-COURSE ASSMT ALG 1	5151	08	A
041612	FC2	08	FCAT (FOR SY 2011-PRESENT)	5151	08	A
022812	WAP	P	WRITING TEST - PERSUASIVE	5151	08	A
120511	WRP	E B2	WRITING PROMPT - EXPOSITORY B2	5151	08	A
120511	WRP	P B2	WRITING PROMPT - PERSUASIVE B2	5151	08	A
041111	FCA	07	FCAT (FOR SY2000-PRESENT)	5151	07	A
030910	FCA	06	FCAT (FOR SY2000-PRESENT)	5151	06	A
031009	FCA	05	FCAT (FOR SY2000-PRESENT)	3741	05	A

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

TEF

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

NOT APPLICABLE

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



State Board of Education

Gary Chartrand, *Chair*
John R. Padget, *Vice Chair*
Members
John A. Colón
Marva Johnson
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

Pam Stewart
Commissioner of Education

February 6, 2015

Mr. Bernardo Montero, Principal
Somerset Arts Conservatory
Attn: Christine McGuinn
6340 Sunset Drive
South Miami, FL 33143

Dear Principal Montero:

This letter serves as notification that the Florida Department of Education has verified that Somerset Arts Conservatory (06-5396) currently meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

If you have questions, please contact the Office of Independent Education and Parental Choice at 850-245-0502 or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,



Pam Stewart

PS/sm

cc: Jody Perry, Charter School Liaison

***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***

Date: 11/17/2015
Time: 8:48 AM

Student Listing
Broward County

Report: STULIST04
Page: 1

School: 5396 - Somerset Arts Conservatory, Active: Yes, Status: LF (Formerly ELL)

#	Name	Test ID #	Sex	DOB	Grade Level	Native Language	ELP Desig.	ESOL Status	Immi-grant	NOM	Tier	Prof Level	School	ELL Plan Date	Lang. Classification
1.			F	198		Spanish	Non ELL	LF (Formerly ELL)	Y	N			5396 - Somerset Arts Conservatory	8/24/2015	B2

Data shown on Broward County Schools reports may include confidential information which should not be disseminated without prior written approval. Secure any printed copies appropriately or destroy copies when no longer needed.

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

Equip Number-Barc	Description	Serial num	Unit Cost	Location	Condition	Class	Acquired date	PG Number	Federal	Notes
1	Asens	LXTAA0030901164	350	5396	fair	319	2011	CDWGICT163		
1	DELL Computer	C1404290287	750	5396	fair	Media Center	2011/06	CDWGICT163		
1	Desktop Computer	30900477985	750	5396	fair	400	2012/06			
1	Desktop Computer		750	5396	fair	413	2012/06			
1	Desktop Computer		750	5396	fair	417	2012/06			
1	HP Desk 1092/Asens	LXTAA00309008272	450	5396	fair	319	2012/06			
1	HP Desk 1092/Asens	LXTAA00309008477	450	5396	Good	413	2012/06	CDWGICT163		
1	Media Center Comput	ZUAA945029C	750	5396	fair	300	2011/06	CDWGICT163		
1	Printer	VND3C74194	200	5396	new	Media Center				
1	Printer	MW77071008	200	5396	new	300	2011/06			
1	Printer	vnd3d81168	200	5396	old	400	2012/06			
1	Printer	VND31001615	200	5396	old	413	2012/06			
1	Printer	VNB3C74191	200	5396	old	417	2012/06			
1	Printer	n/a	200	5396	old	319	2012/06			
1	Printer	XL3606414	200	5396	old	Media Center	2012/06			
1	Projector		600	5396	fair	Media Center	2012/06			
1	Projector	35013171A	600	5396	fair	400	2012/06			
1	Projector	NP-M126X 2601094	600	5396	fair	413	2012/06			
1	Projector	14007291C	600	5396	fair	417	2012/06			
1	Projector	P12330442	600	5396	fair	319	2012/06			
1	Projector	n/a	600	5396	fair	Media Center	2012/06			
1	Promethean Board	c1005070587	1,500	5396	good	400	2010	196		Tech Bond
1	Promethean Board	C1005070209	1,500	5396	good	413	2010	196		Tech Bond
1	Promethean Board	C1005070370	1,500	5396	good	300	2010	196		Tech Bond
1	Promethean Board	C1005070219	1,500	5396	good	417	2010	196		Tech Bond
1	Promethean Board	48372408	1,500	5396	good	319	2010	196		Tech Bond
1	Promethean Slate	51103230065	150	5396	good	Media Center	2010	196		Tech Bond
1	Retractable screen	n/a	150	5396	good	319	2013	196		Tech Bond
1	All-in-One	M027021	1,290	IT	new	Media Center	9/30/2015	196		Tech Bond
1	All-in-One	M027033	1,290	IT	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	6R248979	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165H	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165A	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165J	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165K	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165L	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165M	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165N	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165P	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165Q	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165R	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165S	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165T	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165U	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165V	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165W	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165X	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165Y	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07165Z	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166A	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166B	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166C	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166D	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166E	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166F	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166G	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166H	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166I	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166J	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166K	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166L	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166M	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166N	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Lenovo Laptop	PC07166O	795	Media Center	new	Media Center	9/30/2015	196		Tech Bond
1	Promethean Board		1,091	Media Center	new	Media Center	9/30/2015	196		Tech Bond

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 Arts Conservatory (5396)

	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)	31	38	38	38	38
Total # Students	125	150	150	150	150
Per Student Revenue *	6,070	6,197	6,321	6,447	6,576
		2.0%	2.0%	2.0%	2.0%

REVENUE

Maximum Gross Revenue (\$)	758,719	929,528	948,119	967,081	986,423
Enrollment Contingency (\$)	-	-	-	-	-
Budgeted State Sources of Revenue (\$)	758,719	929,528	948,119	967,081	986,423

EXPENDITURES

Facility Budget					
Maximum Facility Expense	144,413	152,676	155,730	158,844	162,021
Minimum Building Size Utilized (Sqft)	7,506	7,506	7,506	7,506	7,506
Cost per Sqft	\$ 14.77	\$ 15.07	\$ 15.37	\$ 15.67	\$ 15.99
Operating and Fixed Costs	33,550	39,596	40,388	41,196	42,020
Mortgage Payments/Rent	110,863	113,080	115,342	117,648	120,001

Teacher Staffing Budget					
School wide Average Class Size	20	21	21	21	21
# of Instructional Staff	6	7	7	7	7
Salary Benefits per Teacher	8,626	8,972	9,151	9,334	9,521

MAXIMUM FOR OTHER EXPENDITURES	410,982	473,547	472,859	481,910	486,069
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* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Budget Detail

Somerset Arts Conservatory (5396)	Basis	Cost	YEAR 1 Expected	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ENROLLMENT							
9 - 12	Classrooms		125	150	150	150	150
Total Enrollment			125	150	150	150	150
REVENUES							
State Sources with expected enrollment			\$ 758,719.12	\$ 929,528.04	\$ 948,118.60	\$ 967,080.97	\$ 986,422.59
Federal Sources - NSLP funds 38% of students		\$ 2.98	\$ 25,479.00	\$ 31,186.30	\$ 31,810.02	\$ 32,446.22	\$ 33,095.15
Local Sources - Lunch program paid students		\$ 3.00	\$ 20,250.00	\$ 24,786.00	\$ 25,281.72	\$ 25,787.35	\$ 26,303.10
Capital Outlay (Available after 3rd year)		\$ 282.00	\$ 35,250.00	\$ 42,300.00	\$ 42,300.00	\$ 42,300.00	\$ 42,300.00
Other Sources - Services			\$ 839,698.12	\$ 1,027,800.34	\$ 1,047,510.34	\$ 1,067,614.55	\$ 1,088,120.84
EXPENDITURES							
Instruction							
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		See Staffing Plan	\$ 232,524.00	\$ 280,853.94	\$ 286,471.02	\$ 292,200.44	\$ 298,044.45
Fringe Benefits			\$ 53,480.52	\$ 64,596.41	\$ 65,888.33	\$ 67,206.10	\$ 68,550.22
Contracted Professional Services (includes Therapists & other contracted instructional services)			\$ 2,812.50	\$ 3,442.50	\$ 3,511.35	\$ 3,581.58	\$ 3,653.21
Classroom Supplies & Equipment		\$ 450.00	\$ 5,625.00	\$ 6,885.00	\$ 7,022.70	\$ 7,163.15	\$ 7,306.42
Teacher Supplies		\$ 35.00	\$ 4,375.00	\$ 5,355.00	\$ 5,462.10	\$ 5,571.34	\$ 5,682.77
Textbooks and/or eBooks/Student Activities		\$ 125.00	\$ 15,625.00	\$ 19,125.00	\$ 9,753.75	\$ 9,948.83	\$ 10,143.90
Supplemental instructional materials (CIRP/SIRP and Technology)		\$ 75.00	\$ 9,375.00	\$ 11,475.00	\$ 11,704.50	\$ 11,938.59	\$ 12,177.36
Digital Education Content Materials (Leased)		\$ 120.00	\$ 15,000.00	\$ 18,360.00	\$ 18,727.20	\$ 19,101.74	\$ 19,483.78
Computer - Equipment for Instruction (leased)		\$ 700.00	\$ 3,500.00	\$ 4,284.00	\$ 4,369.68	\$ 4,457.07	\$ 4,546.22
Sub-Total Instruction			\$ 342,317.02	\$ 414,376.85	\$ 412,910.63	\$ 421,168.85	\$ 424,518.32
Pupil Personnel Services							
Salaries (includes counselor, school nurse, health assistant)		See Staffing Plan	\$ 8,374.80	\$ 8,542.30	\$ 8,713.14	\$ 8,887.40	\$ 9,065.15
Fringe Benefits			\$ 1,926.20	\$ 1,964.73	\$ 2,004.02	\$ 2,044.10	\$ 2,084.99
Contracted Professional Services (counseling and psychological)		\$ 850.00	\$ 5,312.50	\$ 6,502.50	\$ 6,632.55	\$ 6,765.20	\$ 6,900.51
Sub-Total Pupil Personnel Services			\$ 15,613.50	\$ 17,009.52	\$ 17,349.71	\$ 17,696.71	\$ 18,050.64
Media Services							
Salaries (includes Librarian)			\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Media Services			\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Development							
Salaries (includes Curriculum Specialist)			\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)		\$ 115.00	\$ 14,375.00	\$ 17,595.00	\$ 17,946.90	\$ 18,305.84	\$ 18,671.95
Student Activities		\$ 15.00	\$ 1,875.00	\$ 2,295.00	\$ 2,340.90	\$ 2,387.72	\$ 2,435.47
Sub-Total Curriculum Development			\$ 16,250.00	\$ 19,890.00	\$ 20,287.80	\$ 20,693.56	\$ 21,107.42
Staff Development							
Workshops/Trainings		\$ 1,000.00	\$ 6,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
Sub-Total Staff Development			\$ 6,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00

Budget Detail

						YEAR						
						YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5		
						Expected						
Somerset Arts Conservatory (5396)												
Instruction Related Technology												
Salaries (includes Technology Personnel)						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Software						\$ 1,312.50	\$ 1,606.50	\$ 1,638.63	\$ 1,671.40	\$ 1,704.83	\$ 1,704.83	\$ 1,704.83
Hardware Maintenance						\$ 2,000.00	\$ 2,448.00	\$ 2,496.96	\$ 2,546.90	\$ 2,597.84	\$ 2,597.84	\$ 2,597.84
<i>Sub-Total Instruction Related Technology</i>						\$ 3,312.50	\$ 4,054.50	\$ 4,135.59	\$ 4,218.30	\$ 4,302.67	\$ 4,302.67	\$ 4,302.67
Board												
Professional Services (Legal)						\$ 500.00	\$ 510.00	\$ 520.20	\$ 530.60	\$ 541.22	\$ 541.22	\$ 541.22
Insurance (General Liability, D&O, Professional Liability)						\$ 3,500.00	\$ 4,284.00	\$ 4,369.68	\$ 4,457.07	\$ 4,546.22	\$ 4,546.22	\$ 4,546.22
Travel						\$ 2,000.00	\$ 2,040.00	\$ 2,080.80	\$ 2,122.42	\$ 2,164.86	\$ 2,164.86	\$ 2,164.86
<i>Sub-Total Board</i>						\$ 6,000.00	\$ 6,834.00	\$ 6,970.68	\$ 7,110.09	\$ 7,252.30	\$ 7,252.30	\$ 7,252.30
General Administration												
Management Fees (Portion of the \$450 fee charged by ESP)						\$ 28,125.00	\$ 34,425.00	\$ 35,113.50	\$ 35,815.77	\$ 36,532.09	\$ 36,532.09	\$ 36,532.09
Administrative Fee						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total General Administration</i>						\$ 28,125.00	\$ 34,425.00	\$ 35,113.50	\$ 35,815.77	\$ 36,532.09	\$ 36,532.09	\$ 36,532.09
School Administration												
Salaries (includes Principal, Secretary & other Office Personnel)						\$ 19,086.00	\$ 19,467.72	\$ 19,857.07	\$ 20,254.22	\$ 20,659.30	\$ 20,659.30	\$ 20,659.30
Fringe Benefits						\$ 4,389.78	\$ 4,477.58	\$ 4,567.13	\$ 4,658.47	\$ 4,751.64	\$ 4,751.64	\$ 4,751.64
Equipment Rental / Lease						\$ 3,600.00	\$ 3,672.00	\$ 3,745.44	\$ 3,820.35	\$ 3,896.76	\$ 3,896.76	\$ 3,896.76
Travel						\$ 360.00	\$ 367.20	\$ 374.54	\$ 382.03	\$ 389.68	\$ 389.68	\$ 389.68
Advertising and Promotion						\$ 625.00	\$ 780.30	\$ 795.91	\$ 811.82	\$ 828.29	\$ 828.29	\$ 828.29
License Fees						\$ 200.00	\$ 204.00	\$ 208.08	\$ 212.24	\$ 216.49	\$ 216.49	\$ 216.49
Dues and Subscriptions						\$ 500.00	\$ 612.00	\$ 624.24	\$ 636.72	\$ 649.46	\$ 649.46	\$ 649.46
Postage						\$ 250.00	\$ 306.00	\$ 312.12	\$ 318.36	\$ 324.73	\$ 324.73	\$ 324.73
Printing						\$ 1,125.00	\$ 1,377.00	\$ 1,404.54	\$ 1,432.63	\$ 1,461.28	\$ 1,461.28	\$ 1,461.28
Office Supplies						\$ 3,125.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00
Office Equipment						\$ 1,500.00	\$ 1,530.00	\$ 1,560.60	\$ 1,591.81	\$ 1,623.65	\$ 1,623.65	\$ 1,623.65
Computer Equipment						\$ 300.00	\$ 306.00	\$ 312.12	\$ 318.36	\$ 324.73	\$ 324.73	\$ 324.73
<i>Sub-Total School Administration</i>						\$ 35,060.78	\$ 36,834.50	\$ 37,496.19	\$ 38,171.11	\$ 38,859.53	\$ 38,859.53	\$ 38,859.53
Facilities Acquisition & Construction												
Building Lease / Rent (see budget summary for calculation)						\$ 110,862.65	\$ 113,079.90	\$ 115,341.50	\$ 117,648.33	\$ 120,001.30	\$ 120,001.30	\$ 120,001.30
<i>Sub-Total Facilities Acquisition & Construction</i>						\$ 110,862.65	\$ 113,079.90	\$ 115,341.50	\$ 117,648.33	\$ 120,001.30	\$ 120,001.30	\$ 120,001.30
Fiscal Services												
Salaries (Business Manager, Accounting & Bookkeeping Personnel)						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fee to County School Board - up to 250 students						\$ 37,935.96	\$ 46,476.40	\$ 47,405.93	\$ 48,354.05	\$ 49,321.13	\$ 49,321.13	\$ 49,321.13
Planning, Research, Development and Evaluation (Part of ESP's Fee)						\$ 13,750.00	\$ 16,830.00	\$ 17,166.60	\$ 17,509.93	\$ 17,860.13	\$ 17,860.13	\$ 17,860.13
Professional Services - Annual Audit						\$ 7,000.00	\$ 7,140.00	\$ 7,282.80	\$ 7,428.46	\$ 7,577.03	\$ 7,577.03	\$ 7,577.03
<i>Sub-Total Fiscal Services</i>						\$ 58,685.96	\$ 70,446.40	\$ 71,855.33	\$ 73,292.44	\$ 74,758.29	\$ 74,758.29	\$ 74,758.29
Food Services												
Salaries (Food Service Workers)						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food, Materials & Supplies - Vendor provided meals 68% Participation						\$ 37,638.00	\$ 46,068.91	\$ 46,990.29	\$ 47,930.10	\$ 48,888.70	\$ 48,888.70	\$ 48,888.70
Equipment Rental / Lease (provided by food vendor)						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inspection fees						\$ 150.00	\$ 153.00	\$ 156.06	\$ 159.18	\$ 162.36	\$ 162.36	\$ 162.36
<i>Sub-Total Food Services</i>						\$ 37,788.00	\$ 46,221.91	\$ 47,146.35	\$ 48,089.28	\$ 49,051.06	\$ 49,051.06	\$ 49,051.06

Budget Detail

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		Expected				
Somerset Arts Conservatory (5396)						
Pupil Transportation Services						
Salaries (Drivers & Transportation workers)	See Staffing	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$290 per bus per day 0% utilization		\$ 290.00	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Pupil Transportation Services</i>		\$ -	\$ -	\$ -	\$ -	\$ -
Operation of Plant						
Salaries (Custodian, crossing guards, security)	See Staffing	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe benefits		\$ -	\$ -	\$ -	\$ -	\$ -
Purchased Service (Custodial, fire and alarm, etc)		\$ 4,250.00	\$ 5,202.00	\$ 5,306.04	\$ 5,412.16	\$ 5,520.40
Lawn Maintenance		\$ 1,000.00	\$ 1,224.00	\$ 1,248.48	\$ 1,273.45	\$ 1,298.92
Pest Control		\$ 200.00	\$ 244.80	\$ 249.70	\$ 254.69	\$ 259.78
Security Services		\$ 300.00	\$ 3,672.00	\$ 3,745.44	\$ 3,820.35	\$ 3,896.76
Property Insurance		\$ 1,700.00	\$ 10,404.00	\$ 10,612.08	\$ 10,824.32	\$ 11,040.81
Telephone Services		\$ 300.00	\$ 3,672.00	\$ 3,745.44	\$ 3,820.35	\$ 3,896.76
Water & Sewer		\$ 80.00	\$ 489.60	\$ 499.39	\$ 509.38	\$ 519.57
Electricity		\$ 12,000.00	\$ 14,688.00	\$ 14,981.76	\$ 15,281.40	\$ 15,587.02
<i>Sub-Total Operation of Plant</i>		\$ 33,550.00	\$ 39,596.40	\$ 40,388.33	\$ 41,196.09	\$ 42,020.02
Maintenance of Plant						
Repairs & Maintenance		\$ 8,256.60	\$ 8,256.60	\$ 8,256.60	\$ 8,256.60	\$ 8,256.60
Supplies		\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Maintenance of Plant</i>		\$ 8,256.60	\$ 8,256.60	\$ 8,256.60	\$ 8,256.60	\$ 8,256.60
Administrative Technology Services						
Systems Operation		\$ 3,750.00	\$ 4,590.00	\$ 4,681.80	\$ 4,775.44	\$ 4,870.94
Systems Planning & Analysis		\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Administrative Technology Services</i>		\$ 3,750.00	\$ 4,590.00	\$ 4,681.80	\$ 4,775.44	\$ 4,870.94
Redemption of Principal		\$ -	\$ -	\$ -	\$ -	\$ -
Interest (Interest Only at 6%)		\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Debt Service</i>		\$ -	\$ -	\$ -	\$ -	\$ -
Contingency						
Operating expense contingency - 3% of FEPP - Considered restricted funds		\$ 25,190.94	\$ 30,834.01	\$ 31,425.31	\$ 32,028.44	\$ 32,643.63
<i>Sub-Total Contingency</i>		\$ 25,190.94	\$ 30,834.01	\$ 31,425.31	\$ 32,028.44	\$ 32,643.63
Total Expenditures		\$ 730,762.95	\$ 853,449.59	\$ 860,359.32	\$ 877,161.00	\$ 889,224.80
Excess of Revenues over Expenditures		\$ 108,935.17	\$ 174,350.74	\$ 187,151.02	\$ 190,453.65	\$ 198,896.04

Staffing Plan

Somerset Arts Conservatory (5396)

Fringe Benefit Rate	23.00%
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

Average Pay	\$ 39,997.66	108,935	174,351	187,151	190,454	198,896
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		Yr1	Yr2	Yr3	Yr4	Yr5
Instruction Staff						
Teachers (ESE or ESOL certified teacher)	41,723	5	6	6	6	6
Substitute Teachers	1,100	5	6	6	6	6
Other Teachers (ESE, ESOL, see Budget Narrative)	41,874	-	-	-	-	-
Paraprofessionals	18,409	1	1	1	1	1
Supplements	-	-	-	-	-	-
	103,106	6	7	7	7	7
Pupil Personnel Services						
Student Services (ESE, Counselor, etc.)	41,874	0.20	0.20	0.20	0.20	0.20
	41,874	0.20	0.20	0.20	0.20	0.20
School Administration						
Principal	132,000	0.10	0.10	0.10	0.10	0.10
Lead Teacher	50,000	-	-	-	-	-
Administrative Assistant	29,430	0.20	0.20	0.20	0.20	0.20
Registrar	34,950	-	-	-	-	-
Other Clerical	19,000	-	-	-	-	-
	265,380	0.30	0	0	0	0
Fiscal Services						
Business Manager / IT Specialist	51,000	-	-	-	-	-
	51,000	-	-	-	-	-
Food Services						
Food Service Workers	17,764	-	-	-	-	-
	17,764	-	-	-	-	-
	-	-	-	-	-	-
Operation of Plant						
Custodian	19,627	-	-	-	-	-
Security	50,000	-	-	-	-	-
	69,627	-	-	-	-	-
TOTAL EMPLOYEES		7	8	8	8	8
Average performance pay increase	2.0%					
Instruction Staff						
Homeroom Teachers		208,615	255,345	260,452	265,661	270,974
Substitute Teachers		5,500	6,732	6,867	7,004	7,144
Other Teachers (ESE, ESOL, Reading/Math Coaches)		-	-	-	-	-
Paraprofessionals		18,409	18,777	19,153	19,536	19,926
Supplements		-	-	-	-	-
		232,524	280,854	286,471	292,200	298,044
Benefits:		53,481	64,596	65,888	67,206	68,550
Pupil Personnel Services						
Student Services (ESE, Counselor, etc.)		8,375	8,542	8,713	8,887	9,065
		8,375	8,542	8,713	8,887	9,065
Benefits:		1,926	1,965	2,004	2,044	2,085
School Administration						
Principal		13,200	13,464	13,733	14,008	14,288
Assistant Principal		-	-	-	-	-
Administrative Assistant		5,886	6,004	6,124	6,246	6,371
Registrar		-	-	-	-	-
Other		-	-	-	-	-
		19,086	19,468	19,857	20,254	20,659
Benefits:		4,390	4,478	4,567	4,658	4,752
Fiscal Services						
Business Manager		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Food Services						
Food Service Workers		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Operation of Plant						
Custodian		-	-	-	-	-
Security		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Total Payroll & Benefits		319,781	379,903	387,501	395,251	403,156

School Design

Somerset Arts Conservatory (5396)

District: Broward

ESE Percent	5.00%					
ESOL Percent	10.00%					
Free & Reduced Lunch Percent	38.00%					
Occupancy		100%	100%	100%	100%	100%

Homeroom Classrooms 125 150 150 150 150

	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	2	2	1	1	2
10th Grade	1	2	2	1	1
11th Grade	1	1	2	2	1
12th Grade	1	1	1	2	2
	5	6	6	6	6

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
	0	125	150	150	150

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	50	50	25	25	50
10th Grade	25	50	50	25	25
11th Grade	25	25	50	50	25
12th Grade	25	25	25	50	50
	125	150	150	150	150

ESE Guaranteed Allocation:	Grade Level	Matrix Level	FTE
Additional Funding from the	K-3	251	0
ESE Guaranteed Allocation.	K-3	252	
Enter the FTE from 111,112,	K-3	253	
& 113 by grade and matrix	4-8	251	0
level. Students who do not	4-8	252	
have a matrix level should be	4-8	253	
considered 251. The total	9-12	251	6
should equal all FTE from	9-12	252	
programs 111, 112 & 113 above.	9-12	253	
	Total ESE		6.00

Revenue Estimate Worksheet for Somerset Arts Conservatory (5396)

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		107.00	1.005	107.5350	\$	458,096
113 Basic 9-12 with ESE Services		6.00	1.005	6.0300	\$	25,688
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)		12.50	1.180	14.7500	\$	62,835
300 Career Education (Grades 9-12)			1.005	0.0000	\$	-
Totals		125.50		128.3150	\$	546,619

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		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	128.3150	Total Base Funding	\$ 546,619

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	\$ -
	6.00	9-12	251	\$ 845	\$ 5,070
		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	6.00			Total ESE Guarantee	\$ 5,070

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: 125.50 ÷ District's Total UFTE: 267,112.97
 = 0.0470%

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: 128.32 ÷ District's Total WFTE: 289,621.53
 = 0.0443%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>53,972,820</u>	x	0.0470%	\$	<u>25,367</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.0470%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>4,317,610</u>	x	0.0470%	\$	<u>2,029</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>5,896,615</u>	x	0.0470%	\$	<u>2,771</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>20,437,009</u>	x	0.0470%	\$	<u>9,605</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	0.0443%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.0443%	\$	<u>-</u>
11. Discretionary Local Effort (WFTE share)	(c)	<u>116,732,452</u>	x	0.0443%	\$	<u>51,712</u>
12. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.0443%	\$	<u>-</u>
13. Discretionary Lottery (WFTE share)	(c)	<u>980,408</u>	x	0.0443%	\$	<u>434</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	128.3150		1.0254		897.95	=	<u>118,147</u>
Total *	128.3150				Total Class Size Reduction Funds		\$ 118,147

(*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	\$ -
Total				\$ -

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)	
Total		\$ 761,754

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:		\$ 6,070

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 5396 _ SOMERSET CONSERVATORY AREA: __ Curr/Next: C 11/24/15

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
09	19	6	0	1	0	1	6	21	27	17
10	18	7	0	1	0	1	7	20	27	12
11	34	6	0	1	0	2	6	37	43	30
12	18	6	0	0	0	2	4	22	26	11
TOTAL	89	25	0	3	0	6	23	100	123	70

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

PANEL: _____ YEAR: 16

L03. ENROLLMENT COUNTS

SCHL/TYP 3971 _ WEST BROWARD HIGH AREA: __ Curr/Next: C 12/03/15

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
PK	14	0	0	0	2	1	9	8	17	8
09	516	107	2	13	39	49	373	353	726	347
10	516	86	0	13	31	33	332	347	679	344
11	488	72	1	15	36	35	317	330	647	284
12	470	83	2	26	23	23	334	293	627	310
TOTAL	2004	348	5	67	131	141	1365	1331	2696	1293

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

PANEL: _____ YEAR: 16

L03. ENROLLMENT COUNTS

SCHL/TYP 5121 _ PEMBROKE PINES CHARTER HIGH AREA: __ Curr/Next: C 12/03/15

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
06	82	11	0	0	7	3	50	53	103	47
07	68	19	0	1	9	5	54	48	102	49
08	67	19	0	2	11	1	45	55	100	50
09	322	103	0	3	29	21	221	257	478	217
10	278	106	1	0	24	8	199	218	417	178
11	276	105	0	1	22	14	203	215	418	175
12	266	99	1	8	16	15	188	217	405	199
TOTAL	1359	462	2	15	118	67	960	1063	2023	915

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

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

Somerset

Arts



Conservatory



Application Package 2015 - 2016

Somerset Academy Charter School
20807 Johnson Street
Pembroke Pines, Florida 33029
954-442-0233

Somerset Arts Conservatory (9th- 12th Grade)

Student Application Form for 2015/2016

Name of Student (PRINT) _____
 Present Grade _____ Student I.D. Number _____ Date of Birth _____
 Home Address _____ Apt. Number _____
 City _____ Zip Code _____ Home Phone No. _____
 Parent/Guardian's Name _____
 Parent's Work No. _____ Present School _____
 Email Address _____

Preferred Audition Date - March 20th, 2015 (9:00- 2:00) or May 2nd, 2015 (9:00-2:00pm)

Note: If you currently attend a private school or an out-of-county school, please attach a sealed official transcript and REPORT CARDS for the previous and present year. You must also apply for the High School in the case you may not make it to the conservatory.

YOUR APPLICATION WILL NOT BE PROCESSED UNLESS ALL NECESSARY DOCUMENTATION IS ATTACHED.

DIRECTIONS: Place a checkmark next to the ONE Conservatory program in which you are interested.

___ **Theatre (Mrs. Williams)**

Acting I
 Acting II
 Acting III
 Acting IV (Honors)
 Improvisation (Optional)
 Theatrical Directing (Optional)

___ **Dance (Mrs. Swogger)**

Dance Repertoire I
 Dance Repertoire II
 Dance Repertoire III (Honors)
 Dance Repertoire IV (Honors)
 Dance Choreography I/II (optional)

___ **Music (Mrs. Ortega/Mr. Saenz)**

___ **Instrumental Track**

Band II
 Band III
 Band IV
 Band V (Honors)
 Instrumental Ensemble (Optional)
 Jazz Ensemble (Optional)
 AP Music Theory (Optional)

___ **Vocal Track**

Chorus I
 Chorus II
 Chorus III
 AP Music Theory (optional)

___ **Visual Arts (Mrs. Beckenhauer-Pino/Mrs. Mayorga)**

Drawing I
 Drawing II
 Portfolio (Honors)
 AP Art 2-D Portfolio
 Creative Photography (Optional)
 Graphic Design I/II (Optional)

Auditions will be held on Friday, March 20th, (9:00-2:00pm) for ALL Students and on Saturday, May 2nd, 2015 (9:00-2:00pm) for late auditions, in Room 316 and 313. Alternative audition dates are available only upon request to the respective teacher for emergencies only.

Criteria for acceptance into the Arts Conservatory is a 2.5 GPA (Grade Point Average), good attendance, effort, conduct, and a strong commitment to enter the career choice. Additional audition (performing arts), portfolio submission (Visual arts), and an interview (all areas) is necessary as part of the application process.

I understand that this application does not guarantee admission and that I will be advised of the acceptance status via mail one week after the audition date.

Applicant's Signature

Parent's Signature

Date

APPLICATION DEADLINE: March 13th, 2015 to Mrs. Ortega in her mailbox or via email at tortega@somerstacademy.com

Audition Date Information (March 20th and May 2nd , 2015)

1. All students should arrive to Somerset Academy by 8:30 am. There will be a check-in table outside of building F where we will check in all the students. Students will then be assigned a warm- up room (music), stretch room (dance), or a set up room (art and drama). Dance students will also receive their number at check in.
2. At 9:00am, parents will be asked to wait in their designated waiting room for their child to audition. Parents will not be allowed at any point beyond check-in. We thank you in advance for your cooperation in this matter.
3. At 9:00am students, in ART, DRAMA, and DANCE will report to the designated rooms for their workshop. MUSIC students will begin auditions at 9:00 am
4. At 10:00am, auditions and interviews will be conducted with the appropriate teacher. Audition times will be selected when students turn in the application on March 13th, 2015. Mrs. Ortega will be **emailing** each applicant to confirm their audition time.
5. Students will be allowed to leave the audition area once the student has completed the audition
6. Results will be mailed out to all students one week after the audition date. Results will not be released via email or phone under any condition. Thank you for your cooperation.

Audition Requirements

Based upon the area selected, students will be asked to either audition or submit a portfolio to be evaluated. The following are the requirements for the specific areas in the Conservatory. Students with questions should contact respective strand teacher.

Theatre

1. Students will be attending a workshop on the day of auditions. The workshop will be one hour long from 9-10am and will consist of Theatre Warm Ups in whole groups and Improvised Scenes in pairs.
2. Two contrasting memorized monologues from a published theatre work at least one minute long each. Printed copies of the two monologues that will be turned in during the audition for the judge.
3. A confidential interview in which the applicant is expected to be relaxed, honest, and able to demonstrate a reasonable command of language. The applicant is advised to be articulate about career goals in theatre. Any design portfolios or resumes are welcomed but not required for this portion of the audition such as a sketchbook of theatre designs (i.e. makeup, mask, costume or set designs).
4. Attire: Audition Appropriate Clothing: no costumes, no heavy makeup, preferably all black and with jazz, ballet or character shoes. Hair tied back and away from face, no distracting jewelry that makes noise.

Dance

1. Students will be attending a workshop on the day of auditions. The workshop will be one hour long from 9-10am and will consist of half an hour of ballet and half an hour of technique.
2. In addition, each applicant will be asked to perform a short solo dance, not to exceed two minutes, in either ballet, contemporary, modern, or jazz dance style (hip hop or tap routine is not permitted). The solo may be from the classic or contemporary repertoire or be an original work composed by the student or a teacher. Each candidate is required to bring a compact disc or iPod.
3. An in-depth, confidential interview in which the applicant is expected to be relaxed, honest, and able to demonstrate a reasonable command of language. The applicant is advised to be articulate about career goals in the field of dance.
4. Attire: Applicants are requested to wear appropriate dance attire for the audition. Please **DO NOT** wear leg warmers, sweaters, or jewelry. **MEN** wear black tights or jazz pants, a white t-shirt and black jazz shoes. **WOMEN** wear a black leotard, black or pink tights (that can be rolled up for modern dance), and jazz shoes (any color), turning pointes and/or ballet shoes are acceptable.

Music

Instrumental Music

1. Six major scales and chromatic scale - two octaves.
2. One classical piece that demonstrates lyrical playing and technical proficiency. The piece must be from the FBA solo list.
3. An in-depth, confidential interview in which the applicant is expected to be relaxed, honest, and able to demonstrate a reasonable command of language. The applicant is advised to be articulate about career goals in the field of music.
4. Attire: Professional Attire, no school uniform

Vocal Music

1. One Classical piece that demonstrates lyrical singing and technical proficiency. Student must choose from the list below and must be performed with the back-up track provided online.

SOPRANO

1. "O Mio Babbino Caro" - Anna Netrebko
2. "Time to Say Goodbye" - Sarah Brightman
3. "Phantom of the Opera" - Sarah Brightman
4. "Nella Fantasia" - Katherine Jenkins
5. "Spente Le Stelle" - Emma Shaplin (in French)

ALTO

1. "All Love Can Be" - Charlotte Church (from "A Beautiful Mind")
2. "Papa Can You Hear Me" - Barbra Streisand (from "Yentl")
3. "Memory" - (from "Cats" the musical)
4. "Scarborough Fair" - Hayley Westenra
5. "May It Be" - Enya
6. "Somewhere Over the Rainbow" - Judy Garland (from "The Wizard of Oz")

TENOR (or any of the Soprano pieces an octave below)

1. "Remember" - Josh Groban (from "Troy")
2. "Believe" - Josh Groban (from "The Polar Express")
2. "You Raise Me Up" - Josh Groban
3. "Canto Della Terra" - Andrea Bocelli
4. "Nessun Dorma" - Pavarotti
5. "Out There" (from "The Hunchback of Notre Dame")

BASS (same as Alto, but an octave below)

1. "All Love Can Be" - Charlotte Church (from "A Beautiful Mind")
2. "Papa Can You Hear Me" - Barbra Streisand (from "Yentl")
3. "Memory" - (from "Cats" the musical)
4. "Scarborough Fair" - Hayley Westenra
5. "May It Be" - Enya
7. "Somewhere Over the Rainbow" - Judy Garland (from "The Wizard of Oz")

2. An in-depth, confidential interview in which the applicant is expected to be relaxed, honest, and able to demonstrate a reasonable command of language. The applicant is advised to be articulate about career goals in the field of music.
3. Attire: Professional Attire, no school uniform

Visual Arts

Portfolio Submission:

All work must be submitted in a portfolio. Full name, school, and grade should be printed on the cover of the portfolio.

1. Students will be attending a workshop on the day of auditions. The workshop will be one hour long from 9-10am and will consist of a 2-D performance test. Applicants will be expected to demonstrate imagination, creativity, and drawing skills through the use of a still life. Drawing materials will be provided.

2. **Submission of Two-Dimensional Artwork:** Applicants must submit no fewer than five examples of their best artwork using different art media. Including but not limited to a portrait, a landscape, a still-life, a figure drawing, and an abstraction. All work must be flat: no rolled or framed drawings, etc.

3. **Submission of Three-Dimensional Artwork:** Applicants may submit up to 5 digital prints or slides of three-dimensional artwork (no more than two views per piece). Full name and media must be printed on each slide or photo.

4. **Submission of Sketchbook:** Applicants should submit a sketchbook reflecting the range of their artistic explorations, such as ideas, thoughts and notes.

5. An in-depth, confidential interview in which the applicant is expected to be relaxed, honest, and able to demonstrate reasonable command of language. The applicant is advised to be articulate about career goals in the field of visual art.

6. Attire: Professional Attire, no school uniform

General Information

Hours of Operation

Regular school hours are 7:30 A.M. to 2:30 P.M. In addition, students must be in attendance for performances, competitions and/or practices required per contract.

Criteria for Enrollment

Criteria for acceptance include a 2.5 GPA (Grade Point Average), good attendance, conduct and effort as well as a strong commitment and required audition material or portfolio submission.

Exceptional Student Education (ESE) Program

The Exceptional Student Education and Somerset Arts Conservatory provide students the opportunity to pursue highly developed performance and technical skills needed in the career path of both the visual and performance arts, while participating in a balanced academic curriculum. Accommodations are provided in the mainstream classes to enable ESE students every opportunity to succeed while acquiring a marketable skill.

ESE and ESOL students are encouraged to apply.

Dress for Success

Somerset Academy Charter has an enhanced uniform dress code that reflects the appropriateness of the student's attire. Somerset Arts Conservatory students wear their own logo polo shirt on a daily basis that can be purchased at All Uniform Wear. Some courses will require specific uniforms which will be requested that the individual student acquire. This information will be provided upon acceptance into Somerset's Arts Conservatory.

Application Deadline for Enrollment

Eligible students must submit an application by Friday, March 13th, 2015 to be considered for acceptance to the 2015-2016 school year. Additional admission requirements and interviews are required as part of the application process.

Student-Parent Contact/Offer of Acceptance

Students and parents must sign a contract agreeing to follow the rules and policies of the school and Somerset Arts Conservatory. Failure to respond to an offer of acceptance by parent/legal guardian within a specific time-frame will render the application outcome as a refusal.

Closed Campus

This is a closed campus. Students who qualify are provided with a free or reduced lunch. Varied selections of food choices are available during breakfast and lunch periods.

Students Activities

Students are required to become members of the organizations related to their specific course track. Additional costs for memberships may be involved. Students wishing to participate in regular high school athletics or club activities may do so in the event that scheduling does not interfere with required rehearsals, performances, or any other event that may be required for a performance of a visual art course.

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. _____ Student SSN _____

(Florida Student ID) _____ (Students' Social Security Numbers are not required for enrollment or graduation. F.S. 1008.386 requires SBDC to use the S.S.N. for its management information system.)

