CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Renaissance Charter School at Coral Springs

CHARTER SCHOOL LOCATION NUMBER: 5020 **GRADES SERVED:** K - 8 **DATE:** December 18, 2015

NAME OF GOVERNING BOARD: Renaissance Charter School, Inc.

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

CONTACT PERSON: Diana Sierra-Krumrie **TITLE/RELATIONSHIP TO GOVERNING BOARD:** School Principal

MAILING ADDRESS: 6250 West Sample Road, Coral Springs, FL 33067

PRIMARY TELEPHONE: (954) 369 – 1179 **ALTERNATE TELEPHONE:** _____

E-MAIL ADDRESS: dsierrakrumrie@recscoralsprings.org

NAME OF EDUCATION SERVICE PROVIDER (if any): Charter Schools USA

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.

Ken Haiko
Printed Name

Signature

Chairman
Position/Title

December 18, 2015
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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(Revise Table of Contents to accurately reflect page numbers of final draft, including appendices.)

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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	• FCAT 2.0 (Appendix A) • FSA (Appendix B) • State AYP/AMO Standards (Appendix C) • EOC (Appendix D)
	AYP/AMO Attainment	The school has achieved its AMO target	
	Sub-group(s) Attainment of AYP/AMO	The school has achieved its AMO targets in identified student sub-group(s)	

In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not. Include the school's plan to increase and/or maintain its AMO status for the upcoming term of the charter. List any appendices.
Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.

Renaissance Charter School at Coral Springs (RCSCS) has been designated as a high-performing charter school, as such, we are requesting a 15-year charter renewal term.

Indicator: AYP/AMO School Improvement Status

RCSCS has not been identified for School Improvement.

Indicator: AYP/AMO Attainment

Based on RCSCS' demographics, Annual Measurable Objectives (AMO) results are reported for all students in the following subgroups: All students, Asian, Black/African American, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged. RCSCS has consistently provided rigorous instruction and held students and teachers to high standards and expectations, improving in the percentage of AMO targets met year to year. We will improve our AMO attainment status through implementation of the Education Model (described further in this renewal), providing appropriate instructional and social and emotional support for all of our students. Our Education Model is based on data-driven instruction and personalized learning experiences tailored to meet the needs of every child.

Table 1

Renaissance Charter School at Coral Springs	
Year	**Percent Targets Met**
2012	N/A
2013	19%
2014	44%

Table 2

Annual Measureable Objectives Attainment								
Renaissance Charter School at Coral Springs								
2013	**Reading % Scoring Satisfactory 2013**	**Target AMO Reading**	**Met Target Reading**	**Safe Harbor, Reading**	**Math % Scoring Satisfactory 2013**	**Target AMO Math**	**Met Target Math**	**Safe Harbor, Math**
ALL STUDENTS	67	68	N	N	63	66	N	N
ASIAN	79	82	N	N	76	88	N	N
BLACK/AFRICAN AMERICAN	58	61	N	N	57	56	Y	NA
HISPANIC	64	64	Y	NA	61	66	N	N
WHITE	76	74	Y	NA	67	73	N	N
ENGLISH LANGUAGE LEARNERS	37	49	N	N	35	46	N	N
STUDENTS WITH DISABILITIES	46	49	N	N	37	62	N	N
ECONOMICALLY DISADVANTAGED	59	60	N	N	56	60	N	N
2014	**Reading % Scoring Satisfactory 2014**	**Target AMO Reading**	**Met Target Reading**	**Safe Harbor, Reading**	**Math % Scoring Satisfactory 2014**	**Target AMO Math**	**Met Target Math**	**Safe Harbor, Math**
ALL STUDENTS	68	71	N	N	67	69	Y	Y
ASIAN	80	83	N	N	91	89	Y	NA
BLACK/AFRICAN AMERICAN	58	64	N	N	52	60	N	N
HISPANIC	67	68	N	N	66	69	Y	Y
WHITE	78	77	Y	NA	77	75	Y	NA
ENGLISH LANGUAGE LEARNERS	50	53	Y	Y	51	51	Y	NA
STUDENTS WITH DISABILITIES	38	53	N	N	37	65	N	N
ECONOMICALLY DISADVANTAGED	60	63	N	N	59	63	N	N

Please see **Appendix A** for FCAT Data, **Appendix B** for FSA data, **Appendix C** for past AMO attainment data, and **Appendix D** for EOC data.

Indicator: Sub-group(s) Attainment of AYP/AMO

In the most recent results (2014), RCSCS met 63% of AMO targets for subgroups in math. This represents a major improvement over 2013 when only one subgroup out of eight met their targets (13%). In reading, the White subgroup met their AMO targets in both 2013 and 2014 with the Hispanic and English Language Learner (ELL) subgroups meeting their targets in 2013 and 2014, respectively.

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).	• FCAT 2.0 (Appendix A) • FSA (Appendix B) • EOC (Appendix D)
	School Grade	The school obtained a school grade of "C" or above.	• 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.	• SIR designation, prior 5 years (Appendix G)
	Annual Student Gains	Students are making one-year's worth of growth annually in Mathematics and Reading.	• 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.	• 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.	• 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.	• 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	• Graduation rate (Appendix I)

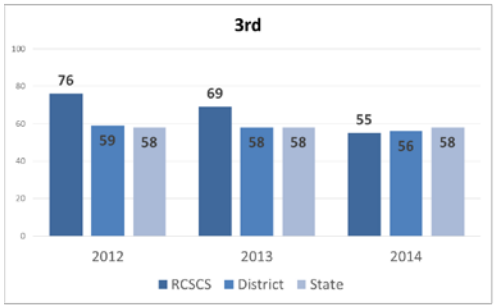
In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not. Include the school's plan to increase and/or maintain student achievement, school grade, school improvement rating, learning gains, relative performance and graduation rate for the upcoming term of the charter. List any appendices.
Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.

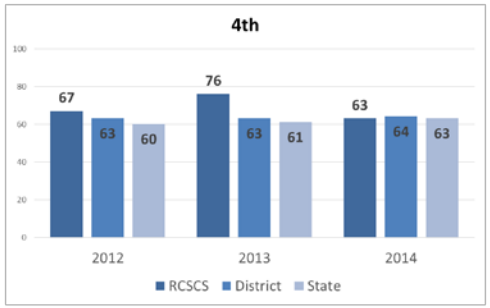
RCSCS offers a dynamic and innovative Education Model that sets high expectations for the school and its students. RCSCS participates in all applicable components of the Florida State Accountability System as required by Florida Statute, as well as any other age-appropriate research-based assessments required by the State of Florida. Stakeholders, consisting of parents, teachers, administrators, and board members, analyze prior year student performance trends and establish measurable goals for the current school year.

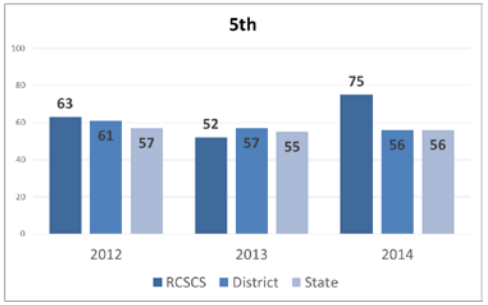
Our students have made long-term learning gains in reading, mathematics, science, and writing as demonstrated by the yearly FCAT results. We have earned the school grade of "A" for the 2013-2014 school year.

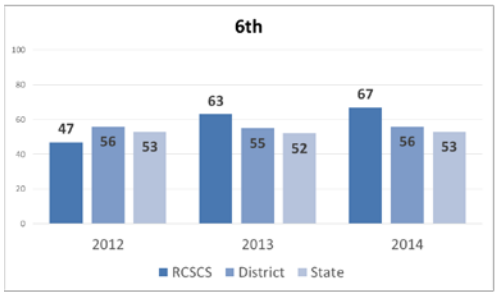
Indicator: FCAT 2.0 Achievement

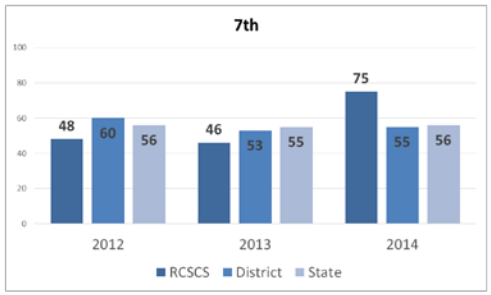
Math

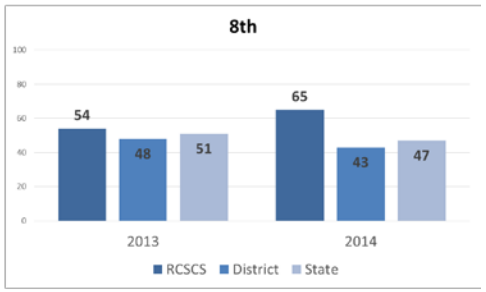


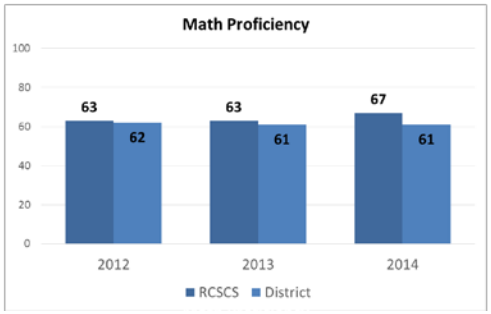




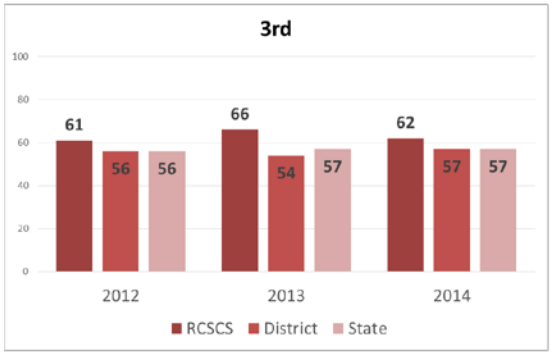


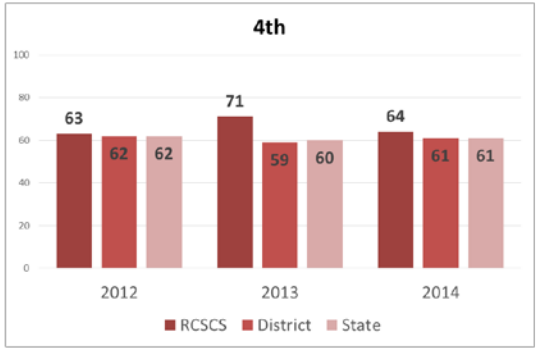






Reading


3rd
61 56 56
66 54 57
62 57 57
2012 2013 2014
RCSCS District State


4th
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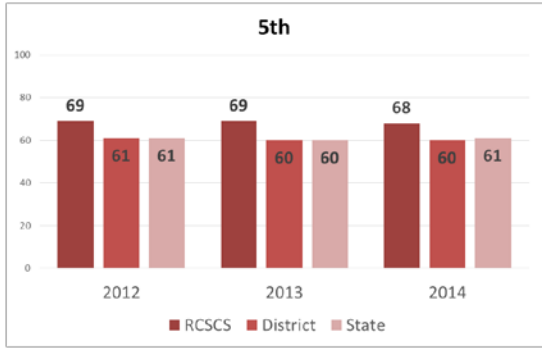
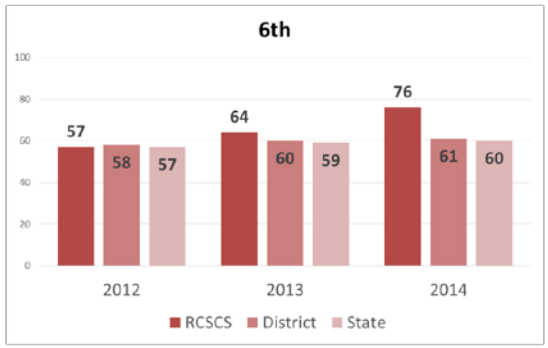
71 59 60
64 61 61
2012 2013 2014
RCSCS District State


5th
69 61 61
69 60 60
68 60 61
2012 2013 2014
RCSCS District State


6th
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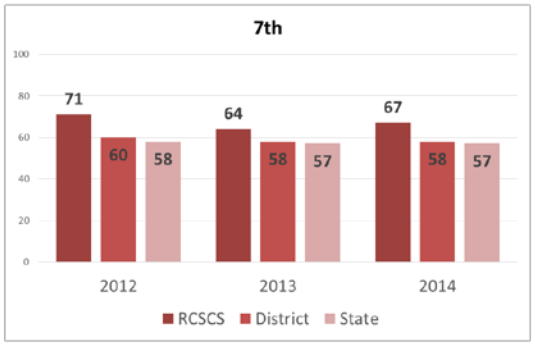
76 61 60
2012 2013 2014
RCSCS District State


7th
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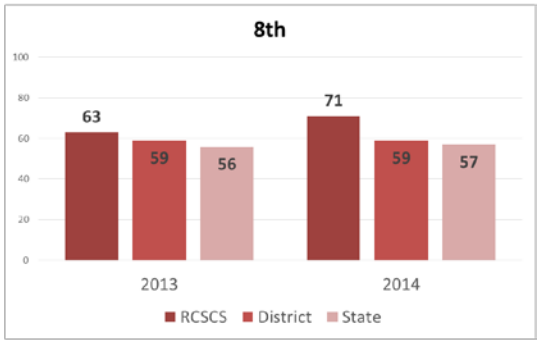
64 58 57
67 58 57
2012 2013 2014
RCSCS District State


8th
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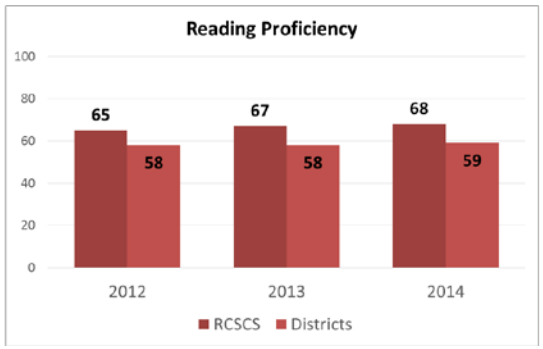
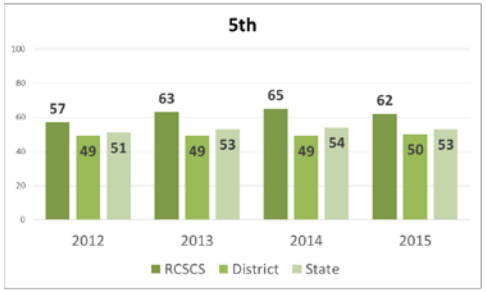
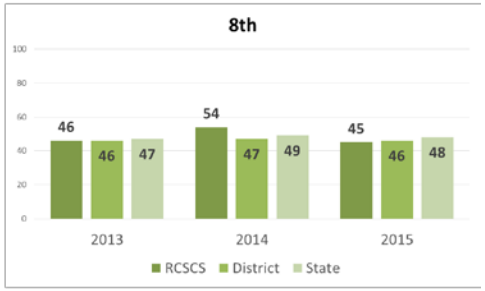
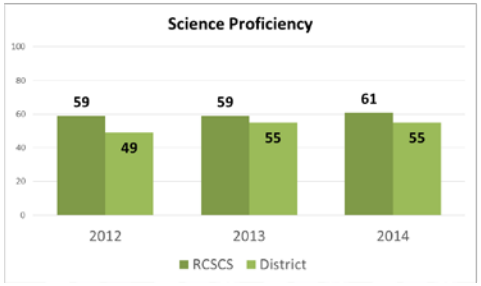
71 59 57
2013 2014
RCSCS District State