Sex Male Female Current Grade Level _____

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

Race

White Native American/
Native Alaskan

Black Native Hawaiian/
Pacific Islander

Asian

Birth Date _____ Birthplace City _____

State or Country _____

Student lives with: Both Parents Father Mother Other (specify relationship to student) _____

Parents' Marital Status (optional): Married Divorced Separated 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 _____
 Parent Signature _____ Date: _____

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. ej., 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 adelante 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 Seguro Social del Estudiante _____

(No. de Identificación de la Florida)

(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.)

Sexo Masculino Femenino Grado actual _____

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

Raza

Blanco Nativo Americano/
 Negro Nativo de Alaska
 Asiático Nativo de Hawaii/
 Isoleño 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? Si No
 Si contestó que sí, indique el nombre de la escuela. _____

Escuela Privada de la Florida? Si No
 Si contestó que sí, indique el nombre de la escuela. _____

Escuela Pública de la Florida? Si No
 Si contestó que sí, indique el nombre de la escuela. _____

Escuela de los EEUU fuera de la Florida? Si No
 Si contestó que sí, indique el nombre de la escuela. _____

País Pública Privada

Escuela fuera de los EEUU? Si No
 Si contestó que sí, indique el nombre de la escuela. _____

País Pública Privada

¿Ha estado el estudiante anteriormente:

retenido (repetido el mismo grado)? Si No

en el Programa de Educación en el Hogar? Si No

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

en un Programa Magnet? Si No

expulsado de la escuela? Si No

en el Plan 504? Si No

en el Programa ESOL? Si No

acusado de un delito grave? Si No

viviendo fuera de los EEUU? Si 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 están 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:

<input type="checkbox"/> Fuerza Aérea	<input type="checkbox"/> Fuerzas Armadas	<input type="checkbox"/> Guardacostas	<input type="checkbox"/> Guardia Nacional	<input type="checkbox"/> Armada Marina	<input type="checkbox"/> 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 el 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 Exención No- Tradicional

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 Use 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 _____

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, a menos que haja comprovante de circunstâncias atenuantes indicando o contrário. Se houver mudanças nas informações abaixo, é 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)

(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)

Sexo Masc. Nível de Série Atual _____
Fem. _____

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. _____

_____ Pública Particular

Escola Fora dos EUA? Sim Não

Caso sim, indique o nome da escola. _____

_____ 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 DESTA 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 _____

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 _____

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)**

<input type="checkbox"/> Nan yonabri (chèltè-shelter?)	<input type="checkbox"/> Avèk plizyè lòt fanmi nan yon kay oswa apatman?
<input type="checkbox"/> Nan yon motèl, otèl oswa sou teren kanping(campsite)?	<input type="checkbox"/> Nan yon machin oswa deyò, nan lari?
<input type="checkbox"/> Avèk zanmi oswa manm fanmi-mwen?	<input type="checkbox"/> 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 gouvèman 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 fòmllè-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 envestigasyon, 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 papye Prèy 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 pouwit lajistis.

Ekri an lèt detache non Manman oswa Papa _____
 Siyati paran _____ Dat _____

Non-traditional Course Disclaimer

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

Siyati Paran _____ Dat _____

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) _____
 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, e septe si gen dokimantasyon sikonstans e sepsyonèl ki endike otreman. Se responsablite manman oswa papa, gadyen legal pou notifiye 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.I. _____ SSN Sosyal sekirite elèv-la _____
(Nimewo idantifikasyon) elèv-la nan Florid Gason _____ FI _____
(Nimewo kat sosyal elèv-la pa obligatwa oswa pou diplome. Lwa F.S. 1008.386 ekzije SBBC itilize S.S.N. pou jesyon sistèm enfòmasyon-li.)

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

Ras

Blan Amerendyen / Natif natal Alaska
 Nwa Awayen natif natal/
 Azyatik Moun ki sot nan zile Pasifik

Dat nesans _____ **Nan ki vil elèv-la fèt** _____

Leta oswa Peyi _____

Elèv-la abite avèk:

Toude paran-yo Papa Manman Lòt moun (spesifye sa li ye pou elèv-la)

Eta sivil paran (si ou vle reponn)

Marye Divòse Separe Vèf, vèv 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 youn:

Lekòl piblik Broward? Wi Non
Si ou reponn wi, ekri non lekòl-la.

Lekòl prive Leta Florid? Wi Non
Si ou reponn wi, ekri non lekòl-la.

Lekòl piblik Leta Florid? Wi Non
Si ou reponn wi, ekri non lekòl-la.

Lekòl andeyò Leta Florid men nan USA? Wi Non
Si ou reponn wi, ekri non lekòl-la.

Konte (County) _____ Piblik Prive

Lekòl andeyò peyi Etazini - US? Wi Non
Si ou reponn wi, ekri non 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 fèk antre lekòl pou lapremyè fwa nan youn lekòl nan Etazini:

TANPRI RANPLI TOUDE BÒ FÒM-SA-A!

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

PANEL: _____ YEAR: 16

C26. EVENT SUMMARY

SCHL: 5396 SOMERSET CONSERVATORY

EVENT

SY	EVENT	FROM	TO	TIME	DS	SCHL	LOCATN	REPORTED	BY	C	L	CASE	NBR
12	12	02212012		1000	06	5396	CL	138	H				

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 9=NXT PAGE 12=ESCAPE
 No additional pages...Next?

TERML: QPADEV

YEAR: 16

C26. EVENT SUMMARY

PANEL: _____

SCHL: 5396 SOMERSET CONSERVATORY

SY	EVENT	FROM	TO	TIME	DS	SCHL	LOCATN	REPORTED BY	C	L	CASE NBR
13	1300000000	10102012		0900	06	5396	CL	186			
13	1300150002	10082012		0730	06	5396	CL	138			
13	1300160011	10092012		0730	06	5396	CL	138			
13	1300199902	10222012		0730	06	5396	CL	125			
13	1300200000	11142012		0730	06	5396	CL	010			
13	13027390	11142012		0730	06	5396	CL	159			
13	13027400	11142012		0730	06	5396	CL	210			
13	13007198	11152012		0730	06	5396	CL	125			
13	1300000005	11162012		0730	06	5396	CL	196			
13	1300000011	11282012		0730	06	5396	CL	125			
13	1300000002	11282012		0730	06	5396	CL	010			
13	1300000000	11292012		0730	06	5396	CL	159			
13	1300000000	12102012		0730	06	5396	CL	010			
13	1300000071	12112012		0730	06	5396	CL	186			

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 9=NXT PAGE 12=ESCAPE

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TERML: QPADEV

PANEL: _____ YEAR: 16

C26. EVENT RECORD (ACTION)

SCHL: 5396 SOMERSET CONSERVATORY

EVENT: SY NUMBER	SCHL	DATE	TIME	EDS	ESCHL	CON	WHERE	LOCATION	OFND	LAW
13 13	5396	10082012	0730	06	5396	1	1	CL	S	N

REPORTED BY: 138 HENNINGER [REDACTED] CASE NUMBER:

C AC	D CD	STUDENT	ACTION DATE	TAKEN BY	DISC SCHL	AMT	BEGIN DATE	MS			
-	SS	06	WI	TI	NA	10082012	138	H	5396	10272012	
-	20	06	W	TI	NA	10082012	138	H	5396		
-	47	06	W	TI	NA	10082012	138	H	5396		
-											
-											
-											
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PF1=HELP 3=EXIT 4=PROMPT 5=REFRESH 6=COMMENT 7=BKWD 8=FWD 9=NXT PAGE 12=ESCAPE
 * RESTRICTED USE FOR THIS ACTION CODE TERM: QPADEV

PANEL: _____ YEAR: 16

C26. EVENT RECORD (INCIDENT)

SCHL: 5396 SOMERSET CONSERVATORY

EVENT: SY NUMBER	SCHL	DATE	TIME	EDS	ESCHL	CON	WHERE	LOCATION	OFND	LAW
13 130	5396	10222012	0730	06	5396	1	1	CL	S	N

REPORTED BY: 125 ~~GOVERNMENT~~ CASE NUMBER: _____

A	C	D	ZU	OUT	OF	ASGN	AR	061	0	I	LI	Z	Z	Z	ZZZ	INC	BGA	DD	HI	WWD	VTM							
																D	R	S	O	F	TYP	RRR	RD	RR	RDS	HOM	GR	
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

PF1=HELP 3=EXIT 5=REFRESH 6=COMMENT 7=BKWD 8=FWD 9=NXT PAGE 10=DEL 12=ESCAPE
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PANEL: _____ YEAR: 16

C26. EVENT RECORD (ACTION)

SCHL: 5396 SOMERSET CONSERVATORY

EVENT: SY NUMBER SCHL DATE TIME EDS ESCHL CON WHERE LOCATION OFND LAW
 13 130: 5396 10222012 0730 06 5396 1 1 CL S N

REPORTED BY: 125 ~~GOEDER~~ ~~EMIN~~ CASE NUMBER:

C AC	D CD	STUDENT	ACTION DATE	TAKEN BY	DISC SCHL	AMT	BEGIN DATE	MS
-	SS 06	I LI	10242012	138 H	5396		11032012	
-	20 06	LI	10242012	138 HI	5396			
-	47 06	LU	10242012	138 I	5396			
-								
-								
-								
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 * RESTRICTED USE FOR THIS ACTION CODE TERML: QPADEV

PANEL: _____ YEAR: 16

C26. EVENT RECORD (ACTION)

SCHL: 5396 SOMERSET CONSERVATORY

EVENT: SY NUMBER SCHL DATE TIME EDS ESCHL CON WHERE LOCATION OFND LAW
 14 14 5396 06052014 1005 06 5396 1 1 HL S 3

REPORTED BY: 011 C; ; CI ; CASE NUMBER:

C AC	D CD	STUDENT	ACTION DATE	TAKEN BY	DISC SCHL	AMT	BEGIN DATE	MS
AC 06(A;	R	06052014	011 CAI	5396			
BA 06	A	R	06052014	011 CZ	5396			
20 06	A.	RZ	06052014	011 C.	5396			

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PANEL: _____ YEAR: 16

C26. EVENT SUMMARY

SCHL: 5396 SOMERSET CONSERVATORY

EVENT

SY	EVENT	FROM	TO	TIME	DS	SCHL	LOCATN	REPORTED	BY	C	L	CASE	NBR
14	14	06052014		1005	06	5396	HL	011	C				*

14 14 06052014 06052014 1005 06 5396 HL 011 C * * * * *

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 9=NXT PAGE 12=ESCAPE

No additional pages...Next?

TERML: QPADEV

YEAR: 16

C26. EVENT SUMMARY

PANEL: _____

SCHL: 5396 SOMERSET CONSERVATORY

SY	EVENT	FROM	TO	TIME	DS	SCHL	LOCATN	REPORTED BY	C	L	CASE NBR
15	15 [REDACTED]	02172015		1049	06	5396	ST	229 S [REDACTED]			
15	15 [REDACTED]	02192015		1305	06	5396	CL	253 B [REDACTED]			
15	15 [REDACTED]	05012015		1422	06	5396	CL	345 R [REDACTED]			
15	15 [REDACTED]	05272015		0730	06	5396	SW	229 S [REDACTED]			

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 9=NXT PAGE 12=ESCAPE

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TERML: QPADEV

PANEL: _____ YEAR: 16

C26. EVENT SUMMARY

SCHL: 5396 SOMERSET CONSERVATORY

SY	EVENT	FROM	TO	TIME	DS	SCHL	LOCATN	REPORTED BY	C	L	CASE	NBR
15	150556104	02172015		1049	06	5396	ST	229 S XXXXXXXXXX				
15	150550502	02192015		1305	06	5396	CL	253 B XXXXXXXXXX				
15	150551599	05012015		1422	06	5396	CL	345 R XXXXXXXXXX				
15	150551684	05272015		0730	06	5396	SW	229 S XXXXXXXXXX				

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PANEL: _____ YEAR: 16

C26. EVENT RECORD (INCIDENT)

SCHL: 5396 SOMERSET CONSERVATORY

EVENT: SY NUMBER SCHL DATE TIME EDS ESCHL CON WHERE LOCATION OFND LAW

15 15055552 5396 02192015 1305 06 5396 1 1 CL S N

REPORTED BY: 253 BANNING, NERVA CASE NUMBER: _____

A	C	D	INCIDENT CODE	STUDENT	BASIS	D	R	S	O	F	TYP	RRR	RD	RR	RDS	HOM	VTM	GR
-	Z3	INAPP	TECH USE	060299 [REDACTED] PE [REDACTED]	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	12
-	Z3	INAPP	TECH USE	060 [REDACTED] W [REDACTED]	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	11
-	Z3	INAPP	TECH USE	060 [REDACTED] H [REDACTED] S [REDACTED]	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	11
-	Z3	INAPP	TECH USE	060 [REDACTED] C [REDACTED]	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	12
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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PANEL: _____ YEAR: 16

C26. EVENT SUMMARY

SCHL: 5396 SOMERSET CONSERVATORY

				EVENT								
SY	EVENT	FROM	TO	TIME	DS SCHL	LOCATN	REPORTED	BY	C	L	CASE	NBR
16	1	09182015		0730	06	5396	CL	320	R			
16	1	10062015		0730	06	5396	CL	387	I			
16	1	11022015		0900	06	5396	SW	118	S			

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PANEL: _____ YEAR: 16

C26. EVENT RECORD (ACTION)

SCHL: 5396 SOMERSET CONSERVATORY

EVENT: SY NUMBER	SCHL	DATE	TIME	EDS	ESCHL	CON	WHERE	LOCATION	OFND	LAW
15 150	5396	02192015	1305	06	5396	1	1	CL	S	N

REPORTED BY: 253 BANDERAS MARIA CASE NUMBER:

C AC	D CD	STUDENT	ACTION	TAKEN	DISC	BEGIN
			DATE	BY	SCHL	DATE
					AMT	MS
-	-	[REDACTED]	02192015	229	5396	02232015
-	-	WIFE	02192015	229	5396	
-	-	[REDACTED]	02192015	229	5396	
-	-	WIFE	02192015	229	5396	
-	-	[REDACTED]	02192015	229	5396	
-	-	HM	02192015	229	5396	02232015
-	-	[REDACTED]	02192015	229	5396	
-	-	HM	02192015	229	5396	
-	-	[REDACTED]	02192015	229	5396	
-	-	HM	02192015	229	5396	

PF1=HELP 3=EXIT 4=PROMPT 5=REFRESH 6=COMMENT 7=BKWD 8=FWD 9=NXT PAGE 12=ESCAPE
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STUDENT REFERRAL FORM



Student Name: _____ **Referred By:** _____

Elementary Middle High Arts **Date:** _____

Student Number: _____ **Grade:** _____ **Time/Period:** _____

Referred to: Administration Guidance Student Disciplinary Specialist

Reason for Referral: *Please refer to the Somerset Discipline Plan for actions that lead to referrals

Attendance Rule Violation Disruptive Acts Against Persons Property

Other _____

Describe Incident/Reason for Referral: _____

Previous Teacher Action:

Student Conference Detentions Guidance Referral

Parent/Guardian Parent/Guardian Conference Administrative Referral

Other _____

Administrative Use Only:	Enter Incident Code:	[] []		[] []		[] []		Terms Entry	
		[] []		[] []		[] []		IMT Initials	Date

Type of Action:

	Date	Time	No. of Days	Time (min)	
<input type="checkbox"/> Student Conference	_____	_____	_____	_____	<input type="checkbox"/> Referred to Guidance
<input type="checkbox"/> Parent Contacted	_____	_____	_____	_____	<input type="checkbox"/> Referred to SRO
<input type="checkbox"/> Parent Conference	_____	_____	_____	_____	<input type="checkbox"/> Referred to Administration
<input type="checkbox"/> Parent/Teacher Conference	_____	_____	_____	_____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Detention	_____	_____	_____	_____	
<input type="checkbox"/> Saturday School	_____	_____	_____	_____	
<input type="checkbox"/> Internal Suspension	_____	_____	_____	_____	
<input type="checkbox"/> External Suspension	_____	_____	_____	_____	

Consequence of Recurring Behavior: _____

Student Signature: _____ **Date:** _____

Administrator/Counselor: _____ **Date:** _____

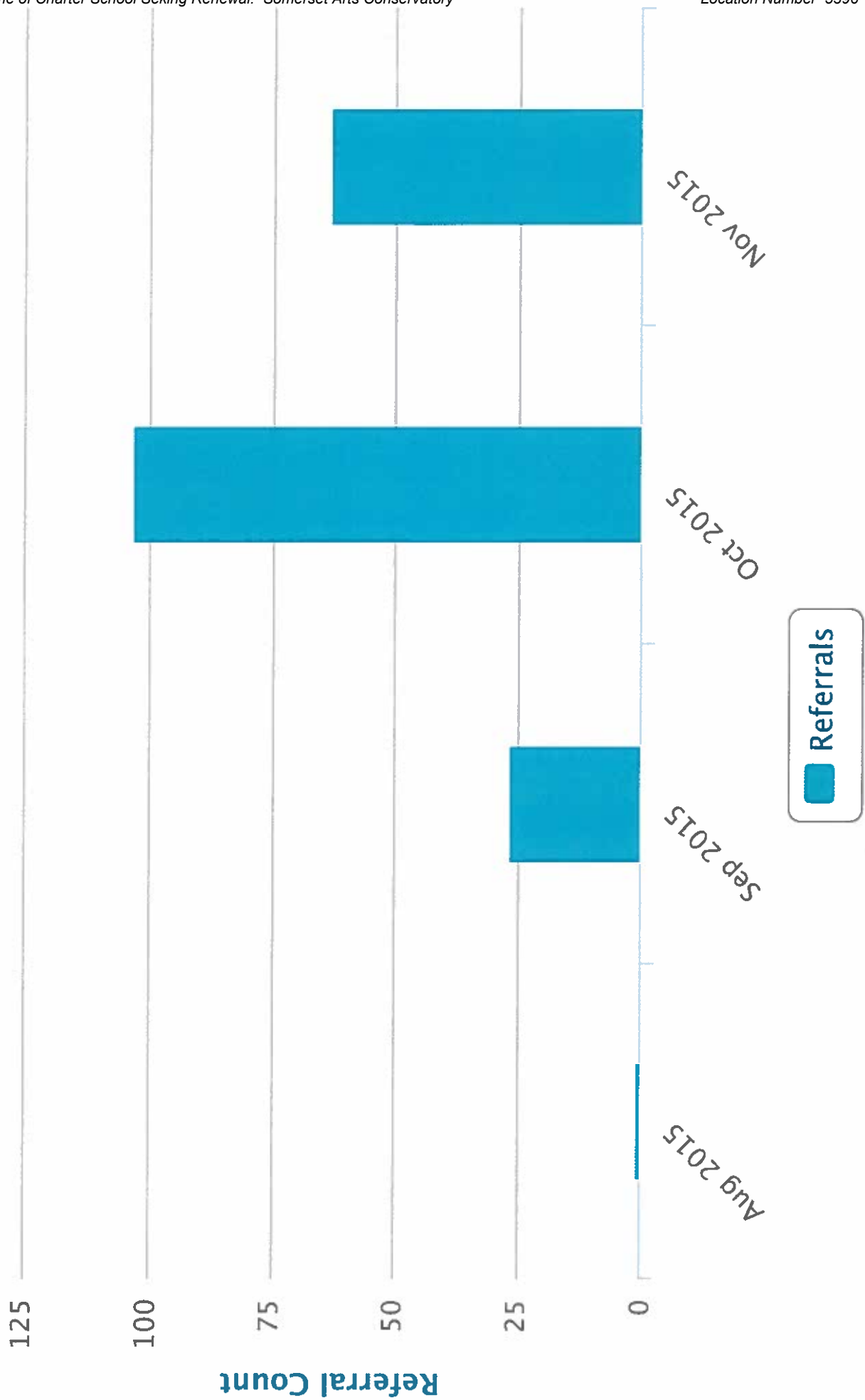
Parent/Guardian Signature Requested: Yes No _____ **Date:** _____

White: Administrative File Yellow: Originator of Referral Pink: Parent

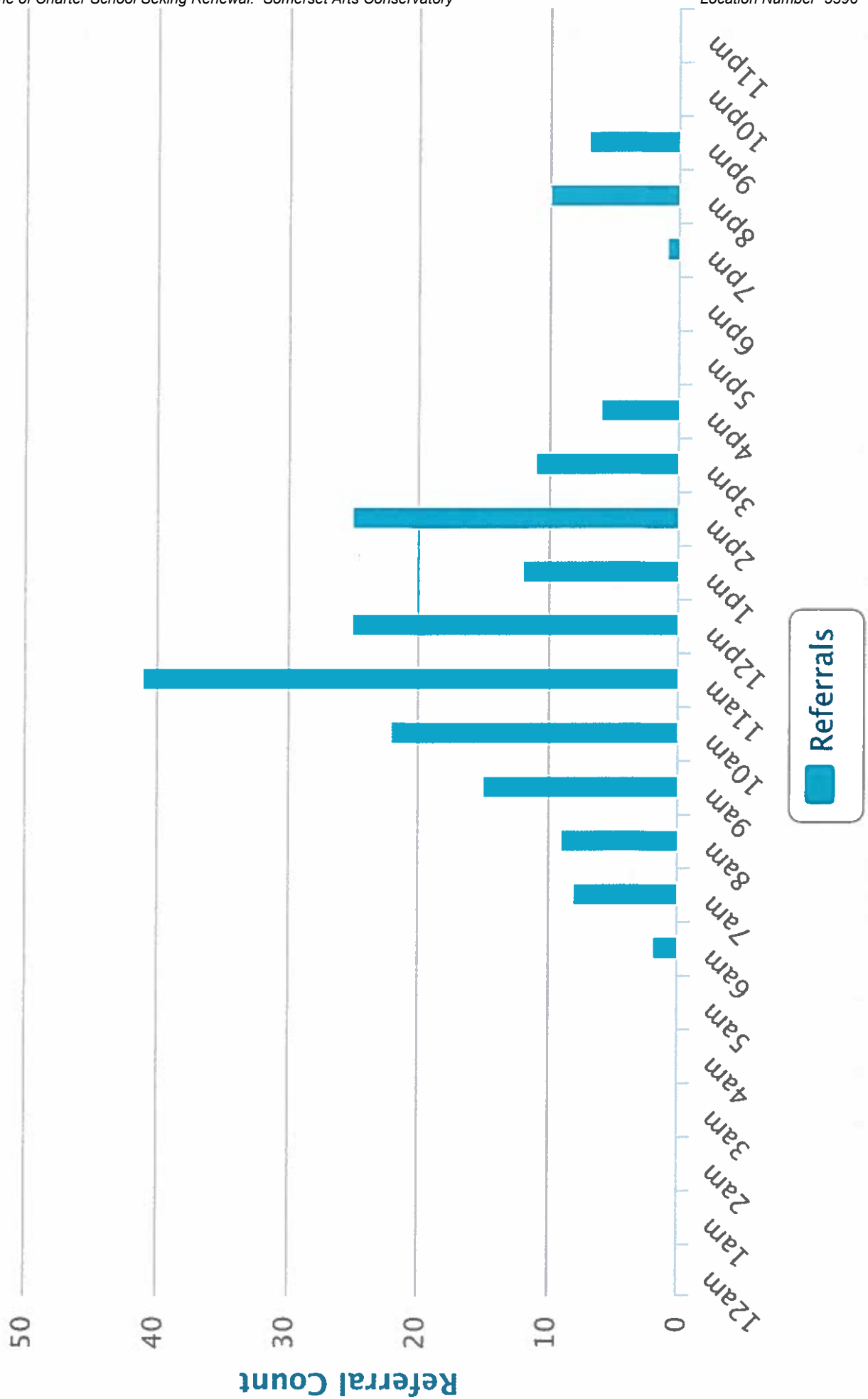
HERO

Somerset Academy Arts Conservatory is using HERO in order to assist with both positive and negative reinforcements. Hero is a SaaS (software as a service) platform that uses an in-browser web app and a mobile app to allow K-12 schools to capture a record of anything that happens on their campus, and take actions like assigning discipline, granting PBIS points, creating referrals, and printing passes—automatically. The end goal is to create a better school climate. The following graphs depict the incident history dating from August 26 all the way through November 30th.

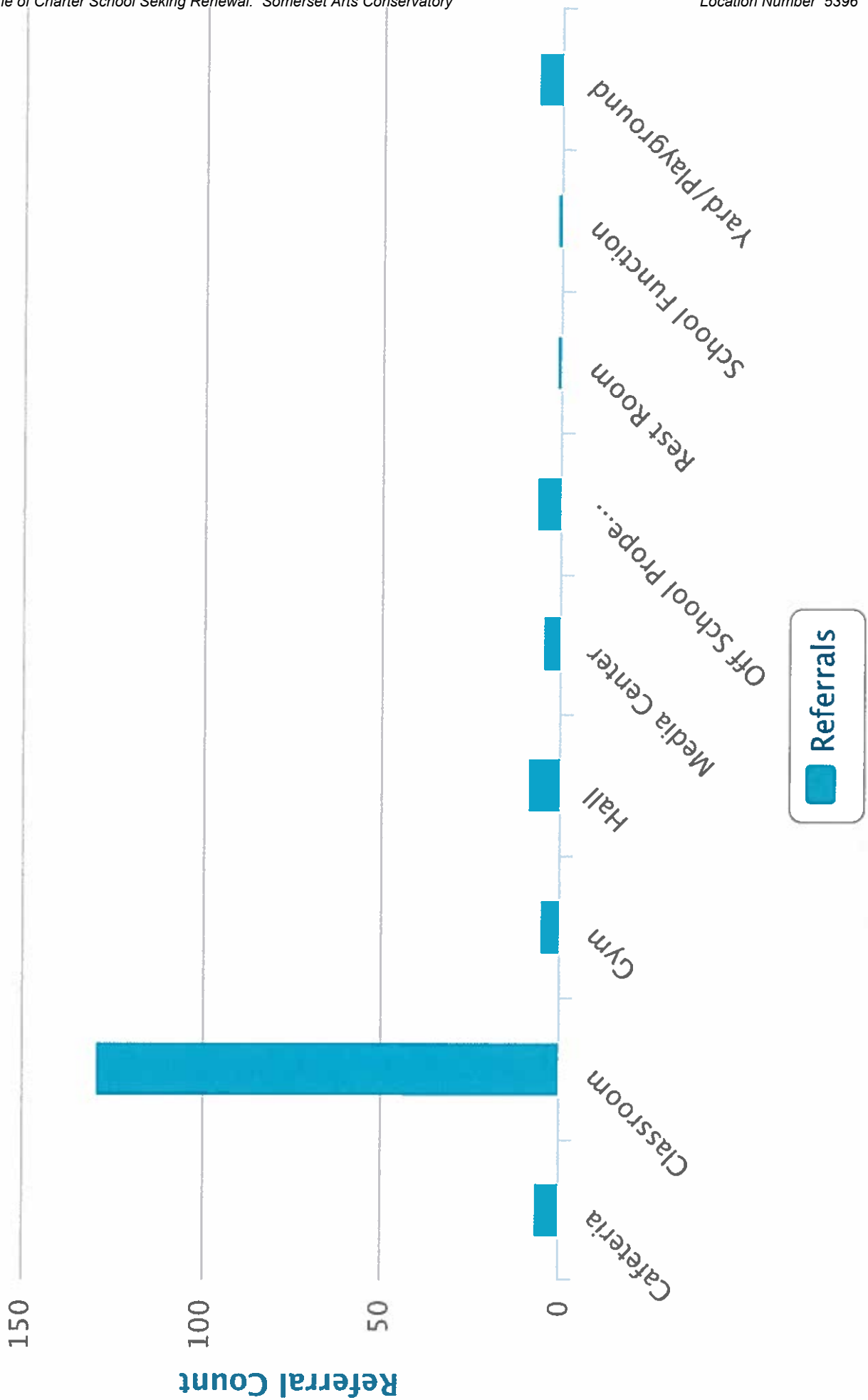
Referrals by Month



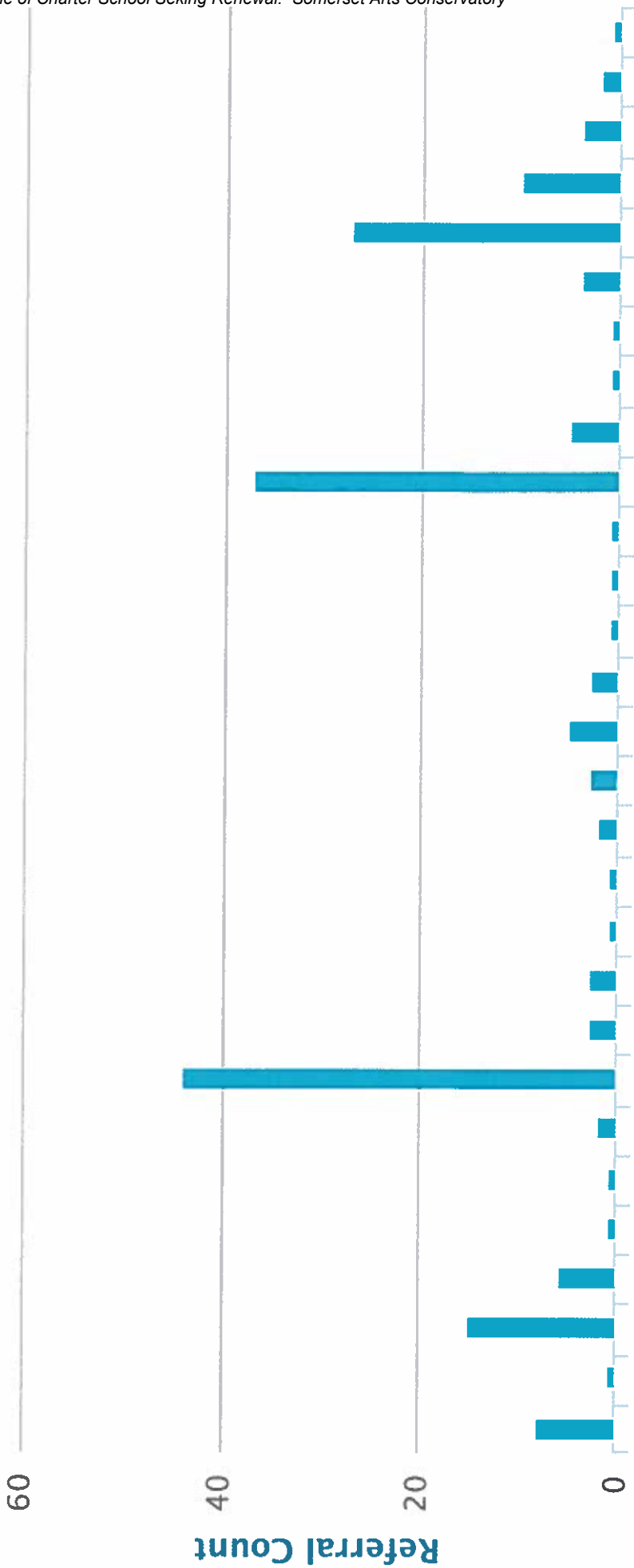
Referrals by Hour



Referrals by Location

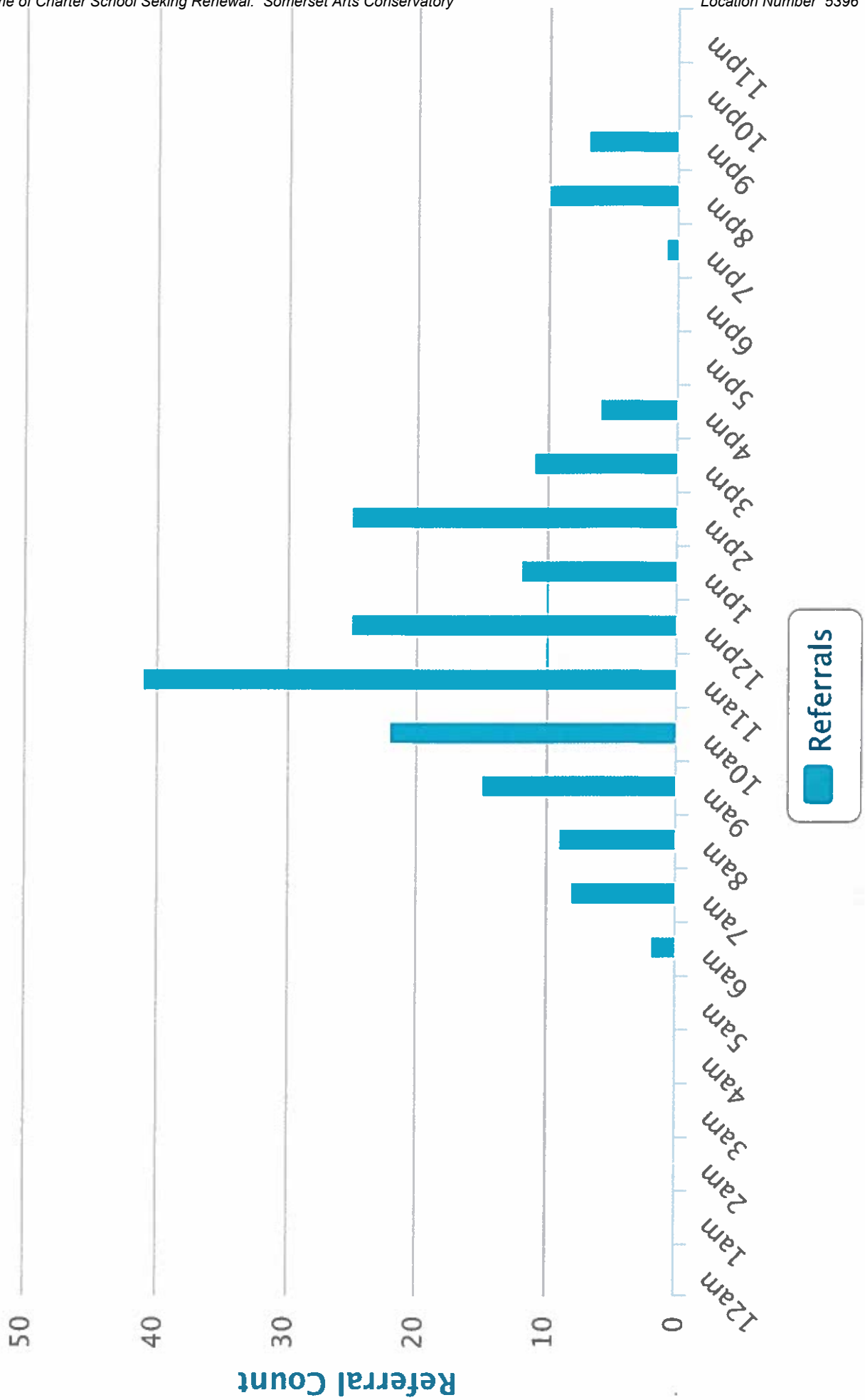


Referrals by User



■ Referrals

Referrals by Hour



***Organizational Performance
Appendix Y: Comprehensive
Emergency/Evacuation Plans***



SOMERSET ACADEMY CHARTER SCHOOL

"A BROWARD COUNTY PUBLIC CHARTER SCHOOL"

**20801 Johnson Street
Pembroke Pines, FL 33029**

954-442-0233

Main Office

954-442-0813 Elementary/954-442-1762 Middle-High

Fax

www.somersetacademy.com

Special Incident Response Plan: 2015 - 2016

The primary objective is to provide for the coordinated effort between law enforcement and school personnel to contain and diffuse hostile situations in a systematic approach. (It also provides for the establishment of both an internal control center and external command posts to be clear and concise.) While this Response Plan concentrates on spontaneous outbreaks, it cannot address every situation. It can serve as a guideline for coordination during a planned disturbance that continues despite the best efforts of the school staff to diffuse. This plan is subject to change between school administrators and law enforcement, as the situation dictates.

Somerset Chain of Command

- Mr. Bernardo Montero – Principal, Entire Campus – Must remain with SRO once the threat level (RED or YELLOW) is announced. In conjunction with the SRO will make the decision of the level of alert.

- Ms. Walkiria Soberon – Vice Principal, Middle/High School – Responsible for “D – lower level” building. During a Code Red, once you have secured “D” lower level you will remain inside “D” building.

- Ms. Jennifer Enriquez – Vice Principal, Elementary School – Responsible for “A – East” building. During a Code Red, once you have secured “A” – East side you will return to the elementary office.

- Ms. Cristina Camus – Vice Principal, Middle/High School – Responsible for “D – upper level” building. During a Code Red, once you have secured “D” upper level you will remain inside “D” building.

- Ms. Karina Iber, Assistant Principal, Middle/High School – Responsible for the “Panther Zone” located in “G” building. During a Code Red, once you have secured “Panther Zone” you will remain inside “G” building.

- Ms. Joan Rhoden – Administrative Assistant, Elementary School – Responsible for “A–West” building. During a Code Red, once you have secured “A” West side you will return to the elementary office and send out a standardized message through parent link.

- Ms. Tara Barber – Assistant Principal, Elementary School – Responsible for securing the Elementary Cafeteria. During a Code Red, once you have secured the elementary cafeteria you will return to the elementary office.

- Ms. Nadja Rodriguez – Media Specialist, Middle/High School – Responsible for the “Media Center” – “G” building. During a Code Red, once you have secured the “Media Center” you will remain inside “G” building.
- Ms. Maria Coto-Hernandez – Reading Specialist, Elementary School – Responsible for “B-building – Upper Level”. During a Code Red, once you have secured the upper level of “B” building you will remain inside “B” building.
- Ms. Mayra Carrodegua – Lunch Program Supervisor, Middle/High School – Responsible for “C-building–Le Café”. During a Code Red, once you have secured “C” building Le Café you will stay in Le Café.
- Ms. Claire Pepitone – Security, Middle/High School – Responsible for “B-building – Lower Level”. During a Code Red, once you have secured “B” building lower level you will remain inside “B” building.
- Mr. Ovidio Sotomayor – Security/HERO Specialist, Middle/High School – Responsible for replacing any staff member that may be absent on the day of the emergency.
- Mr. Jorge Gonzalez – Head of Security, Middle/High School – Responsible for replacing any staff member that may be absent on the day of the emergency.
- Ms. Sally Torres – Security, Middle/High School – Responsible for “E-building – Lower Level”. During a Code Red, once you have secured “E” building lower level you will report to room #312 and remain inside.
- Ms. Chris de la Rosa – Security, Middle/High School – Responsible for “E-building–Upper Level”. During a Code Red, once you have secured “E” building upper level you will report to room #412 and remain inside.

- Juan Chirino - Security, Middle/High School - Responsible for "F-building-Upper Level". During a Code Red, once you have secured "F" building upper level you will report to room #421 and remain inside.
- Ms. Nany Belliard - Security, Middle/High School - Responsible for "F-building-Lower Level". During a Code Red, once you have secured "F" building lower level you will report to room #321 and remain inside.
- Mr. Ed Miller - Athletic Director, Middle/High School - Responsible for "H" - building (Gym). During a Code Red, once you have secured "H" building (Gym) you will remain in "H" building.
- Officer Weatherford - SRO- Responsible for Campus Wide.