Reading Proficiency
65 58
67 58
68 59
2012 2013 2014
RCSCS Districts

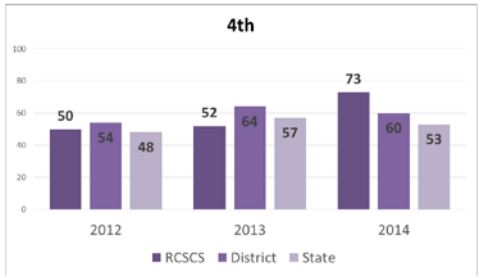
Science

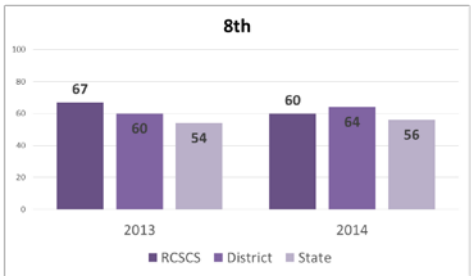


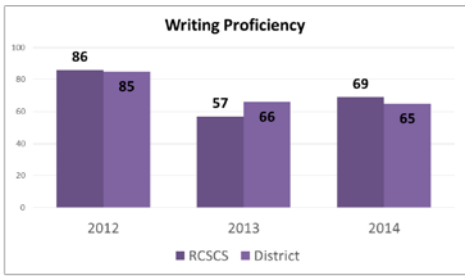




Writing

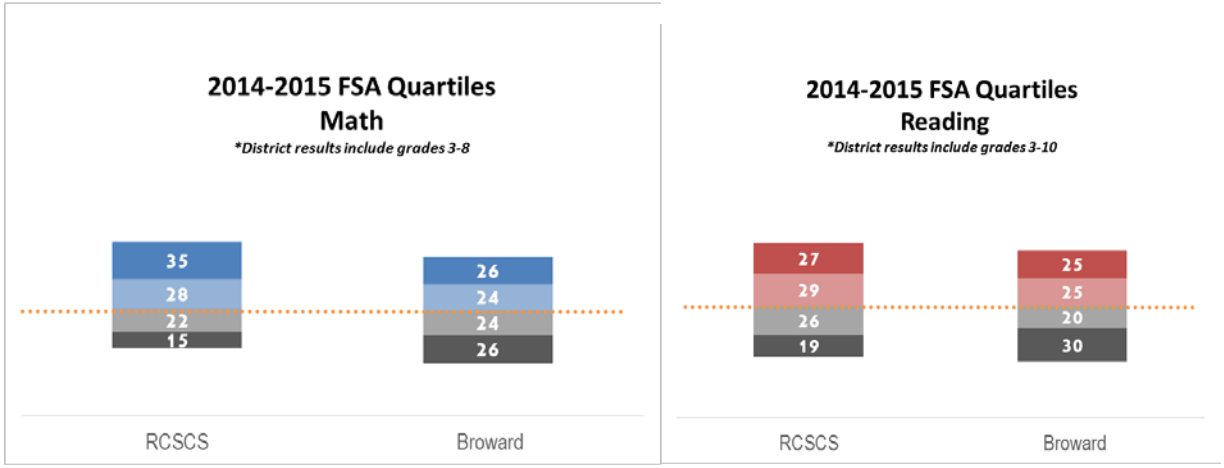






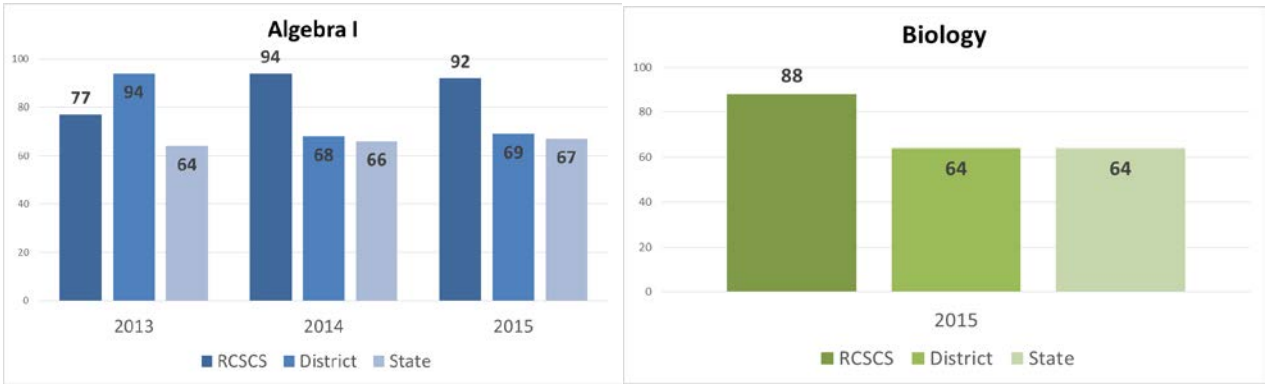
Math, reading, and science school-wide proficiency out-paced district and state averages in all years reported. Achievement in reading was greater than district and state scores for all grade levels.

Indicator: FSA



Preliminary results in math indicate that 13% more RCSCS students scored in the top two quartiles when compared to Broward County schools. For reading, RCSCS also out-performed the district with 56% of students above the quartile threshold compared to 50% for the district.

Indicator: EOC Data



Algebra I achievement exceeded that of state scores for all years reported. The 2015 biology EOC outcomes were 38% higher than both district and state scores.

Indicator: School Grade

Historical School Grade

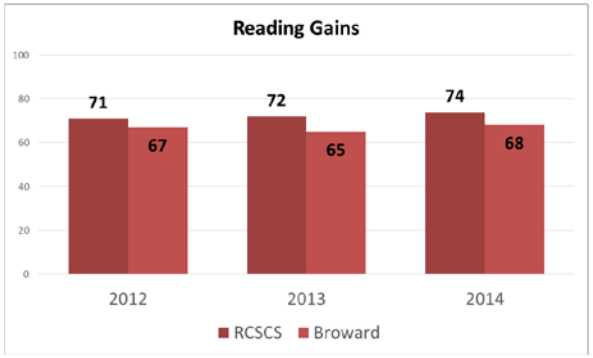
	2010	2011	2012	2013	2014
RCSCS	--	--	A	B	A
Broward County	A	A	B	C	B

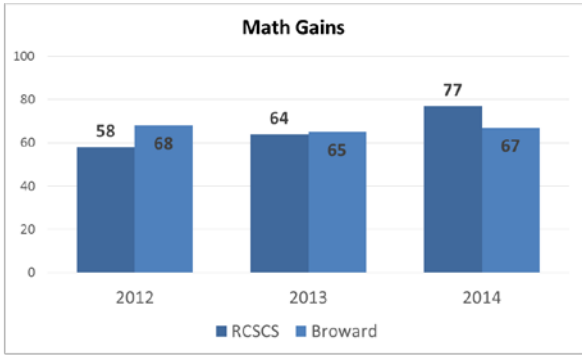
Our historical school grades surpassed county grades for all years reported, achieving a score of "A" for 2014. Based on grades received during the term of the charter, RCSCS was designated as a High Performing school. The FLDOE School Grade report for the term of the charter can be found in **Appendix E**. The FLDOE Report Card for the 2014 school year can be found in **Appendix F**.

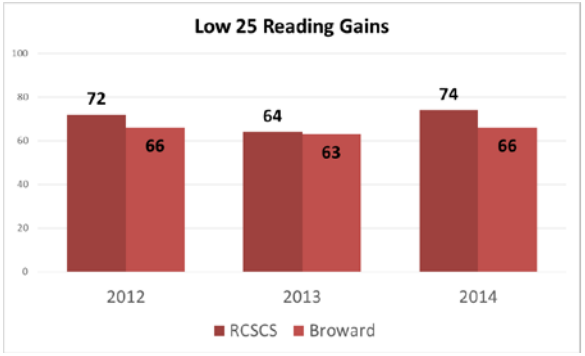
Indicator: School Improvement Rating (SIR)

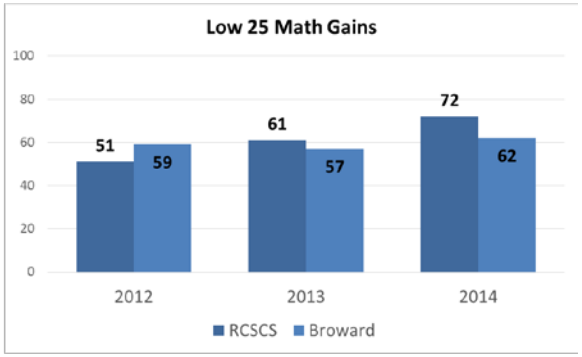
RCSCS has not been identified for School Improvement. In fact, we have been designated a High Performing Charter school pursuant to Section 1002. 331, Florida Statutes (2015).

Indicator: Annual Student Gains / Annual Gains of Students Achieving in the Bottom 25% / Percent of Students Tested







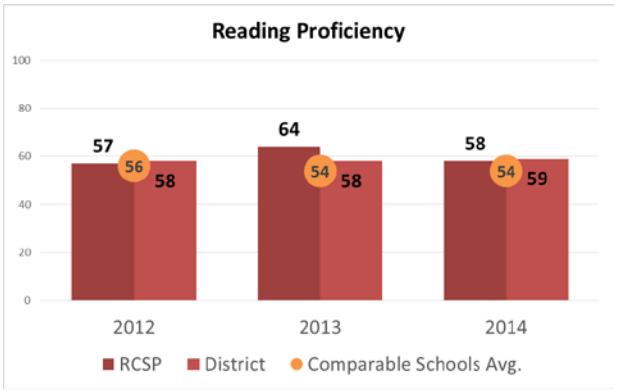


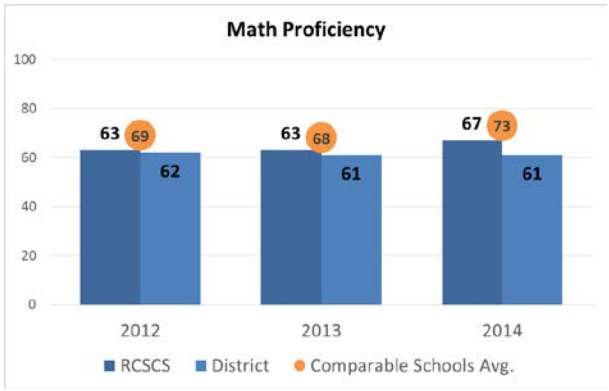
Learning gains were greater than district averages for all years in reading for both the entire student population and the lowest quartile of students. In math there has been an annual increase in the percent of students making learning gains school-wide as well as among the lowest quartile. In both reading and math, RCSCS exceeded Broward County's gains in 2014 and among the lowest quartile since 2013.

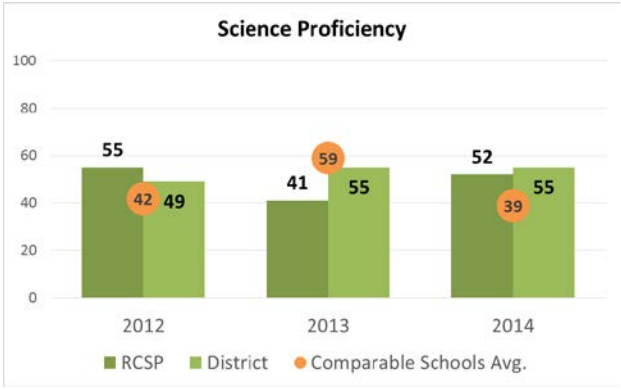
Indicator: Relative Performance

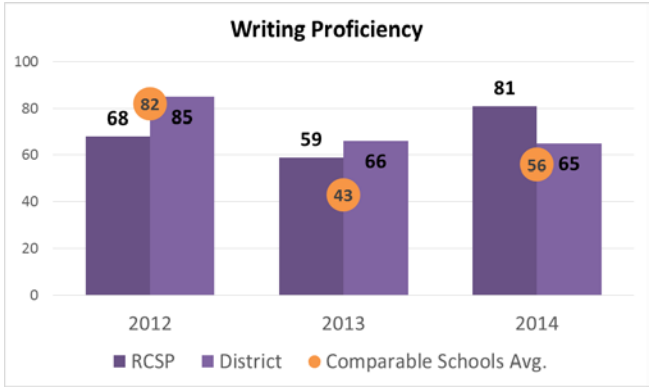
The following Broward County schools were determined to be comparable based on their population of students receiving free and reduced lunch (FRL) and minority rates as reported in the most recent release of school grades (2013-14):

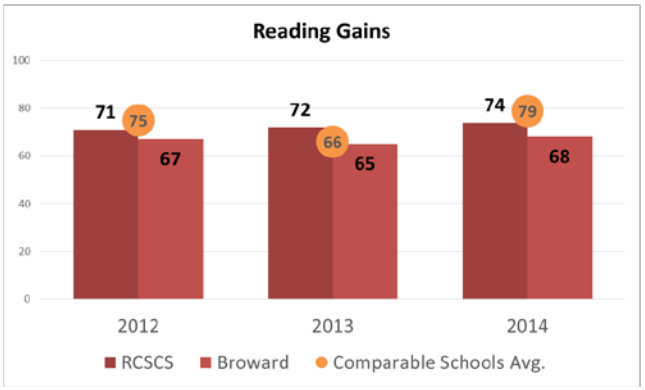
- Chapel Trail Elementary School
- Sawgrass Elementary School
- Forest Glen Middle School






Science Proficiency
100
80
60
40
20
0
55
42
49
41
59
55
52
39
55
2012
2013
2014
RCSP
District
Comparable Schools Avg.


Writing Proficiency
100
80
60
40
20
0
68
82
85
59
43
66
81
56
65
2012
2013
2014
RCSP
District
Comparable Schools Avg.


Reading Gains
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2012
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RCSCS
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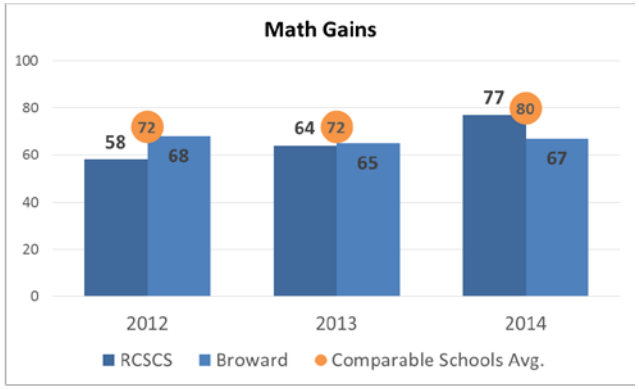
Comparable Schools Avg.