Lockdown procedure at Somerset Academy (All Campuses)

(Each teacher must keep a copy in front of their plan book)

CODE RED: FULL LOCKDOWN/SCHOOL WIDE EMERGENCY

- No movement in the building other than police/fire officials and persons designated by them.
- Prior to securing your classroom door, open door scan the immediate area, any students within reach direct them into your classroom and secure door.
- Elementary students who are at "PE" will be escorted to **Room #6** in "A" building where they will be secured and accounted for during the emergency.
- Elementary students who may be at recess on the playground or the East/West side of "B" building will quickly report back to their classroom, secure the door and attendance will be taken to ensure that all students are accounted for.
- Elementary students, who may be in the cafeteria for lunch, if time permits, students will carefully pick up their lunches, move away from their tables (leave all finished lunches and garbage) and move swiftly back to their classrooms. Teachers with students at lunch during a Code Red must move quickly back to the cafeteria to meet their class and escort them back.
- All phones will be placed in emergency message mode and will remain in that mode throughout the emergency. **Phones will not be answered.**

- All students will stay in their classrooms; students are not permitted to go to the restroom or vending machines.
- Security staff will report to the nearest classroom once a **Code Red** is announced.
- Lock all exterior doors.
- Do not allow anyone to leave your room, call office if a problem arises.
- Should it have been required to secure a student inside your classroom that is not assigned to you, contact that student's teacher and advise where he/she is located.
- Have emergency contact sheets readily available for administration and law enforcement.
- **Elementary:** Take attendance to ensure that all students for you class are present. Once confirmed, place your green tag on your door. If you cannot account for all your students, place your red tag on your door.
- **Middle/High:** Take attendance to ensure that all students for that period are accounted for; get phone numbers of those students. Once you confirm your attendance, place your green tag on your outside door handle. If you cannot account for all your students or if you secured a student in your classroom from another class, place your red tag on your outside door handle.
- Move students away from all windows. Windows must remain unblocked.
- In all cases Elementary, Middle and High school **DO NOT** release any students until the all clear signal is given.
- All entrance gates, parking gates, and walk through gates will be secured by security.
- Middle/High students who may be at lunch during an emergency will report as quickly as possible back to their classrooms where attendance will be taken and documented. Once all students have been accounted for place your green card/tag on your outside door handle. All discrepancies will be noted and reported to the middle/high office immediately.
- P.E. Teachers will escort their students to the following safe areas: teachers having students on the football/soccer field or basketball court on the North side of the school will escort them to rooms 313, 314/316 and 413 dividing them as equally as possible. (If additional rooms are needed use the next room in numerical order). Once you have your students secure, report to room #313 and remain.
- P.E. Teachers having class in building "H" Gym will secure their students in that building "H" moving them to the stage area. Once you have your students secure and accounted for you will remain in the gym.

- P.E. teachers will be responsible for creating an emergency contact sheet/roster for each class period they supervise and providing those copies to the teachers in rooms 313, 314/316,413 or gym.
- In all cases, an administrator or the SRO will notify local law enforcement or fire department if necessary. All calls coming into the school will be automatically forwarded to voice mail.
- Ms. Maggie Oharriz will be responsible for sending out notices on parent link for all elementary students or Ms. Claudia Arango will be responsible for sending out notices on parent link for all middle/high students. In addition, they will be responsible for sending out a one or two line e-mail to all teachers (elementary and middle/high) explaining the emergency. This will allow for rumor control amongst staff.
- Ms. Enriquez will be responsible for sending out notices on parent link for all elementary students.
- Jack Alonso (security) once the building is secure, he will report to building "H" Gym to assist with the supervision of P.E. students who will be reporting to that area for the emergency.
- Ms. C. Pepitone (security) once the building is secure, she will report to room 100 to assist with the supervision of P.E. students who will be reporting to that classroom for the emergency.
- Once security staff has secured the school campus and buildings if not assigned to a specific task, they report to a classroom to assist. Example: (rooms 101-104,314/316/413 or gym where P.E. students will be going to during the emergency). Security will report to the closest room on the floor they are assigned to.
- Students are not permitted to open classroom doors, only teachers or authorized personnel are allowed to open any doors.
- PA system will be used to provide instructions to staff and students during the emergency.
- Two-way radios used by security and administrative staff will be used for emergency purposes or directions by Mr. Montero only during the emergency.
- When the incident has passed or been secured, the "All Clear" signal will be given over the PA system by the principal or designee. This signal will mean return to normal operations or schedule.

CODE YELLOW: LOCKDOWN

No movement in the building other than by the Critical Team members and others specifically authorized.

- Follow the attendance procedures listed above under Code Red.
- Move students away from all windows.
- All entrance gates, parking gates, and walk through gates will be secured.
- In all cases, Elementary/Middle/High School **DO NOT** release any students until the all clear signal is given.

CODE ORANGE: EVACUATION

All staff members and students will leave the building according to the established routes used in fire drills, unless other instructions are given or provided by the Command Post Coordinators.

The following procedures will be followed during a Code Orange:

- Turn off all electrical equipment, lights, etc.
- In case of a Code Orange during lunchtime in the elementary cafeteria, the students will leave ALL belongings in the cafeteria and wait for their teacher's arrival. Upon arrival of their teacher, students will move swiftly to the exits at the double doors or the traditional exit and move towards Rose Price Park in an orderly fashion, in silence. Last person leaving the cafeteria will be responsible for securing the cafeteria doors.
- Elementary students upon arrival at Rose Price Park will report to the basketball court (see Evacuation Map).
- All teachers will take their student rosters along with their attendance sheets. Attendance must be taken prior to the evacuation (take a head count) and once again, when you arrive at the designated evacuation point. Teachers will also take their phone number logs with them on all drills and evacuations.
- All students and personnel will walk in an orderly fashion towards Rose Price Park leaving the school compound using the same exit routes as used in fire drills and then South to the exit gates. Students that do not follow directions or who are not orderly during the drill, emergency situation, or during your transfer from your classroom to the evacuation/staging area will be dealt with after the situation is over or cleared.

- Middle/High students upon arrival at Rose Price Park will line up on the soccer field next to the baseball field (see Evacuation Map).
- Emergency First Aid Kits and all up-to-date phone numbers including cell numbers will be taken to the evacuation point. The below listed staff will be responsible for ensuring that the first aid kits are taken to the evacuation point.
- Maribel Mendez – First Aid Kit located in Middle/High Office
- Francia Gonzalez – First Aid Kit located in the Elementary Office
- Angie Rodriguez – First Aid Kit located in building “B” Officer Weatherford’s Office
- Erin Castellanos/Amanda Diaz will be responsible for bringing the up-to date emergency contact phone numbers and rosters for all middle/high students to the evacuation/staging area.
- Damaris Manso will be responsible for bringing the up-to-date emergency contact phone numbers and rosters for all elementary students to the evacuation/staging area.
- Maggie Oharriz will assist in the escorting of those rooms on the East side of the elementary.
- Joan Rhoden will assist in the escorting of those rooms on the West side of the elementary.
- Teacher Assistants located in “B” building upper level will assist in the escorting of those students in 3rd – 5th grade located in “B” building.
- Claire Pepitone will assist in the escorting of those middle/high students located in “B” building who may be on crutches or in a wheelchair.
- Saily Torres, Nany Belliard and Chris de la Rosa will assist in the escorting of those middle/high students located in “E and F” building.
- Teachers will be responsible for creating their own emergency contact roster to include the students name and emergency information, bringing it with them to the evacuation point for documenting those students who are picked up and by whom.
- All elementary students will be staged on the basketball court located at the evacuation point (Rose Price Park).
- All middle/high students will be staged on the East and North sides of the baseball field at the evacuation point (Rose Price Park).
- Should it become necessary to move a student with disabilities during this emergency a security staff member will be assigned in advance to assist, transport, etc. this student as well as stay with and account for this person until the student is picked up or returned back to school.

- Should a Code Orange be announced during LEAP (after school) Program the same procedures as listed above are to be followed. The chain of command will be as follows: Ms. Enriquez, Ms. Rhoden, and Mr. Montero (in the absence of Mr. Montero, Ms. Soberon, Ms. Camus, Ms. Barber or Ms. Iber will take his place).

CODE BLACK: BOMB THREAT

****Key Issues that need to be noted: *Electrical signals may trigger explosive devices.***

- In the case of a Code Black during lunchtime in the elementary cafeteria, the students will leave ALL belongings in the cafeteria and wait for their teacher's arrival. Upon arrival of their teacher, students will move swiftly to the exits at the double doors or the traditional exit and move towards Rose Price Park in an orderly fashion, in silence. Last person leaving the cafeteria will be responsible for securing the cafeteria doors.
- All elementary students will be staged on the basketball court located at the evacuation point.
- All middle/high students will be staged on the East and North sides of the baseball field at the evacuation point.
- Turn off all communication radios, cell phones, pagers and radios immediately (staff and students).
- Leave all lights, fans, etc., as they are off or on.
- "IT" will be responsible for disconnecting the PA system, Bell system and the audio tone so that it cannot be used.
- All staff coming across a suspicious package, box, and carton, etc. or anything found to not belong or out of place will immediately notify the SRO, School Administration or Law Enforcement.

DRILLS

FIRE DRILLS:

In preparation for and during a fire drill, teachers will follow the listed below procedures:

- Teachers will be responsible for making themselves aware of their primary and secondary fire evacuation routes, location of fire alarms, fire exits and location of fire extinguishers.
- Teachers will ensure that all students are made aware of the procedures to be followed in the event that evacuation routes are not usable and the procedures for notifying the administration.
- When the fire alarm sounds for a monthly drill or in case of a real fire, the teachers will be responsible for bringing their class roster, green and red cards with them to the staging area.
- Should it become necessary to move a student with disabilities during this emergency a security staff member will be assigned in advance to assist, transport, etc. this student as well as stay with and account for this person until the student is picked up or returned back to class.
- Teachers will be responsible for evacuating their classes (students) quickly and in an orderly fashion. Teachers will remain with the students at all times. Keep your class all in one area do not let them roam on the field or with other classes.
- Teachers, once you reach the evacuation or staging area you must account for all students. If all students are accounted for, teachers will hold up your green card until an administrator acknowledges it. Should you be missing a student or have an extra student in your line, hold up your red card and an administrator will come to you to check on why the red card is being displayed. Administrators will make a note of the discrepancy and it will be investigated by the administration.
- Once the drill is over and the all clear signal is given, teachers will escort their students back to class in an orderly fashion keeping the class altogether. Once inside your room teachers will once again take attendance, reporting any discrepancies to the middle/high office (ext. 700/701) or elementary office (ext. 600/601).

TORNADO DRILLS:

- In preparation for and during a tornado drill, teachers will follow the below listed procedures.

- Teachers will direct students to remain in their spot in a safe position (hands over head, heads between legs, kneeling under a heavy table or desk if deemed safest by teacher).
- Teachers will remind students to be quiet and orderly, so that announcements or warnings can be heard by all over the PA system.
- Teachers will ensure that students remain as far away from windows and doors as possible.
- Students will not be allowed to leave your room for any reason until the all clear signal is given.
- Teachers will enforce that students remain in the safe position until they are notified over the PA system that it is safe to move or an all clear signal is given.

EVACUATION DRILLS:

- Teachers will remain with their class and walk in an orderly fashion to Rose Price Park (**NO Running!**)
- Elementary staff and students will line up on the basketball court. Middle/High staff and students will line up on the soccer field next to the baseball field in an orderly fashion.
- All staff will take attendance and account for their students. A green card will be displayed if all students are accounted for. A red card will be displayed if you are missing a student or have extra students. At this point all staff will wait for further instructions.
- Teachers are reminded to take their "Emergency Parent Contact Information Document" with them.
- When the all "Clear" signal is given, staff and students will walk back to the school in an orderly fashion and return to their classrooms. Attendance will be taken to ensure that all students are accounted for and that they are all safe. Any discrepancies will be reported to the offices.

CLASSROOM EMERGENCIES:

- When a classroom teacher, or person in charge, believes a child is seriously ill or injured, the following procedures/steps must be taken:
- Elementary teachers who have recess in the playground or on the East/West side of "B" building will be allowed to take and use their cell phones for emergency purposes only during this period. Should you have an emergency in these areas please contact Ext. 742 (Officer Weatherford), Ext. 600 (Ms. Rhoden) or Ext. 703 (Mr. Montero).
- Phone the office immediately, Ext. 701 (Ms. Erin Castellanos) Ext. 700 (Amanda Diaz) or Ext. 705 (Maribel Mendez) for middle/high students and Ext. 600 (Ms. Rhoden) or Ext. 606 (Ms. Oharriz) for elementary students.

- If the extensions (600, 606, 700, 701 or 705) are busy or not answered notify Mr. Montero at Ext. 703. **In case of a life threatening emergency, call 911.**
- The teacher will immediately send a reliable student to the office to notify the administration.
- In case of a serious illness, make the child as comfortable as possible under the circumstances - **do not attempt to move the child.**
- Office staff (Ms. Diaz or Ms. Rhoden) will make a copy of the student's emergency contacts from the Cum Files or from Pinnacle.
- The administration office will notify the parent/guardian and/or relative listed on the Emergency Contact Card.
- In cases where the parent/guardian or others listed on the Emergency Contact Card cannot be reached and immediate professional help is needed, the student will be transported to the nearest hospital. The office will continue to try to contact the parent/guardian or relative to give them the information on which hospital the student was transported to.

Counseling Team:

The counseling team will be composed of the following staff members to handle crisis intervention with students and staff dealing with death, abuse, hostage situations, etc.

- Ms. Lory Sakay - Student Support Specialist (K-12), ext. 732
- Ms. Elsa Acevedo- Student Support Specialist (K-12), ext. 734
- Ms. Raquel Escudero - Student Support Specialist (K-12), ext. 734
- Ms. Valentina Vetencourt - ESE Specialist (K-12), ext. 722
- Ms. Lisa Acevedo - Gifted Support (K-12), ext. 310
- Ms. Jennifer Enriquez - Vice Principal (K-5), ext. 609
- Ms. Jessica Kirker - Guidance Counselor (6/7th grades), ext. 724
- Ms. Jennifer Diaz de Villegas - Guidance Counselor (8th Grade), ext. 727
- Ms. Jonele Estomba - Guidance Counselor (A-K/9-12th Grades), 726
- Ms. Julia Muñoz - Guidance Counselor (L-Z/9-12th Grades), ext. 725
- Ms. Erin Pierce - BRACE Advisor, ext. 728
- Officer Weatherford - SRO, ext. 742

EMERGENCY CONTACT CARDS


It is imperative that students have returned an emergency contact card filled out by their parents, signed and returned back to school for filing in the attendance office. If it has been determined that an emergency contact card is not on file, it will be brought to the attention of the administration (head of security) at which time the student will be called into the office and given another card with directions to get it filled out, signed and returned.

Emergencies must be handled professionally, orderly and promptly to ensure the safety of all staff members and students. This plan has been developed to be simple but effective. It should be reviewed semi-annually by all staff members and reviewed with the students as well so that it is clearly understood by all.



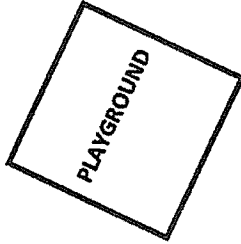
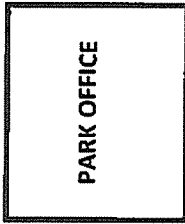
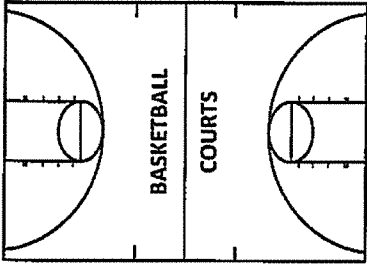
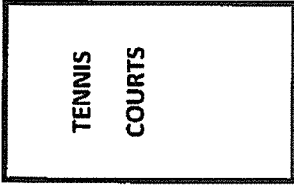
Bernardo Montero, Principal

Somerset Academy Charter School – Chapel Trail Campus



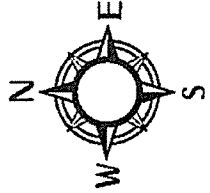
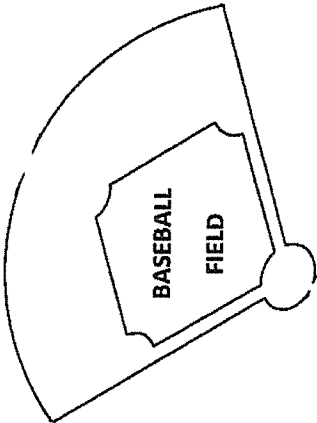
Approval Date

SOMERSET ACADEMY EVACUATION MAP: ROSE PRICE PARK



ELEMENTARY EVACUATION ZONE
 Elementary students will line up on the basketball courts by grade.
 Pre-K (south end) - 5th Grade (north end) of basketball court.

MIDDLE/HIGH EVACUATION ZONE
 M/H students will line up on the field behind the baseball field in straight lines by class.



< Lineup class at this corner endzone		Savon	Bell	Lineup class at this corner endzone >	
Somerset					
< Lineup class at this corner endzone		Martnz	Parker	Lineup class at this corner endzone >	
5	< Lineup class at this yard line	300	400	Lineup class at this yard line >	5
10	< Lineup class at this yard line	301	401	Lineup class at this yard line >	10
15	< Lineup class at this yard line	302	402	Lineup class at this yard line >	15
20	< Lineup class at this yard line	303	403	Lineup class at this yard line >	20
25	< Lineup class at this yard line	304	404	Lineup class at this yard line >	25
30	< Lineup class at this yard line	305	405	Lineup class at this yard line >	30
35	< Lineup class at this yard line	306	406	Lineup class at this yard line >	35
40	< Lineup class at this yard line	307	407	Lineup class at this yard line >	40
45	< Lineup class at this yard line	308	408	Lineup class at this yard line >	45
50	< Lineup class at this yard line	309	409	Lineup class at this yard line >	50
50	< Lineup class at this yard line	310	410	Lineup class at this yard line >	50
45	< Lineup class at this yard line	311	411	Lineup class at this yard line >	45
40	< Lineup class at this yard line	312	412	Lineup class at this yard line >	40
35	< Lineup class at this yard line	313	413	Lineup class at this yard line >	35
30	< Lineup class at this yard line	Stage / P.Zone	414	Lineup class at this yard line >	30
25	< Lineup class at this yard line	315	415	Lineup class at this yard line >	25
20	< Lineup class at this yard line	316	416	Lineup class at this yard line >	20
15	< Lineup class at this yard line	317	417	Lineup class at this yard line >	15
10	< Lineup class at this year line	318 & 319	418 & 419	Lineup class at this yard line >	10
5	< Lineup class at this year line	320 & 321	420 & 421	Lineup class at this yard line >	5
< Lineup class at this corner endzone		Judo	Media 1	Lineup class at this corner endzone >	
Panthers					
< Lineup class at this corner endzone		Weight	Media 2	Lineup class at this corner endzone >	

** Football Field **

***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

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



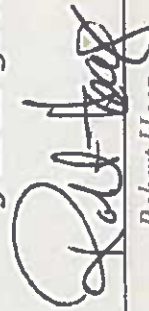
Florida Consortium of Public Charter Schools

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

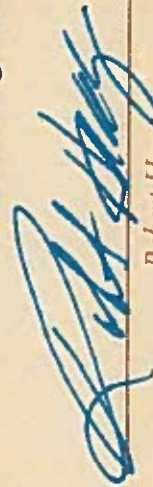
CERTIFICATE OF COMPLETION

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

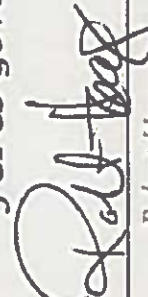
CERTIFICATE OF COMPLETION

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)

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Apel Trail Campus * Congratulations Elementary, Middle and High School Students - WE'RE AN A! * Congratulations to the Teachers of the Year: Olga Fernan

SCHOOL REPORT CARD



Congratulations Somerset Academy Charter School Panthers!

"TOGETHER WE MAKE A DIFFERENCE!"

2015 School Grades

- Elementary: A
- Middle: A
- High: TBA
- Arts: TBA

2014 School Grades

- Elementary: A
- Middle: A
- High: A
- Arts: A

2013 School Grades

- Elementary: A
- Middle: A
- High: A
- Arts Conservatory: A

2012 School Grades

- Elementary: A
- Middle: A
- High: A
- Arts Conservatory: A

2011 School Grades

- Elementary: A
- Middle: A
- High: A
- Arts Conservatory: A

2010 School Grades

- Elementary: B
- Middle: A
- High: A
- Arts Conservatory: A

2009 School Grades

- Elementary: A
- Middle: A
- High: A
- Arts Conservatory: n/a

2008 School Grades

- Elementary: A
- Middle: A
- High: B
- Arts Conservatory: n/a

2007 School Grades

- Elementary: A
- Middle: A
- High: C
- Arts Conservatory: n/a

2006 School Grades

- Elementary: A
- Middle: A
- High: B
- Arts Conservatory: n/a

2005 School Grades

- Elementary: A
- Middle: B
- High: C
- Arts Conservatory: n/a

Link to School Performance Data/Accountability Report:

<http://schoolgrades.fl.doe.org/>

<http://doeweb-prd.doe.state.fl.us/eds/nclbspar/index.cfm>

High:

http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=6_5396#fcat

Middle:

http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=6_5151

Elementary:

http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=6_5141

Conservatory:

http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=6_5396

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Schedule](#)[Board Minutes](#)[Board Speaker Request
Form](#)[Procedures for Addressing
Concerns](#)[Budgets and Financials](#)

BOARD OF DIRECTORS

DAVID CONCEPCION (BOARD CHAIR)
 LOURDES ISLA MARRERO (VICE-CHAIR)
 ANA DIAZ (SECRETARY)
 TODD GERMAN (TREASURER)
 RAUL MARTINEZ, JR. (PARENT)
 JENNY ESQUIJAROSA (PARENT)
 TONY MORALES (STUDENT ALUMNI)
 LOUIS MARIN
 GEORGE B. OZUNA

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.somersetacademyschools.com

BOARD OF DIRECTORS

David Concepcion (Board Chair)
 Lourdes Isla Marrero (Vice-Chair)
 Ana Diaz (Secretary)
 Todd German (Treasurer)
 Raul Martinez, Jr. (Parent)
 Jenny Esquijarosa (Parent)
 Tony Morales (Student Alumni)
 Louis Marin
 George B. Ozuna

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CURRICULUM

[Home](#)[Staff](#)[Middle School Curriculum Guide](#)[High School/Arts Conservatory Curriculum Guide](#)[Dual Enrollment](#)[Educational Programs](#)[Honors Policy](#)

Please refer to the High School/Arts Conservatory Curriculum Guide for course descriptions and requirements. As well as information regarding High School Graduation Requirements and post-secondary information, Bright Futures and much more. The Subject Selection Sheets available are for the 2015-16 school year. When completing subject selection sheets it is important to consider previous FCAT scores, current grades, and teacher recommendations when determining the appropriate level of courses.

Files:[Curriculum Guide High Arts 2016.docx](#)[Suggested four year plan - Arts Conservatory.pdf](#)[Suggested four year plan - High.pdf](#)

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EDUCATIONAL SERVICE PROVIDER (ESP)

Somerset Academy Charter School - Chapel Trail Campus 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
Academica Corporation (305) 669-2906

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SOMERSET ACADEMY, INC.



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Get Involved

Somerset Academy 5141 - 5151 - 5221 - 5396

[Somerset Academy 5141](#)

[Somerset Academy Middle School 5151](#)

[Somerset Academy High School 5221](#)

[Somerset Arts Conservatory 5396](#)

Files:

- [!\[\]\(609f3372828e3526d7ce4ba9a1b5248e_img.jpg\) Somerset Academy 5141 and Somerset Neighborhood 5021 AFS 6-30-15.pdf](#)
- [!\[\]\(43feb9e0a79707a6447da1ea973c9814_img.jpg\) Somerset Academy Charter High School 5221 AFS 6-30-15.pdf](#)
- [!\[\]\(3352a6730d138e04e821032e4ee01472_img.jpg\) Somerset Academy Middle School 5151 AFS 6-30-15.pdf](#)
- [!\[\]\(8b8c087b3ef80b34f564a0fa91efefed_img.jpg\) Somerset Arts Conservatory 5396 AFS 6-30-15.pdf](#)
- [!\[\]\(40ab7a463d243ac89dc79861e54b28c2_img.jpg\) Web Budget - 5141 - Somerset Academy Elem Chapel Trail - Sept 2015.pdf](#)
- [!\[\]\(a5201077692d73440c34e8dccb55d04e_img.jpg\) Web Budget - 5151 - Somerset Academy Middle Chapel Trail - Sept 2015.pdf](#)
- [!\[\]\(ace0eeaa76c9548fce2d97978dc48906_img.jpg\) Web Budget - 5221 - Somerset Academy High Chapel Trail - Sept 2015.pdf](#)
- [!\[\]\(7a98cad912aaae353c9dca67332b4d62_img.jpg\) Web Budget - 5396 - Somerset Academy Arts Chapel Trail - Sept 2015.pdf](#)

SOMERSET ACADEMY, INC.

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[Accreditation](#)

[FAQ](#)
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Welcome to Somerset Academy Charter School - Chapel Hill NC

SCHOOL REPORT CARD

Congratulations Somerset Academy Charter School Panthers!

"TOGETHER WE MAKE A DIFFERENCE!"

**2015 School Grades**

- Elementary: A
- Middle: A
- High: TBA
- Arts: TBA

2014 School Grades

- Elementary: A
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- Arts: A

2013 School Grades

- Elementary: A
- Middle: A
- High: A
- Arts Conservatory: A

2012 School Grades

- Elementary: A
- Middle: A
- High: A
- Arts Conservatory: A

2011 School Grades

- Elementary: A
- Middle: A
- High: A
- Arts Conservatory: A

2010 School Grades

- Elementary: B
- Middle: A
- High: A
- Arts Conservatory: A

2009 School Grades

- Elementary: A
- Middle: A
- High: A
- Arts Conservatory: n/a

2008 School Grades

- Elementary: A
- Middle: A
- High: B
- Arts Conservatory: n/a

2007 School Grades

- Elementary: A
- Middle: A
- High: C
- Arts Conservatory: n/a

2006 School Grades

- Elementary: A
- Middle: A
- High: B
- Arts Conservatory: n/a

2005 School Grades

- Elementary: A
- Middle: B
- High: C
- Arts Conservatory: n/a

Link to School Performance Data/Accountability Report:

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<http://doeweb-prd.doe.state.fl.us/eds/nclbspar/index.cfm>

High:

http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=6_5396#fcat

Middle:

http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=6_5151

Elementary:

http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=6_5141

Conservatory:

http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1314/nclb1314.cfm?dist_schl=6_5396

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Welcome to Somerset Academy Charter School - Chapel Trail Campus * Congratulations Elementary, Middle and High School Students - WE'RE

GOVERNING BOARD

Governing Board

Governing Board Meeting

Schedule

Board Minutes

Board Speaker Request

Form

Procedures for Addressing

Concerns

Budgets and Financials

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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Welcome to Somerset Academy Charter School - Chi

BULLETIN BOARD

Child Abuse Prevention/Alleged Misconduct by Instructional Personnel

All Somerset Academy Charter School - Chapel Trail Campus 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.

<http://www.fldoe.org/edstandards/pdfs/MandatoryAbuseReport08.pdf>

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 Bernardo Montero

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.

Contact information:

Name: Bernardo Montero, Principal

Tel: (954) 442-0233

E-Mail: bmontero@somersetacademy.com

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***Organizational Performance
Appendix BB: Staffing Reports***

Browse - 59915396W on HYPER... x +

https://hyper.browardschools.com/posy/http://hyperweb.broward.k12.fl.us/8080/hyperweb/browesr/lan

Broward County Public Schools
Transforming education for students & life

School Reports Menu
5943396W

EXIT HELP

SEARCH

BROWSE PREFERENCES

DWH REPORTS

To return to the initial page, **Ctrl-Click(MCQ)** or **Right-Click(RCQ)** in this area and choose "Back"

Data Warehouse

DWH Reports

There are 219 file(s) for school: 5396

Viewing and printing these reports will require that your computer have the Adobe Acrobat Reader 4 application installed

To print your reports, print one page first to determine if your printer is accepting the pdf settings.

- 8 1/2"x14" paper (LEGAL SIZE).
- Print Layout - Landscape.

** 20032004 and 20042005 in link names denote School Year NOT Test Year **

Sorted By: Report Date | Sort By Report Name

- ▶ 5396 FSA EOC ALGEBRA SUMMER RESULTS_2015.xls 11/20/2015 data retrieved
- ▶ 5396 GRADUATION CORRECTIONS_2015.xls 11/13/2015 data retrieved
- ▶ 5396 EOC BY STUDENT_2015.xls 10/23/2015 data retrieved
- ▶ 5396 EOC BY STUDENT_2016.xls 10/23/2015 data retrieved
- ▶ 5396 FSA BY STUDENT_2015.xls 10/23/2015 data retrieved
- ▶ 5396 FSA BY STUDENT_2016.xls 10/23/2015 data retrieved
- ▶ 5396 PSAT POTENTIAL NATIONAL MERIT_2016.xls 9/10/2015 data retrieved

***Organizational Performance
Appendix CC: Certification Self-Audits***

CHARTER SCHOOL CERTIFICATION SELF-AUDIT (complete and submit to the district Certification Department as an email attachment)

Charter School Location Number:
Charter School Location Name:
Date audit completed:
Person completing audit:

For help, mouse over the field containing the column title.

Table with columns: Last Name, First Name, DOE#, Certificate Start Date, Certificate End Date, Insurence Request Submitted to District, Subject(s) on Certificate, Current Position, Course(s) Currently Assigned: List Course Code Number, Course(s) Currently Assigned: List Course Title, Grade Level(s) Assigned, Out-of-Field for course?, Date Out-of-Field Agreement Approved by Board, (NCLB) Highly Qualified for Course?, If "Yes" for Highly Qualified, indicate Method. Rows include various roles like Art, Music, and Theatre.

Charter School Monitoring & Oversight - Data Warehouse: Master Schedule Summary & Staff/Faculty Summary

Person Performing Audit: Maria Yen

Location Number: 5396

Location Name: Somerset Conservatory

Date: 12/11/2015

First Name	DOE#	Cert Beg	Cert End	Subject Area	Duty Assign	Grade	OOF?	HQ?	Not HQ Reason	Follow-Up: Update
Maria	921509	7/1/2013	6/30/2016	Social Science 6-12	Spanish	9	no	yes		
Liz	1247787	No Cert	SOE	Biology	Biology	9-12	no	yes		location must ensure certificate issuance request form is submitted
Giovanna	1252424	No Cert	SOE	English 6-12	Marine Sci	9-12	no	yes		
April	965132	7/1/2012	6/30/2017	Art	English	9	no	yes		
					Studio Art	9	no	yes		
					Art/Draw	9	no	yes		
					Paint	9	no	yes		
Kadian	981521	No Cert	SOE	PE K-12	HOPE	9-12	yes	n/a		HOPE course (#3026010) requires dual certification - teacher must be certified in Phys Ed and Health
Shawn	1174850	No Cert	SOE	Math 6-12	Algebra	9	no	yes		location must ensure certificate issuance request form is submitted
Monica	780402	7/1/2011	6/30/2016	Biology	Math Analysis	9	no	yes		
Corey	1170614	7/1/2011	6/30/2016	Chemistry	Biology	9-12	no	yes		
				Math 6-12	Envir Sci	9-12	no	yes		
				Physics	Chemistry	9	no	yes		
				Gifted End	Astronomy	9	no	yes		
Jennifer	875742	7/1/2014	6/30/2019	English 6-12	Teacher Assist	9-12	no	n/a		
Aimee	869169	7/1/2011	6/30/2016	ESOL End	Physics	9	no	yes		
				Biology	English	9	no	yes		
				MG Science	Teacher Assist	9-12	no	n/a		
				Gifted End	Teacher Assist	9-12	no	n/a		
Alexander	1224502	7/1/2013	6/30/2016	Social Science 6-12	World History	9-12	no	no		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
Adriana	1205182	7/1/2013	6/30/2016	Social Science 6-12	Eurythmics	9	no	n/a		
Carolina	683668	7/1/2012	6/30/2017	Social Science 6-12	Teacher Assist	9-12	no	n/a		
Zachary	1151901	7/1/2015	6/30/2020	Social Science 6-12	US History	9	no	yes		
Tyler	1291662	No Cert			Theater	9				Teacher does not have a valid certificate - has applied to the FDOE but the FDOE has not completed the evaluation
Roxana	1254698	7/1/2015	6/30/2018	Business Ed	Acting	9-12				
Raquel	1170017	7/1/2014	6/30/2019	MG Social Science	Study Hall	9	no	n/a		
Alexandra	1166050	7/1/2015	6/30/2020	MG Math	Bus & Ent Prin	9	no	n/a		
					Peer Couns	9-12	no	n/a		
					Algebra	9	no	yes		

Charter School Monitoring & Oversight Data Warehouse: Master Schedule Summary & Staff/Faculty Summary

Person Performing Audit: Maria Yen
 Location Number: 5396
 Location Name: Somerset Conservatory
 Date: 12/11/2015

Follow-Up: Update

First Name	DOE#	Cert Beg	Cert End	Subject Area	Duty Assign	Grade	OOF?	HQ?	Not HQ Reason
Dyma	770032	7/1/2013	6/30/2018	Elementary 1-6	Intens Read	9-12	no	yes	
				ESOL End	Teacher Assist	9-12	no	n/a	
				Reading End					
Fernandez	1004969	7/1/2014	6/30/2019	Social Science 6-12	World History	9	no	yes	
					World Cult Geog	9	no	yes	
Garcia	1226221	7/1/2013	6/30/2016	Math 6-12	Calculus	9	yes	no	out-of-field
					Pre-Calculus	9	yes	no	out-of-field
Guzman	1175170	7/1/2015	6/30/2020	Math 6-12	Geometry	9	no	yes	
Imperator	1169772	7/1/2015	6/30/2020	ESE K-12	Algebra	9	no	yes	
Lage	1112664	7/1/2013	6/30/2016	MG Math	English	9	no	yes	
					Journalism	9-12	no	yes	
Leon	1256605	7/1/2014	6/30/2017	Journalism	Speech	9-12	yes	no	out-of-field
					Debate	9-12	yes	no	out-of-field
Maltz	1169616	7/1/2014	6/30/2017	Biology	Television Prod	9	yes	n/a	
Martinez	1029288	7/1/2014	6/30/2019	PE K-12	Biology	9-12	no	yes	
					Chemistry	9	no	yes	
					Track & Field	9	no	n/a	
Matthews	1205264	7/1/2013	6/30/2016	English 6-12	Team Sports	9	no	n/a	
					Intens Read	9-12	yes	no	out-of-field
					English	9	no	yes	
Mayorga	1075893	7/1/2011	6/30/2016	Art	Digital Art	9-12	no	yes	
McDonald	1256296	7/1/2015	6/30/2020	Math 6-12	Math Coll Read	11-12	no	yes	
McFarlane	1134735	7/1/2014	6/30/2019	English 6-12	Adv Top Math	9	no	yes	
					Intens Read	9-12	yes	no	out-of-field
McGrath	923309	7/1/2012	6/30/2017	Social Science 6-12	English	9-12	no	yes	
					Microecon	9	no	yes	
					US Government	9	no	yes	
					Teacher Assist	9-12	no	n/a	

Calculus courses require Math 6-12 certification; 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

Speech (course #1007300) and Debate (course #1007330) require English or Speech certification; TV Prod (course #8772120) requires local certification in TV Prod Tech

Charter School Monitoring & Oversight Data Warehouse: Master Schedule Summary & Staff/Faculty Summary

Person Performing Audit: Maria Yen
 Location Number: 5396
 Location Name: Somerset Conservatory
 Date: 12/11/2015

Follow-Up: Update

First Name	DOE#	Cert Beg	Cert End	Subject Area	Duty Assign	Grade	OOF?	HQ?	Not HQ Reason	
Metcalf	1006359	7/1/2013	6/30/2016	Math 6-12	Algebra	9	no	yes	Teacher is in violation of state statute - has not passed all subsets of general knowledge exam (missing essay) and is past the deadline - should not be teaching under this certificate without passing exam	
Mourer	872479	7/1/2012	6/30/2017	MG English	Geometry	9	no	yes		
				Social Science 6-12	Psychology	9	no	yes		
				ESOL End						
Navarro	1231772	7/1/2015	6/30/2018	PE K-12	Weight Train	9	no	n/a		
Nunez	1192506	7/1/2013	6/30/2018	Kindergarten-6	Spanish	9	no	yes		
				Spanish						
Ortega	985061	7/1/2013	6/30/2018	Music	Band	9	no	yes		
					Instru Ens	9	no	yes		
					Jazz Ens	9	no	yes		
					Humanities	9	no	n/a		
Pitulska	1187607	7/1/2015	6/30/2020	Social Science 6-12	Human Geog	9	no	yes		
					Euro History	9	no	yes		
Renaud	1267587	7/1/2015	6/30/2018	French	French	9	no	yes		
					Spanish	9	no	yes		
Sacramento	1260951	7/1/2015	6/30/2018	Health	Care/Prev Athl	9	no	n/a		
					Health	9	no	n/a		
										Location assigned both a general Health course (course #0800310) and a vocational Health Science course (course #8417100) - the vocational course requires a local certification in a health occupation (such as Reg Nurse) - state Health certification is not acceptable
Saenz	1195090	7/1/2014	6/30/2019	Music	Health Science	9	yes	n/a		
Salme	996327	7/1/2014	6/30/2019	Math 6-12	Chorus	9	no	yes		
					Spanish	9	no	yes		
Sanchez	1285799	7/1/2015	6/30/218	Social Science 6-12	US History	9	no	no subject area exam		
					US Government	9	no	no subject area exam		
					Economics	9-12	no	no subject area exam		
Samtangelo	1137854	7/1/2013	6/30/2018	ESE K-12	Italian	9	no	yes		
					Italian					
					English 6-12					
Savon Carmenate	1234533	7/1/2013	6/30/2016	PE K-12	Aerobics	9	no	n/a		

*If applicable

Charter School Monitoring & Oversight Data Warehouse: Master Schedule Summary & Staff/Faculty Summary

Person Performing Audit: Maria Yen

Location Number: 5396

Location Name: Somerset Conservatory

Date: 12/11/2015

First Name	DOE#	Cert Beg	Cert End	Subject Area	Duty Assign	Grade	OOF? HQ?	HQ?	Not HQ Reason	Follow-Up; Update
Scanlon	No Cert	SOE		Social Science 6-12	Reading	9	yes	no	out-of-field	location must ensure certificate issuance request form is submitted
Devin					Crit Thinking	9	no	n/a		
Jayashree	888924	7/1/2013	6/30/2018	Math 6-12	World History	9	no	yes		
Sha					Algebra	9	no	yes		
Smith	1287859	7/1/2015	6/30/2018	English 6-12	Prob. Statistics	9	no	yes		
Spanjer-Furstenbur	1109768	7/1/2010	6/30/2016	Kindergarten-6	English	9	no	yes		
				MG Math	Intens Math	9	no	yes		
Swogger Perez	1058596	7/1/2011	6/30/2016	ESOL End						
				Dance	Dance	9	no	yes		
Tahseen	1020322	7/1/2013	6/30/2018	Biology	Teacher Assist	9-12	no	n/a		
Vazquez	1019031	7/1/2015	6/30/2012	MG Science	Biology	9-12	no	yes		
Venkatsubramaniam	832210	7/1/2015	6/30/2020	Biology	Anat Physio	9	no	yes		
Wilson	1191286	7/1/2015	6/30/2020	MG Math	Eng Comp	10-12	no	yes		
Zamudio	999511	7/1/2014	6/30/2019	Spanish	Chemistry	9	no	yes		
					Intens Math	9	no	yes		
					Spanish	9	no	yes		

*If applicable

Somerset Academy Conservatory 5396

Certification Waiver Log

Employee Name	Employee Number	Current Certification	Current Assignment	Waiver Sought	Board Approval Date	Beginning of Waiver Period	Expiration of Waiver Period	Completion of Certification Requirement
Kaden, Bell	P50002850	Physical Education (K-12)	Hope Health	Health	9/18/2015	8/24/2015	8/23/2016	Certification Exam
Imperator, Yosi	P50002268	Math (6-9)	Algebra 1	Algebra 1	9/18/2015	8/24/2015	8/23/2016	Certification Exam
Maliz, Kimberly	P50002469	Biology (6-12)	Chemistry	Chemistry	9/18/2015	8/24/2015	8/24/2016	Certification Exam
Matthews, Keili	P50002304	English (6-12)	Reading	Reading	9/18/2015	8/24/2015	8/23/2021	Reading Endorsement / ESOL 1
McFarlane, Shane	P50002970	English (6-12)	Reading	Reading	9/18/2015	8/24/2015	8/23/2021	Reading Endorsement / ESOL 1

Principal Signature _____
Date

Board Chair Signature _____
Date

***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

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.