Math Gains
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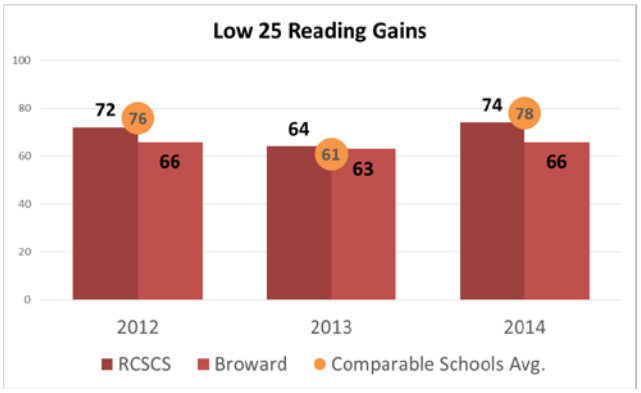
Low 25 Reading Gains
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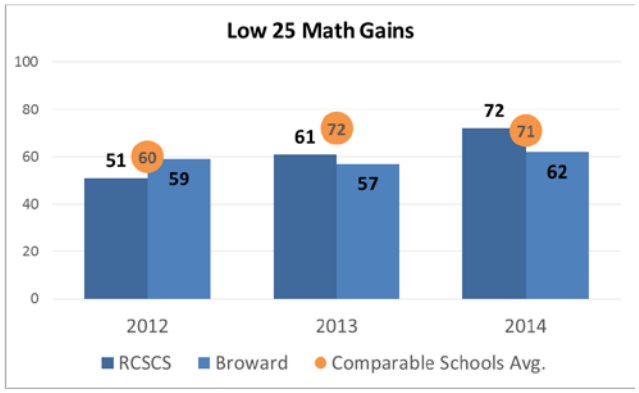
Low 25 Math Gains
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RCSCS
Broward
Comparable Schools Avg.

While the demographics of the comparable schools are similar, the initial proficiency rates from 2012 and 2013 indicate the RCSCS students are coming to school farther behind in math when compared to students at schools with similar demographics. RCSCS has seen a steady rise in the percent of students making learning gains both among all students and among the lowest 25% over the last three years in reading, but especially so in math. The lowest quartile of students out performed not only the district in math, but also comparable schools. RCSCS outperformed comparable schools on reading gains and gains among the lowest quartile in 2013.

RCSCS intends to increase student achievement through the use of the intervention block, targeted after school tutoring, targeted Saturday tutoring and the RtI interventions as outlined in the various components below.

Indicator: Graduation Rate (If Applicable)
This indicator is not applicable.

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 • As defined in the school's contract/initial application, your mission statement. • In cases of subsequent renewals, as defined by the current agreement.

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.

Indicator: Achievement of School/Mission-Specific Goals

New Mission: RCSCS is committed to developing our students of today into leaders of tomorrow.

Old Mission: The mission of RCSCS is to create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through community engagement. This is to ensure students from all socioeconomic levels reach academic and personal potential, become self-motivated, life-long learners, and are prepared to enter, compete, and succeed in secondary and postsecondary educational opportunities and careers of choice.

RCSCS transitioned from our old mission to our new mission within the first year of opening and operating. The school's stakeholders recognized the need to shorten and improve the mission statement, therefore a team of various stakeholders (teachers, parents, students, and administration) assembled to create a mission that is focused on students in a broader spectrum with the whole child and the future in mind.

RCSCS continuously strives towards achieving our mission of developing our students of today into leaders of tomorrow. RCSCS believes in creating an environment where students and parents can collaborate with faculty and staff in order to ensure that the best interest of the student is always the priority. In this collaborative environment, students are afforded the opportunity to participate in co-curricular learning opportunities that help build leadership and character to prepare students for their successful and productive futures.

In addition, as part of the collaborative 2015-2016 strategic planning process between RCSCS, Renaissance Charter School, Inc., and Charter Schools USA (CSUSA), the following initiatives are planned to be implemented in the school:

2015-2016

- Monitor survey data and address stakeholder feedback.
- Increase technology for students and staff.
- Research advanced student programs.
- Continue to expand tutoring options to all K – 8 students.
- Expand professional development.
- Create programs to address RtI needs.
- Fully implement Developmental Designs and Responsive Classroom.
- Implement intervention block (iBlock) to enhance targeted instruction.

2016-2017

- Increase technology for students and staff.
- Begin implementation of advanced student program.
- Professional development based on Needs Assessments.
- Continue to monitor tutoring and RtI.
- Continue to monitor iBlock to enhance targeted instruction.

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.	• FCAT 2.0 (Appendix A) • FSA (Appendix B) • Standardized Test Results (Appendix J) • Progress Monitoring Data (Appendix H) • EOC (Appendix D) • 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)
	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.	

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

Indicator: Implementation of the School's Mission

A copy of our school's State-issued High Performance Designation Letter can be found in **Appendix L**. We have consistently implemented our mission of developing our students of today into leaders of tomorrow. All stakeholders work collaboratively to ensure our students are provided opportunities to excel academically, remain actively involved in the school community, and enriched through co-curricular programs. Our Guaranteed and Viable Curriculum (GVC) allows teachers to provide rigorous and extended learning opportunities with growth and leadership infused into the daily and weekly themes.

Indicator: Implementation of Curriculum and Instructional Techniques / Data-Driven Decision Making

Education Model

The Educational Model aligns with our mission, as we implement a rigorous GVC, our research-based curriculum aligned to state standards, and support by Common-Core aligned textbook resource programs. This ensures that RCSCS has a positive effect on students, as we are providing all students high-quality, rigorous instruction. The research behind the GVC comes from the work of Robert Marzano, who articulates that the GVC is primarily a combination of the factors "*opportunity to learn*" and "*time*." We are using the GVC to guarantee academic excellence in every classroom and steady academic progress as students build their knowledge and skills from one year to the next. The implementation of the GVC ensures that the academic content necessary for achievement within each grade is not disregarded or replaced. Clear guidance by the leadership team and curriculum resource teachers is given to teachers regarding the content to be addressed in specific courses and at specific grade levels to monitor students' mastery of standards. Teachers focus on the attained curriculum through regular assessment to ensure that each student masters the content of every lesson. Teachers regularly review student progress and develop personal learning plans and goals with each student. The individual components of the Education Model are described as follows:

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses; effectively target instruction; and set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students' scores on the state-mandated assessment from the previous school year. Additionally, in the areas of ELA and mathematics, a nationally normed, computer-based assessment provided by the Northwest Evaluation Association (NWEA) is administered to all students. Further, baseline data is obtained throughout the year with standards-aligned pre-tests that are utilized prior to each new unit of instruction.

Component 2: Data-Driven Instruction

Our leaders and teachers analyze baseline data, then provide targeted professional development to support teachers' knowledge of the instructional strategies that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content. By using this innovative approach of data-driven instruction and ongoing teacher support around meeting the needs of each student, we ensure a culture of continuous improvement and increased student achievement. While the core segments are consistent, the instructional methods are dependent on the needs of the individual student as revealed by the data. Rather than a one-size-fits-all approach, innovative learning methods are utilized, and range from any or all of the following strategies:

- Student-centered Learning
- Blended Learning
- Marzano's Thirteen High Probability Instructional Strategies
- Cross-Curricular Instruction and Learning
- Multiple Intelligences
- Project-based Learning
- Cooperative Learning

Component 3: Assessment

After data-driven instruction, formative assessments are given to determine areas of growth and are used to continue to identify instructional priorities. Assessments measure instructional effectiveness and student achievement, and are an integral part of the Education Model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Summative assessments provide students with multiple opportunities to demonstrate standards mastery. Other forms of assessments include exit tickets, quizzes, projects, essays, and more. Timely and specific feedback of student performance on grade-level standards is then given to establish individualized goals for all students. To provide additional feedback in the instructional decision-making process, RCSCS uses school-wide assessments, including NWEA, CMA, and Running Reading Records (K – 2).

Component 4: Grading

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

RCSCS implements a unique philosophy that requires academic grades to only reflect mastery of the grade-level standards. In order to ensure integrity, academic grades only reflect work completed in class. Work completed outside of the supervision of the teachers, such as homework, can be included in a practice grade, but not a mastery grade. The student grade book includes practice grades and mastery grades, but only the mastery grades are considered part of the final overall academic grade.

Students are not graded based on behavior that is tied to an assignment. For example, students are not academically penalized for turning in an assignment late. However, they do receive a behavioral consequence for turning in work late because they did not follow the teacher's directions. The same principle applies for cheating. Students receive a behavioral consequence if caught cheating, and are required to take a new, different assessment to measure mastery.

Grading a student's work solely on the standard that was taught allows the school to have a true indicator of the proficiency level of students, as grades are not skewed by non-academically related aspects. To support academic success, students are given multiple opportunities to practice what is taught in order to demonstrate mastery. Communication is key in order for this philosophy to be effective, therefore students receive timely feedback on their work. This allows for clear understanding of how they demonstrated learning effectively, or what can be done to improve next time they are assessed a standard. Parents have real-time access to grades in the electronic grade book. Further, teachers frequently communicate with families before a report card is issued to address any concerns about students who are failing their assignments.

Component 5: Reporting

Reporting in the student information system gives RCSCS the capability of disaggregating data by individual student, class, and grade level. It also offers teachers, parents, and student's online access to student data. Student achievement data is included in each student's file and makes

year-to-year evaluation and tracking of benchmarks more efficient. It also provides all stakeholders with information to make decisions about differentiating instruction for each student.

Component 6: Decision

Decision is the final action. Teachers and administrators, based on the data, make the decision to either move on to a new standard and begin with a baseline assessment or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of our Education Model is the fact that teachers do not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher re-teaches, either by whole-class or small-group instruction, until all students have mastered the standard. These decisions are determined through data chats and team meetings and guide the standards that are taught in using Instructional Focus Plans (IFP).

Throughout the year, as part of professional development, a member of our leadership team leads data chats, in which teachers meet in grade levels to analyze students' data to ensure that they have a clear understanding of the importance of providing data-driven instruction. The data chats pin-point what is needed in each classroom, including recognizing skills that each individual student needs to master. These meetings are at the helm of school-wide and classroom goal-setting, and are a part of the driving force that has motivated the teachers at RCSCS to be committed to the growth of our students.

After analysis of data is conducted, teachers (in conjunction with the administrative team), plan together and schedule learning objectives aligned to the IFP, which is a data-driven calendar. This calendar is developed based on the data provided by each Common Monthly Assessment, which teachers analyze to determine the standards that need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. The IFP is a spiral review and has a designated section of time within each instructional block, thus it does not take away from the instructional time designated for new content. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of students while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers are required to post and track results within the classroom to motivate and challenge their students.

In order to meet the needs of our students, teachers follow the Education Model and data-driven decision making with regard to the instructional strategies used within the classroom. Teachers use various strategies to reach all learners, such as cross-curricular instruction, blended learning, project-based learning, and others. The core instructional strategies used at RCSCS include Marzano's thirteen high probability instructional strategies. These strategies greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures, and instructional strategies implemented in their classroom is a technique that assists them in raising the quality of their classroom instruction. Each of the strategies provides students with a learning environment that is academically rigorous, challenging, innovative, and focused on individual student-learning needs.

The thirteen strategies that yield the highest learning gains when effectively implemented include:

- Tracking student progress and using scoring scales
- Setting goals/objectives
- Building vocabulary
- Identifying similarities and differences
- Interactive games
- Summarizing
- Note-taking
- Nonlinguistic representations
- Student discussion/chunking
- Homework
- Practice
- Effort and recognition
- Graphic Organizers

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

- NWEA Interim Assessments: Include three administrations in the areas of ELA, mathematics, and science. The NWEA assessments are nationally normed, Common Core-aligned assessments proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. NWEA currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG).
  - NWEA MAP: Tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; as a student responds to questions, the test difficulty adjusts to the level of the student.
  - NWEA MAP for Science: Aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science disciplines. Administration of MAP for Science is required in eighth grade, but we have the option of offering this assessment to other grade levels if necessary.
- Common Monthly Assessments: Assessments provided by the ESP, created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This provides a uniform tool to all schools in the ESP's network to monitor progress more frequently between interim assessments administered by NWEA.

- Instructional Focus Plan Assessments: Tests typically given every week and aligned to specifications of Florida Standards and NGSSS. They measure mastery of competencies within the GVC. IFP instruction and assessment match the skills and concepts each class needs to work on in order to reach mastery.
- Weekly Standards-Based Assessments: Formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each weekly assessment measures the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. These are teacher-created or from purchased resources and are used in all subjects.

Indicator: Implementation of Specialized Instruction for Students, Particularly for Students Below Grade Level

Tailoring instruction is crucial for the success of the student population, as students enter our school at various levels. We use innovative, differentiated instructional methods, which utilize research-based instructional strategies, such as Marzano's thirteen high probability teaching strategies mentioned previously. Teachers can differentiate in three ways: (1) with the content students are learning; (2) the process in which the material is being taught; and (3) the product that is developed to demonstrate learning.

Some best practices with regard to differentiating include:

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

When students are not performing at expected levels, procedures are in place to ensure those students are properly identified and placed into appropriate intervention programs to get back on track for success. RCSCS follows the Response to Intervention tiers listed below.

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

Depending on which tier the child falls under, RCSCS implements various interventions and increases the amount of instructional minutes provided. The following interventions are available:

- Differentiated RtI Block: Students are placed in various classes for a block of time to receive targeted instruction in either reading, math, or science, depending on their levels and skill deficiencies.
- Push-in/Pull-out Instruction: Outside of their core classes, students receive intensive instruction based on their skill level.
- Tutoring/Extended Day: After-school small-group instruction utilizing a separate curriculum to reach the needs of the below-grade-level students.

The RtI block is provided to students for a set amount of time each day, but other interventions may be increased or decreased depending on the amount of support the child needs. For example, students can attend after-school tutoring, Saturday tutoring sessions, and/or have multiple push-in/pull-out sessions during the week to catch up to grade level.

Supplemental Intervention Reading Program
Based on diagnostic assessments and benchmark data, students receive additional instruction and practice on identified skills. Teachers provide additional instruction during the student's intensive/intervention reading block. Research-based resources used to support instruction are reviewed and updated as necessary to best meet the needs of the students. For a complete list of resources used, please see the Reading Plan in **Appendix M**. An example of resources include:

K – 2nd Grade
Foundations: Focus on phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling.

Phonics for Reading (First – Second): Support students who struggle with reading comprehension from weak phonemic awareness and decoding skills.

Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. Provides word-recognition and spelling instruction, story reading, and independent activities.

3rd – 5th Grade
Foundations: Focus on phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling.

Phonics for Reading (Third – Fifth): Support students who struggle with reading comprehension from weak phonemic awareness and decoding skills.

Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. Provides word-recognition and spelling instruction, story reading, and independent activities.

6th – 8th Grade

Inside Phonics: Build fundamental reading and spelling skills with highly interactive materials designed specifically for older students. Inside Phonics helps students gain independence in reading and writing.

Phonics for Reading (Sixth – Eighth): Support students who struggle with reading comprehension from weak phonemic awareness and decoding skills.

Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. Provides word-recognition and spelling instruction, story reading, and independent activities.

Comprehensive Intervention Reading Programs

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

K – 2nd Grade

WonderWorks: Focuses on foundational skills that include explicit instruction of phonological awareness, phonemic awareness, phonics, fluency, and word recognition in order to close identified gaps.