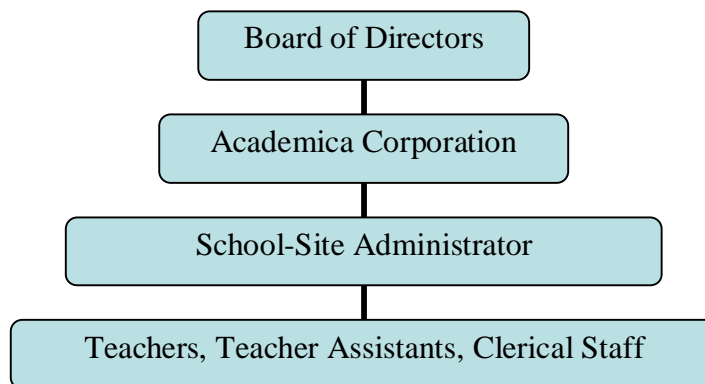
Ultimately, the success of The School depends on you and you are an important asset to the education program. The School wants to create the best environment for you by providing encouragement and recognition to develop your talents as an educator.

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 30th 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 30th.

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 31st.

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 30th. 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.**

For Academica Use Only:		
Date received:	Amount Paid:	Check Date:

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 1st 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) 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) 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.

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 30th. 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.

SOMERSET ACADEMY



FACULTY HANDBOOK
2015-2016

Somerset Academy Charter is a public charter school sponsored by the School Board of Broward County. Unlike a private school, wherein parents must pay tuition, Somerset is funded by tax dollars and provides free education to any student eligible to attend a public school in the Broward County School District.

The purpose of Somerset Academy Charter School is to provide an individualized, academically rigorous, and engaging curriculum focusing on the ever-changing needs of our learners. Our educational process encompasses a partnership among the school, family and community. We strive to develop students who are self-assured, well-rounded and prepared for future success.

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).

THE ABC's OF SOMERSET

A

ABSENCES

All staff members must notify their respective department head and the school secretary, Ms. Erin Castellanos, to advise of an absence. Call 954-442-0233 ext. 701. If no coverage is available the department head must then make arrangements for the affected class to be split within department and with adequate lesson plans provided to receiving teachers. Every effort should be made to give ample notice before the absence, latest by 6:15 am on the day of the absence. It is the responsibility of every staff member to notify the office by 3:00 p.m. if he/she will return to work the next day.

Personal business leave *may not* be used on the following *black out days*:

1. The day before or after a holiday.
2. A staff development / early release day without prior approval by an administrator.
3. Weather make-up days.
4. All days of FSA, AP, EOC and state or county testing (see school calendar).
5. The day of midterm and final exams.
6. The day grades are due.
7. The last week of school.
8. The week before and week after winter and spring breaks.

Medical documentation must be provided in cases where absence cannot be avoided.

Teachers who go over their days allotted to be out for sick and personal purposes may jeopardize contract renewal.

ACADEMIC IMPROVEMENT PLAN (AIP) or Progress Monitoring Plans (PMP)

In response to the *No Child Left Behind Act*, the Florida Legislature passed Florida Statute 1008.25 regarding student progression, remedial instruction, and reporting requirements. Students are to meet specific levels of performance in reading, writing, mathematics, and science. Any student with deficiencies in these areas must be monitored through an Academic Improvement Plan or Progress Monitoring Plan. Respectively, these plans are initiated and developed by the language arts, mathematics, and science teachers. AIPs or PMP's can be completed online via the *Virtual Counselor* web-based application.

It is the responsibility of the teacher to make sure that they are providing the modifications to the students in which they input into the AIP's or PMP's.

ACCEPTABLE USE POLICY (AUP)

There are guidelines that delineate the appropriate usage of internet and electronic mail. It is your professional responsibility to become familiar with these guidelines. Please refer to the *Acceptable Use Policy*.

ACCIDENTS

All accidents (regardless of severity) must be documented on the online accident report form. The staff member witnessing the accident is the person responsible for submitting this form. If there is an accident involving blood or bodily secretions, staff must wear gloves for safety against diseases communicable via such contact. If a person is injured, notify the office immediately. In the event of an emergency, dial extension 700. If an accident requires medical assistance, notify administration immediately. Administration will make the decision to call 9-1-1. Refer to the EMERGENCIES section.

Staff accidents – see Employee Handbook.

ANNOUNCEMENTS

All announcements concerning club initiated/sponsored events must be submitted to the Ms. Christine Stewart for approval at least one day prior to the announcement date via email. Ms. Stewart will then send the daily announcements via email to the homeroom teachers to be read aloud during that period in case they aren't televised. All announcements in the form of flyers, banners, or posters must be approved by the activities director prior to posting on school property. Announcements may not be hung or taped on glass or painted surfaces.

Homeroom begins at 8:35 a.m. During this time, students will Pledge Allegiance to the flag and listen to the announcements from Monday through Thursday. On Friday, students will view the "Panther Report" that is on a You Tube link on the daily announcement email. Teachers will maintain a quiet classroom environment during announcements. There are announcements that will be made through the public address (PA). These will include special events, days off, school-wide assignments, contests and sports. It is expected that all teachers and students listen and/or watch the morning announcements.

ATTENDANCE

Teachers must monitor student attendance carefully. It is what generates FTE dollars, which funds our school. Your grade book is the source document for daily attendance. The Broward County Public School attendance office and the State of Florida periodically audit grade books since these are considered legal documents. Homeroom attendance must be posted on the grade book by **8:45 a.m.** on a daily basis.

When students are tardy, they must present you with a tardy pass from the office. Please review the *Code of Student Conduct* to determine if an absence is excused.

Please be advised that for an excusable absence Somerset Academy requires that all parents must report the absence to Attendance Clerk within 2 school days following the absence. Any absence is unexcused until the school receives a written notice to excuse the absence from the parent or provide documentation of illness from a physician or public health unit.

If a student has extensive absences, please advise the Guidance Department or the Attendance Committee. Your effort in the careful monitoring of student attendance is your professional responsibility.

ATTIRE

The image that we portray to both students and parents enables us to be effective and respected educators. The staff is expected to wear the uniform attire designated by the school. Uniform shirts are available for purchase from *All Uniform Wear*. Employees shall wear professional/business dress slacks (in neutral colors) and uniform tops (excessively revealing or tight clothing are not permitted). Business knee-length skirts are allowed in neutral colors. No Bermuda shorts, jeans, sneakers, and/or flip flops are to be worn on instructional days from Monday through Thursday. On Friday, employees are allowed to dress in business casual attire, which includes jeans and class/club/athletic/spirit shirts.

If you are uncertain regarding the appropriateness of a particular item of clothing, please confirm with administration prior to wearing the outfit. Non-compliance with the dress code will be considered a contract violation. Teachers are required to wear their identification badges at all times. **NO**

EXCEPTIONS

B

BUS DISMISSAL PROCEDURES

Students who ride the public and private school busses must adhere to the loading zone procedures during dismissal. Students who take the small passenger vans or large, yellow busses must load in the Elementary Circle in the West Side Faculty Parking Lot.

C

CAFETERIA PROCEDURES

Students who prepay lunch are to bring money weekly or monthly on the first day of the week or month and pay the cafeteria manager in the Panther Zone or in Le Cafe cafeteria prior to the beginning of the school day or during the student's lunch time. Teachers are **not** to collect money from the students for breakfast or lunch. Middle/High School students can set-up and replenish their accounts with the Le Café or Panther Zone managers.

There are four 30 minute lunch blocks that makeup two lunches designated for middle school students and two for high school students. Due to the amount of students we have on campus and the need to separate middle school students from high school students during lunch, **teachers must adhere strictly to their assigned lunch times.**

Cafeteria workers and aides should be treated with courtesy and respect. Teachers please emphasize this frequently to your students. Students are to walk, not run, in the cafeterias as well as everywhere in the building. Students must memorize their PIN numbers and have proper ID's in order to purchase any meals from any of the cafeterias.

CALENDAR

In addition the *Broward County Public Schools Calendar*, Somerset Academy has an official school calendar, which must reflect all student-related activities taking place in or outside of the school. All events, including fund-raisers, must be previously approved by the administration and be placed on the calendar at least 3 weeks prior to the event.

All activities reflected on the school calendar must be conducted during the previously approved dates and times. Violation of the previously approved calendar dates may result in the cancellation of the event or activity by the administration.

CERTIFICATION

It is the professional responsibility of each educator to provide the principal with a copy of a current, valid Florida Educator's Certificate or copies of other documentation such as Statement of Eligibility and/or college transcripts, as may be applicable (Florida State Board of Education Rule 6A-1.0503). It is also the professional responsibility of each educator to maintain a current teaching certificate and to fulfill the requirements of any waiver obtained. **Lack of proof of proper certification prior to the expiration date of June 30, 2016, will cause termination of employment.**

CHAPERONES

The ratio of chaperones to students for in-county field trips is 15:1. Teachers are responsible for chaperoning all field trips pertaining to their class or club/organization. Please consult the Activities Handbook for additional information.

CHILD ABUSE

It is the responsibility of every staff member to report all cases of suspected child abuse. **Teachers are Mandatory Reporters** and are legally required to report all suspected child abuse and neglect, on or off school grounds. All teachers must complete a Broward County Child Abuse Training and have a copy of their Certificate of Completion in their Human Resources file. Cases of suspected abuse or neglect of a student must be reported immediately to the **State's Child Abuse Hotline 1-800-96-Abuse** for further investigation. We also request that you then inform our SRO, Child Abuse Designee, and an administrator of the report in an email. All mandated reporters' names remain strictly confidential. For further information on child abuse indicators and the Broward teacher training please go to <http://www.broward.k12.fl.us/STUDENTSUPPORT/Abuse/index.html> or contact the school's Child Abuse Designee.

CLASS PARTIES

There are to be no class parties during scheduled class hours on campus unless you have received prior approval from Administration.

CLASSROOM CARE AND USE OF SCHOOL PROPERTY

Each teacher will be given a key to his/her classroom which is checked out at the beginning of the school year and returned at the end. The classroom and all materials within the classroom are the responsibility of the teacher and his/her class. Students should be instructed to pick-up all papers and litter from the floor daily and clean desks weekly. **Please do not allow students to have food in your classroom.**

Please notify the office in writing if the routine cleaning of your classroom is not satisfactory. **No money is to be left in the classroom at any time. School funds that are lost, stolen, or misappropriated can cause your immediate termination.** The school is not responsible for a staff member's personal property that is not secured.

CLASSROOM MANAGEMENT

It is necessary that each teacher set up rules to establish an atmosphere that elicits appropriate behavior. Good discipline is required for effective teaching and learning. Each teacher is expected to maintain a classroom climate and management conducive to student learning.

CLUBS AND ORGANIZATIONS

There are a number of clubs and organizations offered to students. Faculty who sponsor such organizations receive a supplement for doing so. Please refer to the SUPPLEMENT section in this manual. For a list of available clubs and organizations, refer to the Activities Handbook.

CODE OF STUDENT CONDUCT

All students of Somerset Academy must abide by the minimum behavioral standards set forth in the *Broward County Code of Student Conduct*, the *Somerset Academy Student and Parent Handbook*, *Code of Excellence*, and the *Parent Contract*. Please refer to all three of these documents for additional information.

CONFERENCES

Administrative conferences involving teachers will be scheduled before school, after school, during planning periods or at times mutually convenient for the parties involved. Teachers need to be available for parent conferences, which will be arranged by the guidance counselors and/or administrators as needed. It is the teacher's professional responsibility to attend scheduled conferences. Please refer to the MEETINGS section.

CONFIDENTIALITY

Personnel must report to administrators a situation that may involve a violation of federal, state, or local laws and, further, the principal or designee shall involve the police, the Broward Schools Police, and the parents of the student(s) involved, if appropriate. Faculty should caution or remind students of the confidentiality guidelines. When the student's situation indicates that there is clear and imminent danger to self or others--such as a suicide threat or a threat of bodily harm—report incident to the counselor, who will then take action and inform administration.

CONFISCATED ITEMS

Property that is deemed inappropriate for the school setting may be confiscated by school personnel. Items include but are not limited to: electronics, non-uniform attire, weapons, drugs, alcohol, non-approved goods for sale, etc. Please refer to the *Confiscated Property Procedures* and complete the *Confiscated Item Receipt* form.

CUMULATIVE RECORDS

All cumulative records are to be kept in the administration office alphabetically by grade in locked fireproof file cabinets. These can be retrieved by checking them out with either IMT, Ms. Angela Randle/Mrs. Jennie Garcia. Only teachers may handle or sign these records out. Students should never have access to cumulative records, carrying them to other locations or otherwise. Files should be returned no later than 3:00 p.m. the day they are checked out.

Each teacher is expected to maintain accurate, complete, up-to-date records for each student. Each teacher is expected to protect the accuracy and privacy of the information contained in the student educational records.

D

DISCIPLINE

Somerset Academy follows the Broward County Public Schools' *Code of Student Conduct and Discipline Matrix as well as the Somerset Academy Charter Progressive Discipline Plan*. All teachers are expected to create a discipline plan as part of their classroom management strategies. The information in the plan must be approved by the administration and be available to both student and parents.

If a disciplinary situation arises which a teacher cannot resolve, the teacher should seek assistance from the Assistant Principals. Discipline referrals to the Assistant Principals are to be sent on a *Discipline Referral* form and parent contact must be made by issuer. Academic infractions such as not completing class or home learning assignments are to be handled by teacher/parent conferences. Chronic cases should be made known to the guidance counselor. Every staff member is expected to correct disciplinary problems they may observe outside of their classroom, providing no other teacher is directly in charge of the situation.

Under no circumstances is a teacher allowed to inappropriately touch a student, much less use corporal punishment as a means to discipline. Teachers and students must foster a mutual respect for one another. Never use physical punishment or harsh verbal language toward a student. Methods of positive reinforcement/rewards and/or loss of privileges are strongly encouraged. Further, students cannot be denied lunch as a form of punishment.

To detain students after school as a disciplinary measure, parents must be notified by telephone or in writing a minimum of 24 hours before the child is to be kept after school. Documentation of such notification must be kept in the teacher's parent contact log.

DISCIPLINARY PROCEDURES FOR STAFF

Any teacher who fails to follow the Somerset Academy's staff guidelines will be subject to the following disciplinary procedures in sequential order:

1. Informal verbal warning(s).
2. After two or more verbal and/or written warnings, a formal meeting with the principal and/or assistant principal will be scheduled. A formal disciplinary action account of the conference will be signed by the teacher, principal and any administrator attending the meeting. The written account will be placed in the teacher's personnel file.
3. The second disciplinary action meeting and report will take place.
4. The third disciplinary action report will result in termination of employee or other consequences as deemed by the principal.

DRESS CODE – see ATTIRE

DRILLS

The *Special Incident Response Plan* addresses all drills and their related procedures. Teachers must become familiar with all drills and codes.

E

ELECTRONICS

Students are not allowed to use cell phones during the school day under any circumstances. In case of an emergency, students will be able to use the phone in the Main Office. However, devices such as iPods, iPads, personal computers, etc. can be used during the school day under the direct supervision/approval of the teacher. These approved devices are to be used for educational purposes only. Somerset Academy is not responsible for lost and/or stolen electronic devices.

Teachers must follow the progressive discipline plan when dealing with electronics. Confiscated electronic devices are to be kept in a secure location until the teacher is able to register the item with the Main Office Staff by the end of the school day (2:45pm). Confiscated electronics are to be logged in by the teacher following the *Confiscated Property Procedures* and using the *Confiscated Item Receipt* form. Under no circumstances, is the teacher allowed to take the device home or leave it in the classroom overnight. It is the sole responsibility of the staff member to register and secure the electronic device with the Main Office Staff pending parent retrieval between the hours of 3:00 - 4:00pm.

EMERGENCIES

The *Special Incident Response Plan* addresses emergencies, all drills and their related procedures. Teachers must become familiar with all drills and codes.

EMERGENCY LESSON PLANS

Five (5) days worth of emergency lesson plans should be on file with the Main Office, no later than **September 4, 2015**. These will be used only in the event of an emergency absence. Teachers are expected to leave a detailed current lesson plan on their desks, for substitutes to use during planned absences. Daily schedule, seating chart and other materials should also be on the teacher's desk. Teachers must create new emergency lesson plans once the initially created ones are used.

EMPLOYEE-STUDENT RELATIONSHIPS

All school personnel are strictly prohibited from engaging in unacceptable relationships and/or communications with students. These include, but are 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. In addition, no employee is to transport students in their personal vehicles at any time.

At no time should an employee touch a student in any manner unless the child poses a serious danger to himself or others. Appropriate techniques other than touching would include: talking/conferencing with the student. Failure to understand and practice this will result in immediate termination. Teachers should never be alone behind closed doors with a student.

EXCEPTIONAL STUDENT EDUCATION (ESE)

Students with disabilities that have met the Broward County criteria for eligibility participate in the ESE program. These students all have Individualized Education Plans (IEPs) that contain exceptionality, present levels of performance, goals, services and accommodations regarding each student's needs. Teachers are to keep a copy of all of their ESE students' IEPs in a secure location which is easily accessible for reference purposes. Teachers are to identify ESE students in their grade books as well as write the accommodations they use for each of their ESE students in their lesson plans.

Teachers will be given an IEP-at-a-Glance which contains pertinent information regarding the ESE student. Additionally, IEPs are available for teachers on Virtual Counselor or upon request from the ESE Specialist.

***GIFTED PROGRAM**

Advanced academic students who have met the eligibility criteria set forth by Broward County participate in the Gifted Program. Students in this program have Educational Plans which include present levels of performance, priority educational needs, goals and services. Teachers are to keep a copy of all of their Gifted students' EPs in a secure location which is easily accessible for reference purposes. Teachers are to identify Gifted students in their grade books. Moreover, teachers are to write how they enrich, accelerate and/or compact the gifted students learning in their lesson plans.

Teachers will be given the EPs of each of their gifted students. Additionally, EPs are available on Virtual Counselor or upon request from the ESE Specialist. Students are also flagged on the student database (TERMS).

***504 PLAN**

Students that have medical needs which show a substantial limitation in learning and/or other major life activity, require classroom accommodations and meet the eligibility criteria set forth by Broward County have a 504 Plan. A 504 Plan includes accommodations the student needs in order to access his/her education in the general education setting. The 504 Plan also includes information about the medical condition.

Teachers will be given copies of the 504 Plan. Plans should be kept in a secure location and be easily accessible for reference purposes. Teachers are to identify these students in their grade books. Moreover, teachers are to write the accommodations that are used for each student with a 504 Plan in their lesson plans. Students are also flagged on the student database (TERMS).

***RESPONSE TO INTERVENTION (RTI)**

Students who are demonstrating difficulty in academics, social/emotional skills or language skills can be placed on an intervention program (RTI). The team consists of parent(s), referring teacher(s), school psychologist, counselor, reading specialist, speech/language pathologist, administrator and RTI Coordinator. Teachers can refer students to the respective guidance counselor for each grade level. The guidance counselors serve as case managers and will assist with the documentation/intervention process.

Using the Response to Intervention (RTI) approach, the team will determine the problem and create interventions that must be monitored for 6-8 weeks. Documentation must be maintained by the teacher(s) regarding the efficacy of the interventions. This procedure is then repeated and interventions are analyzed until the team determines a need for a formal evaluation and possible need for Exceptional Student Education.

ESOL STUDENTS

All students who are classified as Limited English Proficient (LEP)/English Language Learners (ELL) are required to participate in a program of English for Speakers of Other Languages (ESOL). All schools with students classified as Limited English Proficient must provide an appropriate ESOL program to meet the specific needs of such students in language learning and in cultural integration to comply with the requirements of the League of United Latin American Citizen (LULAC) et al. v. State Board of Education (SBE) Consent Decree, Florida Statute, and Broward County Public School policies.

All staff members have responsibilities with regard to LEP students in the areas of instruction, grading, monitoring and certification requirements. Staff members need to make note of the requirements based on teaching assignment and be sure all certification requirements have been met. Additionally, teachers of core and elective areas having ESOL students or students recently dismissed from ESOL will have responsibilities to complete, and may be called upon for LEP committee participation, and/or the monitoring process.

Section 6A-6.0908, FDOE State Board of Education Administrative Rule, specifies that national origin minority or LEP students shall not be subjected to any disciplinary action because of their use of a language other than English. Also see the META section.

ETHICS

Somerset Academy teachers are expected to comply with *The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida*. Failure to comply may result in disciplinary action or termination.

EVALUATIONS

All teachers of Somerset Academy will be evaluated regularly using the *Marzano Causal Model; iObservation tool*. It is imperative that teachers become familiar with this instrument.

F

FAILURE NOTICES (UNSATISFACTORY PROGRESS REPORTS)

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. If a student is in danger of failing, a formal *Unsatisfactory Progress Report* must be sent home by the end of the sixth week of any given grading period. It is understood that there are cases when a student stops work entirely or is excessively absent after the six-week deadline. Parents/guardians should then be informed immediately of the pending failure and the notice should be recorded. No failing grade can be issued without a recorded and logged face to face parent-teacher conference in the presence of a guidance counselor or administrator. This will be closely monitored by the guidance department. Also see the PROGRESS REPORT section.

FIELD TRIPS

Trips for students are permitted which have value in meeting educational objectives, are directly related to the curriculum, or are necessary to the fulfillment of obligations to the interscholastic athletic and activity program. For specific field trip information, please refer to the Activities Handbook.

FINANCES

All employees must follow the policies and procedures set forth in the Activities and Finance Handbook. No school related monetary transactions may take place without prior authorization, in writing, using the pre-approved procedures. Failure to comply with the pre-set policies will result in documented administrative consequences and escalate as warranted.

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT), FLORIDA STANDARDS ASSESSMENT (FSA) and END OF COURSE EXAMS (EOC)

The FSA is a part of Florida's overall plan to increase student achievement by implementing higher standards for public school students. The FSA is given to measure mastery of Florida academic standards. All public school students in grades 3-10 are required by law to take the FSA. In order to graduate from a public high school with a standard diploma in the State of Florida, all students must pass the FCAT/FSA. Retention of grade level may happen if students do not demonstrate proficiency in FCAT skills and standards. All teachers are expected to participate, collaborate in its implementation, and to teach the skills and strategies prevalent on the FCAT/FSA and EOC's. EOC's for Algebra, Biology, Geometry, Civics and US History will be given to those students who are taking the specified course during the current academic year.

FLORIDA LEAD PROGRAM

Florida Teachers Lead Program Stipend Funds are appropriated by the Legislature for the sole purpose of purchasing classroom materials and supplies to be used in the instruction of students assigned to the employee. To be eligible for receipt of Teacher Lead Program monies a teacher must be employed as a full-time teacher by September 1st of the current academic year, hold a Florida Teaching Certificate or Florida Statement of Eligibility, and have assigned by FLDOE a Department of Education Number. Original receipts for instructional materials purchased during the current academic year must be submitted along with a Florida Teachers Lead Program Stipend Funds Receipt no later than May 1st of the current academic year to be eligible for reimbursement. Eligible employees may only submit one request for reimbursement, therefore, it is suggested that employees accumulate receipts for the total reimbursement and submit them to the human resource manager at that time.

The materials purchased are to be used for classroom use and will become school property. Teachers will only be reimbursed up to the allocation point.

FOLDERS –see PORTFOLIOS**FOUR PERIOD DAY**

Students receive seven classes a year. The schedule comprises of four periods a day broken up into 60 minutes for period 1 and 90 minutes for periods 2, 3, 4, 5, 6 and 7. Refer to the bell schedule, which should be posted in a classroom area visible to students.

FUNDRAISERS

All fundraisers must be approved before sales or collections begin. Fundraisers with poor accountability measures will not be approved. Please refer to the Activities Handbook for specific fundraiser procedures.

G

GRADEBOOKS

The teacher's grade book is a legal document required by state law, which can be summoned in any court case as a legal record of grades and attendance. It must be accessible at the school site while school is in session. Grade book must be completed with emphasis on accuracy and consistency in recording. Administrators will monitor grade books periodically as this document is a part of teacher performance evaluations.

There should be a minimum of two grades per week for each student, regardless of the subject matter and should be reflected in the grade book on an ongoing basis and updated weekly. Grades can be obtained from assessment, homework, labs, quizzes, tests, group projects, presentations, and reading. Each and every category must be used throughout the quarter for each student in order to maintain accurate data.

Unsatisfactory progress reports/failure notices that have been issued should be indicated in your records. Unsatisfactory progress reports must be given to every student that is in danger of achieving a grade below a "C." Parents should be notified throughout the grading period if the student's grade has dropped below a "C."

Teachers must be aware of any ESOL / ELL and ESE students in their class and must label those students on grade book.

Teachers should intermittently print a hard copy of the rosters, in the event the network is down. Paper grade book copies must be retained on record for a period of three years. It is therefore mandatory you print your full grade book each quarter and submit it to your department chairperson. A final hard copy of the grade book (reflecting a detailed copy of each quarter) will be submitted to the Department Chairperson by the ending of the academic school year.

GRADING STUDENT PERFORMANCE

Students are to be advised of the grading criteria employed in each class prior to the beginning of the grading period. Each teacher's syllabus is expected to outline grading criteria for the class. 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 placement. (See Curriculum Guides)

Academic Grades

Academic grades are to reflect the student's academic progress (*the grade must not be based upon the student's effort and/or conduct*). Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's academic performance during a grading period.

Academic grades for students shall be A, B+, B, C+, C, D+, D, F, or I (only by administrative approval).

A (90 -100%) indicates that the student has demonstrated excellent achievement in the subject and/or the skills area. The student consistently performs academically at a level that is considerably higher than that of the student in the same program or course. The student has mastered skills well above those required for successful completion and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.

B+ (87 -89%) indicates that the student has demonstrated a good / outstanding achievement in the academic area but have not mastered the skills well above those required.

B (80-86%) indicates that the student has demonstrated good but not outstanding achievement in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The -B student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objectives and competencies established for the subject being graded.

C +(77 -79%) indicates satisfactory academic achievement and the student is moving into demonstrating a good but not outstanding achievement in the academic area. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program.

C (70 -76%) indicates satisfactory academic achievement. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program. The student's rate of progress permits mastery of more than the minimal instructional objectives and competencies of the program.

D+(67 - 69%) indicates a minimal acceptable level of mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance but the student is moving in the direction of satisfactory academic achievement.

D(60 - 66%) indicates a minimal acceptable level of mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.

F (0-59%) indicates a level of academic performance that is unsatisfactory. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.

GRADE	LETTER VALUE	VERBAL INTERPRETATION	GRADE POINT VALUES
A	90 - 100 %	Outstanding	4
B	80 - 89 %	Good	3
C	70 - 79 %	Satisfactory	2
D	60 - 69 %	Minimal; Improvement Needed	1
F	0 - 59%	Unsatisfactory	0

Based on District guidelines, incomplete grades and/or grade overrides are not allowed. Overrides (either up or down) will only be granted by the administration in special cases where students who have 10 or more excused absences in an annual course or five or more excused absences in a semester course. In this case an incomplete grade may be issued by administration. Subject to the review and approval of the principal, a teacher may change an "I" grade to a letter grade once the student has appropriately mastered all course objectives and competencies.

Grade of Record Calculations

Middle School Students – Students earn a final grade which is computed from the average of semester one and semester two.

High School Students – Students do not generate a final grade; they earn a semester grade. If they earn a passing grade, these students earn a half-credit per semester for each class in which they are enrolled. The formula for this grade is usually:

$$75\% (\text{semester grade}) + 25\% (\text{Semester Exam}) = \text{Semester Grade}$$

GUEST SPEAKERS

All guest speakers must be approved by administration. The instructor must complete a Request for Guest Speaker form and submit to the Assistant Principal in advance of making arrangements with the guest speaker. Guest Speakers must sign in at the front office.

GUIDANCE –see STUDENT SERVICES

H

HALL PASS

Students excused from class must have an individualized yellow hall pass signed by the teacher indicating the time of departure and destination. No child is ever to be out of class without a yellow hall pass signed by the teacher excusing him/her from class to go locations other than the restrooms (see - RESTROOM PASS). If a student is sent to see another teacher, the other teacher needs to record the new time student leaves them and also sign the hall pass.

HERO

All teachers are required to utilize the HERO system on a daily basis. This system is a comprehensive data base for both infractions and reinforcements for student behavior/attendance. First period teachers are required to enter uniform infractions on a daily basis. Additionally, teachers must use HERO to enter all uniform infractions, classroom violations and detentions. This program is also used as a school-wide reward system. Teachers are able to give reward points for positive behaviors.

HOME LEARNING/HOMEWORK POLICY

Purposeful home learning is an essential component of the instructional process. Students should have home learning assignments for each class each day. Evidence of home learning assignments should be in the daily lesson plan. Home learning assignments should be checked off and recorded on Pinnacle. Teachers should expect every child to complete his/her home learning assignments by the designated time. Home learning assignments should reinforce and/or enhance concepts and learning that take place in class. They should be challenging and involve higher level thinking (critical thinking) in all or part of the assignment. Reading is recognized as a universal skill that relates to all subjects. Therefore, reading assignments may be part of the home learning process.

HOURS OF OPERATION - Middle/High School

- Teachers..... 7:00 a.m. – 3:00 p.m.
- Students..... 7:30 a.m. – 2:30 p.m.
- Conference Periods..... Scheduled before school, after school, during teacher planning periods or at times mutually convenient for both parents and teachers
- After Care (LEAP)..... 2:35 p.m. – 6:00 p.m. (Grades: 6-8 only) at the Elementary

****Students will be ready for entry into the building at 7:25 a.m. Therefore, all teachers must open and stand at their doors by 7:25 am and in between classes****

I

ILLNESSES AND INJURIES

An ailing child has difficult time learning and also may present a health hazard to others. Students becoming ill should be sent to the office with a pass. Teachers are not to administer any medicine.

Symptoms requiring immediate attention and/or removal from school include: vomiting; bleeding; fractures and broken bones; severe bumps or bruises; red, watery eyes (pink eye); red, itchy bumps all over the body (chicken pox/measles); itchy scalp (lice); dizziness or loss of consciousness.

Please refer to the ACCIDENTS and EMERGENCIES sections for additional information.

INDEPENDENT READING PLAN

Literacy is an integral part of the learning process. Please refer to Somerset’s Independent Reading Plan for specific information.

INSUBORDINATION – see DISCIPLINARY PROCEDURES FOR STAFF

K

KEYS

The building and facilities are secured using keys, which are strictly controlled by the chief security. Keys are issued at the beginning of each school session and turned in at the end of each school session. All personnel must sign for and take personal responsibility for the keys they are issued. Staff will be issued only those keys, which are associated with the areas they normally work, e.g., classrooms. Under no circumstances are school keys to be given to students or other people. Keep constant control of keys, and report missing or stolen keys immediately to the principal or designee. Keys are not to be duplicated. Individuals making unauthorized duplication of keys are subject to disciplinary action, up to and including termination.

L

LEP – see ESOL STUDENTS and META

LESSON PLANS

Good planning is essential to good teaching. Long-range plans, as well as explicit daily assignments, should be part of your plan book. All lesson plans must indicate Objectives, Activities, Assessments, Home Learning Assignments and a way of monitoring student progress, and must follow Next Generation Sunshine State Standards as well as the Common Core Standards. The Objectives/Components in the plan should be clearly indicated in the lesson plan. Each department will have standard lesson plan format that may be used as a guideline / sample.

If you have ESE, Gifted and/or ESOL students in your class, your lesson plans must include appropriate strategies to address their needs. These strategies may be coded to facilitate their inclusion in lesson plans. A variety of activities need to be present with emphasis on hands- on activities, cooperative and flexible groupings, and other learning activities that will assure a successful instructional program.

Lesson plans shall be available to the administration, department chair or designee during classroom visits or during observations. Teachers should have their lesson plans readily available at all times. Lesson plan may be checked at any time during the school year.

LOST AND FOUND

The lost and found area is located near the Dean of Discipline's office directly in front of room 108. Any students or staff member who have lost or found an item should report it to the Main Office.

M

MAIL

Mailboxes are located in the teacher's lounge and should be checked every day upon arrival in the morning and before leaving at the end of the day. Students are not to retrieve items from staff mailboxes.

MEDIA CENTER

The Media Center will be open from 9:00am – 4:30pm.

MEDIA / PRESS

If any teacher or student is contacted by the press, the police, a probation officer, a Florida Department of Children & Families official, etc., please advise that person that Somerset School Board Policy prohibits a teacher from releasing any information or providing any comments. Only the principal of the school or a designated administrator is authorized to respond. Teachers may give out the name; address and office phone number of the principal or offer to get the appropriate administrator to the phone. Adhering strictly to this policy is required.

MEETINGS

Faculty members are expected to be present at all faculty meetings unless previously excused by an

administrator. Grade Level and Leadership meetings will be held on a monthly basis. Departmental meetings will be held on a bi-weekly basis and attendance is mandatory. Department meeting minutes are to be submitted to the administration as soon as is feasible thereafter.

Please refer to the CONFERENCES section.

META

The Florida State Department of Education and the League of United Latin American Citizens (LULAC) signed a consent decree in 1990, which establishes requirements for the delivery of services to LEP students and provisions related to in-service requirements for instructional personnel. The main focus of the decree is –equal access to educational opportunities in all public schools for children classified as Limited English Proficient (LEP). The consent decree sets statewide standards for the proper identification, placement, and provision of programming for, assessment and monitoring of performance of linguistic minority students. This includes the submission of a three-year plan for serving these students as a condition of state funding, and the recruitment and training of appropriately qualified staff in bilingual and English for Speakers of Other Languages (ESOL) classes.

MONEY – see FINANCES

N

NEW TEACHERS

In addition to the requirements listed on the Statement of Status of Eligibility issued by the Department of Education, all new teachers with temporary teaching certificates must demonstrate professional education competence in order to obtain a Professional Educator's Teaching Certificate. Somerset Academy documents each new teacher's competence using our own instructional tool and FPMS. Please refer to EVALUATIONS. Each new teacher to Somerset must participate in the Somerset Academy New Educator Support System (NESS).

O

ORGANIZATIONAL STRUCTURE

Please refer to the organizational chart.

P

PARENT COMMUNICATION

Parent-teacher conferences should occur on a regular basis. Emphasis should be placed on each student's success and creativity along with academic or behavioral difficulties that the student is experiencing. Teachers must keep and maintain a *Parent-Teacher Communication Log* and specify whether such contact

was in person, by telephone, or through written correspondence. When required parent contact is not achieved, evidence of attempts to contact the parent needs to be recorded. Teachers should be professional at all times. At no time shall a teacher or staff member discuss issues relating to any student or staff member outside of a conference in the presence of other parents or students. Parents and staff may be kept aware of activities via the school calendar on the school's website and the automated Parent Link system. Please refer to the CALENDAR section.

PARKING

Each staff member will be assigned a parking space according to their classroom location at the beginning of the school year. Staff members will receive a parking decal that must be hung on the rearview mirror and must park in their designated area throughout the school year.

PHOTOCOPIES

Photocopies must be approved by department heads and will be made by Ms. Hogarth in the Teachers' Lounge. Please submit *Photocopy Request* form 48 hours prior to the date needed. Please do not send students to request copies during the M/H lunch block.

PORTFOLIOS (STUDENT FOLDERS)

A folder must be kept for each student in all courses. Each folder should be marked with the student's name and grade level. The contents of the student folders should, in general, reflect the nature and quality of teaching and learning. They should document student progress to the teacher, the student, and the parent. A variety of work samples and assessment items are to be included in student folders. Some examples include: class learning assignments; home learning (labeled as such); corrected work rewritten by students; project documentation; tests, quizzes, exams; textbook assessments (placement exams); and student self-assessment.

Portfolios are a reflection of students' academic growth over a period of time; therefore the portfolio should be a comprehensive reflection of the student's academic progress. The selection of work contained within the portfolio should be a cooperative effort between the teacher and the student. (Never should a student's portfolio reflect completion, rather corrective markings should indicate a student's avenues for improvement.)

PROFESSIONAL DEVELOPMENT

Teachers will receive support services at Somerset Academy Charter that will provide relevant information about the importance of you tracking your own professional development in-service master points which are essential for recertification purposes through the Florida Department of Education; however, the school and Broward County will provide professional development opportunities. In order to attend a professional development during school hours, you must submit the completed *Professional Development Approval Form* 2 weeks prior to the actual workshop date. If the approval is not submitted 2 weeks prior to the actual workshop, your request will be denied due to a limited amount of availability of the substitute teachers.

PROFESSIONAL GROWTH PLAN (PGP)

Broward Schools' Professional Growth Plan is the district's response to Florida's call to have all instructional personnel engaged in meaningful staff development activities that directly relate to gains in student performance. The PGP is teacher directed and focuses on Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and/or school safety. Each teacher must complete one annually.

PROGRESS REPORTS

Interim Progress Reports are an integral part of the instructional program. The reports are issued 4 1/2 weeks into each grading period in order to notify both students and parents of the academic and behavioral performance of students prior to the completion of a nine-week term. Additionally, teachers may be called upon to issue daily or weekly progress reports in some cases where students need to be monitored more closely. Teachers should keep a copy of any unsatisfactory progress report issued or a record of such issuance. Also see FAILURE NOTICES.

R

READING PLAN – see INDEPENDENT READING PLAN

REFERRALS

Students experiencing difficulties academically, socially, or emotionally should be referred to the dean of discipline and/or guidance through an official referral form. See DISCIPLINE.

REQUEST TO LEAVE EARLY

All staff members requesting to leave early must submit an electronic request form via the employee portal 24 hours prior, unless it is an emergency. Half-days are as follows: 7:00 –11:00 A.M and 11:00 – 3:00 P.M

RESTROOM PASS

All restrooms have a designated color that will match the restroom hall passes given to the teachers based on room location. For example, upper level restrooms in building E will be “Green,” all teachers on that level will be given “Green” restroom passes for student use. Should a student be found out of the designated color-coded area, he/she will be deemed out of assigned area and security will walk him or her back to class.