Everyday RtI: Skills-based activities and assessments to help struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning in vocabulary, comprehension, and phonics that support Common Core and state-specific standards.

3rd – 5th Grade

WonderWorks: Focuses on foundational skills that include explicit instruction of phonological awareness, phonemic awareness, phonics, fluency, and word recognition in order to close identified gaps.

Everyday RtI: Skills-based activities and assessments to help struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning in vocabulary, comprehension, and phonics that support Common Core and state-specific standards.

6th – 8th Grade

Inside Fundamentals: Standards-based language and literacy instruction with specialized strategies for English learners and struggling readers focused on language and writing.

The following table describes a progressive plan, which meets ELA requirements, to increase instructional minutes in reading and ensure that students achieve mastery of grade-level expectations. Please see **Appendix M** for the most recent submission of our Comprehensive Reading Plan.

Table 3

Progression Plan of Instructional Reading Minutes K-5		
K – 5 On-Grade-Level Instructional Plan	**K – 5 On Grade Level Instructional Plan**	**K – 5 On Grade Level Instructional Plan**
90-minute uninterrupted reading block	90-minute uninterrupted reading block	90-minute uninterrupted reading block
30-minute language arts	60-minute language arts block	60-minute language arts block
	40-minute Intervention/Enrichment block	40-minute Intervention/Enrichment block
	90-minute tutoring session	30-minute intervention session daily
		90-minute tutoring session

Table 4

Progression Plan of Instructional Reading Minutes 6-8		
6 – 8 On Grade Level Instructional Plan	**6 – 8 Strategic Instructional Plan**	**6 – 8 Intensive Instructional Plan**
102 minutes ELA	102 ELA	102 ELA
	90-minute intervention reading block	90-minute intervention reading block
	90-minute tutoring weekly session	30-minute intervention session
		90-minute tutoring weekly session

To ensure students are receiving appropriate support, Progress Monitoring Plans (PMPs) are created to provide students, parents, teachers, and administrators with specific academic intervention information for students performing below grade level. The PMP lists students' areas of academic weakness and describes interventions that can be implemented. Each student meeting the criteria for Tier 2 and 3 must have a PMP. The PMP is reviewed by all stakeholders after at least 12 weeks of instruction in order to assess whether implemented strategies are increasing student achievement in the identified area. We use the following assessments to monitor progress of these students below grade level: NWEA, Common Monthly Assessments, FLKRS, Fountas & Pinnell, iReady, Wonderworks, Phonics for Reading, Reading Plus, and Inside Phonics. All elements of progress monitoring are shared with parents through the report card, tracking folders, and data conferences (conducted at least quarterly). Parents also have the option to schedule conferences as needed with the teacher. This connection between home and school enhances the student's ability to achieve annual progress.

Tutoring

For the lowest 30% of students per grade level, we offer targeted tutoring as additional intervention to bring them up to grade level, as indicated on FSA, NWEA, and CMA assessments or by not earning passing grades in class. After-school tutoring is also available, and mandatory tutoring sessions are held two times per week, from 3:00 p.m. – 4:30 p.m. The selected student groups are fluid and based on assessment results, which allows the leadership team and teachers to target and track students who are underperforming in specific tested areas. Teachers use a set curriculum in a small-group setting (no more than 15 students), targeted to students' skill deficiencies, as determined by diagnostic and formative data.

Saturday tutoring is offered from January until April for 3-hour sessions. The targeted students for Saturday include "bubble students" who are considered at or below proficiency (lowest 35% - 55% of students). The Saturday session instruction will include the Florida Standards in preparation for the FSA.

Intervention Session

One way that students receive targeted instruction based on their needs (aligned with our RtI model) is through push-in/pull-out instruction. Certified teachers are trained on the intervention programs and are available to pull-out or push-in with students who are below grade level. They follow a particular schedule each week to make sure students are receiving additional instruction aligned to the table above. Classroom teachers communicate with the support staff in order to increase awareness of the current ability and skill levels of the students.

Indicator: Implementation of an Exceptional Student Education (ESE) Program

We provide quality ESE services for eligible students as defined in the school's contract and as required by applicable law. Students entering the ESE Program benefit from the implementation of our Education Model, which is beneficial in meeting the needs of exceptional students and students who enter the school below grade level. We provide a free and appropriate public education (FAPE) to all students with disabilities, in accordance with all district, state, and federal guidelines; the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act, to ensure that the educational goals for each student are addressed.

Based on current levels of enrollment, our present ESE Department consists of a Student Services Coordinator and three ESE-certified teachers. There are additional teachers on staff who also hold ESE certification and function as assigned classroom teachers. We strongly encourage all of our instructional staff members to enroll in courses specific to the ESE population, which will ultimately produce that certification. In addition, the school contracts with appropriately licensed vendors to provide special education clinical services including speech therapy, language therapy, occupational therapy, and mental health counseling.

Students who have been identified and qualify for a Gifted Education Program each have an Educational Plan written at least every two years, which includes a statement of the present levels of educational performance of the child; a statement of goals, including measurable short-term instructional objectives; a statement of the specific services to be provided to the child; and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the goals are being achieved. Annually, in the Spring, the Cognitive Abilities Test (CogAt) assessment is administered to all 2nd grade students to determine gifted education eligibility. Students in grades 3 – 8 are assessed using the Kauffman Brief Intelligence Test (KBIT). In addition, when a child performs well above average in an academic area, our school psychologist will review the child's academic performance and determine if further evaluation is recommended.

Each quarter, our gifted teacher works in conjunction with the teachers of record to analyze the benchmark/NWEA test results of our gifted student population. After determining enrichment areas, teachers work with the GVC to determine instructional focus, strategies, and curriculum resources for enrichment during the six weeks between benchmark/NWEA tests. Within the effective gifted education program, there is a focus on setting student goals that are high but achievable, regularly reviewed, created with student and parent input, evaluated for successful completion, and build on each student's strengths and weakness. In addition to continuously monitoring the Educational Plans of our gifted students, these students are pulled out regularly to receive additional hands-on, rigorous instruction by a certified gifted teacher.

At the end of the year, several sources of data are considered in evaluating our services to gifted students. State assessment data, benchmark/NWEA data, and classroom assessment records are analyzed to determine areas in which our students need challenging goals and higher levels of enrichment.

For middle school students, RCSCS tracks enrollment and successful completion of high school math and foreign language classes while still in middle school to measure effectiveness. This data is used to revise the GVC, when needed, to further motivate, challenge, and prepare our gifted students. Our effectiveness in serving ESE students is evaluated on a continuous basis in several ways. The first way is for the ESE teachers and the general education teachers to meet as a team, on a quarterly basis, to review progress notes on the students that they serve and determine if they are meeting the goals and objectives of their IEPs. During this meeting, all IEP accommodations are reviewed in order to ensure that they are being applied in the general education setting. This ensures that the focus is on every student's progress, by all teachers who service special education students within the school. Each year, the administration, faculty, and staff review all special education student data to ensure that the entire ESE program is focused on student achievement. State assessment data, Common Core-aligned assessments, and AMO data are used to evaluate the progress of our special education students.

Indicator: Implementation of an English Language Learners (ELLs) Program

We provide effective services for ELL students as defined in the school's contract and as required by applicable law. Our teachers document the use of English for Speakers of Other Language (ESOL) strategies and accommodations in their lesson plans for their ELL students, as indicated on our Annual Monitoring Visit, conducted on June 10, 2015. The district's Annual Monitoring Visit sheet is **on file**.

The mission of the ESOL program is to prepare and successfully equip ELL students of different levels of limited English proficiency with the academic and communication skills needed to meet the same curriculum standards as non-ELLs. Staff with ESOL certification/endorsement, in accordance with the policies and procedures of the State of Florida and the Broward County School District, serve students identified as having limited proficiency in English.

ELLs are identified through the registration process. At the time of registration, parents are given a Home Language Survey to identify potential ELLs. Please see **Appendix W** for a sample school registration packet, which includes the Home Language Survey. Those students whose parents respond affirmatively to any of the survey questions are referred to the ESOL coordinator for language screening. Parents are advised that the student will need an aural/oral language assessment (the IDEA Proficiency Test) of English proficiency to determine eligibility and placement in the ESOL Program. The student is then referred to a trained language assessor at the school. To ensure that the reading/writing test is administered within one year of the aural/oral test, the following procedures are implemented:

- Reading and writing subtests are administered to students identified in grades K – 8.
- This testing is completed within 20 days of the identification of the student. Broward County School District ESOL Program staff inform our ESOL coordinator of the results to ensure appropriate student placement is made.

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

RCSCS offers ELL students instructional services through a Mainstream/Inclusion English Language Arts and Mainstream/Inclusion for Core/Basic subject areas model. Mainstream/inclusion instruction provided to ELL students are equal in amount, sequence, and scope to the instruction provided to the non-ELL students at the same grade levels. Instruction will be supported through the use of differentiated ESOL instructional strategies, accommodations, materials, and assessments, which are monitored by the ELL committee and a school administrator and documented in lesson plans. In addition, the curriculum, textbooks, and other instructional materials used by ELL students are comparable to those used by their non-ELL counterparts. Supplemental text and materials will are also provided. Our ELL students also benefit from additional guided support provided by a certified ESOL teacher who meets with them one-on-one and also in small groups.

The ESOL strategies are documented in the teacher's lesson plan, and in the student's PLP and ELL folder. The effectiveness of these ESOL strategies is determined by teacher observations, administrative classroom walk-throughs, data chats, site visits, and district fidelity checks.

All ELL students are required to participate in the Florida statewide annual proficiency assessment program with the Comprehensive English Language Learning Assessment (CELLA), which is in accordance with guidelines provided by the FLDOE Bureau for Student Achievement through Language Acquisition. We are responsible for ensuring that all ELL students participate in the state assessment program for FSA. They are monitored for two years after exiting the program through periodic reviews, in accordance with district policy, to ensure they are maintaining a level of proficient performance. Please see **Appendix N** for our ELLevation Reports.

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 School's Financial Operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	• 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) • Evidence of Resolution of any Financial Deficiencies (Appendix Q) • Compliance of Financial Reports with District Deadlines will be considered (Appendix R)
	Adherence to Generally Accepted Accounting Principles	The school adheres to generally-accepted accounting principles.	
	Financial Reporting Requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.	

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.

In addition to being an "A" rated school with designation as a High Performing Charter school pursuant to Section 1002.331, Florida Statutes, RCSCS is fully enrolled, has a waitlist, and maintains a secure fund balance. As described below, we implement an effective system of internal controls over revenues, expenses, and fixed assets; exercise good business practices; and adhere to generally-accepted accounting principles.

RCSCS continues to maintain financial viability through balanced budgets and a positive cash flow. All financial obligations are in good standing, and the school has a sound and sustainable long-term financial plan. The June 2015 audit resulted in a total fund balance of $1,451,058. This represents approximately 13.1% of total revenues and 13.3% of total expenditures for FY 2015. Past years independent audits are **on file** at the Broward County School District. The most recent audit resulted in an unqualified opinion and there were no significant deficiencies or material weaknesses found, as well as no management letter comments.

Indicator: Demonstration of Professional Competence and Sound Systems in Managing the School's Financial Operations

Renaissance Charter School, Inc. entered into a management agreement with CSUSA to provide educational and financial management services for the school. CSUSA has well established processes and procedures to safeguard assets and ensure fiscal responsibility and sound internal controls, which we have adopted. We use a financial policy manual that has been approved by the Governing Board, which includes: the establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the FLDOE, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting Broward County School District and FLDOE data reporting requirements. The financial management and internal accounting processes used by

the school are set up so that they coincide with FLDOE and Broward County School District procedures. In the event the State or District modifies the accounting or reporting system, the school will adopt the new standard.

We employ a School Operations Manager (SOA) who serves as a liaison to CSUSA's finance and accounting departments for human resource, payroll, and financial matters relating to cash collection and accounts payable. The SOA and the CSUSA's finance department work with the Principal to ensure adherence to the board-approved budget. Below is a summary of some of the finance and accounting functions that the SOA performs:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to board-approved policy.
- Submit documentation for all receipts and disbursements made at the school level.
- Follow up and collect returned checks from parents.
- Prepare and submit purchase orders according to company policy.
- Prepare and submit check requests to accounts payable department.
- Review and approve expenditure invoices with the principal.
- Maintain reconciliation of internal funds account.

Indicator: Adherence to Generally Accepted Accounting Principles

RCSCS has had unmodified opinions in all of its audits since inception. The school's financial statements are prepared on a monthly basis by the accounting team and are distributed to both the school leadership and the Governing Board. Monthly financial statements are prepared using General Accounting Standards Board's (GASB) 34 and GASB 54 guidelines and the "Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in Florida statute. Monthly financial statements include a comparison of actual results as compared to the approved budget. In addition, all required monthly, quarterly, and annual financial reports are submitted to the Broward County School District in compliance with the timelines set forth by the district.

Indicator: Financial Reporting Requirements

In compliance with Florida statute, the school obtains annual financial audits, performed by an independent certified public accounting firm, that are compliant with the GASB requirements for fund balance reporting. The audit is submitted to the Broward County School District within the required timeframe. In addition, the audit report is submitted to the Auditor General of Florida within 45 days of receipt from the audit firm, as required. Please see **Appendix O** for our Fixed Assets Report.

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.	• 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) • Evidence of Resolution of any Financial Deficiencies (Appendix U)
	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.	

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).

Indicator: Budgeting

On an annual basis, the Governing Board adopts a comprehensive budget that includes all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance. Amendments to the budget require the approval of the Governing Board. Annual Budgets are **on file** as described in the renewal application instructions. As requested, 5-year financial projections are provided in Financial Performance **Appendix S**.

In addition to preparing a conservative budget, the Governing Board, in conjunction with RCSCS and CSUSA, has a rigorous budget management process to ensure that the school achieves the desired positive financial results. Our budget management is a 3-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results.

To supplement the financial statements, the accounting team provides monthly dashboard reports to RCSCS' leadership team. The dashboard report summarizes the monthly activity of the school, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate. On a quarterly basis, the dashboard reports are reviewed in a meeting attended by school leadership and the accounting team. Any material items are presented to the Governing Board in a timely manner.

As budget variances arise and are managed, new forecasts are developed each month to ensure the school stays on track financially throughout the year. These forecasts allow school leadership to make timely management decisions to ensure the financial health of the school, and are presented to the Governing Board on a quarterly basis.

Training for the principal and SOA is provided by CSUSA. On an annual basis, these school administrators are required to attend training provided by CSUSA, which includes instruction on budgeting, financial management, human resources, and educational best practices. In addition, ongoing training is provided in the form of quarterly meetings, at a minimum, which focus on current developments in industry best practices.

Indicator: Financial Obligations

Our financial obligations are in good standing. Annual Budgets are "**on file;"** Financial Reports are "**on file;"** and Annual Financial Audits are "**on file.**"

Indicator: Long-Term Financial Planning

As requested, 5-year financial projections are provided in Financial Performance **Appendix S.**

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.	• 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.	• Discipline Reporting (in each category for the last five years) (Appendix X)

In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to meet this Focus Area for the upcoming term of the charter. List any appendices.
Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.