RETENTION

It is extremely important that each classroom teacher meet with the administration concerning any student who is experiencing academic difficulties. Students will be promoted/retained in accordance with the Student Progression Plan guidelines.

S

SIGN-IN/SIGN-OUT

All staff must sign-in/sign-out by entering their 6 digit code in the time clocks located in buildings A (elementary building), B (Middle school building), D (Administration Office) & F (High school building). It is the responsibility of each staff person to ensure that he/she punch in upon arrival and out upon departure from school. The repeated neglect of handing scanning in/out may be grounds for disciplinary action. Upon leaving the campus during school hours, it is additionally necessary to sign out/in through the clock and manually in the log book located in the main office. If you are leaving work early, please follow the REQUEST TO LEAVE EARLY section guidelines.

SCHEDULE CHANGES

Students may request a schedule change through the *Class Change Request* form. Many of these requests are quite legitimate and need to be considered expediently. Others may be desirable on the part of the student but not necessarily appropriate from the educational standpoint or administratively possible. Administrative schedule changes are often necessary to balance classes, create additional sections, eliminate certain classes, or to change students in order to make other kinds of modifications to the master schedule to accommodate unforeseen needs. Teachers may also make requests for student schedule changes, i.e., a student demonstrates benchmark mastery and is ready for the next level or conversely, the student is in an advanced class and has not yet mastered basic competencies.

SCHOOL IMPROVEMENT PLAN

All Florida schools are required to develop a School Improvement Plan (SIP) with measurable objectives. The objectives for the SIP shall relate directly to the statewide goals, district goals, principles for SIP, and related performance standards established pursuant to Florida's High Quality Education System. Teachers are responsible for becoming familiar with this plan and implementing the identified strategies.

SELF REPORTING

All personnel shall self-report in writing within 48 hours of any arrests, citations, or charges involving the abuse of a child or the sale and/or possession of a controlled substance or charges involving sexual misconduct, sexual battery, possession (includes e-mail transmissions) or sale of pornography involving minors and sexual relations with students.

SMOKING

As of July 1, 1996, the Florida Legislature changed the law related to smoking on school grounds. Smoking is no longer permitted on school campus. You are not permitted to be within 1,000 feet of the school, Rose Price Park or any off campus school functions when smoking. Failure to comply will result in disciplinary actions; verbal warning, formal meeting with administration, and possible termination.

SOLICITING

No student, school organization, or member of the school staff may solicit funds in the name of the school from the public for any purpose without prior approval from the principal or assistant principal. All non-school employees are prohibited from posting or handing out flyers on school property.

STUDENT SERVICES

Student Services is an integral component of the educational process and supports the school's efforts to graduate students with competencies necessary to make self-directed, realistic and responsible decisions. Student Services personnel assist students, parents, and teachers through guidance counseling, academic counseling, parent consultations, teacher consultations, substance prevention/intervention, post-secondary planning, and crisis intervention.

SUPERVISION OF STUDENTS

All employees responsible for supervising students and student activities are to take precautions to protect the life, health, and safety of every student. **Under no circumstances should a teacher**

leave his/her class unattended! Safeguards to reduce or eliminate accidents and injuries should be in place at all times. Any accident or injury should be reported to the administration immediately and the supervising adult must complete an online student accident report within 24 hours. Designated school personnel must supervise students at all times throughout the school day and at all pre-approved school events. In instances where a teacher must leave his/her assigned students, the teacher must make provisions for supervision by designated school personnel prior to leaving the students.

SUPPLEMENTS/STIPENDS

Teachers who wish to provide additional or extracurricular instruction beyond their contract duties may apply for a salary supplement. Teachers must teach more than six classes to receive an extra class supplement. Teachers sponsoring athletics or extracurricular activities whom do not satisfactorily complete such responsibilities may receive a lesser supplement or none at all. Supplements are awarded at the end of each semester.

SUPPLIES

Basic supplies will be provided to teachers at the opening of school. Teachers needing additional supplies should fill out the *Supply Request* form and leave it in the designated location in the office for approval. If the Florida legislature appropriates *Florida Teachers Lead* funds, eligible teachers shall be entitled to their respective allocation.

SUSPENSIONS

In-school and out-of-school suspensions are designated by the dean of discipline and/or administrators. Out-of-School Suspension (OSS) takes away the privilege of attending school for a certain number of days, outside the school. No work missed during OSS may be made up for credit. In-School Suspension (ISS) takes away the privilege of attending classes; student remains in school and may get credit for work completed during ISS.

SYLLABUS

All courses are required to have a syllabus that delineates the course description, requirements, materials, due dates and teacher expectations/rules.

T

TELEPHONES

Staff members will not be called to the phone during school hours unless it is an emergency. Messages will be forwarded to the teacher's voicemail, electronic mail, or placed in teacher mailbox. Please check for such messages by dialing 440 from any school phone upon arrival in the morning, at lunchtime, and before leaving at the end of the day. Use of the phone during instructional time should be for school business, with limited use for personal calls.

TESTING

A variety of tests should be utilized to assess student performance. In order to help students prepare for the FCAT/FSA/EOC, teachers should expose students to a variety of test formats (timed tests, multiple choice, short responses, extended responses and essays). Students should also be exposed to the bubble sheet

format. Questions that ask students to explain, contrast, compare, justify, evaluate and convince need to be included. Pre-tests are mandatory to assess students' prior knowledge of subject. Post-tests are also mandatory to gauge the learning that has occurred.

TEXTBOOKS

An inventory of all classroom textbooks should be conducted at the beginning and the end of the school year according to the department chairperson's instructions. Books should be inventoried, marked for the condition in which they are distributed and received using a *Textbook Inventory* form.

Teachers should keep records of textbook issuance, students who have lost or damaged books, and the amount of total books and their condition within their files throughout the year. Student obligations for lost or damaged books should be turned in to the school treasurer and lost/damaged should be reported to the department chair by the designated date. Students with outstanding textbook liabilities are not to be reissued a textbook until their prior liability is satisfied.

U

UNIFORMS (Students)

Students who are not wearing the correct uniform will be subjected to the Somerset Academy Charter 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 dark blue pants with the Somerset Academy embroidery labeled by the pocket.
2. All students are allowed to wear Khaki or dark blue Bermuda shorts with the Somerset Academy embroidery labeled by the pocket.
3. The pants or Bermuda shorts 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.
4. 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.
5. If a student chooses or needs to wear a jacket due to cold weather, it must be an official Somerset Academy apparel or a plain navy blue jacket with no logos.
6. Any attire, including back packs, displaying gang related paraphernalia or symbols, profanity or any inappropriate logos or displays are not allowed.
7. Clothing, jewelry, buttons, haircuts, or other items or markings which are, *suggestive, *revealing, or *indecent, associated with gangs or cults, encourage the use of drugs, alcohol, or violence, or support discrimination on the basis of age, color, disability, ethnicity, gender, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis are **not allowed**.
8. Any articles of clothing or jewelry that may cause injury including, but not limited to: with spikes or sharp objects, wallet chains, and heavy link chains 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. **All headgear (hats, scarves, bandanas etc.) are forbidden on school property.**
11. No buttons, tags, or labels may be worn on the school uniform unless approved by the administration.
12. All students must wear their Somerset's Student ID card on a lanyard. (for more information regarding Student ID cards please make reference to the IDENTIFICATION CARD section in this Handbook)
13. Students will only be allowed to wear class/club/athletic/dry-fit spirit shirts with uniform bottoms or jeans on Fridays. Senior sweatpants can be worn on Fridays. Athletes will be allowed to wear team jersey/uniform on Fridays with uniform bottoms. Cheerleaders/Dance/Color Guard members can wear track suits on Fridays.

Boys Uniform

In addition to the above, boys **must**: Pants/Bermuda pants must be worn at waist level.

Girls Uniform

In addition to the above, girls **must**: For safety reasons earrings must be plain and stud type, or small hoops (total size must be smaller than a quarter - \$.25).

***Friday Spirit Day**

Tops: Club/class/honor society/athletic/dry-fit spirit shirts or uniform polos

Bottoms: JEANS ONLY! Students can wear full length blue or black jeans with minimal tearing/shredding and no holes. No capris, leggings or shorts allowed.

Shoes: Closed-toe shoes or sneakers. No high heels, open toe shoes, or flip flops. Footwear must be worn at all times. For grades K-12, bedroom slippers are not allowed. Parents should ensure that the footwear their students wear to school does not impede their safety.

Headwear: All headgear (hats, scarves, bandanas etc.) is forbidden on school property.



VIDEOS

Teachers wishing to show a video or film must complete the *Video Authorization* form. All videos must be approved by administration prior to their showing. Teachers are to obtain Parental Consent from parents/guardians for the viewing of rated PG-13 movies in grades 6-8 and for the viewing of rated R movies in grades 9-12. Rated R movies are not to be shown in grades 6-8. These restrictions also apply for off-campus activities.

VIRTUAL COUNSELOR

Virtual Counselor is a web-based application that provides access to individual student performance data based on the results of the Florida Comprehensive Assessment Tests and other evaluations. This information is useful in gauging student performance and differentiating instruction. Virtual Counselor can also be used to complete Academic Improvement Plans (AIP) / (PMP). Please refer to ACADEMIC IMPROVEMENT PLAN. All teachers will be given access to Virtual Counselor.

W

WEBSITE

All teachers will have access to edit their individual webpages on the school's website. It is the responsibility of each teacher to use this medium to effectively communicate with their students and parents. Information that should be included on the webpage: homework assignments, testing dates, class notes, upcoming projects, class news, Wish List, etc. Teachers must update their webpages on a weekly basis. Department Chairpersons will periodically ensure the teacher webpages are current and have up-to-date information. Teachers found in non-compliance will be referred to the administration.

WORK DETAIL

Students referred to the administration for disciplinary problems may be given work assignments as a form of indoor suspension. Only the administration or designee may give work detail outside of a teacher's individual classroom.

XYZ

XEROX COPIES –see PHOTOCOPIES



Somerset Academy Charter Middle/High School

I, _____, acknowledge that I have received the

2015-2016 Faculty Handbook.

I have fully read and understood all sections of the handbook. If I do not comply with the procedures as described within the handbook, I understand that I will be responsible for any further action that might be taken.

Employee's Signature

Position

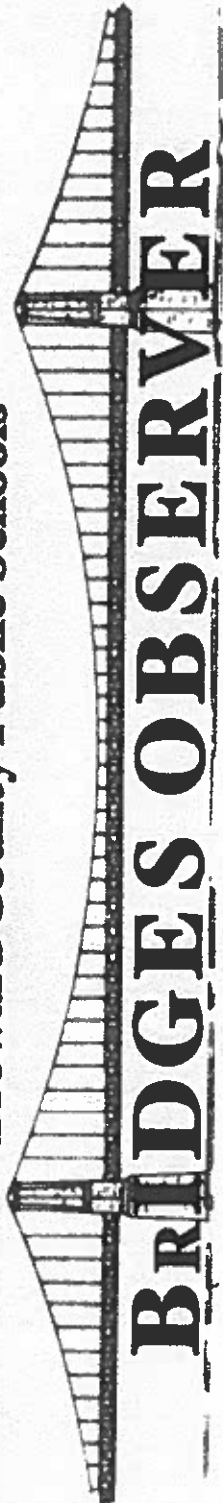
Date

Please complete and return this form to Ms. Stewart in the Main Office.



***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

Walkiria Bernal

*Has successfully met the requirements
of the **BRIDGES Observer** credential.*

11/19/13

DATE

**DR. ELISA CALABRESE
CHIEF TALENT DEVELOPMENT OFFICER**

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): <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Math <input type="radio"/> Science <input type="radio"/> 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 HE EFF NI OU
- Indicator 6.2 - Problem Solving HE EFF NI OU
- Indicator 6.3 - Quality Control HE EFF NI OU
- Indicator 6.4 - Distributive Leadership HE EFF NI OU
- Indicator 6.5 - Technology Integration HE EFF NI OU

PROFICIENCY AREA 7: LEADERSHIP DEVELOPMENT

- Indicator 7.1 - Leadership Team HE EFF NI OU
- Indicator 7.2 - Delegation HE EFF NI OU
- Indicator 7.3 - Succession Planning HE EFF NI OU
- Indicator 7.4 - Relationships HE EFF NI OU

PROFICIENCY AREA 8: SCHOOL MANAGEMENT

- Indicator 8.1 - Organizational Skills HE EFF NI OU
- Indicator 8.2 - Strategic Instructional Resourcing HE EFF NI OU
- Indicator 8.3 - Collegial Learning Resources HE EFF NI OU

PROFICIENCY AREA 9: COMMUNICATION

- Indicator 9.1 - Constructive Criticism HE EFF NI OU
- Indicator 9.2 - Clear Goals & Expectations HE EFF NI OU
- Indicator 9.3 - Accessibility HE EFF NI OU
- Indicator 9.4 Recognitions HE EFF NI OU

DOMAIN 4:
PROFESSIONAL
& ETHICS
BEHAVIOR

PROFICIENCY AREA 10: PROFESSIONAL & ETHICAL BEHAVIORS

- Indicator 10.1 - Resiliency HE EFF NI OU
- Indicator 10.2 - Professional Learning HE EFF NI OU
- Indicator 10.3 - Commitment HE EFF NI OU
- Indicator 10.4 - Professional Conduct HE EFF NI OU

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:

Final Evaluation for

Finished Needs Attention

Learner: _____ **Evaluator:** _____ **Evaluation Category:** _____ **Observation Period:** Aug 11, 2014 to May 8, 2015 **Date Submitted:** Jun 2, 2015
 _____ **Category:** _____ **Location:** America/New_York

Learner UUID: 80722 **Buildings:** Somerset Academy High 5221

Final Score: 3.977 - Highly Effective

Instructional Practice

3.973

Highly Effective

49.0%

Deliberate Practice/Growth Plans

3.0

Effective

1.0%

Student Data 50.0%

4.0

Highly Effective

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Walkthrough	Oct 8, 2014 10:47:45 AM	Domain 1: Classroom Strategies and Behaviors (v3)	Cristina Camus
No	Standard	Informal	Dec 5, 2014 9:18:49 AM	Broward - Domains 2-4	Tara Barber
No	Standard	Informal	Jan 14, 2015 9:28:58 AM	Broward - Domains 2-4	Tara Barber
No	Standard	Formal	Feb 20, 2015 4:37:15 PM	Broward - Domains 2-4	Christine Stewart
No	Standard	Formal	May 6, 2015 5:18:31 PM	Domain 1: Classroom Strategies and Behaviors (v3)	Christine Stewart
No	Standard	Formal	May 6, 2015 5:22:06 PM	Broward - Domains 2-4	Christine Stewart
No	Standard	Walkthrough	May 7, 2015 2:34:38 PM	Domain 1: Classroom Strategies and Behaviors (v3)	Walkiria Soberon

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: 3.973 - Highly 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: 3.96 - Highly Effective

Weight: 68.0%

Scale	Count
Level 4.0 (Innovating)	24 (96.0%)
Level 3.0 (Applying)	1 (4.0%)
Level 2.5 (Developing)	0 (0.0%)
Level 2.0 (Beginning)	0 (0.0%)
Level 1.0 (Not Using)	0 (0.0%)
Total Count:	25

Score: 4.0 - Highly Effective

Weight: 32.0%

Scale	Count
Level 4.0 (Innovating)	24 (100.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.5 (Developing)	0 (0.0%)
Level 2.0 (Beginning)	0 (0.0%)
Level 1.0 (Not Using)	0 (0.0%)
Total Count:	24

Deliberate Practice/Growth Plans: 3.0 - Effective

Deliberate Practice/Growth Plans Scale

Weight: 1.0% | Range: 1.0 - 4.0

Label	Effective	Unsatisfactory
Details	3.0 - 4.0	1.0 - 2.0
Value	3.0	1.0

Deliberate Practice/Growth Plans

Weight: 1.0%

3.0

Effective

Student Data: 4.0 - Highly Effective

Student Data Scale

Weight: 50.0% | 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

Student Data

Weight: 50.0%

4.0

Highly Effective

Approval and Notifications

Signatures *Needs Attention*

This evaluation was finished by Walkiria Soberon on Jun 2, 2015 9:01:01 AM.

I, Margaret Crawford, acknowledge these evaluation results.

Additional Acknowledgment

I, Margaret Crawford, acknowledge receiving the Final Score rating 3.977 - Highly Effective.

Walkiria Soberon has not yet acknowledged the Final Score rating

Comments:

The final evaluation was reviewed and the employee has elected not to acknowledge acceptance of the evaluation results. A copy of the evaluation has been provided to the employee.

Administrator

Date

Witness

Date

Evaluator Signature:

Date:

Learner Signature:

Date:

***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 Arts Conservatory 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

Level	Salary
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***



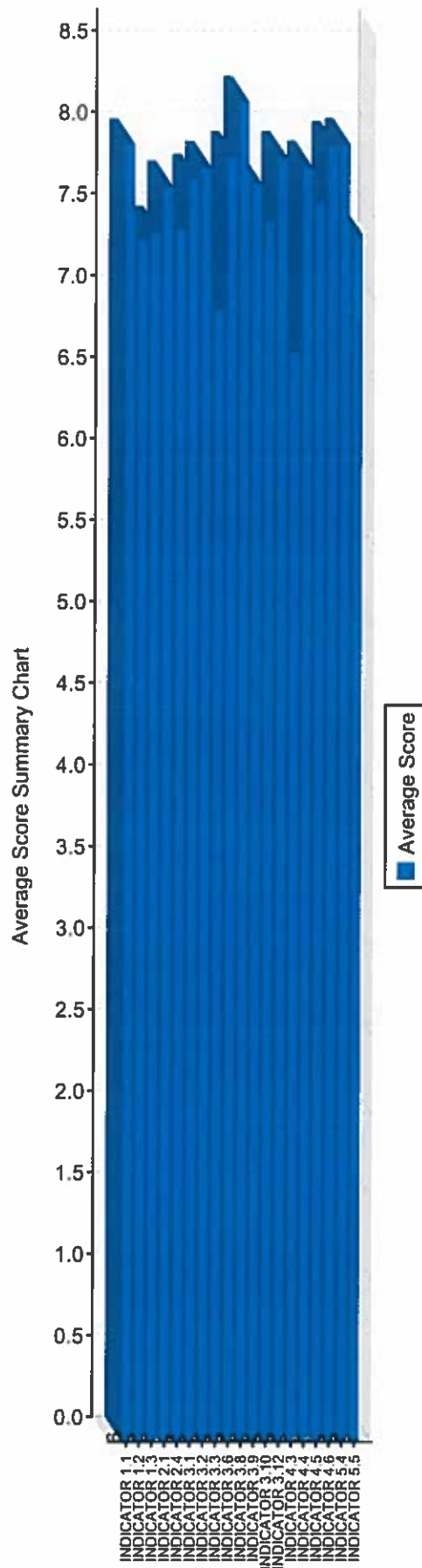
Student Survey (Middle and High) for schools

Average Score Summary (All Selected Institutions)

The following represents the aggregated average by INDICATOR for all institutions selected

Average Score Summary Charts

Student Survey (Middle and High) for schools





Student Survey (Middle and High) for schools

Average Score By Institution

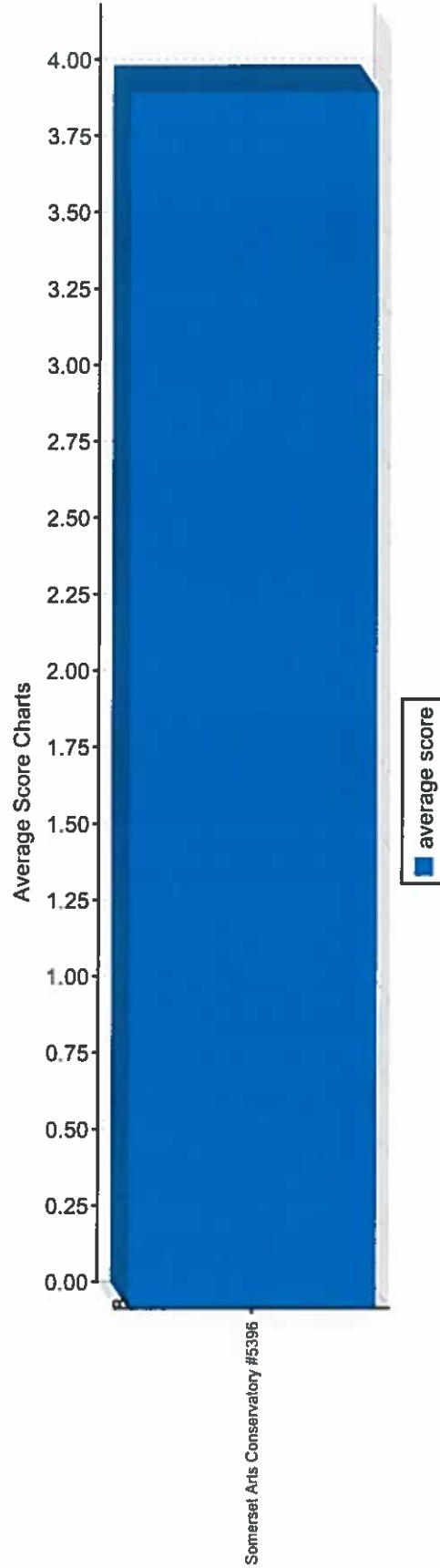
The following represents the aggregated average by INDICATOR for all institutions selected

Average Score By Institution Charts

Student Survey (Middle and High) for schools

Average Score By Institution Charts Section

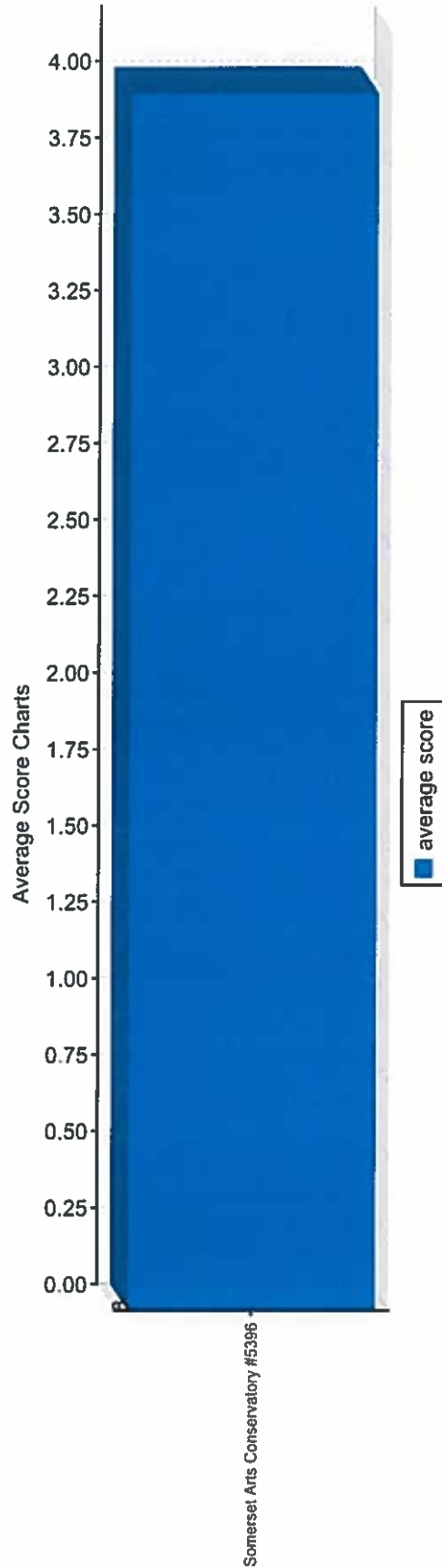
INDICATOR 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.





Student Survey (Middle and High) for schools

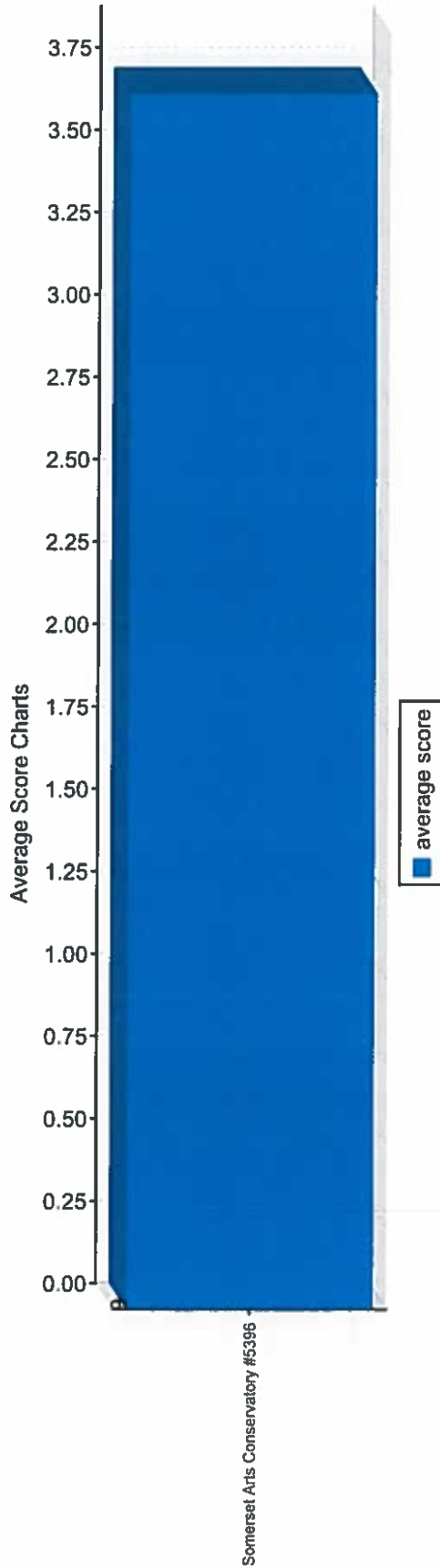
INDICATOR 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.



INDICATOR 1.2: The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.



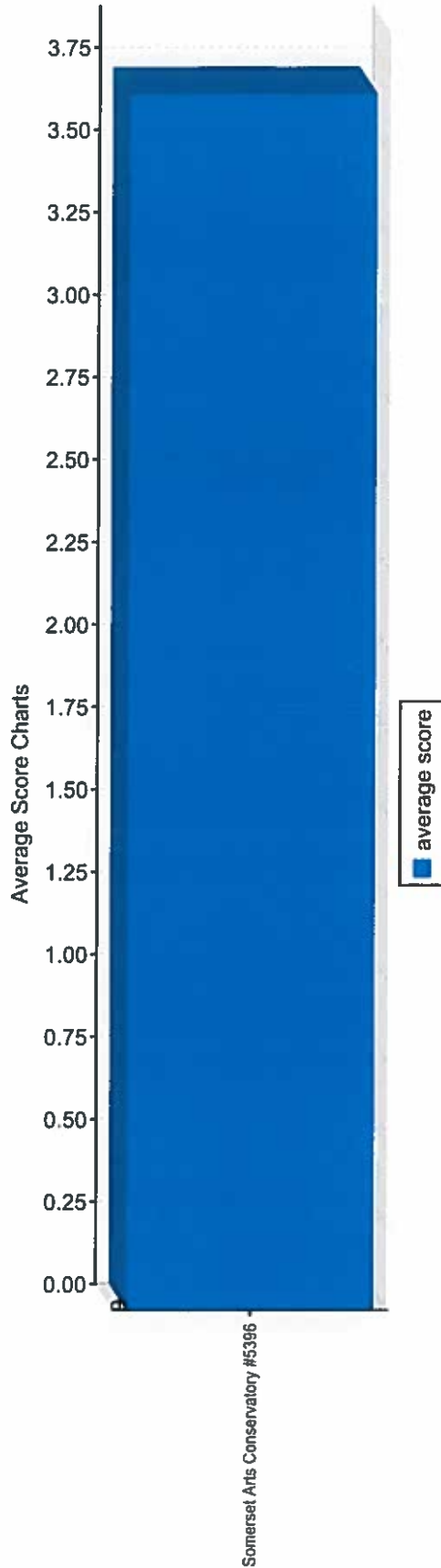
Student Survey (Middle and High) for schools



INDICATOR 1.2: The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.



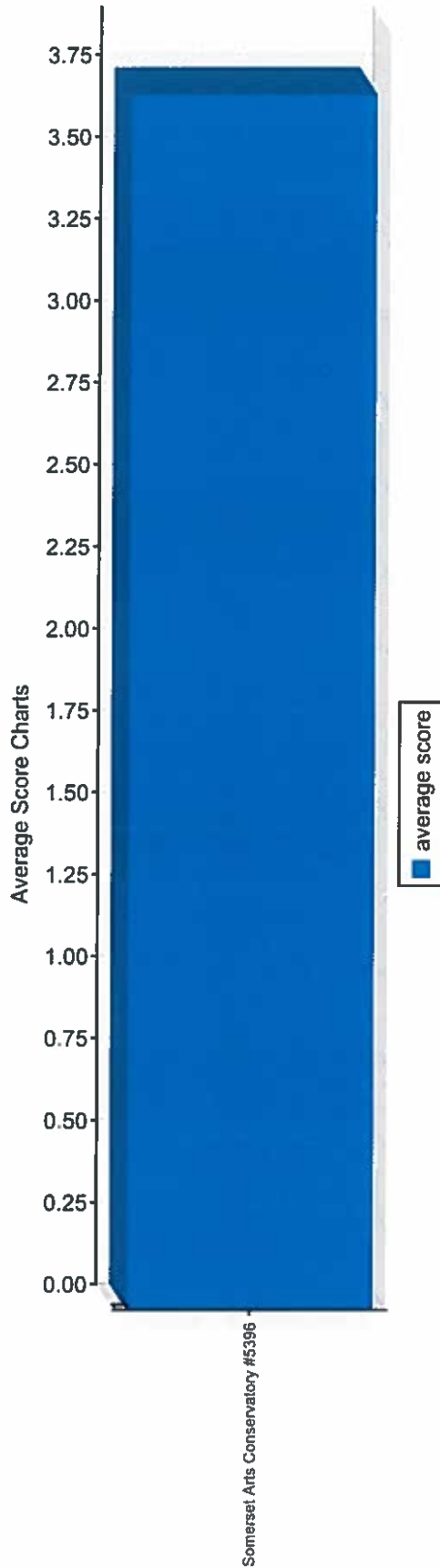
Student Survey (Middle and High) for schools



INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.



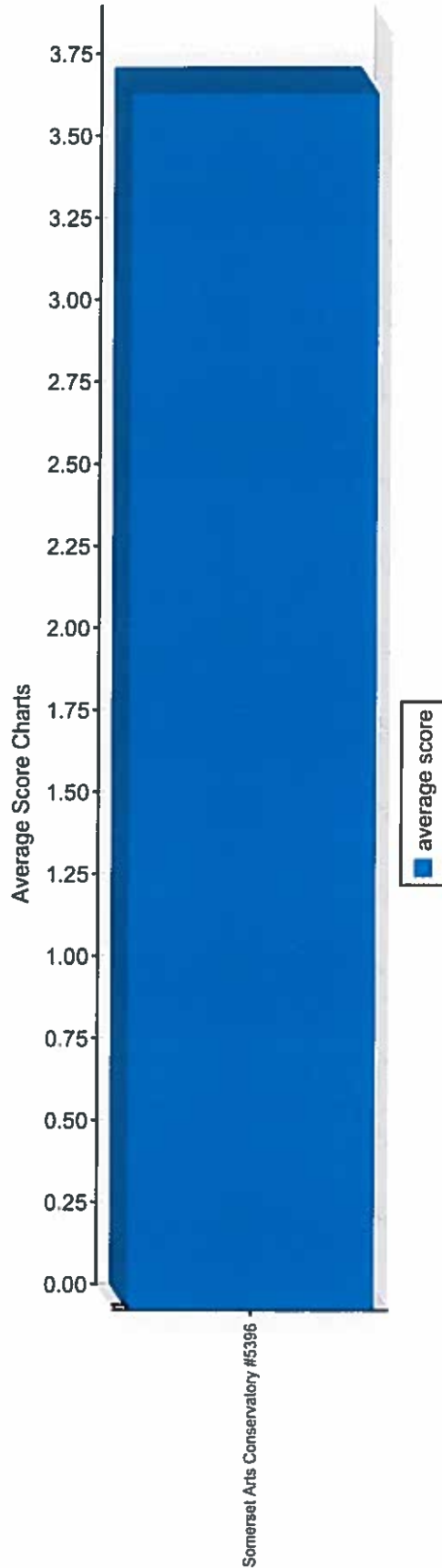
Student Survey (Middle and High) for schools



INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.



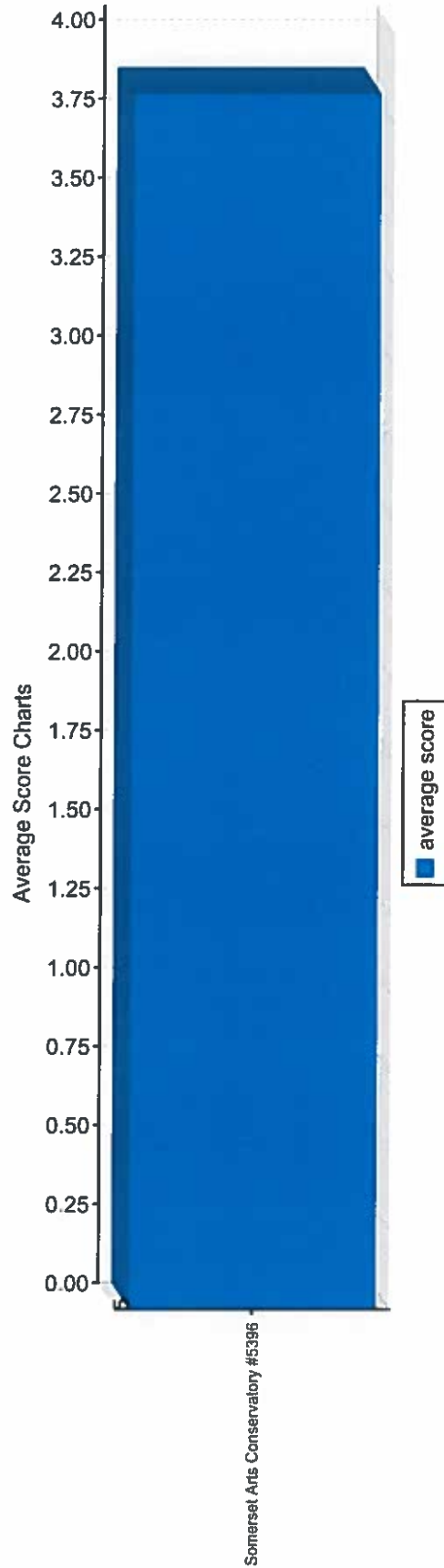
Student Survey (Middle and High) for schools



INDICATOR 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school.



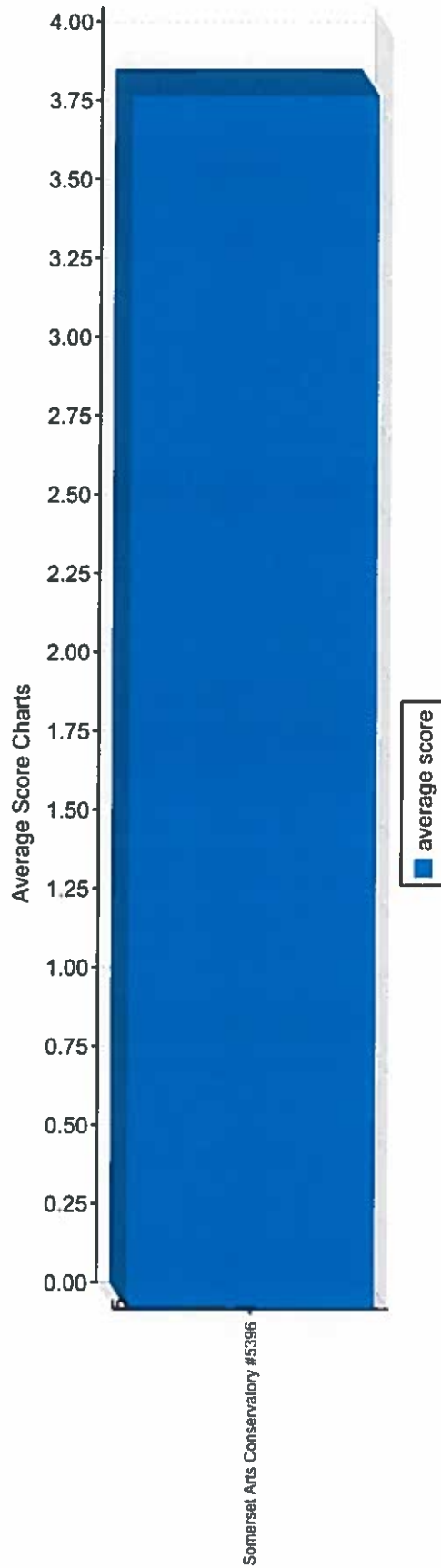
Student Survey (Middle and High) for schools



INDICATOR 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school.



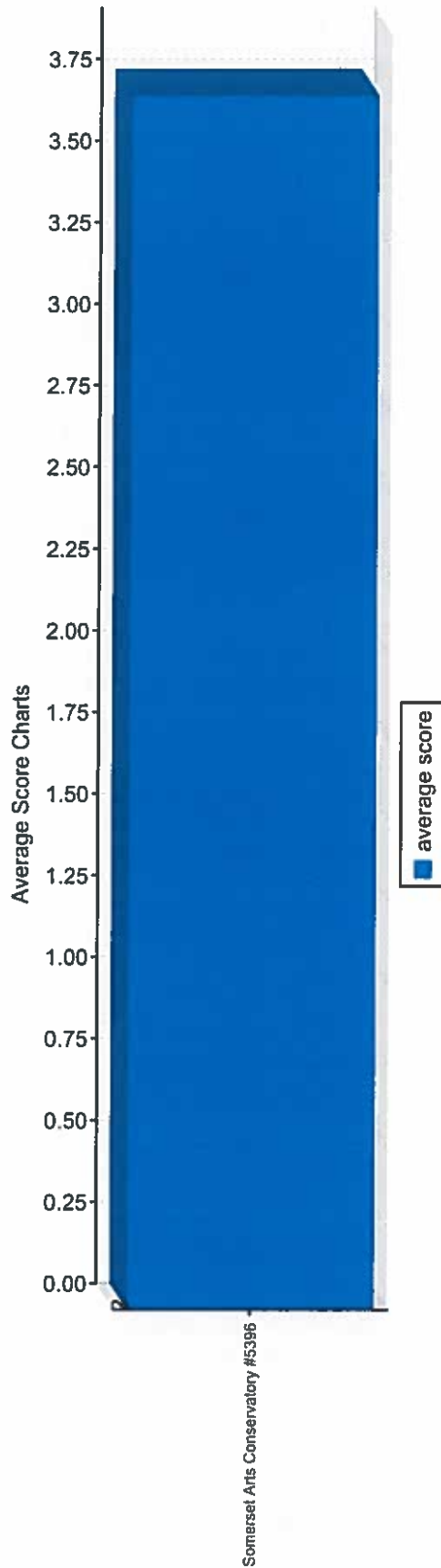
Student Survey (Middle and High) for schools



INDICATOR 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.