Indicator: Student Enrollment Trends

We are fully enrolled, consistent with our annual enrollment projections, and we currently have a waiting list of 2,137 students. According to TERMS November 2015 date certain calculation, more than 52% of our students are receiving either free or reduced priced lunch. Please see **Appendix V** for Student Enrollment Reports.

Indicator: Racial/Ethnic Composition of the Student Body

Since our enrollment is based on applicants within the community, we have a student demographic that is very much representative of the community. Our current student enrollment by ethnicity is as follows:

Table 5

Grade	American Indian/ Native Alaskan	Asian/ Pacific Islander	African American	Hispanic	Multi	Other	Unknown	Caucasian
K	0.00%	5.08%	23.73%	30.51%	11.86%	7.34%	0.00%	21.47%
1	0.56%	5.06%	24.72%	34.83%	5.62%	6.18%	0.56%	22.47%
2	0.00%	1.62%	17.84%	37.30%	9.73%	8.11%	0.54%	24.86%
3	0.00%	6.21%	22.60%	34.46%	7.34%	3.95%	0.56%	24.86%
4	0.00%	4.89%	18.48%	27.72%	11.41%	11.41%	0.54%	25.54%
5	0.00%	6.82%	28.98%	27.27%	4.55%	11.36%	0.57%	20.45%
6	0.00%	4.79%	30.14%	30.14%	9.59%	8.90%	0.68%	15.75%
7	0.00%	7.19%	13.67%	40.29%	5.04%	7.19%	0.00%	26.62%
8	1.41%	6.34%	26.76%	30.28%	7.04%	7.75%	0.70%	19.72%
Total	0.20%	5.25%	22.94%	32.45%	8.11%	8.05%	0.47%	22.54%

Similar Schools' Demographics

Table 6

School Name	Distance	Type	FRL %	Minority %
Renaissance Charter School of Coral Springs	**-**	**Charter**	**56%**	**73%**
Tradewinds Elementary	1 – 3 miles	Public	56%	64%
Maplewood Elementary	3 – 5 miles	Public	59%	68%
Ramblewood Middle	3 – 5 miles	Public	56%	65%

*These percentages are from the district's most current available data (2014-2015 Survey 3 Preliminary Data [as of 5/5/2015])

The average minority rate for all public and charter schools within 3 miles is 73%, the same rate as RCSCS. The average minority rate within 5 miles is 75%; RCSCS' student body very closely reflects the racial demographics of the local community.

Indicator: Enrollment Procedures

We are committed to enrolling a diverse student population, and we abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. **Appendix W** contains a copy of our enrollment registration forms in English, Spanish, Portuguese, and Creole.

We admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to Section 1002.33(10)(b), Florida Statute, (2015) – Eligible Students, RCSCS enrolls any eligible student who submits a timely application, unless the number of applications exceed the capacity of a program, class, grade level, or building. In such cases, all applicants have an equal chance of being admitted

through a random selection process. Enrollment also follows Section 1002.33(15)(c), Florida Statute, (2015), which includes enrolling students according to racial/ethnic balance provisions in Section 1002.33 (7)(a)8, Florida Statute, (2015). In accordance with Section 1022.33 (10)(d), Florida Statute, (2015), we give enrollment preference to populations denoted in its rules and procedures.

Applications are accepted each year during an open enrollment period and continuously to maintain capacity in each grade level. All applications are date/time stamped once they are received, then filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery is held to determine which applicants are admitted. The number of seats available is determined by the number of students who recommit minus the capacity, in compliance with Section 1002.33(10)(b), Florida Statute, (2015). The drawing continues until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period are placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. The lottery is system generated. Parents are notified in writing of their child's acceptance no later than 21 days past the acceptance period deadline. Parents then have 7 days to respond to the school in writing of their decision to attend and an additional 14 days to register their child. If an accepted applicant decides not to attend, the slot is given to the first name on the waiting list.

Indicator: School Environment

A safe and secure learning environment is one of RCSCS' primary concerns. In our vision statement, we state that we strive to provide an "environment that is safe, orderly and nurturing." In order to ensure a safe and secure learning environment, as we have grown in the number of students it serves, so has the support team. There is a Principal, one Assistant Principal, one Dean of Students, one Dean of Curriculum, and two full-time campus monitors. Additionally, we have increased the number of administrative staff on both morning and afternoon duty supervision available to ensure safety is a top priority.

Finally, we have a proactive Discipline Plan which is utilized throughout the school. This plan is implemented when a student's behavior needs to be changed from inappropriate to exemplary, where needed. We are never satisfied with merely stopping poor behavior; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a loving desire to help the student do what is right. In combination with the school-wide proactive discipline plan, the newly introduced Responsive Classroom (Elementary) and Developmental Design (Middle School) programs are built into the morning routine and support our character education program, which is infused into school-wide lessons on a daily basis. Our teachers and staff consistently model and teach appropriate behavior to our students.

The impact on student discipline is supported through the total number of student suspensions annually, which is listed below. For detailed discipline reporting, please see **Appendix X**.

- 2011 – 2012: 12
- 2012 – 2013: 68
- 2013 – 2014: 42
- 2014 – 2015: 53

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.	• 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.	• 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)

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.

Indicator: Facility Compliance

RCSCS is located at 6250 W. Sample Road in Coral Springs.

During the 2013-2014 school year, we had an ultra-bond, silicone roofing system applied, and this past year we resurfaced the playground area.

Our facility was built to Florida Building Code standards and because of this satisfies all State and County requirements for educational purposes. The facility receives all the routine normal inspections and is being continually maintained by internal maintenance personnel and key vendors. Evidence that we comply with applicable health and safety laws is seen in the onsite evaluation report that is created by Broward County Public Schools, which shows that we have all building, fire, and safety inspections **on file**. At this time, there are no pending building improvement projects. Daily maintenance of the building takes place and is the responsibility of the maintenance director. We comply with facility requirements as stated in Section 1002.33(18), Florida Statute, (2015).

Indicator: Health and Safety

Evidence that we have complied with applicable health and safety laws are provided in the appendices, including fire drills, tornado drills, and Emergency Plans (**Appendix Y**).

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.	• 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.	
	Instructional Staff	The school employs instructional staff that meets state and federal qualifications. The school uses an approved teacher and administrator evaluation system. The school has approved and adopted pay for performance plan and salary schedule.	• 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)
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school's contract.	• 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)

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.

Indicator: Governance Structure

Renaissance Charter School, Inc. is the non-profit Governing Board.

Governance Training

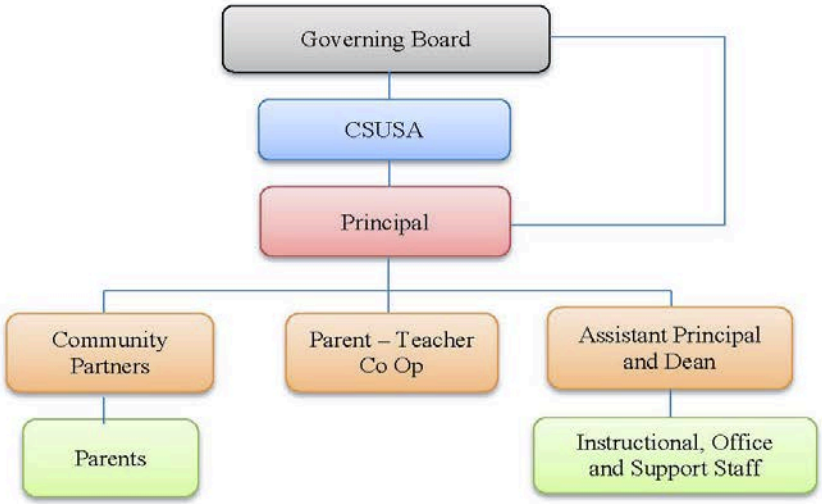
The administrators and Governing Board members are trained in the areas of non-profit board governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. Certificates of governing board training for current governing board members are listed in **Appendix Z**.

Board Roles and Responsibilities

The following is a narrative description of the organizational relationship:

- Renaissance Charter School, Inc. leads the organization and has ultimate authority and responsibility for school operations.
- The Governing Board has contracted with CSUSA to be the ES to manage the day-to-day operations of the school.
- CSUSA is accountable to the Governing Board.
- The School Principal is an employee of CSUSA.
- The School Principal is responsible for managing all staff.

The graphic below depicts the organizational structure between the Governing Board and RCSCS:



Meetings of the Governing Board are open to the public and held in accordance with the Sunshine Laws.

The direct relationship between the Governing Board and CSUSA provides clear accountability for the services provided by the ESP. The organization as a whole is responsible for the school's performance and CSUSA is actively involved in managing the school's operations. While the Principal does not report directly to the Governing Board, a strong relationship exists. The Principal provides a monthly status report to the Governing Board and attends all board meetings. During board meetings, the Principal presents the school's status report and fields any questions of the Governing Board. CSUSA maintains primary responsibility for reporting to the Governing Board and conducting follow-up action items.

The Governing Board is the charter holder and is responsible for the affairs and management of the school. The Governing Board provides continuous oversight of the school's operations, including effective and proper use of public funds. The Governing Board is responsible for developing and outlining the mission, vision, and values of the school, and for developing the appropriate policies to ensure those fundamentals are maintained. The Governing Board has contracted with CSUSA to provide all necessary management and professional expertise. CSUSA assists in marketing the school, as well as organizing its finances, human resources, curricula, and operations. CSUSA is responsible for

developing, implementing, and ensuring the ongoing operational procedures in accordance with the mission, vision, and values outlined by the Governing Board and other stakeholders.

The Governing Board is responsible for the legal and financial obligations of the school. The Governing Board establishes policy consistent with the RCSCS' mission and ensures that the school's programs and operations are faithful to the terms of the charter including compliance with statutory and regulatory requirements. The Governing Board will continue to uphold RCSCS' mission and vision through visible leadership and stewardship of the school, including the following:

- Communicating RCSCS' mission and vision to the community.
- Recruiting and mentoring future members to ensure they have shared values.
- Holding CSUSA accountable for achieving RCSCS' mission and vision.
- Participating in fund raising and other community events on behalf of the school.
- Leading by example in their personal and professional endeavors.

CSUSA provides comprehensive education management services and performs all necessary tasks to operate RCSCS according to the Governing Board's mission. CSUSA is held accountable for the school's performance via a performance-based management agreement with the Governing Board. Screen shots of our website as per Section 1002.33, Florida. Statute are listed in **Appendix AA**.

According to statute, the Governing Board presents an annual progress report to Broward County Public Schools. This report includes: 1) the school's progress towards achieving the goals outlined in the Charter; 2) the information required in the Annual School Report; 3) financial records of the charter school, including revenues and expenditures; and 4) salary and benefit levels of school employees.

Principal Biography: Ms. Diana Sierra-Krumrie received her Bachelor of Science in Business Administration/Marketing from University of Central Florida in Orlando and her Master of Education in Educational Leadership from Florida Atlantic University in Boca Raton, FL. She recently served as the Assistant Principal at North Broward Academy of Excellence for 3 years, has participated in CSUSA's Leading Edge program, Broward County's LEAD and Interim Assistant Principal programs, and has a 12-year history with CSUSA.

Indicator: Compliance with Sunshine Laws

Procedures for the Governing Board follow State Statute, Florida Sunshine Law, and Broward County School Board policy for open, public meetings. Meetings are run under Robert's Rules of Order and presided over by the Chairperson of the Governing Board, Ken Haiko. Public meetings and records requirements are adhered to for all Governing Board meetings as stated in the Florida Sunshine Laws.

The Governing Board provides reasonable notice of all such meetings. Public meetings are properly notified in writing by posting a Public Notice on the RCSCS website and displayed at the school in a visible area where parents are able to view. In addition, parents are properly notified 5 days prior to convening the meeting. The meetings are open to the public and are easily accessible by all persons, and are attended by the RCSCS parent liaison. The minutes of all Governing Board meetings are promptly recorded, and such records are made part of the public record upon conclusion of the meeting. All other requirements, as stated in Statue and Florida Sunshine Laws, are enforced and followed.

Indicator: Instructional Staff

Instructional Staff Hiring Qualifications

We comply with Sections 1002.33(9)(1)4 and 1012.315 of the Florida Statutes. Disqualification from employment, and the minimum and preferred qualifications for each instructional and student service position applicable to RCSCS is available for review. Qualification information includes: degree(s) held, past teaching experience, certification, years of experience, and any other relevant information.

Upon selection, education credentials are verified by CSUSA. The verification process includes checking for clearance of disciplinary actions. All employees are fingerprinted and have background checks conducted as required by Section 1012.56 (2)(d), Florida Statute, (2015). We contract with Broward County Public Schools to process fingerprinting and background checks. A copy of the Employee Handbook is located in **Appendix DD**.

Our school uses an approved teacher and administration evaluation system, a description of which can be found in **Appendix EE**.

Instructional Staff Certification Monitoring

Teachers' certification statuses are actively monitored throughout their careers with RCSCS. The SOA, in conjunction with our leadership team (Principal and Assistant Principal), oversee and monitor teacher certifications. The Human Resources department maintains a file for every teacher, staff member, and partner with the SOA and our leadership team to ensure that his or her certification remains current. It is the responsibility of CSUSA to ensure that teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. Temporary (non-renewable) certificates and 5-year renewable requirements are also actively monitored for compliance. Our current staff list displays the qualifications of the educational staff, and all teachers are certified to teach in their area of certification. The Staffing Report can be found in **Appendix BB**, and the Certification Self-Audits can be found in **Appendix CC**.

Indicator: Parental Involvement

Parental involvement is more than conferences and advisory meetings. Parents participate in school-wide and individual class events as volunteers and chaperones. The faculty, staff, and administration encourage all parents to become active members of the RCSCS community. We have an active Parent Teacher Cooperative as well as a School Advisory Council. Parents are encouraged to volunteer in classrooms, on fundraisers, and in special activities. Screen shots of the parent liaison's contact information located on the school's website, per Section 1002.33, Florida Statute, (2015), are available in **Appendix HH**. In addition, Parental Surveys are provided in **Appendix GG**.

Active parental participation is required at RCSCS. Parent participation is the key to the success of the overall program and is solicited for the development of our goals and objectives. Parents must sign a contract agreeing to volunteer a minimum of 20 hours per school year. When two or more children from the same family are enrolled, parents are required to volunteer a total of 30 hours per school year. Parents are given access to PowerSchool, which allows them to track their volunteer hours. The volunteer coordinator verifies the completion of the hours and credit is applied to the parent account. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours. A copy of the Parent Student Handbook is included in **Appendix JJ**.

We communicate via email with parents regarding school-wide events using RCSCS' student information system. Parents use PowerSchool, to assist with the daily interactions of their child. Parents can communicate with teachers via email and view their child's assignments in PowerSchool. In addition to this, a monthly newsletter is distributed to all students to inform parents of the various activities taking place at RCSCS. Semi-annual parent surveys are distributed to all parents to receive input for school improvement and satisfaction. This supports continual and meaningful parental involvement in each student's education.

The PTC coordinates the fundraisers and family events at the school. Some events include book fairs, family movie night, family restaurant nights, the holiday catalog fundraiser, and the spring festival/picnic. These events require volunteers to ensure that they are a success. The PTC also holds several fundraisers throughout the year to earn extra money for the teachers and classrooms so that they may have the opportunity to get items that they normally would not receive. Some fundraisers also give students the chance to reduce the cost of their yearly field trips. The PTC is a great forum for any parent that wants to be involved in their child's education and help raise money for the "little extras." A SAC has also been established, which acts as a link between school administration, teachers, and the RCSCS community to discuss school-based issues. SAC meetings are held monthly and parents are encouraged to attend meetings. Volunteer hours can also be earned for simply attending this monthly meeting. Parents also receive monthly Volunteer Memos that highlight upcoming opportunities and important dates (**Appendix KK**).

Enrollment is a parent(s)/student cooperative choice, wherein a parent(s) contractually agrees to be responsible for their child(ren) abiding by the rules and regulations applicable to attendance, classroom participation, behavior, and the uniform policy. Failure to abide by that contract may result in a loss of re-enrollment opportunity the following year, as allowed by an Advisory Opinion of the FLDOE General Counsel.

Parental participation in the school's operations and governance is fostered by:

- A parental contract between the parent, student, and RCSCS (**Appendix II**).
- Governing Board meetings that are open to the public and noticed as per Sunshine Law.
- Parent/teacher conferences, which serve as forums for open discussion and a mechanism for building parent/teacher understanding and support.
- Annual surveys distributed to parents to receive input for school improvement and satisfaction.

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

Appendices – Educational Performance, Financial Performance and Organizational Performance

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

Educational Performance

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

Financial Performance

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

Organizational Performance

- ☒ Appendix V: Student Enrollment Reports
- ☒ Appendix W: Copy of Registration Forms in Parent's Primary Language (Top 3, plus English)
- ☒ Appendix X: Discipline Reporting (in each category for the last five years)
- ☒ Appendix Y: Comprehensive Emergency/Evacuation Plans
- ☒ Appendix Z: Certificates of Governing Board Training for Current Governing Board Members
- ☒ Appendix AA: Screen Shots of Website as per s. 1002.33(9)(p), F.S. (*Clearly indicating the required elements: the school's academic performance; the names of the governing board members; the programs at the school; 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:

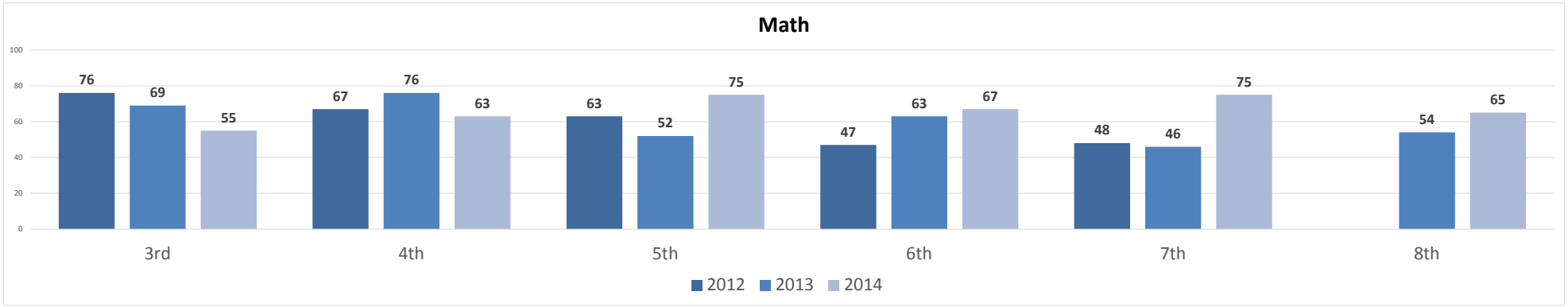
- ☐ On-Site Programmatic Reviews (OSPR) or Desktop Reviews
- ☐ OSPR's Corrective Action Plans
- ☐ School Improvement Plans as per s. 1002.33(9)(n)(1), F.S.
- ☐ Annual Budgets
- ☐ Financial Reports
- ☐ Annual Financial Audits
- ☐ Cost Reports

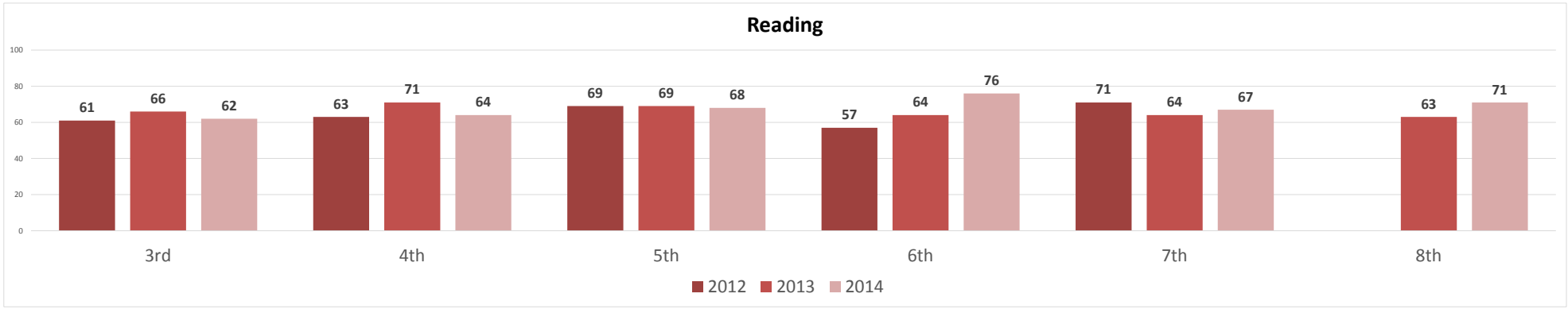
- ☐ Valid Certificates of Occupancy
- ☐ Health, Safety and Fire Reports by District and/or Municipality
- ☐ Fire and Health Inspections (District and/or Local)
- ☐ Fire drill Reports (10) and Tornado Drills (2)
- ☐ Governing Board Meeting Agendas and Minutes