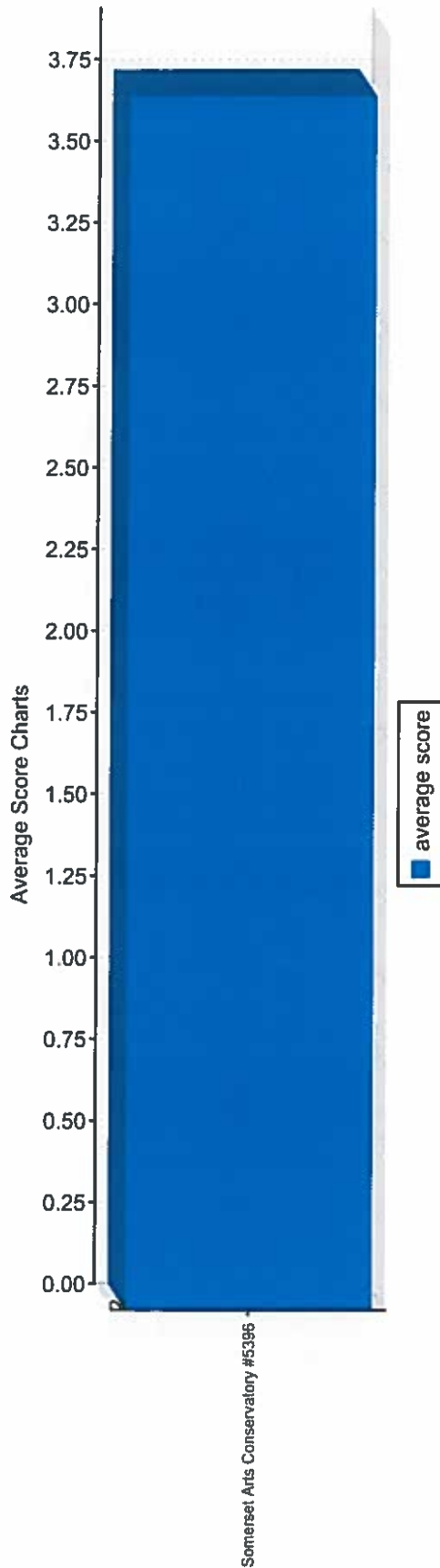
Student Survey (Middle and High) for schools



INDICATOR 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.



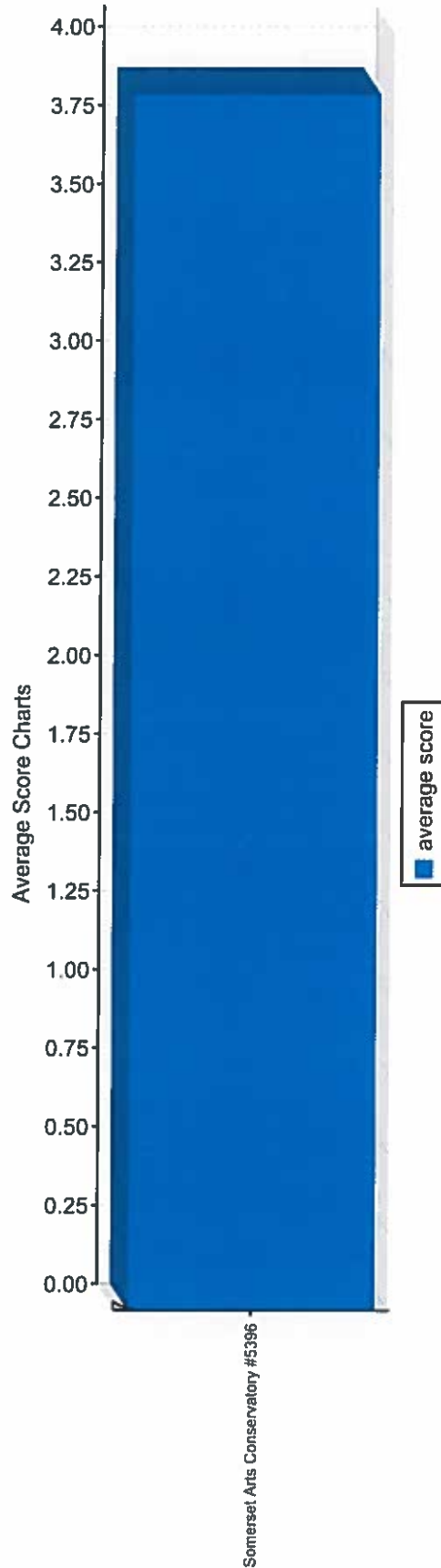
Student Survey (Middle and High) for schools



INDICATOR 3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.



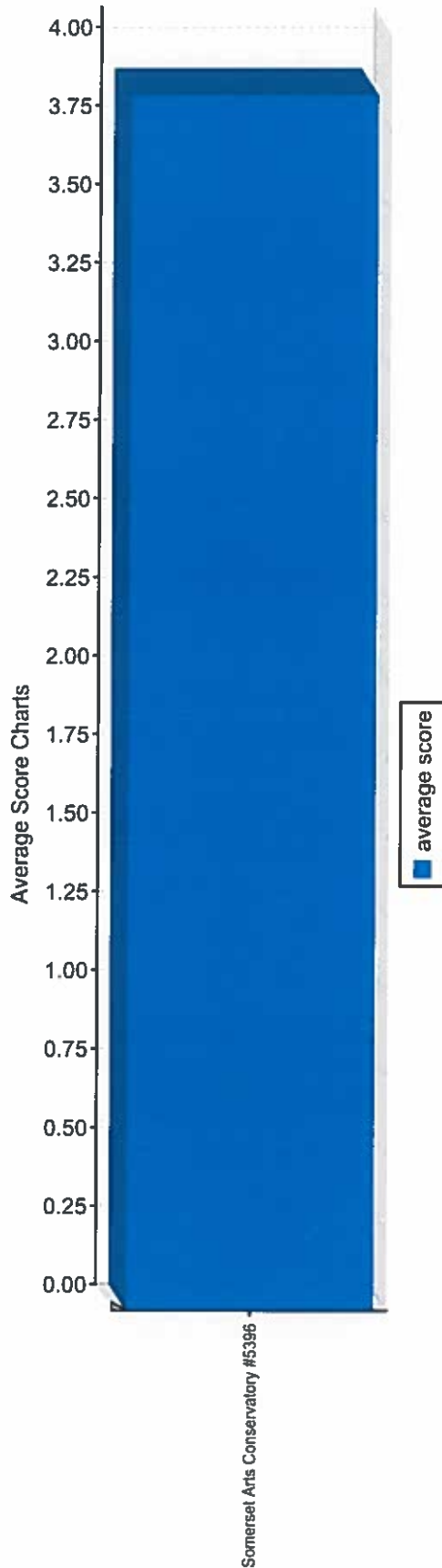
Student Survey (Middle and High) for schools



INDICATOR 3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.



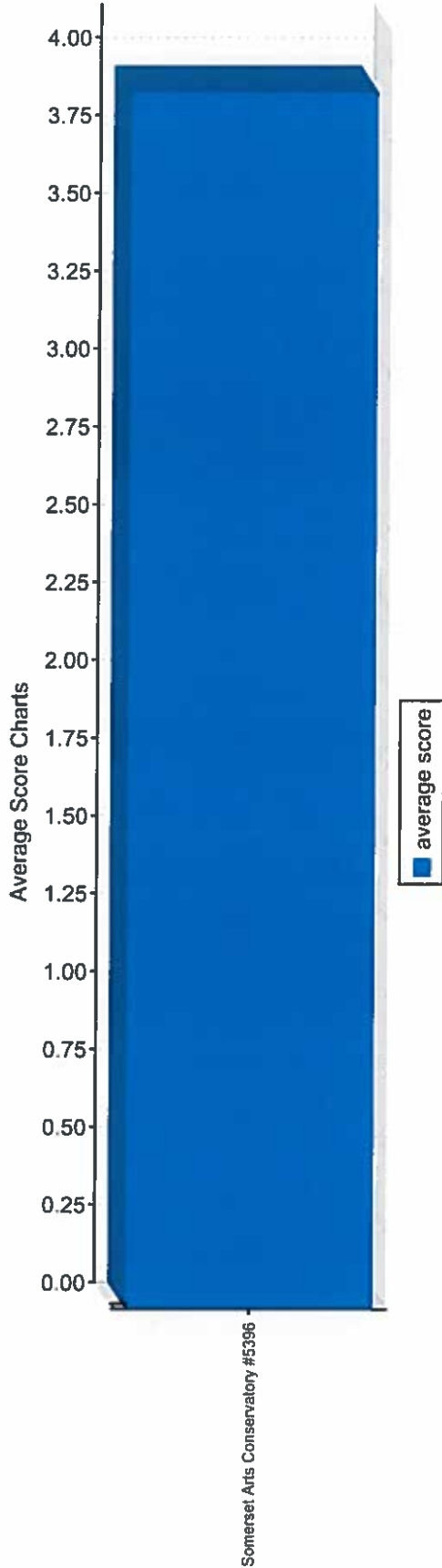
Student Survey (Middle and High) for schools



INDICATOR 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.



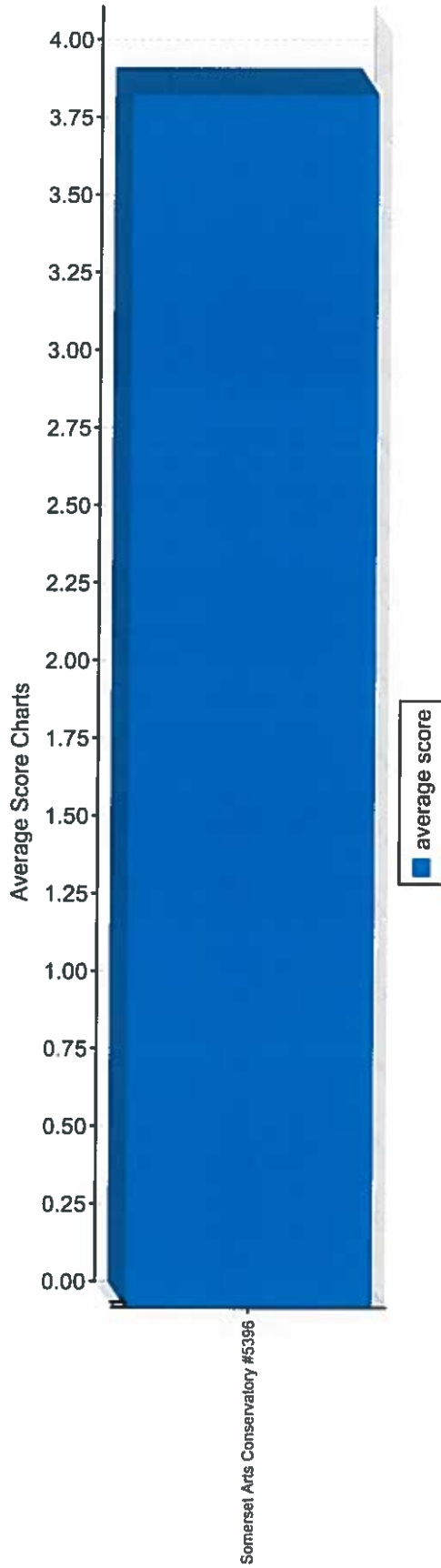
Student Survey (Middle and High) for schools



INDICATOR 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.



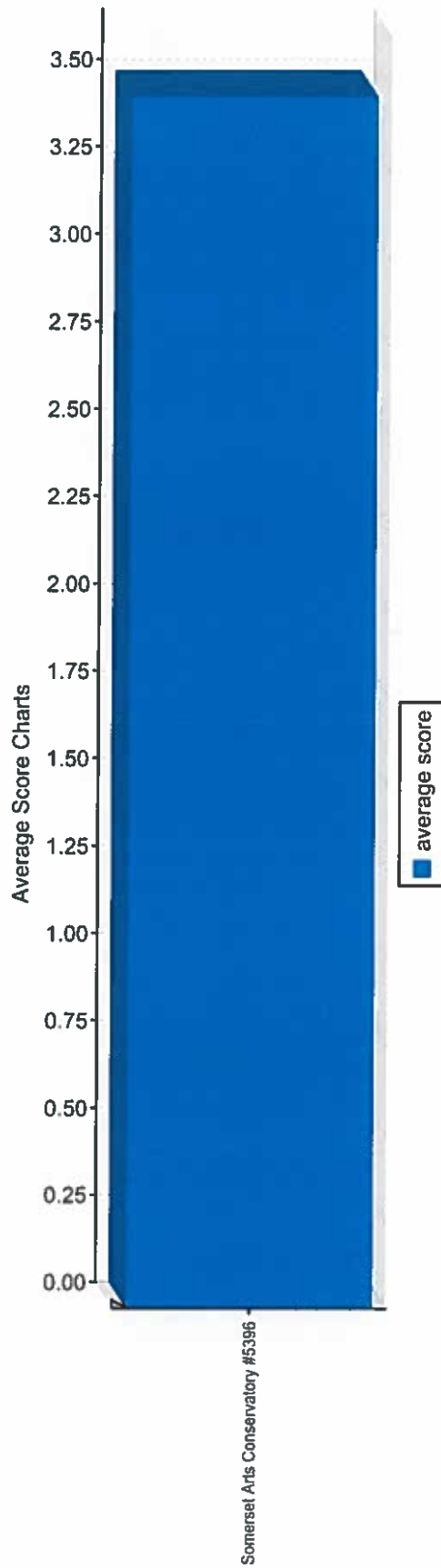
Student Survey (Middle and High) for schools



INDICATOR 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.



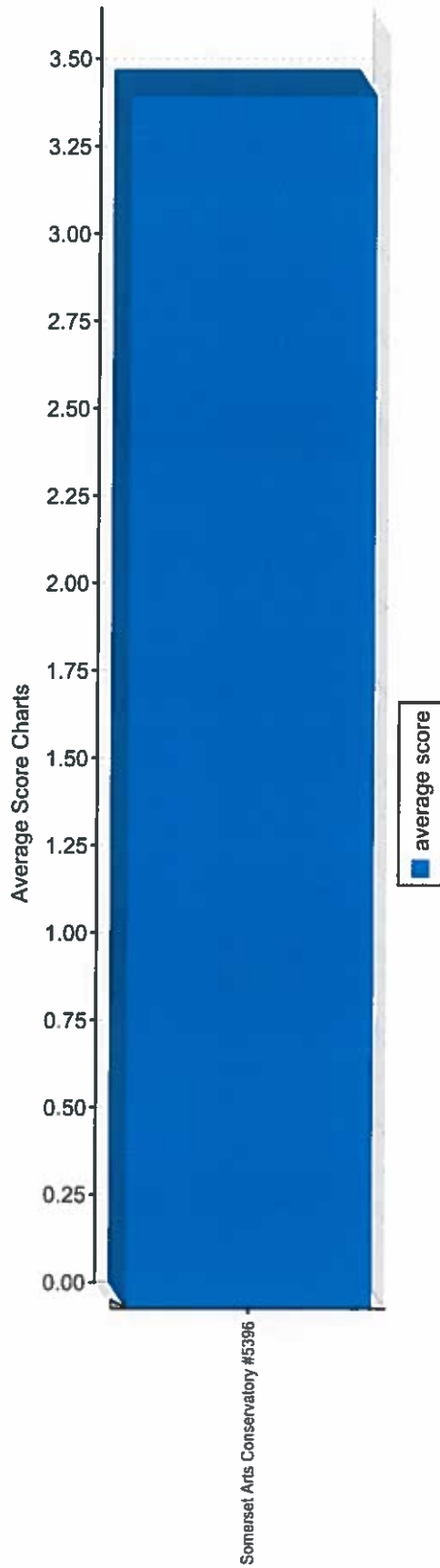
Student Survey (Middle and High) for schools



INDICATOR 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.



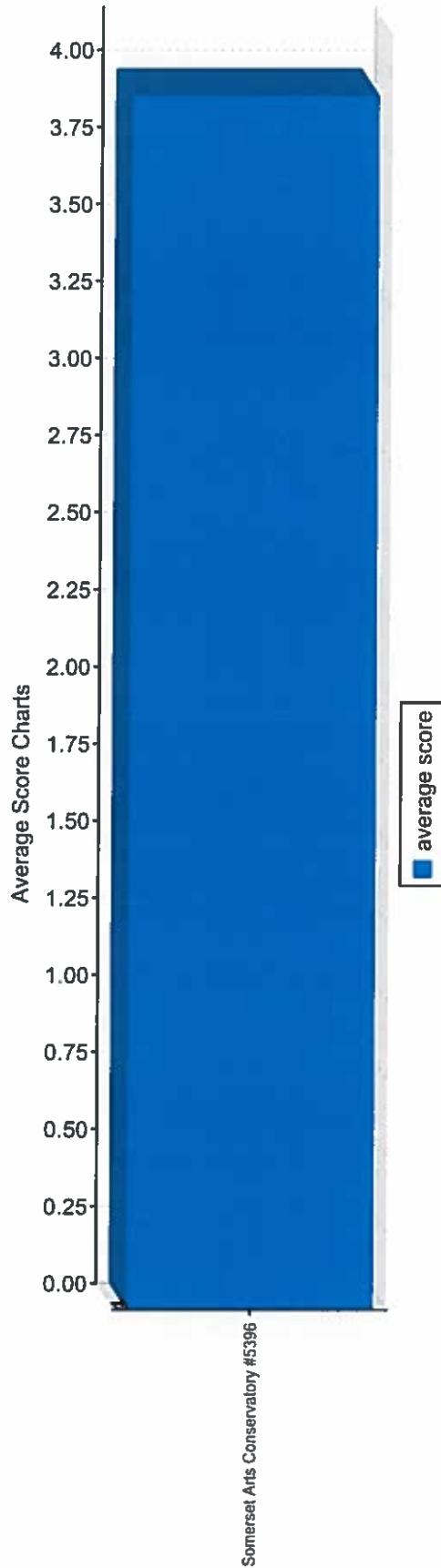
Student Survey (Middle and High) for schools



INDICATOR 3.6: Teachers implement the school's instructional process in support of student learning.



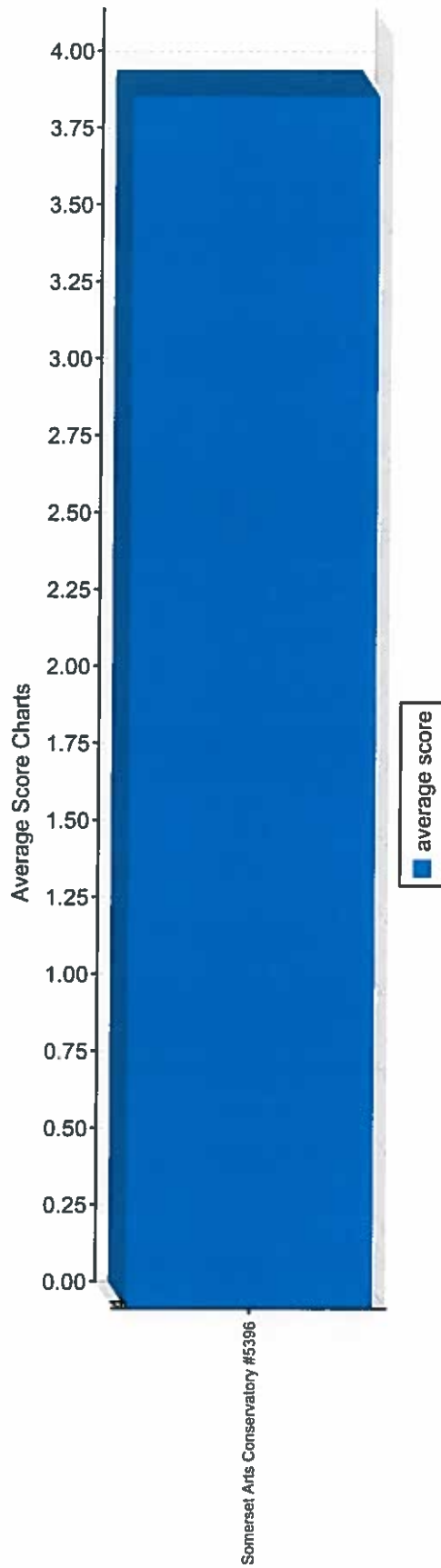
Student Survey (Middle and High) for schools



INDICATOR 3.6: Teachers implement the school's instructional process in support of student learning.



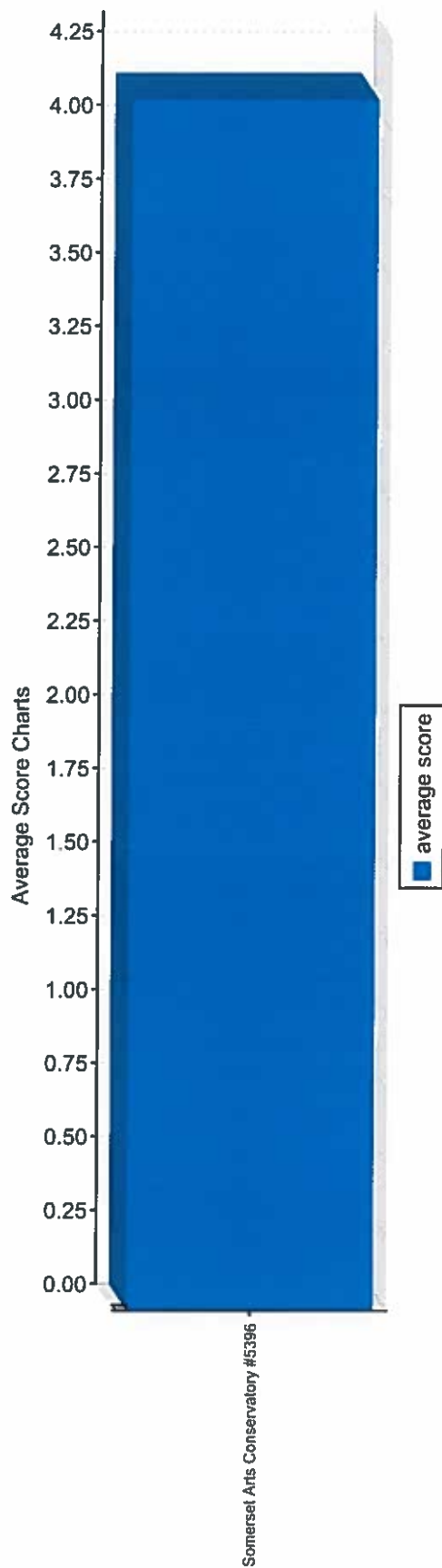
Student Survey (Middle and High) for schools



INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.



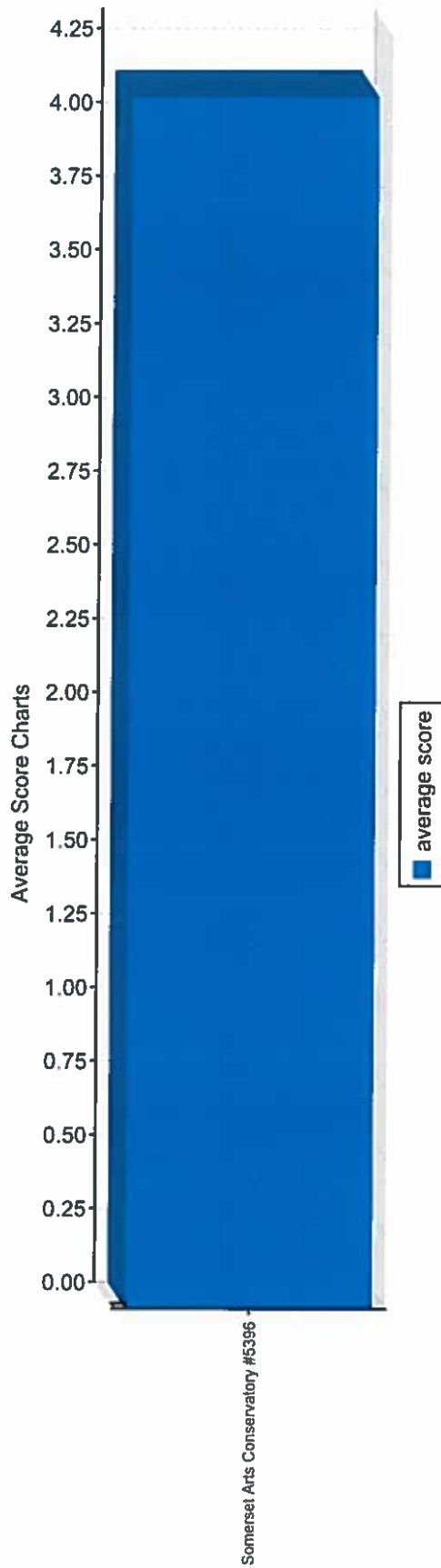
Student Survey (Middle and High) for schools



INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.



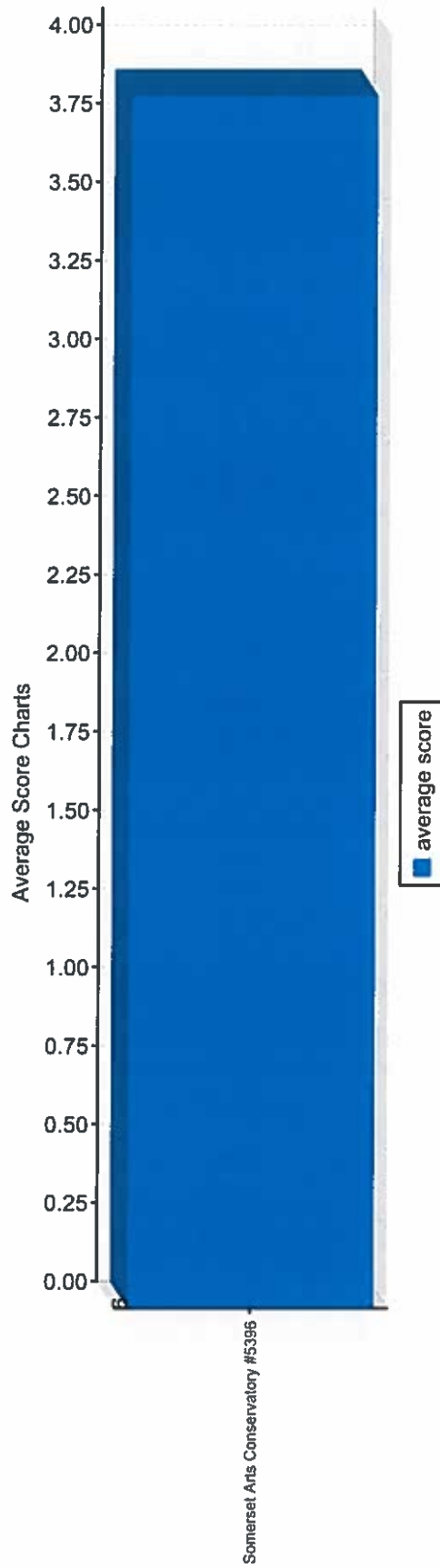
Student Survey (Middle and High) for schools



INDICATOR 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.



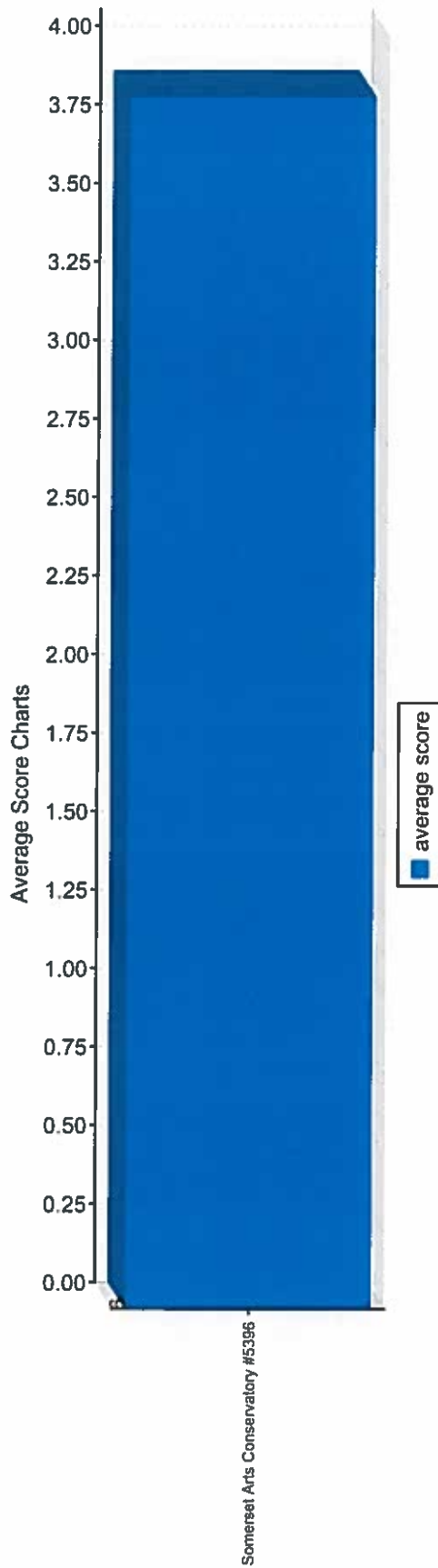
Student Survey (Middle and High) for schools



INDICATOR 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.



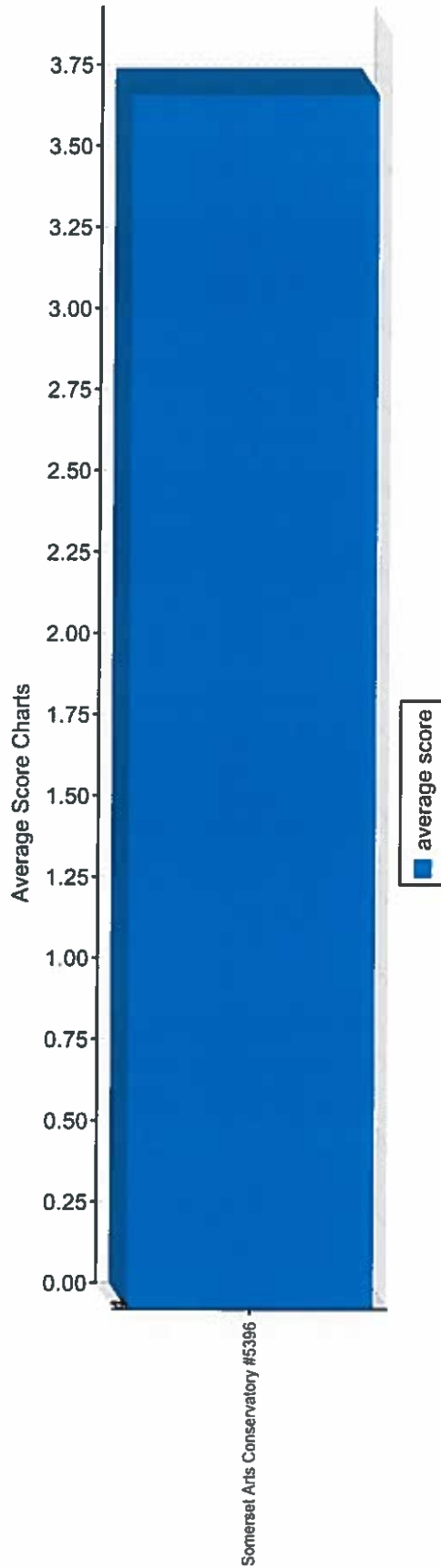
Student Survey (Middle and High) for schools



INDICATOR 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.



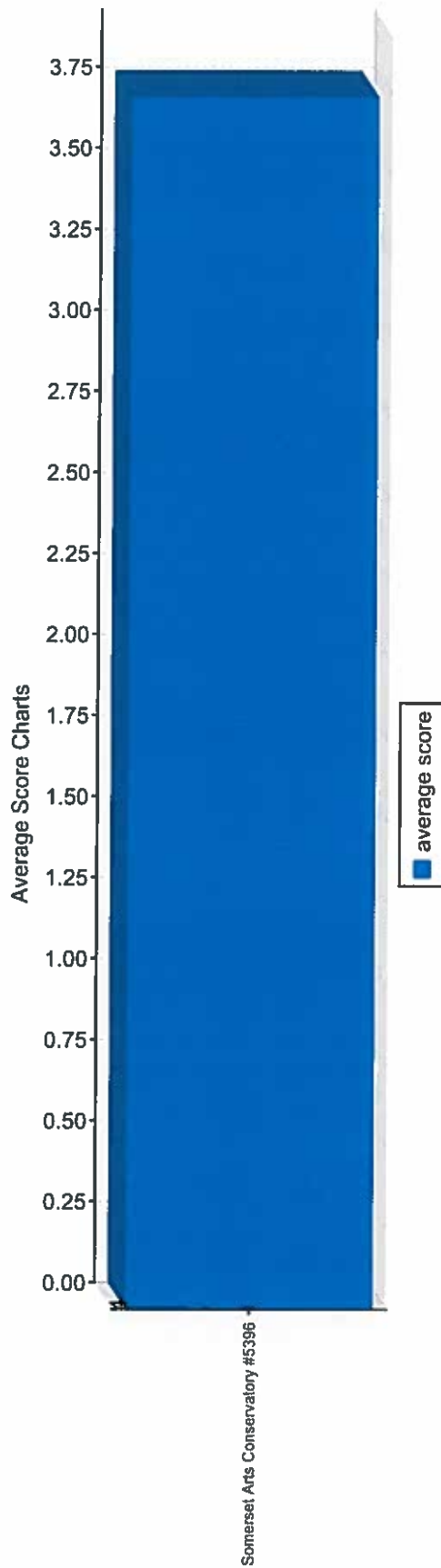
Student Survey (Middle and High) for schools



INDICATOR 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.



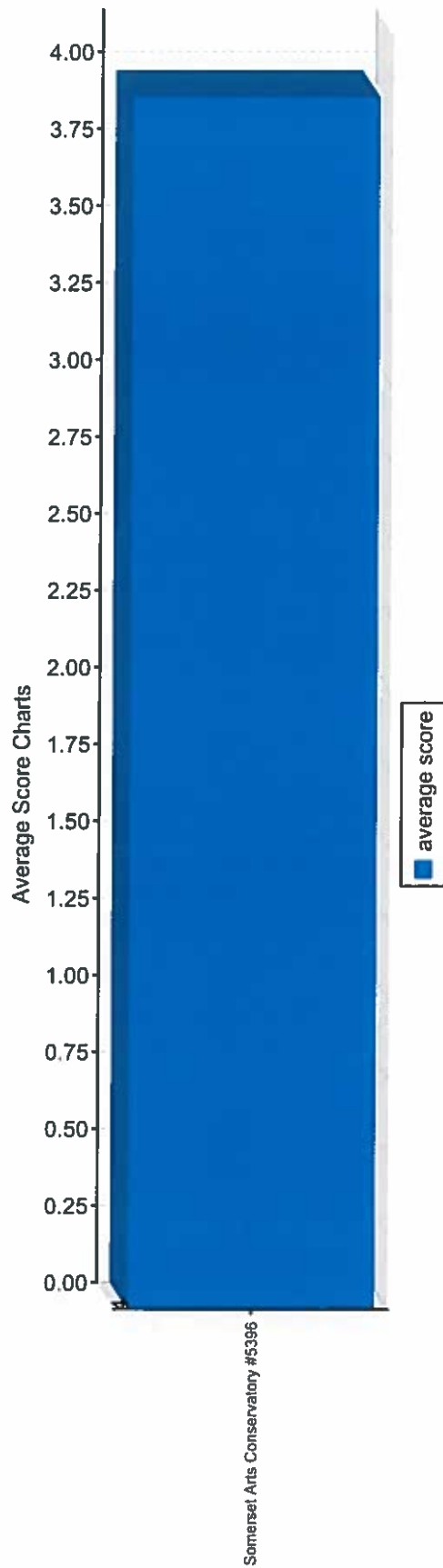
Student Survey (Middle and High) for schools



INDICATOR 3.12: The school provides and coordinates learning support services to meet the unique learning needs of students.



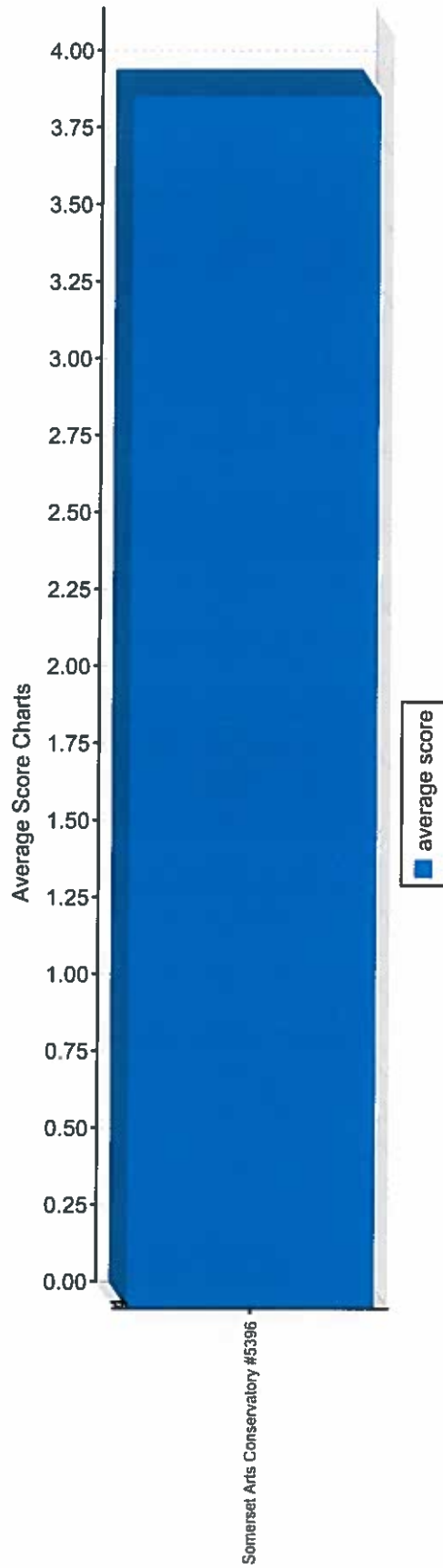
Student Survey (Middle and High) for schools



INDICATOR 3.12: The school provides and coordinates learning support services to meet the unique learning needs of students.



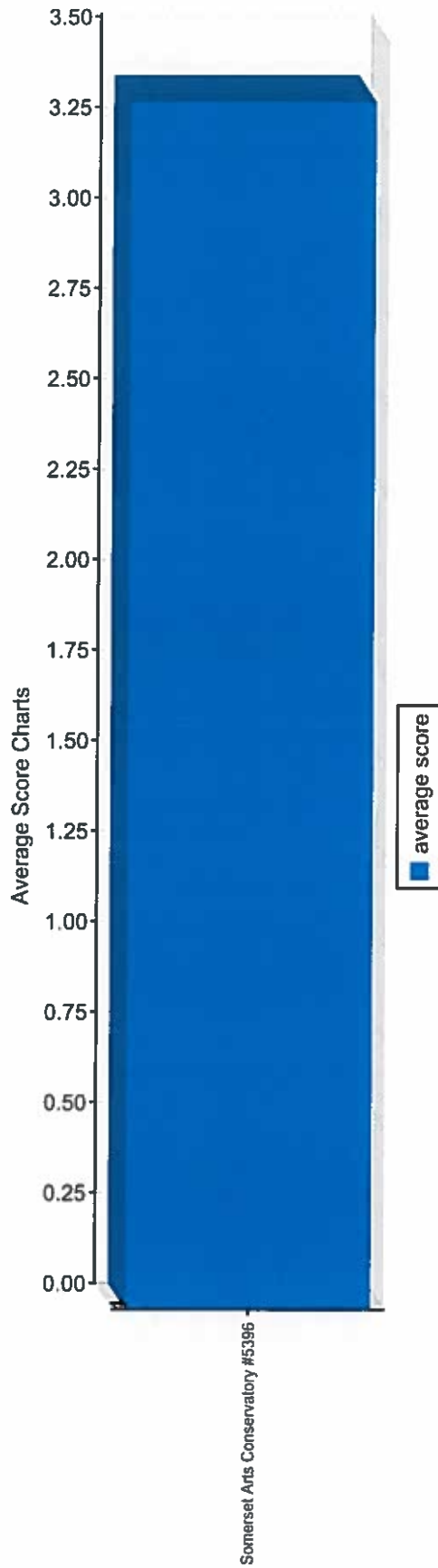
Student Survey (Middle and High) for schools



INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.