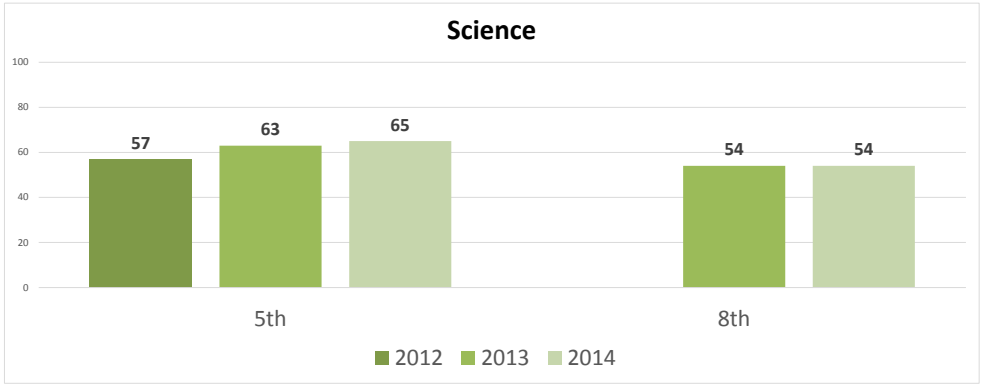
Appendix A

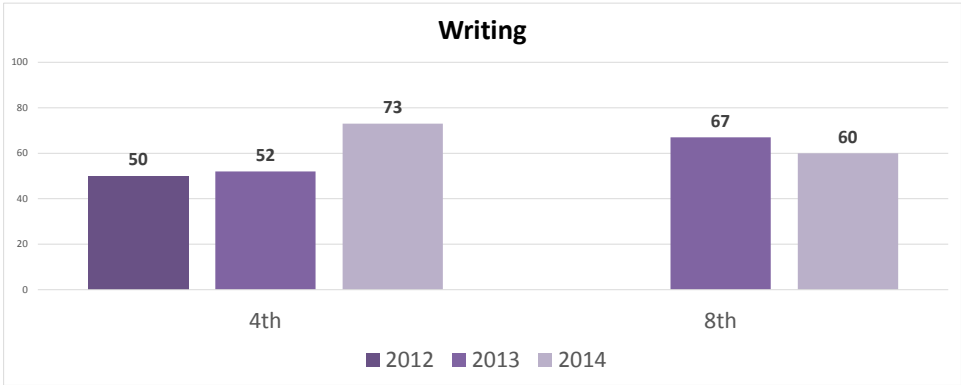
FCAT 2.0

Appendix A: RCSCS FCAT 2.0





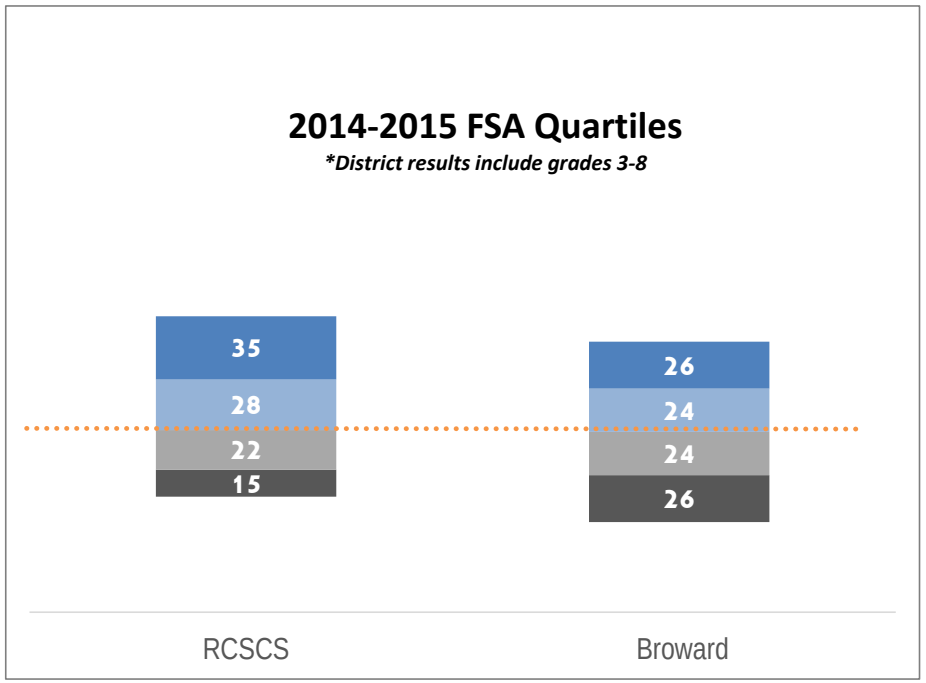


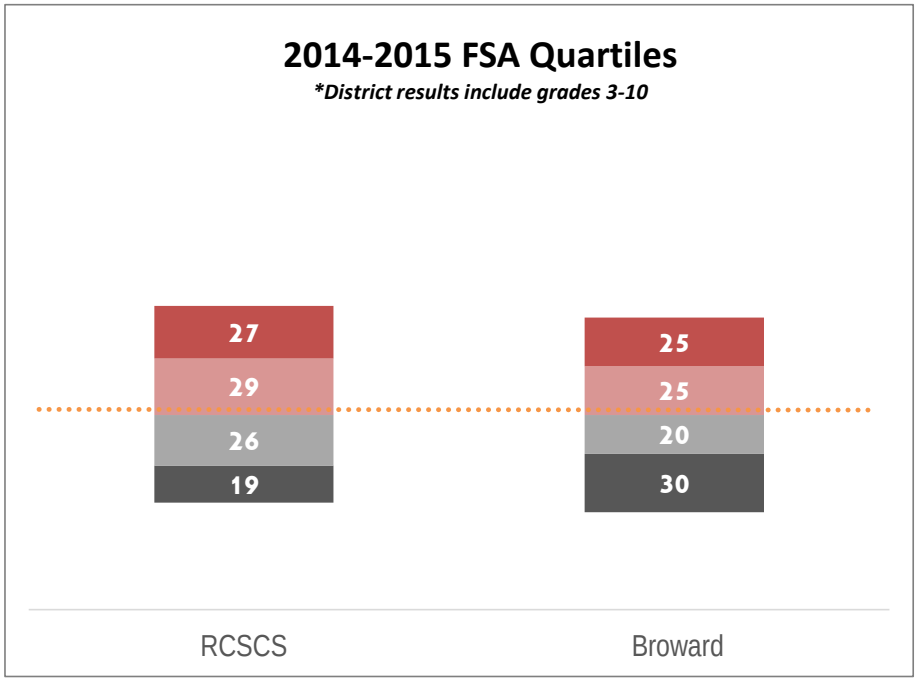


Appendix B

FSA

Appendix B: RCSCS FSA

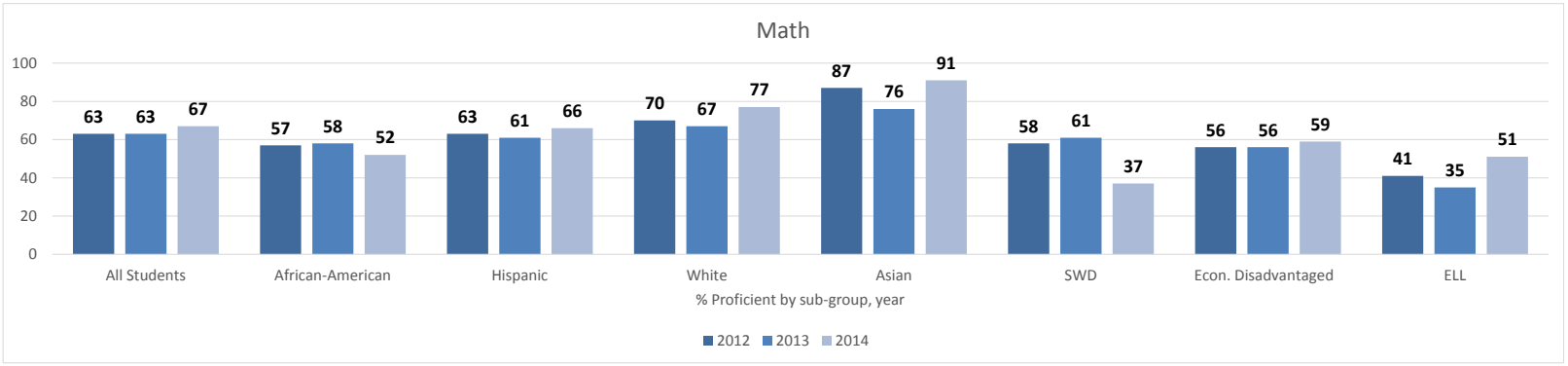


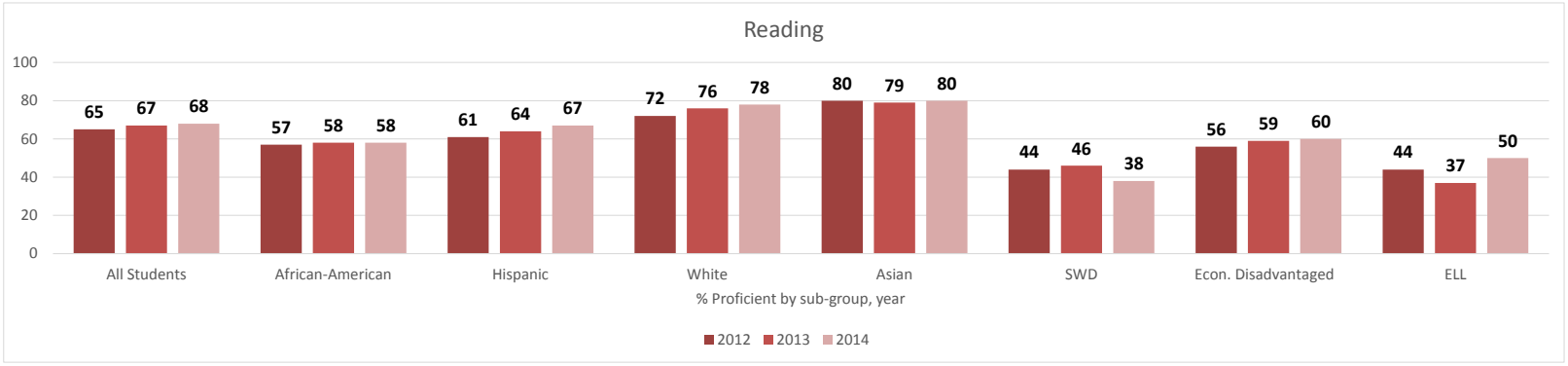


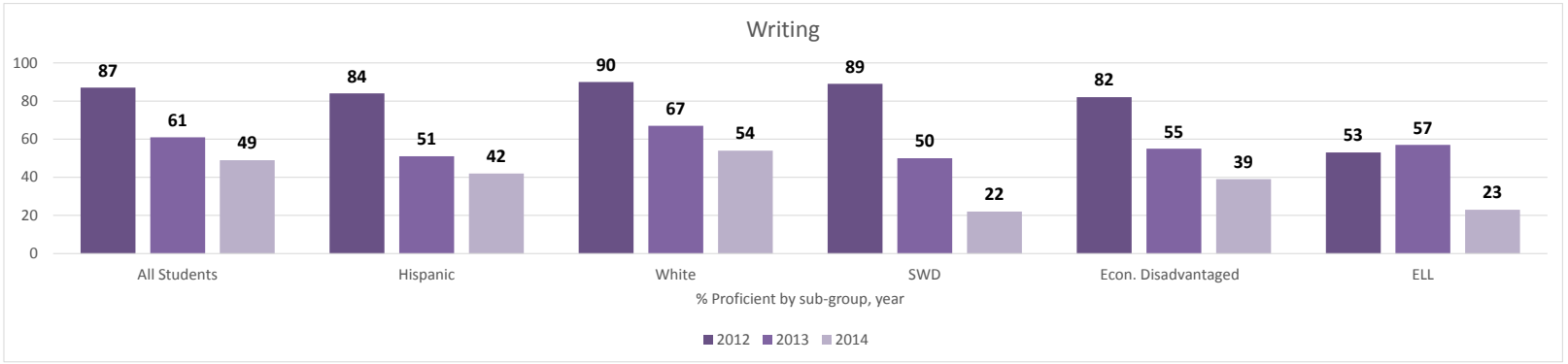
Appendix C

State AMO Standards

Appendix C: RCSCS State AMO Standards







Historical AMO 2012-2014
Renaissance Charter School at Coral Springs

AMO 2013-2014

District Number	District Name	School Number	School Name	Subgroup	Percent Tested Reading	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**100**	**65**	**67**	**68**	**N**	**71**	**N**	**N**	**Y**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN					NA		NA	NA	NA
06	BROWARD	5020	RCSCS	ASIAN	100	80	79	80	N	83	N	N	Y
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN	100	57	58	58	N	64	N	N	N
06	BROWARD	5020	RCSCS	HISPANIC	100	61	64	67	N	68	N	N	Y
06	BROWARD	5020	RCSCS	WHITE	100	72	76	78	N	77	Y	NA	NA
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS	100	44	37	50	N	53	Y	Y	NA
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES	100	44	46	38	N	53	N	N	N
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED	100	56	59	60	N	63	N	N	Y

AMO 2012-2013

District Number	District Name	School Number	School Name	Subgroup	Percent Tested Reading	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**100**	**65**	**67**	**N**	**68**	**N**	**N**	**Y**	**N**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN				NA		NA	NA	NA	NA
06	BROWARD	5020	RCSCS	ASIAN	100	80	79	N	82	N	N	N	Y
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN	99	57	58	N	61	N	N	Y	N
06	BROWARD	5020	RCSCS	HISPANIC	100	61	64	N	64	Y	NA	NA	NA
06	BROWARD	5020	RCSCS	WHITE	100	72	76	N	74	Y	NA	NA	NA
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS	100	44	37	N	49	N	N	N	Y
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES	100	44	46	N	49	N	N	Y	N
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED	100	56	59	N	60	N	N	Y	N

AMO 2011-2012

District Number	District Name	School Number	School Name	Subgroup	Percent Tested Reading	Reading % Scoring Satisfactory 2012	High Performing Qualifying in Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**100**	**65**	**N**	**NA**	**NA**	**NA**	**NA**	**NA**	**100**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN			NA	NA	NA	NA	NA	NA	
06	BROWARD	5020	RCSCS	ASIAN	100	80	N	NA	NA	NA	NA	NA	100
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN	100	57	N	NA	NA	NA	NA	NA	100
06	BROWARD	5020	RCSCS	HISPANIC	100	61	N	NA	NA	NA	NA	NA	100
06	BROWARD	5020	RCSCS	WHITE	100	72	N	NA	NA	NA	NA	NA	100
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS	100	44	N	NA	NA	NA	NA	NA	100
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES	100	44	N	NA	NA	NA	NA	NA	100
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED	100	56	N	NA	NA	NA	NA	NA	100

Historical AMO 2012-2014
Renaissance Charter School at Coral Springs

AMO 2013-2014

District Number	District Name	School Number	School Name	Subgroup	Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	High Performing Qualifying in Math	Target AMO Math
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**N**	**N**	**100**	**63**	**63**	**67**	**N**	**69**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN	NA	NA					NA	
06	BROWARD	5020	RCSCS	ASIAN	N	N	100	87	76	91	N	89
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN	Y	N	100	52	57	52	N	60
06	BROWARD	5020	RCSCS	HISPANIC	N	N	99	63	61	66	N	69
06	BROWARD	5020	RCSCS	WHITE	NA	NA	100	70	67	77	N	75
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS	NA	NA	100	41	35	51	N	51
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES	Y	Y	100	58	37	37	N	65
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED	N	N	100	56	56	59	N	63

AMO 2012-2013

District Number	District Name	School Number	School Name	Subgroup	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	High Performing Qualifying in Math	Target AMO Math	Met Target Math	Safe Harbor, Math
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**N**	**100**	**63**	**63**	**N**	**66**	**N**	**N**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN	NA				NA		NA	NA
06	BROWARD	5020	RCSCS	ASIAN	Y	100	87	76	N	88	N	N
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN	N	99	52	57	N	56	Y	NA
06	BROWARD	5020	RCSCS	HISPANIC	NA	100	63	61	N	66	N	N
06	BROWARD	5020	RCSCS	WHITE	NA	100	70	67	N	73	N	N
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS	Y	100	41	35	N	46	N	N
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES	N	100	58	37	N	62	N	N
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED	N	100	56	56	N	60	N	N

AMO 2011-2012

District Number	District Name	School Number	School Name	Subgroup	Math % Scoring Satisfactory 2012	High Performing Qualifying in Math	Met Target Math	Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math	Declining, Math	Learning Gains Points for Low 25% Reading (School & District)
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**63**	**N**	**NA**	**NA**	**NA**	**NA**	**NA**	**72**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN		NA	NA	NA	NA	NA	NA	
06	BROWARD	5020	RCSCS	ASIAN	87	N	NA	NA	NA	NA	NA	
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN	52	N	NA	NA	NA	NA	NA	
06	BROWARD	5020	RCSCS	HISPANIC	63	N	NA	NA	NA	NA	NA	
06	BROWARD	5020	RCSCS	WHITE	70	N	NA	NA	NA	NA	NA	
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS	41	N	NA	NA	NA	NA	NA	
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES	58	N	NA	NA	NA	NA	NA	
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED	56	N	NA	NA	NA	NA	NA	

Historical AMO 2012-2014
Renaissance Charter School at Coral Springs

AMO 2013-2014

District Number	District Name	School Number	School Name	Subgroup	Met Target Math	Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math	Declining, Math	Learning Gains Points for Low 25% Reading, 2012-13 (School & District)	Learning Gains Points for Low 25% Reading, 2013-14 (School & District)
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**Y**	**Y**	**NA**	**NA**	**NA**	**64**	**74**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN	NA	NA	NA	NA	NA		
06	BROWARD	5020	RCSCS	ASIAN	Y	NA	NA	NA	NA		
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN	N	N	N	Y	Y		
06	BROWARD	5020	RCSCS	HISPANIC	Y	Y	NA	NA	NA		
06	BROWARD	5020	RCSCS	WHITE	Y	NA	NA	NA	NA		
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS	Y	NA	NA	NA	NA		
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES	N	N	N	Y	N		
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED	N	N	Y	N	N		

AMO 2012-2013

District Number	District Name	School Number	School Name	Subgroup	Improving, Math	Maintaining or Declining, Math	Declining, Math	Learning Gains Points for Low 25% Reading 2011-12, (School & District)	Learning Gains Points for Low 25% Reading, 2012-13 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2011-12 (School & District)
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**N**	**Y**	**N**	**72**	**64**	**Y**	**51**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN	NA	NA	NA				
06	BROWARD	5020	RCSCS	ASIAN	N	Y	Y				
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN	NA	NA	NA				
06	BROWARD	5020	RCSCS	HISPANIC	N	Y	Y				
06	BROWARD	5020	RCSCS	WHITE	N	Y	Y				
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS	N	Y	Y				
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES	N	Y	Y				
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED	N	Y	N				

AMO 2011-2012

District Number	District Name	School Number	School Name	Subgroup	Learning Gains Points for Low 25% Math (School & District)	Writing % Satisfactory
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**51**	**86**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN		
06	BROWARD	5020	RCSCS	ASIAN		
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN		76
06	BROWARD	5020	RCSCS	HISPANIC		90
06	BROWARD	5020	RCSCS	WHITE		90
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS		91
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES		82
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED		83

Historical AMO 2012-2014
Renaissance Charter School at Coral Springs

AMO 2013-2014

District Number	District Name	School Number	School Name	Subgroup	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2012-13 (School & District)	Learning Gains Points for Low 25% Math, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Math (School & District)	Graduation Rate Target Met? (≥85%, or ≥2% Improvement)	Writing % Satisfactory 2013	Writing % Satisfactory 2014
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**Y**	**61**	**72**	**Y**	**NA**	**57**	**69**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN					NA		
06	BROWARD	5020	RCSCS	ASIAN					NA		100
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN					NA	58	65
06	BROWARD	5020	RCSCS	HISPANIC					NA	54	68
06	BROWARD	5020	RCSCS	WHITE					NA	60	67
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS					NA		67
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES					NA	39	38
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED					NA	51	68

AMO 2012-2013

District Number	District Name	School Number	School Name	Subgroup	Learning Gains Points for Low 25% Math, 2012-13 (School & District)	Learning Gains Progress Met for Low 25% Math (School & District)	Graduation Rate Target Met? (≥85%, or ≥2% Improvement)	Writing % Satisfactory 2012 (Using 2013 Standards)	Writing % Satisfactory 2013	Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)	Target AMO Reading, 2014
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**61**	**Y**	**NA**	**51**	**57**	**Y**	**71**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN			NA			NA	
06	BROWARD	5020	RCSCS	ASIAN			NA			NA	83
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN			NA	56	58	Y	64
06	BROWARD	5020	RCSCS	HISPANIC			NA	48	54	Y	68
06	BROWARD	5020	RCSCS	WHITE			NA	50	60	Y	77
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS			NA	45		NA	53
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES			NA	45	39	N	53
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED			NA	44	51	Y	63

AMO 2011-2012

District Number	District Name	School Number	School Name	Subgroup
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN
06	BROWARD	5020	RCSCS	ASIAN
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN
06	BROWARD	5020	RCSCS	HISPANIC
06	BROWARD	5020	RCSCS	WHITE
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED

Historical AMO 2012-2014
Renaissance Charter School at Coral Springs

AMO 2013-2014

District Number	District Name	School Number	School Name	Subgroup	Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017	Target AMO Reading, 2018 (if applicable)	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017	Target AMO Math, 2018 (if applicable)
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**Y**	**74**	**77**	**80**	**83**	**72**	**75**	**78**	**82**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN	NA								
06	BROWARD	5020	RCSCS	ASIAN	Y	85	87	88	90	90	91	92	94
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN	Y	68	71	75	79	64	68	72	76
06	BROWARD	5020	RCSCS	HISPANIC	Y	71	74	77	81	72	75	78	82
06	BROWARD	5020	RCSCS	WHITE	Y	79	81	84	86	78	80	83	85
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS	NA	58	63	67	72	56	61	66	71
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES	N	58	63	67	72	69	72	76	79
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED	Y	67	71	74	78	67	71	74	78

AMO 2012-2013

District Number	District Name	School Number	School Name	Subgroup	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
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**	**74**	**77**	**80**	**83**	**69**	**72**	**75**	**78**	**82**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN									
06	BROWARD	5020	RCSCS	ASIAN	85	87	88	90	89	90	91	92	94
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN	68	71	75	79	60	64	68	72	76
06	BROWARD	5020	RCSCS	HISPANIC	71	74	77	81	69	72	75	78	82
06	BROWARD	5020	RCSCS	WHITE	79	81	84	86	75	78	80	83	85
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS	58	63	67	72	51	56	61	66	71
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES	58	63	67	72	65	69	72	76	79
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED	67	71	74	78	63	67	71	74	78