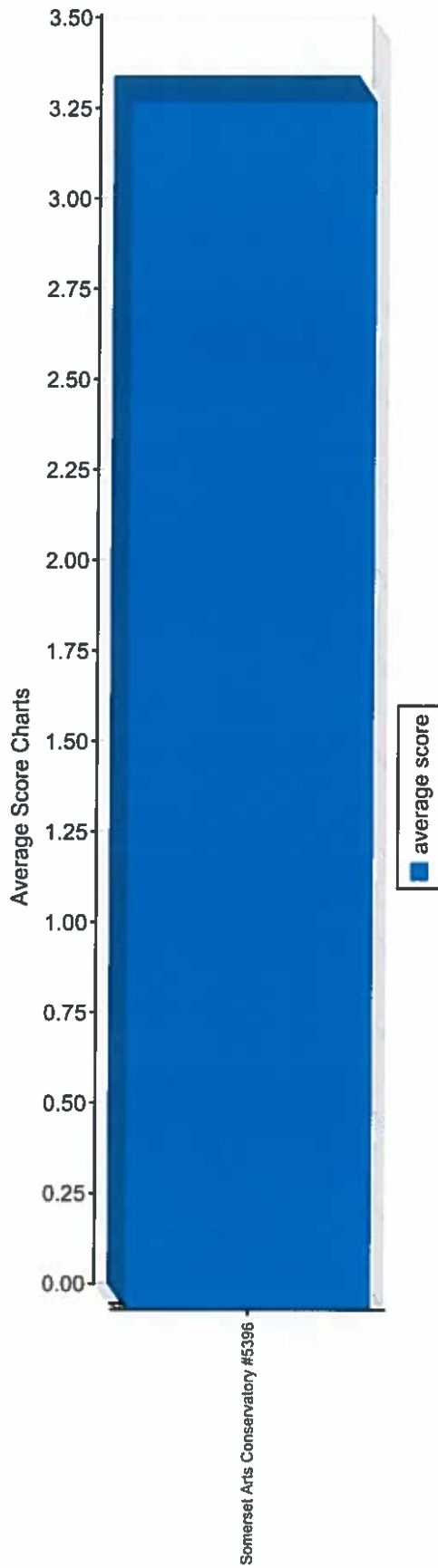
Student Survey (Middle and High) for schools



INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.



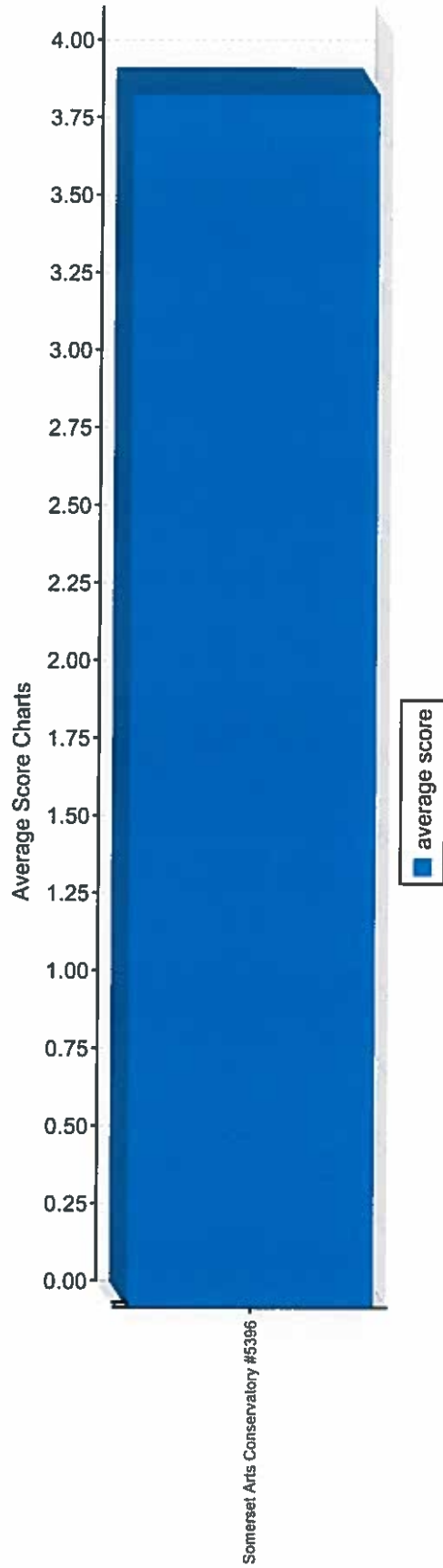
Student Survey (Middle and High) for schools



INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.



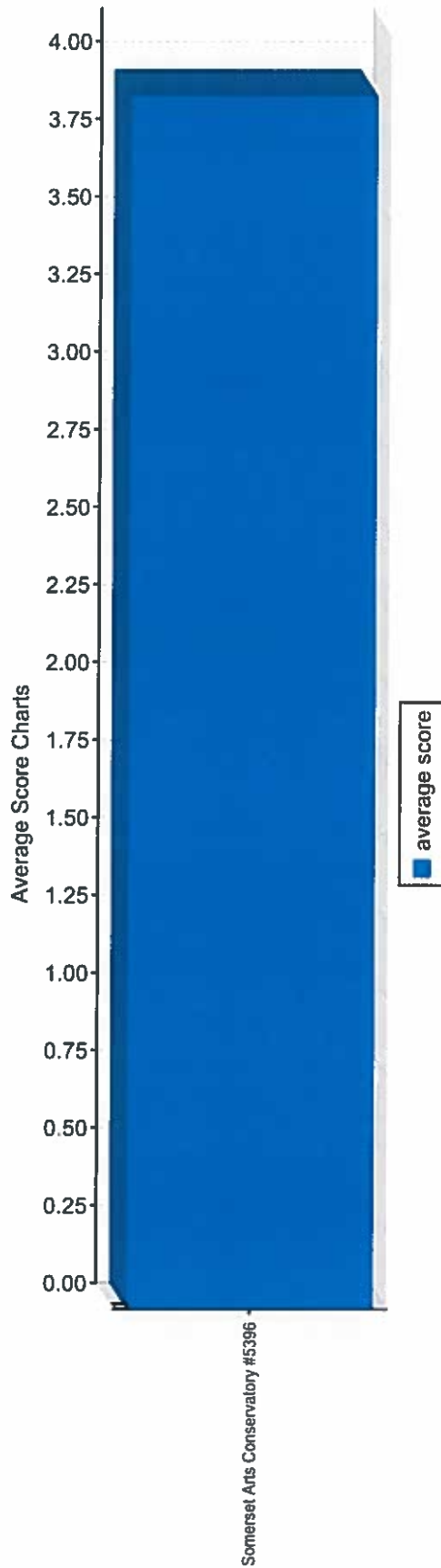
Student Survey (Middle and High) for schools



INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.



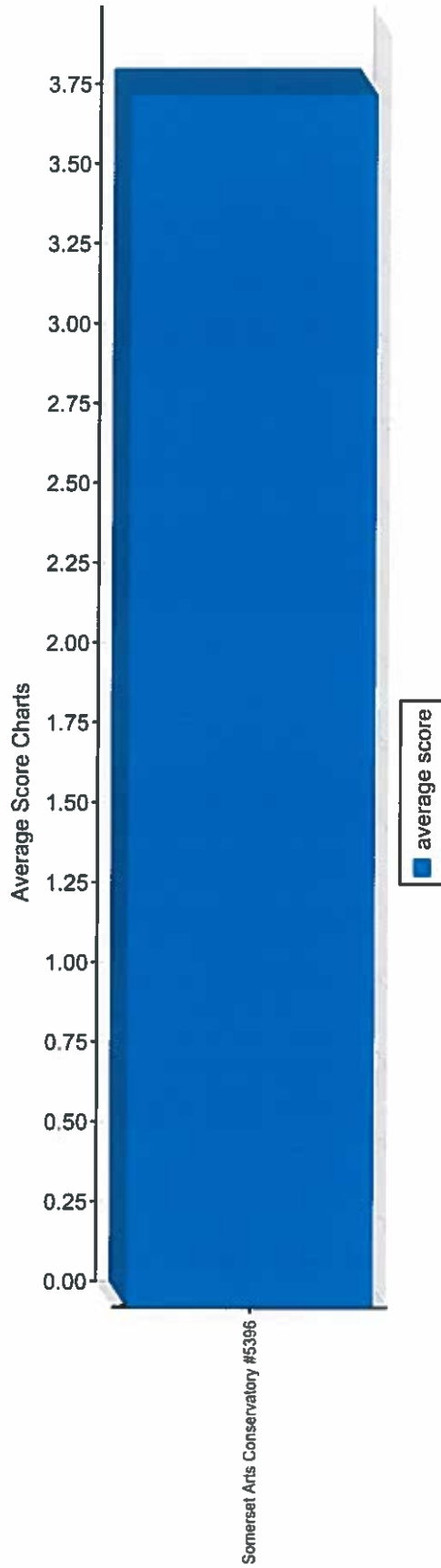
Student Survey (Middle and High) for schools



INDICATOR 4.5: The technology infrastructure supports the school's teaching, learning, and operational needs.



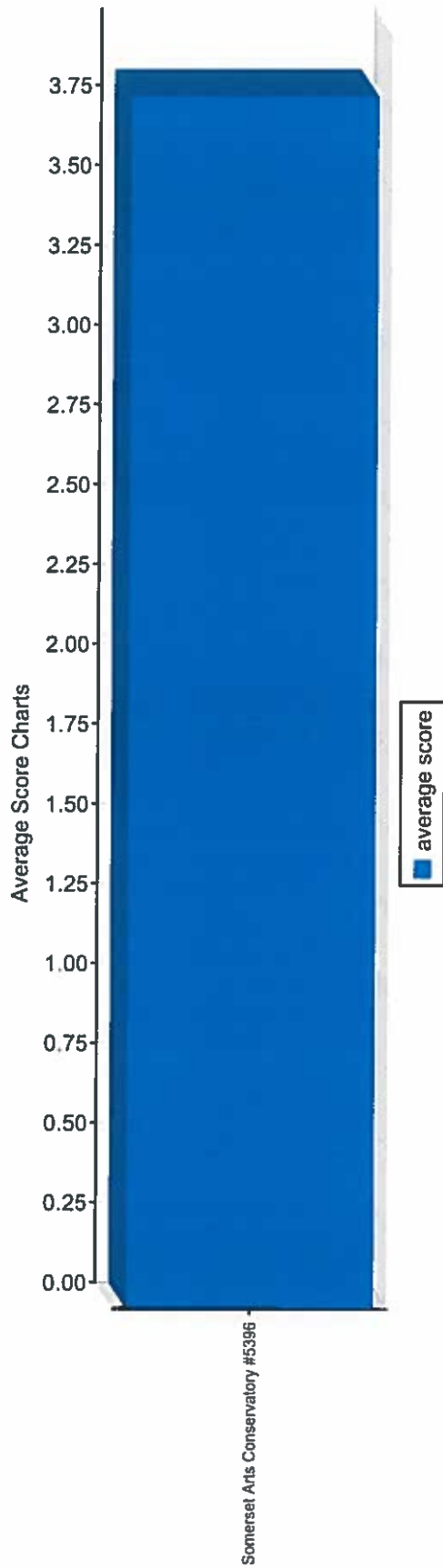
Student Survey (Middle and High) for schools



INDICATOR 4.5: The technology infrastructure supports the school's teaching, learning, and operational needs.



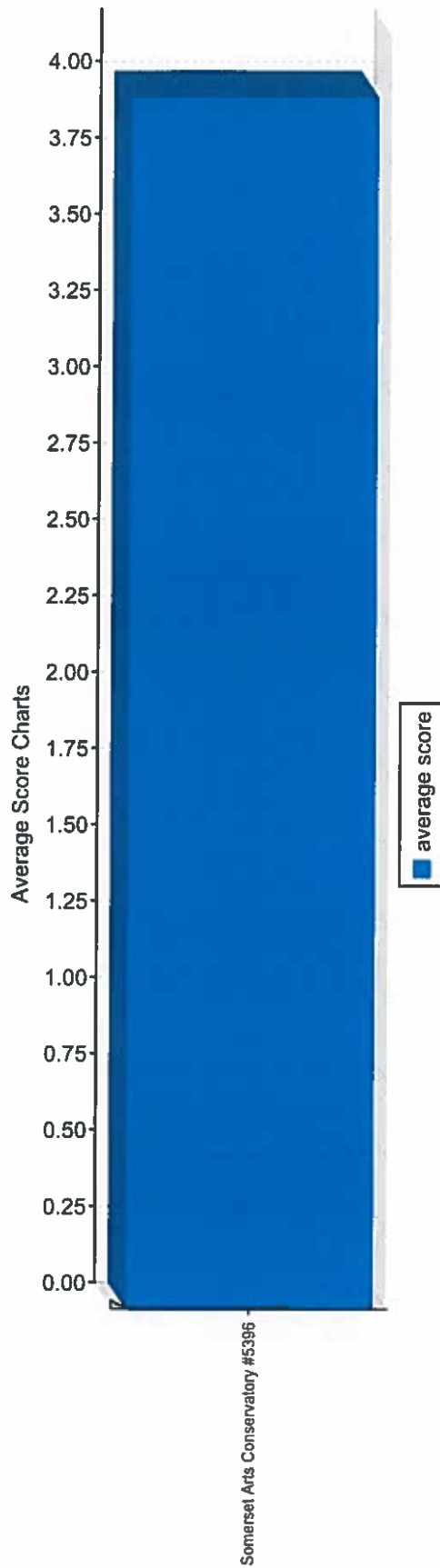
Student Survey (Middle and High) for schools



INDICATOR 4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being served.



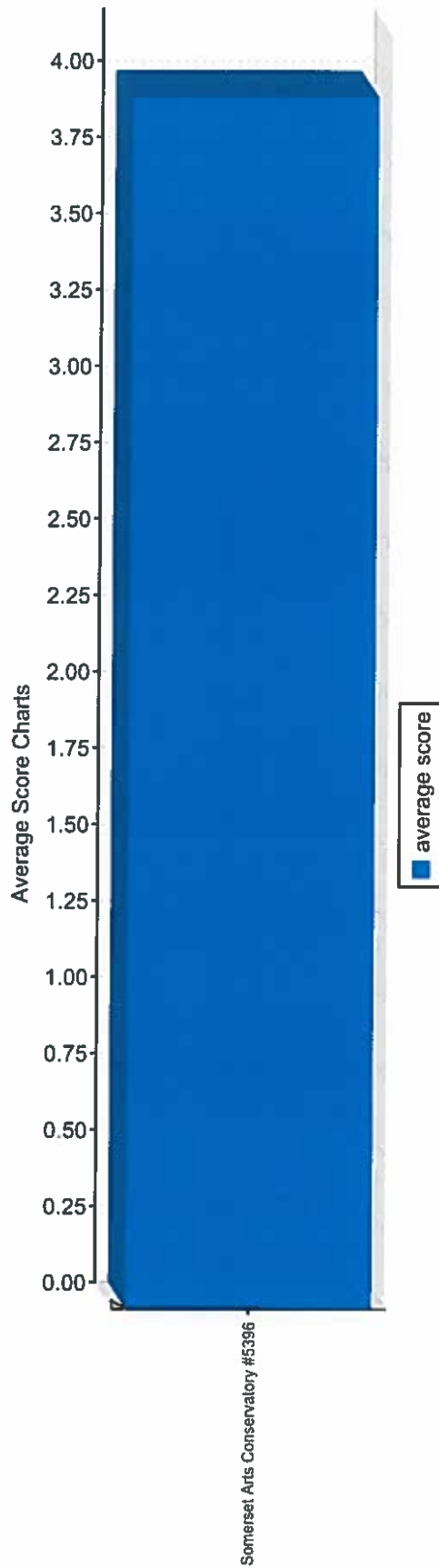
Student Survey (Middle and High) for schools



INDICATOR 4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being served.



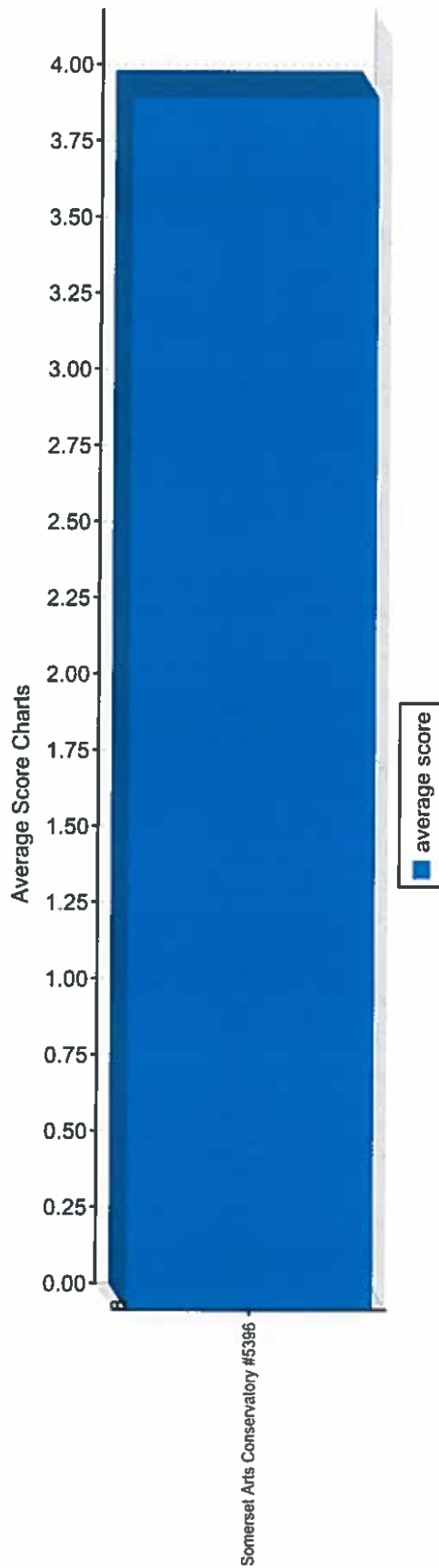
Student Survey (Middle and High) for schools



INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.



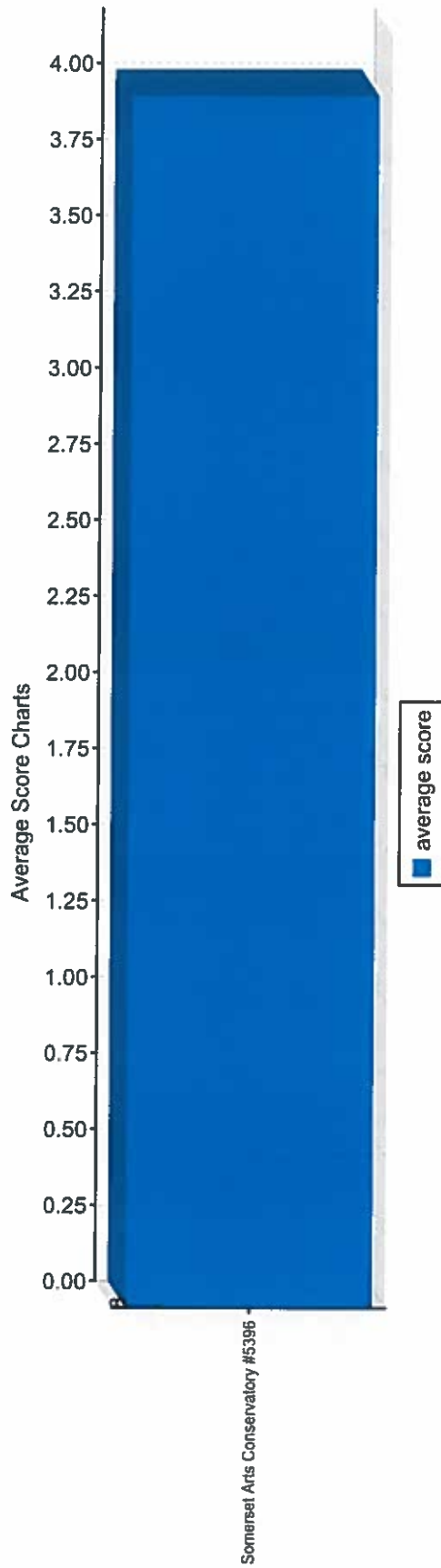
Student Survey (Middle and High) for schools



INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.



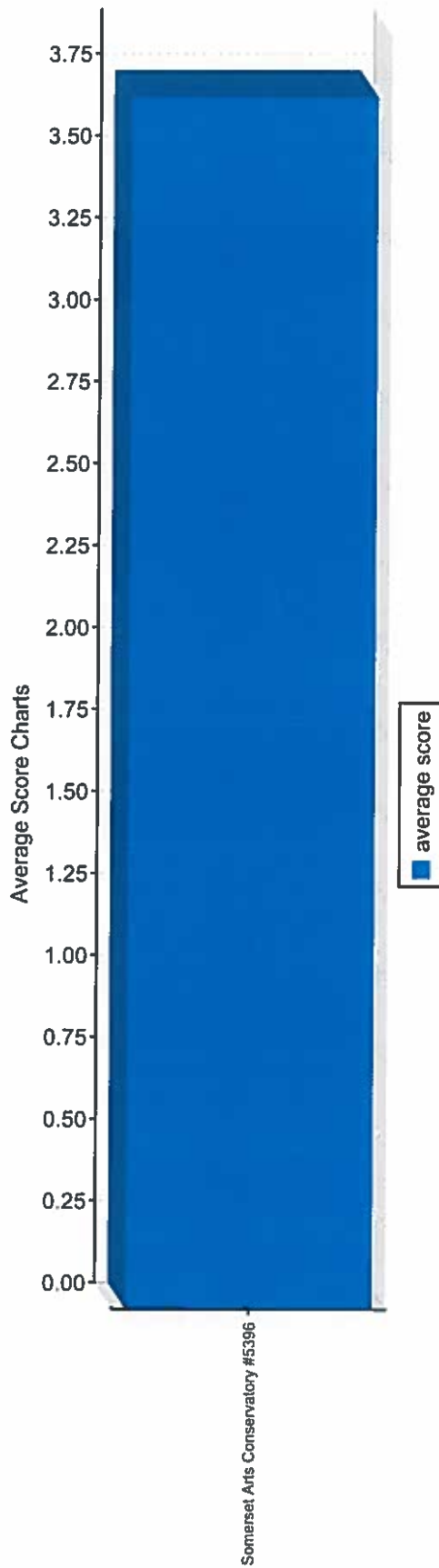
Student Survey (Middle and High) for schools



INDICATOR 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

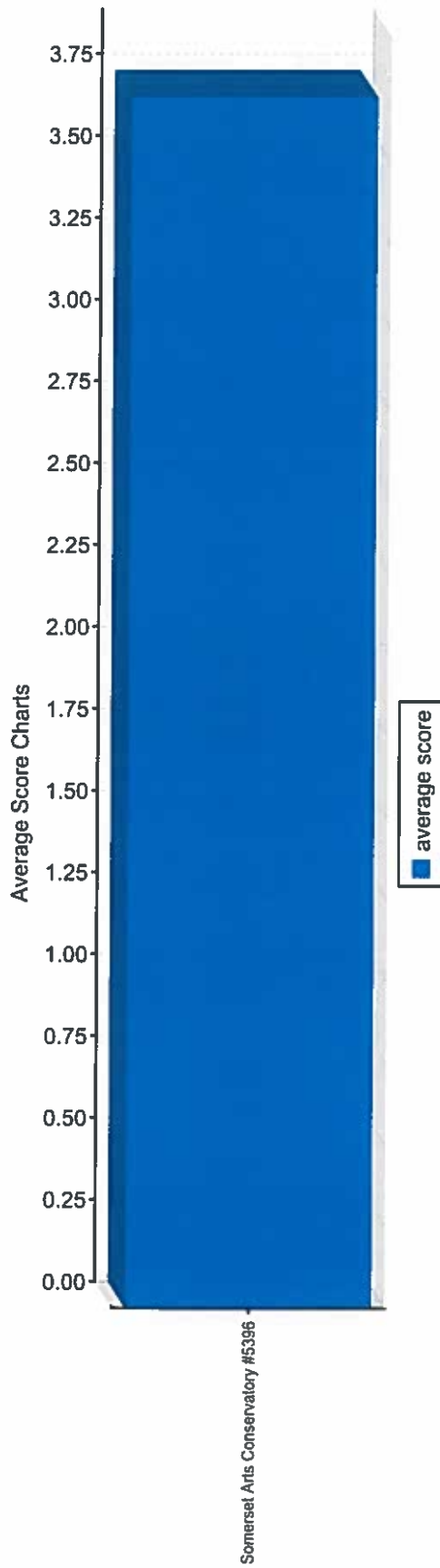


Student Survey (Middle and High) for schools



INDICATOR 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Student Survey (Middle and High) for schools





Student Survey (Middle and High) for schools

Average Score Data

Institution Name	Parent Level	Level	Average Score
Somerset Arts Conservatory #5396	STANDARD 1	INDICATOR 1.1	3.98
Somerset Arts Conservatory #5396	STANDARD 1	INDICATOR 1.1	3.98
Somerset Arts Conservatory #5396	STANDARD 1	INDICATOR 1.2	3.69
Somerset Arts Conservatory #5396	STANDARD 1	INDICATOR 1.2	3.69
Somerset Arts Conservatory #5396	STANDARD 1	INDICATOR 1.3	3.71
Somerset Arts Conservatory #5396	STANDARD 1	INDICATOR 1.3	3.71
Somerset Arts Conservatory #5396	STANDARD 2	INDICATOR 2.1	3.85
Somerset Arts Conservatory #5396	STANDARD 2	INDICATOR 2.1	3.85
Somerset Arts Conservatory #5396	STANDARD 2	INDICATOR 2.4	3.72
Somerset Arts Conservatory #5396	STANDARD 2	INDICATOR 2.4	3.72
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.1	3.87
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.1	3.87
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.2	3.91
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.2	3.91
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.3	3.47
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.3	3.47
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.6	3.94
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.6	3.94
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.8	4.11
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.8	4.11
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.9	3.86
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.9	3.86
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.10	3.74
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.10	3.74
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.12	3.94
Somerset Arts Conservatory #5396	STANDARD 3	INDICATOR 3.12	3.94
Somerset Arts Conservatory #5396	STANDARD 4	INDICATOR 4.3	3.34
Somerset Arts Conservatory #5396	STANDARD 4	INDICATOR 4.3	3.34
Somerset Arts Conservatory #5396	STANDARD 4	INDICATOR 4.4	3.91
Somerset Arts Conservatory #5396	STANDARD 4	INDICATOR 4.4	3.91
Somerset Arts Conservatory #5396	STANDARD 4	INDICATOR 4.5	3.8
Somerset Arts Conservatory #5396	STANDARD 4	INDICATOR 4.5	3.8



Student Survey (Middle and High) for schools

Institution Name	Parent Level	Level	Average Score
Somerset Arts Conservatory #5396	STANDARD 4	INDICATOR 4.5	3.8
Somerset Arts Conservatory #5396	STANDARD 4	INDICATOR 4.6	3.97
Somerset Arts Conservatory #5396	STANDARD 4	INDICATOR 4.6	3.97
Somerset Arts Conservatory #5396	STANDARD 5	INDICATOR 5.4	3.98
Somerset Arts Conservatory #5396	STANDARD 5	INDICATOR 5.4	3.98
Somerset Arts Conservatory #5396	STANDARD 5	INDICATOR 5.5	3.7
Somerset Arts Conservatory #5396	STANDARD 5	INDICATOR 5.5	3.7

Overall Score

The below score is the overall score achieved for the selected institutions:

Overall Score Value

Institution Name	Overall Score	Response Count
Somerset Arts Conservatory #5396	3.8	2,064
All	3.8	2,064

***Organizational Performance
Appendix HH: Screen Shot of Parent Liaison
Information in Website as per s. 1002.33(7)(d)(1),
F.S.***

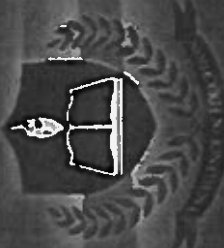
Browser tabs: Somerset Academy Admin, New tab

Browser address bar: mg/apps/pages/index.jsp?uREC_ID=1t...&Viewer

Browser content: P Pandora Radio - Listen to Free... Somerset Academy العربية | Français | Português | Español | An krejoli avisyen


Search bar: Search Text SEARCH

Navigation menu: Home About Us Academics Athletics Students Parents Contact Us




SOMERSET ACADEMY

A BROWARD COUNTY PUBLIC CHARTER SCHOOL



Header: Welcome to Somerset Academy Ch

PARENT LIAISONS



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	aprieto@somersetmiramar.com
	Somerset Academy Middle School	5151		Shannine Sadesky	Somerset Employee	954-390-0971	ssadesky@somersetwm.com
	Somerset Academy High School	5221		Daniel Shourds	Somerset Employee	954-435-1570	dshourds@somersetcentral.com
	Somerset Arts Conservatory	5396		Rosa Peddy	Somerset Employee	305-829-2406	rpeddy@somersetmiramar.com
	Somerset Academy (Miramar Campus)	5405	Alexandra Prieto	Jennifer Enriquez	Somerset Employee	954-442-0233	jenriquez@somersetacademy.com
	Somerset Academy Middle School (Miramar Campus)	5406		Anthony Marucco	Somerset Employee	954-390-0971	amarucco@somersetwm.com
	Somerset Academy Miramar South (fka Somerset Academy Central Miramar)	5054		Maria Machin	Somerset Employee	954-442-0233	mmachin@somersetacademy.com
	Somerset Academy (Davie)	5211	Dina Miller	Donna Kaye	Somerset Employee	954-786-5980	dkaye@somersetdave.com
	Somerset Academy East Preparatory	5391	Dr. Mary Stuart	Maria Cdo-Hernandez	Somerset Employee	954-442-0233	mchernandez@somersetacademy.com
	Somerset Academy Hollywood (fka Pompano North)	5387		Karina Iber	Somerset Employee	954-442-0233	kiber@somersetacademy.com
	Somerset Academy Village	5004	Shannie Sadesky	Ruth Jacoby	Somerset Employee	305-796-5714	rbjacob@somersetvillageacademy.com
	Somerset Academy Village Charter Middle School	5002		Lisa Lee	ESP	305-669-2906	llee@academica.org
	Somerset Preparatory Academy Charter School at North Lauderdale	5003	Donyale McGhee	Tara Barber	Somerset Employee	954-442-0233	tbarber@somersetacademy.com
	Somerset Preparatory Academy Charter High School at North Lauderdale	5006		Monique Machado	Somerset Employee	954-435-1570	mmachado@somersetcentral.com
	Somerset Academy Neighborhood School	5021	Athena Guillen	Maria Devitt	ESP	954-435-6221	mdevitt@academica.org
	Somerset Preparatory Academy Charter Middle School	5441		Cristina Camus	Somerset Employee	954-442-0233	ccamus@somersetacademy.com
	Somerset Academy Hollywood Middle School (fka East Prep Middle)	5419		Valentina Velencourt	Somerset Employee	954-442-0233	vvelencourt@somersetacademy.com
	Somerset Academy Charter High School (Miramar Campus)	5007		Christine Stewart	Somerset Employee	954-442-0233	cstewart@somersetacademy.com
Somerset Pines Academy	5030	Donna Kaye	Karen Capello	Somerset Employee	954-946-4144	kcapello@somersetdave.com	
Somerset Academy Pompano	5386		Amber Geary	Somerset Employee	954-987-7890	ageary@somersetwm.com	
Somerset Academy Pompano Middle School	TBD		Dina Miller	Somerset Employee	954-584-5528	dmler@somersetdave.com	
Duval	Somerset Academy (Eagle Campus)	1251	LaTatia Ray	David Cook	Somerset Employee	904-503-0661	dcook@somersetduval.com
	Somerset Academy Charter Middle School (Eagle Campus)	1261		Alisa Jimenez	Somerset Employee	904-503-0661	ajimenez@somersetduval.com
	Somerset Academy High School (Eagle Campus)	1381	David Cook	Laverne Randolph	Somerset Employee	904-551-3292	randolph@somersetduval.com
	Somerset Preparatory Academy	5501		LaTatia Ray	Somerset Employee	904-551-3292	lray@somersetduval.com
Palm Beach	Somerset Academy Canyons / Boca	3413	Bonnie May	Lisa Santiago	Somerset Employee	561-732-8252	lsantiago@somersetcanyons.com
	Somerset Academy Boca Middle	4041		Daniel Fernandez	Somerset Employee	561-732-8252	dfernandez@somersetcanyons.com
	Somerset Academy Canyons Middle School	4012	Daniel Fernandez	Bonnie May	Somerset Employee	561-393-1091	bmay@somersetboca.com
	Somerset Academy Canyons High School	4013		Joann Roach	Somerset Employee	772-343-7028	roach_joann@csbc.com
St. Lucie	College Preparatory Academy of the Treasure Coast	0712	Erika Rains	Kacey Armstrong	Parent / Former Board Member	772-343-7028	kaceyarmstrong@yahoo.com

***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 Broward County Public Schools 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 7:00 am to 7:25 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.
- **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 2:30 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.
- **Early Dismissal:** For a student to be dismissed early, parents must report to the designated office/area. 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 Middle/High School

“Striving For Academic Excellence”

STUDENT / PARENT HANDBOOK 2015 - 2016



Somerset Academy Middle/High Charter School
Somerset Arts Conservatory
20803 Johnson Street
Pembroke Pines, FL 33029
(954) 442-0233
Fax (954) 442-1762

www.somersetacademy.com

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SOMERSET ACADEMY MIDDLE/HIGH SCHOOL**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.

ADMINISTRATION

Principal.....	Mr. Bernardo Montero
Vice Principal.....	Ms. Walkiria Soberon
Vice Principal.....	Ms. Cristina Camus
Assistant Principal.....	Ms. Karina Iber
Lead Teacher/Activities Director...	Ms. Christine Stewart

STUDENT SERVICES

Activities Liaison.....	Ms. Claudia Arango
Activities Assistant.....	Ms. Ketty Molina
Administrative Assistant.....	Ms. Maribel Mendez
Athletic Director.....	Mr. Ed Miller
Attendance Specialist	Mr. Oscar Sanchez
BRACE Advisor.....	Ms. Erin Pierce
Curriculum Math Specialist	Ms. Maggie Crawford
Curriculum Reading Specialist	Ms. Sarah Fye
Curriculum Reading Specialist/Gifted Support.....	Ms. Lisa Acevedo
Curriculum Virtual Education Specialist.....	Ms. Rachel Notowitz
ESE Specialist.....	Ms. Valentina Vetencourt
ESOL Coordinator.....	Ms. Lucrecia Mourer
Guidance Counselor for High School.....	Ms. Jonele Estomba-Goss
Guidance Counselor for High School.....	Ms. Julie Muñoz
Guidance Counselor for Middle School.....	Ms. Jennifer Diaz de Villegas
Guidance Counselor for Middle School	Ms. Jessica Kirker
Guidance Dept. Assistant/Testing Chair.....	Ms. Angie Rodriguez
Head Security.....	Mr. Jorge Gonzalez
Hero Specialist.....	Mr. Ovidio Sotomayor
High School IMT	Ms. Angela Randle
Middle School IMT	Ms. Jennie Garcia
Middle/High Registrar	Ms. Daisy Sanchez
Student Support Specialist.....	Ms. Lory Sakay
Student Support Specialist.....	Ms. Elsa Acevedo
Student Support Specialist.....	Ms. Raquel Escudero
Treasurer.....	Ms. Lissette Ollet
Treasurer Assistant.....	Ms. Ocmara Ortega

LIAISON DESIGNEE

for Somerset Academy Middle School.....	Ms. Shannine Sadesky (954)390-0971
for Somerset Academy High School.....	Mr. Daniel Shourds (954)718-5065
for Somerset Arts Conservatory.....	Ms. Rosa Peddy (305) 829-2406

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.

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.

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.

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

For 1st period only, for every five unexcused absences students will receive a referral from their first period teacher. The number of unexcused absences will still reset at the beginning of every quarter.

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.

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.

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.

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 requires that all parents must report the absence within 2 school days following the absence. Any absence is unexcused until the school receives a written notice to excuse the absence from the parent or provide documentation of illness from a physician or public health unit. For your convenience, we now have an electronic Student Absence Note located on our Somerset Academy website.

UNEXCUSABLE ABSENCES

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.

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.

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.)

Parents must follow the same process to excuse a tardy as they do to excuse an absence.

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.

Tardiness to any class without documentation may be considered unexcused.

Habitual tardiness is defined as being tardy 5 times within a marking period.

The Attendance Specialist has the discretion to excuse tardiness for extenuating circumstances.

UNEXCUSED TARDY POLICY TO SCHOOL

First..... Warning

SecondWarning

Third Warning with Parent Contact

Fourth Referral Disciplinarian, Detention will be issued for one hour in the Cafeteria.

Fifth..... Referral Disciplinarian, Detention will be issued for two hours in the Cafeteria.

Sixth..... Saturday school from the hours of 8:30 a.m.-12:00 p.m. and refer to social worker.

Seventh.... Internal Suspension for 1 day

Eighth.....Internal Suspension for 2 days

Ninth.....Internal Suspension for 3 days

Tenth or more...Administration meeting with parent

* Note: Class tardiness are subject to our Lock Out policy (Lock Out consists of student exclusion from the class period/hour).

EARLY SIGNOUTS

No students shall be released within the final 30 minutes of the school day unless the Administration determines it is an emergency. Early sign outs not allowed after 1:30 pm on regular days and 11:00 am on early release days.

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.

Unless excused under the provisions of this policy, accumulated early sign-outs will be recorded as unexcused absences.

STUDENT'S RIGHTS AND RESPONSIBILITIES

RULES

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.

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.

Students must maintain current assignments and have the responsibility to turn in their daily work while serving internal suspension.

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

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.

Each parent of a child of compulsory school attendance age is responsible for the child's school attendance as required by law.

Parents must report their child's absence in accordance to our policies.

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.

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.

Parents have a right to be notified if their child misses school and the parents have not reported the absence to the school.

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 student's dress and appearance should not cause disruption and distraction from the educational process at Somerset Academy Charter 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 Academy Charter 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:

All students are required to wear uniform polo shirts with the Somerset Academy logo in colors which include navy blue, light blue, white and striped blue/white. Somerset Arts Conservatory students are required to wear uniform polo shirts with the Somerset Arts Conservatory logo in colors which include kiwi green, navy blue and gray.

All students are required to wear straight cut, full length khaki or dark blue pants with the Somerset Academy embroidery labeled by the pocket.

All students are allowed to wear Khaki or dark blue Bermuda shorts with the Somerset Academy embroidery labeled by the pocket.

The pants or Bermuda shorts 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.

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.

If a student chooses or needs to wear a jacket due to cold weather, it must be an official Somerset Academy apparel jacket, Somerset club hoodie or a plain, blue jacket/sweater/hoodie.

Any attire, including back packs, displaying gang related paraphernalia or symbols, profanity or any inappropriate logos or displays are not allowed.

Clothing, jewelry, buttons, haircuts, or other items or markings which are, **suggestive, *revealing, or *indecent*, associated with gangs or cults, encourage the use of drugs, alcohol, or violence, or support discrimination on the basis of age, color, disability, ethnicity, gender, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis are ***not allowed***.

Any articles of clothing or jewelry that may cause injury including, but not limited to: with spikes or sharp objects, wallet chains, and heavy link chains are ***not allowed***.

All uniform must be clean and pressed at all times; good grooming of hair, skin and fingernails is expected at all times.

All headgear (hats, scarves, bandanas etc.) are forbidden on school property.

No buttons, tags, or labels may be worn on the school uniform unless approved by the administration.

All students must wear their Somerset's Student ID card on a lanyard. (for more information regarding Student ID cards please make reference to the IDENTIFICATION CARD section in this Handbook)

Students will only be allowed to wear class/club/athletic/dry-fit spirit shirts with uniform bottoms or blue/black full-length jeans on Fridays. Senior sweatpants are allowed to be worn on Fridays.

Athletes will be allowed to wear team jersey/uniform on Fridays with uniform bottoms.

Dance Team/Color Guard/Cheerleaders are allowed to wear their track suits on Fridays.

Boys Uniform

In addition to the above, boys must:

Pants/Bermuda pants must be worn at waist level.

Girls Uniform

In addition to the above, girls must:

For safety reasons earrings must be plain and stud type, or small hoops (total size must be smaller than a quarter - \$.25).

FRIDAY SPIRIT DAY ATTIRE

Students will only be allowed to wear class/club/athletic/dry-fit spirit shirts with uniform bottoms or jeans on Fridays. Senior sweatpants can be worn on Fridays. Athletes will be allowed to wear team jersey/uniform on Fridays with uniform bottoms/jeans. Cheerleaders/Dance/Color Guard members can wear track suits on Fridays.

***Friday Spirit Day:**

Tops: Club/class/honor society/athletic/dry-fit spirit shirts or uniform polos

Bottoms: **JEANS ONLY!** Students can wear full length blue or black jeans with minimal tearing/shredding and no holes. No capris, leggings or shorts allowed.

Shoes: Closed-toe shoes or sneakers. No high heels, open toe shoes, or flip flops. Footwear must be worn at all times. For grades K-12, bedroom slippers are not allowed. Parents should ensure that the footwear their students wear to school does not impede their safety.

DRESS CODE VIOLATION INTERVENTION/DISCIPLINARY ACTION

Please adhere to the Somerset Academy Charter School Wide Disciplinary Plan for infraction violation detail. Students who obtain 3 or more disciplinary referrals will jeopardize their ability to re-enroll for the following school year at Somerset Academy.

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. It is essential for all stakeholders to understand that Somerset Academy Charter's student academic and behavioral expectations supersede that of Broward County Public School System.

EXPECTED STUDENT BEHAVIOR

Treat your peers and authority with respect.

Be honest and fair.

Be responsible for your actions.

Obey all school rules.

Always be prepared for class (i.e., complete homework assignments, have your class materials on hand).

Be on time to school and to all of your classes.

Complete all assigned work.

Treat school property with respect.

Adhere to school uniform policy.

Be a positive role model at Somerset Academy Charter.

PROGRESSIVE DISCIPLINE PLAN

The objective of this plan is to ensure there is consistency in our school wide disciplinary procedures. In the past classroom management has been left up to the Dean of Discipline or the Administration. We feel that each teacher should be held accountable for their own classroom management for minor offenses and stipulations outlined in this plan. The administration believes when students are engaged in the curriculum, the management of the students becomes a lot easier. We believe that our teachers must be prepared to teach and engage their students in the process of higher learning and critical thinking skills.

The following are unacceptable behaviors leading to disciplinary action which include minor infractions (but are not limited to):

- Classroom Tardiness
- Lying

- Acting in a manner that interferes with the educational process
- Failure to follow or carry out directions
- Failure to comply with dress code
- Failure to wear school ID
- Gum chewing
- Use of any electronic device(s)
- Eating in class
- Skipping or Out of Assigned Area

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 mandatory one (1) hour detention and a documented phone call to the parent(s) by teacher(s). Teachers will be provided with the new one (1) hour detention form which must be filled out with one copy be sent home for parent's signature and a copy sent to the Dean of Discipline to be placed in student's file. Teachers are prohibited from lowering a student's academic percentage due to student disciplinary offenses.

CONSEQUENCE(S):

1ST Consequence: Verbal warning should be issued to student. Teacher will document the date and time the verbal warning was issued.

2nd Consequence: Parent contact must be established and it must be documented in a parent contact log that you create and is readily available if needed by the administration.

3rd Consequence: Mandatory one (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 student must be informed 24 hours prior to the student serving the detention. You must document on your contact log the method of parent notification whether it was done via e-mail, letter/detention form, or phone call.

4th Consequence (Administrative Consequence): Depending on the severity of the infraction, the teacher will forward a referral to the Dean of Discipline. The student will serve a two (2) hour detention closely supervised by the Behavioral Specialist or the Dean of Discipline. These detentions will be held after school on Tuesdays and Thursdays. Subsequently, the Behavioral Specialist will e-mail the teacher confirmation of the served detention; or the student may serve a Saturday School detention for four (4) hours. The hours for Saturday School are from 8AM – 12PM. Saturday School detentions will be held twice a month. In all cases, a school representative will contact the parents and ensure that it is documented on the contact log.

5th Consequence: All previous parental communication established by the teacher and referral will be submitted to the Dean of Discipline. The Broward County Discipline Matrix outlines the consequence of the infraction and will be followed. The student may receive One (1) to ten (10) days of indoor suspension. If the infraction calls for a more severe consequence, the student may receive one (1) to ten (10) days of outdoor

suspension. In either case the teacher will be responsible for e-mailing the student their class work or assignments. The students e-mail address will be forward to you by the Dean of Discipline. The Dean of Discipline will provide a letter notifying the parents of the suspension (indoor or outdoor) along with a copy of the teacher's referral. The Dean of Discipline will also contact the parent by phone to discuss the suspension; this will be documented on the contact log. Should the parent request a conference to discuss the consequences or referral, it will be scheduled with the administration, Dean of Discipline, and the teacher as soon as possible.

(IS) Internal Suspension Objectives:

"IS" is a classroom setting where a student spends the entire day completing written assignments given by his/her teacher that will be collected by the Behavioral Specialist.

"IS" provides the opportunity for a student to remain in school and receive credit for attendance and assignments.

Procedures for assigning "IS" are set forth by the Dean of Discipline/Administration in alignment with the Broward County School Board Code of Student Conduct Discipline Matrix.

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".

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.

If a student misbehaves in "IS", he/she may be given additional days in "IS" or be dismissed from "IS" and be given outdoor suspension. In each case, proper documentation will be completed by the Dean of Discipline and notification to the parents will be made and documented on the contact log.

Students assigned to "IS" are required to report to Le Café by 7:30AM. Tardiness will not be tolerated and additional consequences may be issued.

Student Guidelines While In "IS":

All electronics will be turned off, labeled by the Behavioral Specialist and placed in secured box. All items will be returned to the student at the conclusion of "IS"

Students are responsible for bringing their own books, paper, pens, pencils, and any other material needed to complete their work.

Students may only work on school assignments given to them or supplemental learning materials assigned by the Behavioral Specialist.

Students may not leave their assigned seat unless permission is given.

Students may not talk. If they have a question, they must raise their hand.

Students may not sleep or put their head down on the desk.

Bathroom breaks will be determined by the student raising their hand and being acknowledged by the Behavioral Specialist.

Students will eat lunch under the supervision of the Behavioral Specialist in a designated area to be determined by him.

Students will keep their desk and area in clean condition, free of garbage and or vandalism to school property.

Students assigned to "IS" will be in school uniform and must have their school IDs displayed around their necks.

Any other rules or issues to be discussed will be determined by the Behavioral Specialist.

(OS) Outdoor Suspension:

The student receiving outdoor suspension has violated a major offense of the Broward County School Board Discipline Matrix. This may include the following but not limited to just these violations; Profanity towards a staff member, Fighting, Gang activity, Disruptive behavior (major), Drugs, Weapons, Bullying, etc.

Students receiving "OS" may not take part in or attend special activities during the school day or extracurricular activities on the day(s) they are assigned "OS".

The administration will determine if the student is eligible for the Alternative to Suspension Program offered by Broward County School Board and held at Miramar High School. The Dean of Discipline will complete all paper work to register said student and make final arrangements for that student to attend.

A student assigned to outdoor suspension will receive all of his/her work via e-mail by the teacher. The student's e-mail address will be sent to his/her teachers by the Dean of Discipline. All work will be submitted to the teachers by the student the first day he/she is allowed back on school grounds.

ZERO – TOLERANCE POLICY:

The administration reserves the right to enforce serious disciplinary actions including the re-registration of a student to Somerset Academy Charter School or the recommendation for expulsion of a student from Broward County Schools.

Somerset Academy is committed to uphold the mental and physical wellbeing of each student. Acts of serious violence (Battery), possession of a weapon, drug possession and/or use, intent to sell or buy drugs on school grounds, and racially insensitive acts of bigotry, racially inflammatory remarks, bullying from one student or groups against another or groups; are detrimental to a student's emotional stability. This type of behavior also distracts from the educational learning environment of Somerset Academy and will not be tolerated. Somerset Academy has a **Zero Tolerance Policy** for violence, drugs, alcohol, weapons brought on campus, acts of racism, anti-Semitism, and bigotry from one person or group to another. The administration believes that all students have the right to attend a safe school. Subsequently, we are proud to celebrate the cultural diversity of our community stakeholders, students, parents, and staff as we promote respect and tolerance for all.

The school will employ any reasonable method to ensure that the **Zero-Tolerance Policy** is enforced in conjunction with Florida State Statute and Broward County School Board Rules and Regulations. The school reserves the right to conduct searches based on probable cause by authorized school personnel or the school resource officer. This right to search will extend to any item brought to school grounds or school sponsored activity. Searches may include but are not limited to lockers, book bags, cell phones, purses, vehicles, clothing, and other personnel property.

HERO

The HERO system is a comprehensive data base for both infractions and reinforcements for student behavior/attendance. Students and parents will receive individualized credentials to view student's reward, discipline and attendance record.

GRADING PERFORMANCE SCALE

The following is the grading scale for the **2015-2016** school year:

MIDDLE SCHOOL		POINTS
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

HIGH SCHOOL		POINTS
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

Based on District guidelines, incomplete grades and/or grade overrides are not allowed. Overrides (either up or down) will only be granted by the administration in special cases where students who have 10 or more excused absences in an annual course or five or more excused absences in a semester course. In this case an incomplete grade may be issued by administration. Subject to the review and approval of the principal, a teacher may change an "I" grade to a letter grade once the student has appropriately mastered all course objectives and competencies.

FAILING OF STUDENTS COURSES/CLASSES

TEACHER'S RESPONSIBILITIES:

Communicate with students, parents and administration how the grades for each class are computed. Compute numerically and report a grade for each student for each of the four nine-week grading periods (See official school calendar).
 Complete and send home a progress report for each student by the Fourth to Fifth week of each nine week grading period.
 Keep an updated and well maintained parent log on all students and specific documentation of parent communication concerning deficient or failing students.

STUDENTS'S RESPONSIBILITIES:

Be proactive in giving your best effort to attain proficient grades in each class at all times.
 Take Interim/progress reports.
 Take report cards home.
 Periodically check PINNACLE to review grades.
 Maintain assignments for each class in your Somerset Planner.

PARENTS'S RESPONSIBILITIES:

Receive progress reports during fifth week of each nine-week grading period.

Be aware of the pupil progression plan, retention and promotion criteria.

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.

Review the Somerset Website to access Pinnacle, and Virtual Counselor on a weekly basis to assess your child's grade. Also access the calendar and announcement for updated school events and information.

Review the Somerset Academy website: www.somersetacademy.com and sign-up for the "My Classes" option to review your child's instructional assignments as they are updated.

MEDICATIONS

School Board Policy 6305 (Administration of Medications/Treatments), provides the guidelines for the administration of medication and/or treatment for students receiving prescription and over the counter (OTC) medication.

As per Policy 6305, students with special health conditions, e.g., asthma, diabetes and hypersensitivity, regardless of grade, may carry medication on self, only if approved by their physician and noted on the Medication/Treatment Authorization form.

All other medication, including over-the-counter, must be transported by the parents/guardians. Therefore students are prohibited from possessing any medication while on school grounds except as indicated above.

LOCKERS**SCHOOL'S RESPONSIBILITIES:**

A locker may be issued to a student for storage of books and school materials only.

A combination lock is provided on each locker.

School officials have the right to search and inspect lockers at any time without notice.

Locker cost is \$10.00 for new agreements and \$5.00 for renewals.

All lockers must be emptied out and locks removed no later than May 31, 2016. Otherwise locks will be removed and all items will be disposed of. Any lockers not renewed by June 9, 2016 will become available for new locker agreements.

Locker Renewals for 2015-2016 school year will be available from May 11 - June 3, 2016.

Administration is not responsible for any lost or disposed items.

STUDENT'S RESPONSIBILITIES:

Lock and secure locker at all times.

Usage of locker does not excuse a student from arriving on time to class.

Sharing of lockers is prohibited as it jeopardizes the security of the locker's contents.

Keep the locker clean and orderly.

PLANNERS

Although, Somerset Academy does not sell planners, we do highly encourage their use.

HALL PASSES

Students excused from class must have an individualized yellow hall pass signed by the teacher indicating the time of departure and destination. No child is ever to be out of class without a yellow hall pass signed by the teacher excusing him/her from class to go locations other than the restrooms. If a student is sent to see another teacher, the other teacher needs to record the new time student leaves them and also sign the hall pass.

All restrooms have a designated color that will match the restroom hall passes given to the teachers based on room location. For example, upper level restrooms in building E will be "Green," all teachers on that level will be given "Green" restroom passes for student use. Should a student be found out of the designated color-coded area, he/she will be deemed out of assigned area and security will walk him or her back to class

TEXTBOOKS

The school will provide students a textbook, or equivalent, as the guide and framework of the curriculum and the student will be responsible for maintaining the material in good condition. The student will pay a fine or full cost of the textbook/equivalent should the materials be lost or stolen. Textbook/equivalent materials are to be returned to the teacher by the requested date at the end of the school year.

ELECTRONICS

Students are not allowed to use cell phones during the school day under any circumstances. In case of an emergency, students will be able to use the phone in the Main Office. However, devices such as iPods, iPads, personal computers, etc. can be used during the school day under the direct supervision/approval of the teacher. These approved devices are to be used for educational purposes only. Somerset Academy is not responsible for lost and/or stolen electronic devices.

Confiscated electronic devices are to be kept in a secure location until the teacher is able to register the item with the Main Office Staff by the end of the school day (2:45pm). Confiscated electronics are to be logged in by the teacher in HERO, following the *Confiscated Property Procedures* and using the *Confiscated Item Receipt* form. Under no circumstances, is the teacher allowed to take the device home or leave it in the classroom overnight. It is the sole responsibility of the staff member to register and secure the electronic device with the Main Office Staff pending parent retrieval between the hours of 3:00 - 4:00pm.

Student will be given a receipt which must be presented along with a student identification card in order to retrieve confiscated item.

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. The Media Center will be open from 9:00am – 4:30pm.

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 & RETURNED CHECKS POLICIES

Cash, credit card and Money Orders will be accepted for all financial transactions. Online payments will be accepted on a limited basis for some activities and transactions, not all. **Checks will ONLY be accepted for the School Lunch Program.** Money Orders and checks (when accepted) must be made out to: *Somerset Academy*.

When you provide a check as payment, you authorize Somerset Academy either to use information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. You authorize us to collect a fee through an electronic fund transfer from your account if your payment is returned unpaid. Up to 5 electronic attempts will be made to collect on a returned check before the school is notified. Somerset Academy is not responsible for any bank charges the check writer incurs. If after all electronic attempts to collect on the check are exhausted and the check is returned to the school, the check amount plus a returned check fee will be charged to the student(s) for whom the check was submitted, as a financial obligation and must be paid in cash or money order within 30 days. If the price of the service or item purchased with the returned check has changed, the higher price will be charged along with any applicable fees. Checks will not be accepted as payment for returned checks.

Returned Check Fees:

Check Face Value: Up to \$500.00 Fee: \$25.00
 Check Face Value: over \$500.00 Fee: 5% of the check-face value

In the event a dishonored check is not paid within the specified time, appropriate legal action may be filed for the full amount of the returned check(s) and owing together with service charges, court costs and reasonable attorney's fees as provided by law.

When a customer/family issues three (3) returned checks on any Somerset Academy account (School Lunch Program) during the most recent twelve (12) months, the family's check privileges at Somerset Academy - Chapel Trail will be suspended for a period of six (6) months. Subsequent returned checks received after the reinstatement of check writing privileges will result in additional six (6) month suspension of check privileges.

Furthermore, dishonored checks not reimbursed to the school AND *any* Financial Obligations owed to the Somerset Academy ~ Chapel Trail campus may result in any or all of the following:

Returned Lunch checks will result in the face value of the check being deducted from the account. Family is responsible for cash payment including the check value, returned check fee and any negative balance in the account. Until account is brought current, the student must pay cash for lunch or receive a free meal. No student will ever be denied a school lunch for financial reasons.

Before/After Care & Pre-K:

Payment options for before/after care and Pre-K are: cash, credit card, money orders or online payments.

Past due accounts without satisfactory arrangements with the site supervisor shall result in your child not being able to attend the program until your account is brought current.

Policies for Somerset Academy ~ Chapel Trail are subject to change.

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 school's Treasurer and the school Administrator. The refund amount will be issued to the family in the form of an official school check. Please allow 6-8 weeks for processing.

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.

PARENT VOLUNTEER/VISITORS

All parent volunteers/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.

PARENT VOLUNTEER'S/VISITOR'S RESPONSIBILITIES

Prearrange the visit.

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.

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 \$2.50 and Lunch for \$3.50. Free and reduced lunches are available through the county for qualified individuals.

Middle/High students can set-up and replenish lunch accounts in either Le Café or the Panther Zone.

GUIDANCE DEPARTMENT

Schedule students for appropriate classes.

Conduct counseling/guidance in the areas of academics, social/emotional needs, and career orientation.

Facilitate registration and approval of online courses.

Provide individual, small, and large counseling sessions and referrals to outside agencies.

IDENTIFICATION CARDS

Every student will receive a picture identification card during the beginning of the school year at no cost. **The ID card must be clearly displayed at all time while on campus and during school sponsored events.** Should a student lose an ID card, the student will be charged a \$5 dollar fee for each additional ID. ID cards must be kept in its original form. Any altered or obstructed ID cards will be confiscated and student will be required to purchase a new ID card.

INSURANCE POLICY

Available to all students.

Types of coverage: school day, 24 hour, and life.

Claims for accidents should be reported to the office.

All students participating in extra-curricular activities must have proof of insurance before participating in tryouts or school related activities.

PARENT/COMMUNITY INVOLVEMENT

Somerset Middle/High School welcomes and encourages the involvement of parents and the community in creating a positive and successful school environment. As a parent of the child registered at Somerset Academy you are required to volunteer 30 hours per academic year. Families with children at Somerset in elementary, middle, and high school grades must complete 30 hours for the first "school level" and an additional 10 hours for each additional "school level." The maximum number of hours a family is obligated to contribute is 50. There are several ways in which parents and members of the community can be involved:

School Advisory Committee (SAC)

Parent/Teacher/Student Organization (PTSO)

Volunteering at school related events must be pre-approved by Ms. Claudia Arango.



SCHOOL SCHEDULES

2015-2016 Daily Schedule

7:00-7:25 am	Student Arrival
7:15 am	Doors Open
7:30-8:30 am	1st Block: Period 1
8:35 -8:45 am	Homeroom
8:50-10:20 am	2nd Block: Period 2 or 3
10:25-12:55 pm	3rd Block: Period 4 or 5 (READ 1st 30 minutes of class and Lunch)
1:00-2:30 pm	4th Block: Period 6 or 7
2:30 pm	Student Dismissal

2015-2016 Lunch Schedule

1st Lunch	(MS) 10:25-10:55
2nd Lunch	(MS) 11:05-11:35
3rd Lunch	(HS) 11:45-12:15
4th Lunch	(HS) 12:25-12:55

"A" days are periods 1,3,5,7

"B" days are periods 1,2,4,6

2015-2016 Early Release Schedule

7:00-7:25 am	Student Arrival
7:15 am	Doors Open
7:30-8:30 am	Period 1
8:35-8:45 am	Homeroom
8:50-9:50 am	Period 2 or 3
9:55-10:55 am	Period 4 or 5
10:55 – 11:10 am	R.E.A.D.
11:15-12:15 pm	Period 6 or 7
12:15 pm	Lunch / Student Dismissal

Somerset Academy A/B Calendar

AUGUST

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26 A	27 B	28 A
31 B				

SEPTEMBER

M	T	W	TH	F
	1 A	2 B	3 A	4 B
7	8 A	9 B	10 A	11 B
14	15 A	16 B	17 A	18 B
21 A	22 B	23	24 A	25 B
28 A	29 B	30 A		

OCTOBER

M	T	W	TH	F
			1 B	2 A
5 B	6 A	7 B	8 A	9 B
12 A	13 B	14 A	15 B	16 A
19 B	20 A	21 B	22 A	23
26 B	27 A	28 B	29 A	30 B

NOVEMBER

M	T	W	TH	F
2 A	3 B	4 A	5 B	6 A
9 B	10 A	11	12 B	13 A
16 B	17 A	18 B	19 A	20 B
23 A	24 B	25	26	27
30 A				

DECEMBER

M	T	W	TH	F
	1 B	2 A	3 B	4 A
7 B	8 A	9 B	10 A	11 B
14 A	15 B	16 A	17 B	18 A
21	22	23	24	25
28	29	30	31	

JANUARY

M	T	W	TH	F
				1
4 B	5 A	6 B	7 A	8
11 B	12 A	13 B	14 A	15 B
18	19 A	20 B	21 A	22 B
25 A	26 B	27 A	28 B	29 A

FEBRUARY

M	T	W	TH	F
1 B	2 A	3 B	4 A	5 B
8 A	9 B	10 A	11 B	12 A
15	16 B	17 A	18 B	19 A
22 B	23 A	24 B	25 A	26 B
29 A				

MARCH

M	T	W	TH	F
	1 B	2 A	3 B	4 A
7 B	8 A	9 B	10 A	11 B
14 A	15 B	16 A	17 B	18
21	22	23	24	25
28 A	29 B	30 A	31 B	

APRIL

M	T	W	TH	F
				1 A
4 B	5 A	6 B	7 A	8 B
11 A	12 B	13 A	14 B	15 A
18 B	19 A	20 B	21 A	22 B
25 A	26 B	27 A	28 B	29 A

MAY

M	T	W	TH	F
2 B	3 A	4 B	5 A	6 B
9 A	10 B	11 A	12 B	13 A
16 B	17 A	18 B	19 A	20 B
23 A	24 B	25 A	26 B	27
30	31 A			

JUNE

M	T	W	TH	F
		1 B	2 A	3 B
6 A	7 B	8 A	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

"E" Days - Periods HR1,2,3,4,5,6,7

"A" Days - Periods 1, HR, 3, 5, 7

"B" Days - Periods 1, HR,2,4,6

ER - Early Release Day at 12:15 pm

Midterms/Finals- Early Release 12:15 pm

Report Cards Issued

Interim Reports Issued

No School

○ First & Last Day of School

FORMS TO RETURN TO THE SCHOOL



Please print the following forms pages 26 - 32 and if applicable page 31 which need to be completed and returned to your child's Homeroom Teacher by August 28, 2015.

STUDENT/PARENT ACKNOWLEDGEMENT FORM



We have read the **2015-2016 Somerset Academy Student/Parent Handbook**. My child and I understand and agree to cooperate with all of the policies contained therein.

As a parent, I understand the importance of the Somerset Academy Charter School Student / Parent Handbook and have explained it to my child / children in detail. My child / children and I agree to adhere to the policies and regulations of the Student / Parent Handbook.

This Acknowledgement Form must be returned along with the Student Code of Conduct Acknowledgement Form, Volunteer Application, Payment Agreement, Broward County Truancy Intervention Program Form and Parent/Guardian Contract to your child's Homeroom Teacher by August 28, 2015. *If applicable, the Medical Authorization form must also be submitted to the Homeroom Teacher by August 28, 2015*

(Print Name of Student)

(Signature of Student)

(Grade)

(Print Name of Parent/Guardian)

(Signature of Parent/Guardian)

(Date)

(Print Name of Parent/Guardian)

(Signature of Parent/Guardian)

(Date)

Volunteer Application 2015-2016

Please Print. Personal Information:

Mother/Guardian 1: _____
 (Last) (First) (Middle)

List any aliases: _____
 (Last) (First) (Middle)

Address: _____
 (Street Address) (Apt#) (City) (State) (Zip)

Home Phone: _____ Driver's License #: _____ Date Of Birth: ____/____/____
 MM DD YYYY

Place of employment: _____ Phone #: _____ family business? Yes No
 Self employed or

Father/Guardian: _____
 (Last) (First) (Middle)

List any aliases: _____
 (Last) (First) (Middle)

Address: _____
 (Street Address) (Apt#) (City) (State) (Zip)

Home Phone: _____ Driver's License #: _____ Date Of Birth: ____/____/____
 MM DD YYYY

Place of employment: _____ Phone #: _____ family business? Yes No
 Self employed or

Name ALL children enrolled at Somerset Academy –Chapel Trail (Elementary, Middle, High or Arts Conservatory) Only list your children and step-children

FULL NAME OF STUDENT	Grade	FULL NAME OF STUDENT	Grade

Guidelines for Volunteers

Please follow these guidelines as you help in the school.

- Your main concern while engaged in school activities should be the safety and education of all students.
- You must not give medication to students.
- You must not discuss individual student's grades, records and abilities. This is personal and confidential information protected by Florida Statute 228.093.
- You may not supervise a classroom or discipline student(s). These are responsibilities of the teacher and school.
- You should set a good example for students by your manner, appearance, and behavior.
- You must complete a volunteer application annually before helping the school.
- You must sign in and out of school and wear a school issued ID badge for identification when helping with school activities.

Security Background Information – Answer Questions Below

	Mother	Father
Have you EVER been convicted of child abuse, incest, lewd and lascivious action, pornography, or other sexual offense?	YES NO	YES NO
Have you EVER been convicted of the sale or possession of drugs, drug paraphernalia, or any drug related offense?	YES NO	YES NO
Have you EVER been convicted of assault, battery, or other violent crimes?	YES NO	YES NO
Are you an active or former law enforcement employee, firefighter, DCF Employee, US attorney, US assistant attorney, state attorney, assistant state attorney, prosecutor, judge, or a government employee with duties involving human resources, labor relations, code enforcement, revenue collection or water management?	YES NO	YES NO

Pursuant to chapter 2004-81, Florida Laws (2004), the Charter School is required to conduct a limited background check on all volunteers at the Charter Schools. The background investigation that is required by this legislation pertains solely to an individual's sexual predator and sexual offender status. As all families at Somerset Academy Charter School are required to perform a donation to the school of varying amounts of hours or value, all families are required to undergo this screening.

By signing this document, I certify that I have read and fully understand both Guidelines for Volunteers and Security Background information sections. I further state that all information provided is true and accurate.

By my signature, I certify that Somerset Academy Charter School reserves the right to check the background of volunteers and I give my permission to conduct any investigation necessary to verify all information as may be required by law prior to my being able to participate in any volunteer activities at Somerset Academy.

I understand my volunteer activities at Somerset Academy may be terminated with or without cause at the discretion of the administration. By my signature, I certify that I know and understand these policies and agree to abide by the policies of Somerset Academy Charter School – Chapel Trail, Somerset Academy District Schools and The School Board of Broward County, Florida.

I understand that any false statement or omission of requested information will result in the immediate end of my volunteer involvement at Somerset Academy. I have, also, read and understand the Annual Family Contribution Requirements, on the back of this form.

Please Print Name: _____
 (Mother/Guardian) (Father/Guardian)

Required Signature: _____
 (Mother/Guardian) (Father/Guardian)

I am **NOT** interested in volunteering but will fulfill the contribution requirements as required. Please initial here: ___Mother/Guardian 1 ___Father/Guardian 2



Somerset Academy Charter School ~ Chapel Trail

2015-2016 Payment Agreement

Student Name: _____ Grade: _____ Student ID# _____

Cash, credit card and money orders will be accepted for all financial transactions. Online payments will be accepted on a limited basis for some activities and transactions, not all. **Checks will ONLY be accepted for the School Lunch Program.** Money orders and checks (when accepted) must be made out to: **Somerset Academy.**

When you provide a check as payment, you authorize Somerset Academy either to use information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. You authorize us to collect a fee through an electronic fund transfer from your account if your payment is returned unpaid. Up to 5 electronic attempts will be made to collect on a returned check before the school is notified. Somerset Academy is not responsible for any bank charges the check writer incurs. If after all electronic attempts to collect on the check are exhausted and the check is returned to the school, the check amount plus a returned check fee will be charged to the student(s) for whom the check was submitted, as a financial obligation and must be paid in cash or money order within 30 days. If the price of the service or item purchased with the returned check has changed, the higher price will be charged along with any applicable fees. Checks will not be accepted as payment for returned checks.

Returned Check Fees:

Check Face Value: Up to \$500.00 Fee: \$25.00
Check Face Value: over \$500.00 Fee: 5% of the check "face value"

In the event a dishonored check is not paid within the specified time, appropriate legal action may be filed for the full amount of the returned check(s) and any service charges, court costs and reasonable attorney's fees as provided by law.

When a customer/family issues three (3) returned checks on any Somerset Academy account (School Lunch Program) during the most recent twelve (12) months, the family's check privileges at Somerset Academy ~ Chapel Trail will be suspended for a period of six (6) months. Subsequent returned checks received after the reinstatement of check writing privileges will result in additional six (6) month suspension of check privileges.

Furthermore, dishonored checks not reimbursed to the school AND any Financial Obligations owed to the Somerset Academy ~ Chapel Trail campus may result in any or all of the following:

Returned Lunch checks will result in the face value of the check being deducted from the account. Family is responsible for cash payment including the check value, returned check fee and any negative balance in the account. Until account is brought current, the student must pay cash for lunch or receive a free meal. No student will ever be denied a school lunch for financial reasons.

Before/After Care & Pre-K:

Payment options for before/after care and Pre-K are: cash, credit card, money orders or online payments.

Past due accounts without satisfactory arrangements with the site supervisor shall result in your child not being able to attend the program until your account is brought current.

Policies for Somerset Academy ~ Chapel Trail are subject to change.

Parent/guardian: By signing this agreement and enrolling my (our) child(ren) in Somerset Academy, I (we) agree to the terms of the Somerset Academy ~ Chapel Trail 2015-2016 Payment Agreement.

Parent/Guardian Name: _____ Parent/Guardian Name: _____

SIGNATURE: _____ SIGNATURE: _____

Date: _____ Date: _____



Somerset Academy Inc. Parent/Guardian Contract

I, the undersigned parent/guardian of _____, hereby agree to abide by the following policies and procedures of Somerset Academy Charter Middle/High School – Chapel Trail Campus.

- **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 2 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 7:00 am to 7:25 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 2:30 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 be turned on inside the School building, at the discretion of the classroom teacher, providing the cellphone is placed in Airplane Mode, ie. no cellular, texting or internet functions available. The purpose of students using cellphones during the school day is to take notes, pictures of PowerPoint's, etc. as authorized by the

teacher. ~~The School will confiscate any unauthorized items a student may bring to school, including cellphones. 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, including cellphones, which have been confiscated. Any items not claimed by the last day of school shall be disposed of without further liability to the School. Furthermore, the School is not responsible for any authorized or unauthorized electronic devices that may be lost, stolen or damage that the student brings to 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 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

If your child will require Medication/Treatment, please log in to the following website and print out the Authorization for Medication/Treatment form.

http://www.broward.k12.fl.us/studentsupport/healthedservices/html/forms_MA.htm

Authorization for Medication/Treatment



SOMERSET ACADEMY CHARTER SCHOOL

"A BROWARD COUNTY PUBLIC CHARTER SCHOOL"
 20801 Johnson Street, Pembroke Pines, FL 33029
 954-442-0233 Main Office
 Facsimile 954-442-1762 / 954-442-0813 elementary
www.somersetacademy.com

Dear Parent/Guardian:

Expecting that all students will achieve at their highest potential is a strategic goal of Somerset Academy Charter School. In order for your child to be successful in school, he or she needs to attend school each and every day. Florida Laws says that you are responsible for your child's attendance. Section 232.19(7)(a), Florida Statutes, provides that a parent or guardian commits a misdemeanor of the second degree, punishable as provided by law, if the parent or guardian refuses or fails to have a child attend school regularly or refuses to participate in meetings concerning the child's truancy.

Somerset Academy Charter School, in partnership with the Broward County State Attorney's Office has initiated the Broward Truancy Intervention Program (BTIP). The intent of the program is to prevent truancy (unexcused absences). Your child's attendance will be monitored on a daily bases and unexcused absences will be reported to you. Should your child have a series of unexcused absences, the State Attorney's Office will be notified, and they will issue a subpoena for your child's records. These records may be used in court against you. The State Attorney's Office may take appropriate action up to and including criminal prosecution of the parent/guardian of the truant child.

You are required to contact the school each time your child is absent and provide the school with the reason for the absence. When you are notified of an unexcused absence, you are required to immediately contact the school to discuss the situation and to take action to stop the truant behavior. To report an absence, have the child bring a note to the attendance clerk the day after the absence stating the name of your child, grade, date of absence and the reason for his or her absence.

Please sign and return the form at the bottom of this page indicating you have read and understand the information concerning the Broward Truancy Intervention Program.

Sincerely,

Bernardo Montero, Principal

SOMERSET ACADEMY CHARTER SCHOOL

I have read and understand the information above regarding the Broward Truancy Intervention Program (BTIP).

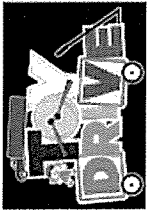
Parent/Guardian Signature: _____ Date: _____

Contact Number: _____ email address: _____

Student's Name: _____ Grade: _____


***Organizational Performance
Appendix KK: Samples of School Newsletter
Requesting Parental Involvement***

- **Donate a Toy!**




Toy Drive
Friday, December 11th
Bring a NEW, unwrapped toy worth at least \$5
*All toys will be donated to the City of Pembroke Pines Police Department Toy Drive
- **Police Department Toy Drive**


Winter Guard: Panda Express Benefit Night!
Monday, December 7th
4-8pm
15703 Pines Blvd.
Bring the Flyer and Earn Extra Credit!



- **Choir and Glee Club Show: "A Winter Celebration"**

Thursday, December 10th
6:30pm
Gym
\$10 at the door


- **Leave Your Mark at Somerset Academy!**

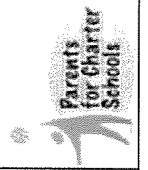
Buy a Commemorative Brick! Special Price: \$50


- **Panthers on Watch Recycling Club needs you!**




Take a listen to our NEW Alma Mater!


Thank you to Mr. Saenz, our new Choir teacher, who wrote the song and to Ms. Ortega and the Panther Marching Band for their performance!
- **Join Parents for Charter Schools!**


- **Senior Graduation Memorabilia Order!**

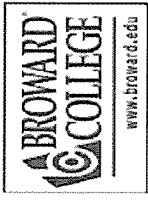
Order your graduation announcements and senior gear on Dec. 1st and 2nd during your lunchtimes


- **Senior Financial Aid Night!**


Seniors and Parents are encouraged to attend!
Wednesday, December 9th
6:00pm
Media Center
Learn about FAFSA...how and when to apply!



- **Dual Enrollment Book Info!**

Broward College is no longer accepting your textbooks at the bookstore. Please return them to Mrs. Pierce from December 7-14th. You must return them to get your book voucher for the winter term.


- **Winter Guard: Panda Express Benefit Night!**


Monday, December 7th
4-8pm
15703 Pines Blvd.
Bring the Flyer and Earn Extra Credit!


- **Donate a Toy!**




Toy Drive
Friday, December 11th
Bring a NEW, unwrapped toy worth at least \$5
*M/H students that donate a toy will receive a wristband to attend the 1st Annual Holiday Showcase!
*All toys will be donated to the City of Pembroke Pines Police Department Toy Drive
- **PTSO Holiday Store**

December 7-11th
M/H Courtyard




Support DECA: Chili's Benefit Night!
December 4th
- **SOMERSET ACHIEVEMENTS**


FIRE PREVENTION WEEK POSTER CONTEST
WINNERS-City of Pembroke Pines



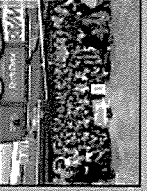
Congrats Varsity Boys Basketball Team!
Congrats to the Boys Varsity Basketball Team who won the Spanish River Thanksgiving Tournament vs Olympia Heights 71-60!



Congrats to Angelica Scioccia!
Angelica was recognized as a "Kid of Character" for Citizenship by the Sun-Sentinel.
Angelica takes her role as an advocate for suicide prevention very seriously. After losing a cousin, she has worked to raise awareness by speaking to peers and faculty.



Congratulations to our Panther Marching Band. 3rd Place at States!
Congratulatiions to our Panther Marching Band who



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[Athletics](#)
[Students](#)

An kreyòl ayisyen | Español | Português | Français | العربية

SOMERSET ACADEMY
 A BROWARD COUNTY PUBLIC CHARTER SCHOOL

Parents
[MultiArts Conservatory Calendar](#)
[Elementary Calendar](#)
[Athletic Calendar](#)
[Attendance](#)
[Student Absence Note](#)
[Middle/High School Registration](#)
[Parent Resignation](#)
[LEAP](#)
[Online Payments](#)
[PTSO](#)
[Volunteer Opportunities](#)
[School Uniform Information](#)
[Principal's Newsletter](#)
[SAC](#)
[Meet the Masters](#)
[Anonymous Tip Hotline](#)
[Parental Input for Evaluations](#)
[Staff Directory](#)
[Virtual Counselor](#)
[Climate Surveys](#)
[STOP \(Obligations\)](#)

Contact Us

[Somerset Arts Conservatory](#)
[Somerset Academy Elementary](#)
[Somerset Academy Middle/High](#)
[Somerset Virtual Academy](#)

ELEMENTARY NEWS, ANNOUNCEMENTS AND UPCOMING EVENTS
 ■ Winter Break
 November 10th - January 2nd

MIDDLE, HIGH AND ARTS CONSERVATORY NEWS, ANNOUNCEMENTS AND UPCOMING EVENTS
 ■ Winter Band Concert