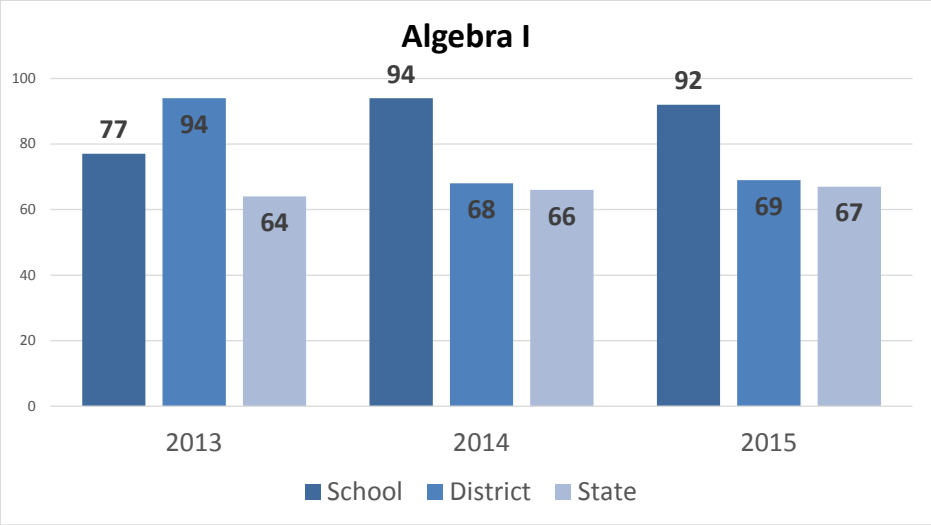
AMO 2011-2012

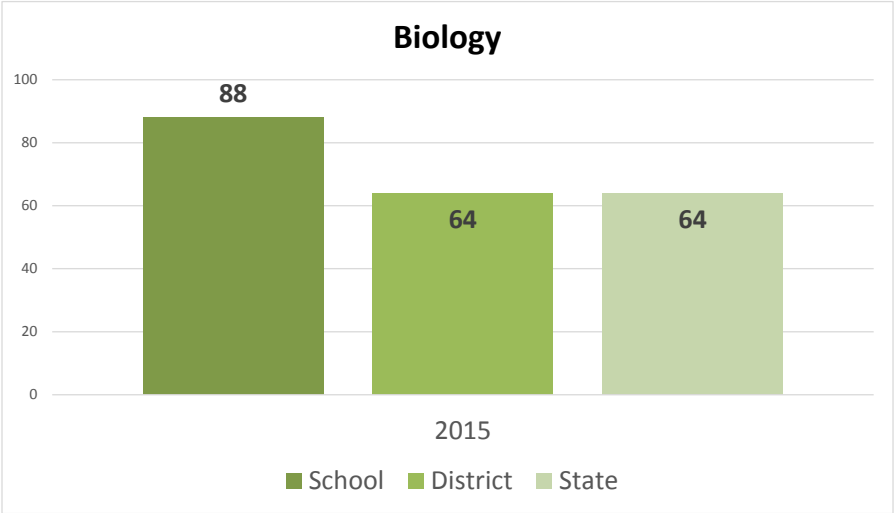
District Number	District Name	School Number	School Name	Subgroup
06	**BROWARD**	**5020**	**RCSCS**	**ALL STUDENTS**
06	BROWARD	5020	RCSCS	AMERICAN INDIAN
06	BROWARD	5020	RCSCS	ASIAN
06	BROWARD	5020	RCSCS	BLACK/AFRICAN AMERICAN
06	BROWARD	5020	RCSCS	HISPANIC
06	BROWARD	5020	RCSCS	WHITE
06	BROWARD	5020	RCSCS	ENGLISH LANGUAGE LEARNERS
06	BROWARD	5020	RCSCS	STUDENTS WITH DISABILITIES
06	BROWARD	5020	RCSCS	ECONOMICALLY DISADVANTAGED

Appendix D

EOC

Appendix D: RCSCS EOC

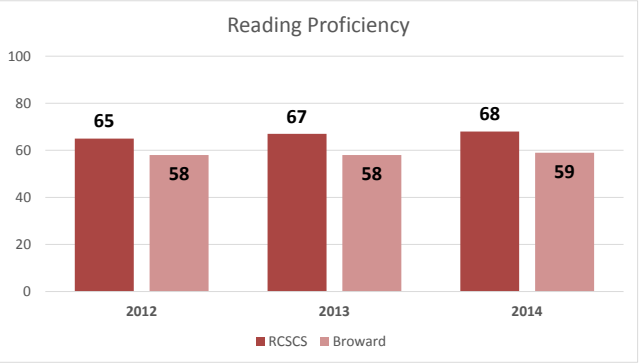


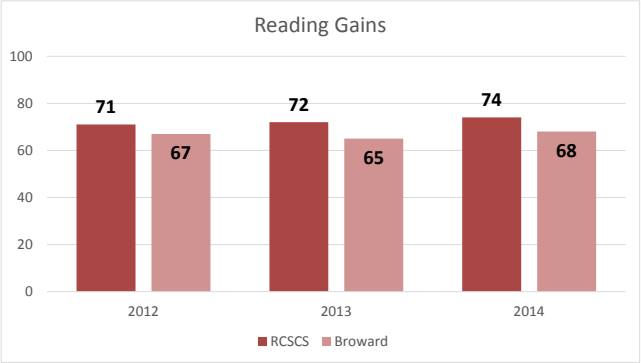


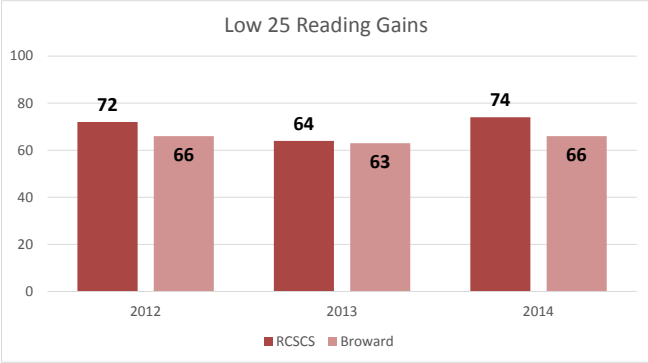
Appendix E

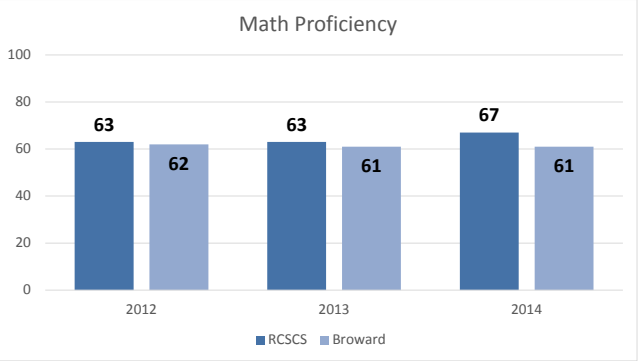
FLDOE School Grade

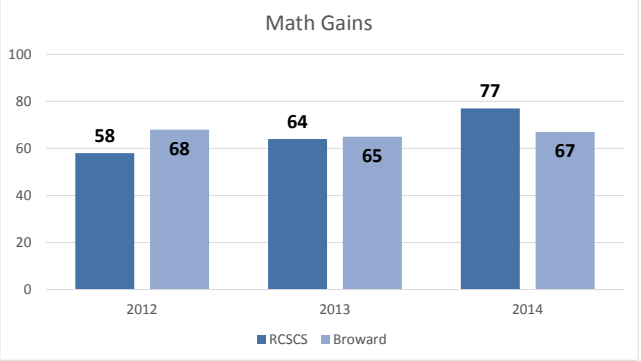
Appendix E: RCSCS FLDOE School Grade

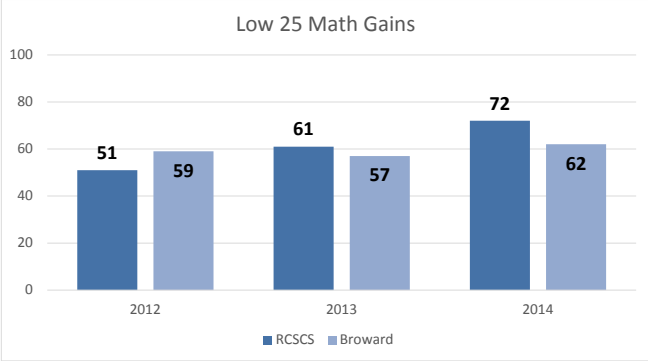


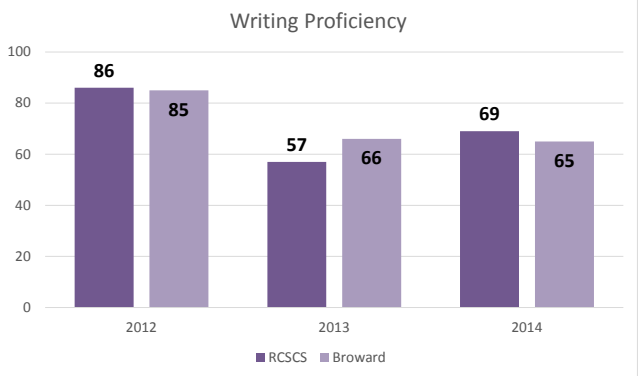


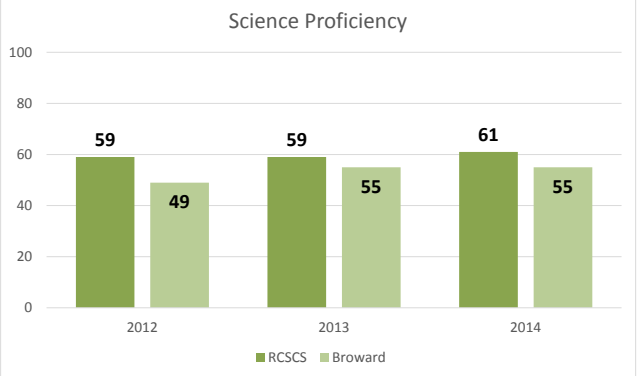












Historical School Grade

	2010	2011	2012	2013	2014
RCSCS	--	--	A	B	A
Broward County	A	A	B	C	B

Appendix F

FLDOE Report Card

RENAISSANCE CHARTER SCHOOL OF CORAL SPRINGS **GRADES: K-8**

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

READINESS TO START SCHOOL

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES (AMOs)

OCTOBER MEMBERSHIP

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	194	208	28.9	30.6	24.1	24.9	40.9	41.6
BLACK OR AFRICAN AMERICAN	199	170	26.5	25.0	39.7	39.5	22.9	23.0
HISPANIC/LATINO	265	211	34.2	34.0	29.7	29.0	30.0	29.3
ASIAN	39	41	5.7	4.8	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	27	33	4.3	5.1	2.6	2.6	3.2	3.1
DISABLED	20	60	5.7	6.6	12.2	12.1	12.9	12.9
ECONOMICALLY DISADVANTAGED	339	311	46.6	54.4	59.9	56.9	58.4	58.6
ELL	84	89	12.4	8.2	13.7	13.5	12.4	12.1
MIGRANT							0.6	0.5
FEMALE	728		52.3	53.0	48.5	48.4	48.7	48.7
MALE		664	47.7	47.0	51.5	51.6	51.4	51.4
TOTAL	1392		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.

READINESS TO START SCHOOL

The Florida Kindergarten Readiness Screener (FLKRS) is made up of a subset of the Early Childhood Observation System (ECHOS) an observational instrument that is used to monitor the skills, knowledge and behaviors a student demonstrates or needs to develop and the Florida Assessments for Instruction in Reading (FAIR).

	Number of Students and	School %	District %	State %

Category	Where They Placed 2013-14	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ECHOS Ready	165	92	92	88	88	91	91
ECHOS Not Ready	14	8	8	12	12	9	9
Total ECHOS	179						
FAIR Ready	99	88	83	76	75	73	72
FAIR Not Ready	13	12	17	24	25	27	28
Total FAIR	112						

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.
Percentages are rounded to the nearest whole integer after individual categories are tabulated; therefore totals may not equal 100%.

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade. These results are used in the calculation of schools' Annual Measurable Objectives (AMOs). The AMO graduation rate target for all subgroups and all students is 85 percent or, if below 85 percent, an annual improvement of at least 2 percent.

	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS			75.3	76.4	75.6	74.5
WHITE			83.0	83.6	80.5	79.4
BLACK OR AFRICAN AMERICAN			66.2	68.2	64.6	63.7
HISPANIC/LATINO			78.3	78.4	74.9	72.9
ASIAN			87.6	89.5	88.4	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	#	88.2	62.5
AM.INDIAN OR ALASKA NATIVE			72.5	66.7	76.8	69.7
TWO OR MORE RACES			86.8	80.4	79.7	78.6
DISABLED			52.8	51.6	52.3	47.7
ECONOMICALLY DISADVANTAGED			68.2	68.0	67.0	65.0
ELL			63.1	63.9	57.5	56.6
MIGRANT			#	33.3	65.4	64.8
AT-RISK (Low 25)*			50.2	54.2	51.6	50.1
FEMALE			79.6	81.3	79.7	78.9
MALE			71.1	71.7	71.6	70.2

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.
* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

Five-Year Graduation Rate

The five-year graduation rate shows the percentage of students who graduated with a standard high school diploma within five years of initial entry into ninth grade.

	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12

ALL STUDENTS	79.2	74.4	76.4	72.6
WHITE	85.0	82.0	80.9	77.8
BLACK OR AFRICAN AMERICAN	72.3	65.2	66.5	61.5
HISPANIC/LATINO	81.1	77.2	75.0	71.4
ASIAN	91.0	93.6	90.0	87.7
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	62.5	60.0
AM.INDIAN OR ALASKA NATIVE	69.4	58.1	71.6	71.7
TWO OR MORE RACES	82.4	79.1	80.5	77.2
DISABLED	54.2	46.1	50.6	47.4
ECONOMICALLY DISADVANTAGED	71.9	66.4	67.5	62.9
ELL	70.3	61.9	60.0	56.4
MIGRANT	41.7	57.1	66.7	63.3
AT-RISK (Low 25)*	58.8	52.4	53.2	49.7
FEMALE	83.9	79.4	80.5	77.0
MALE	74.7	69.7	72.4	68.4

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.
*At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

	School %		District %		State %	
Racial/Ethnic Group	**2012-13**	**2011-12**	**2012-13**	**2011-12**	**2012-13**	**2011-12**
WHITE	N/A	N/A	1.5	1.5	1.5	1.4
BLACK OR AFRICAN AMERICAN	N/A	N/A	3.2	2.9	3.4	3.1
HISPANIC/LATINO	N/A	N/A	1.5	1.4	1.9	1.9
ASIAN	N/A	N/A	0.6	0.5	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	0.0	0.0	1.7	2.2
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	2.4	1.2	2.4	2.4
TWO OR MORE RACES	N/A	N/A	1.4	1.7	1.7	1.3
FEMALE	N/A	N/A	1.6	1.6	1.7	1.6
MALE	N/A	N/A	2.6	2.4	2.4	2.2
TOTAL	N/A	N/A	2.1	2.0	1.9	1.9

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2009-10 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethic Group	Number of Standard Diplomas Earned in 2009-	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	School %	District %	State %

	2010					
WHITE					66	59
BLACK OR AFRICAN AMERICAN					56	55
HISPANIC/LATINO					61	59
ASIAN					65	68
AMERICAN INDIAN OR ALASKA NATIVE					76	59
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#	#
OTHER					64	58
DISABLED					51	43
ECONOMICALLY DISADVANTAGED					56	52
ELL					50	50
MIGRANT					50	42
FEMALE					64	62
MALE					58	54
UNKNOWN	#	#	#	#	#	#
TOTAL					61	58

College Credit-Accumulation

Racial/Ethnic Group	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	Number of Those Who Completed at Least One Year's Worth of College Credit within Two Years of Enrollment in an IHE*	School %	District %	State %
WHITE				71	68
BLACK OR AFRICAN AMERICAN				58	54
HISPANIC/LATINO				65	62
ASIAN				77	81
AMERICAN INDIAN OR ALASKA NATIVE				69	61
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				72	64
DISABLED				49	47
ECONOMICALLY DISADVANTGED				57	56
ELL				60	62
MIGRANT				#	56
FEMALE				70	68
MALE				60	60
UNKNOWN					

	#	#	#	#
TOTAL			66	64

*IHE in any state.

STUDENT PERFORMANCE

Florida Comprehensive Assessment Test, (FCAT) 2.0

The FCAT 2.0 measures student performance in writing, science, reading and mathematics and is aligned to Florida's Next Generation Sunshine State Standards.

Florida End-of-Course (EOC) Assessments

In addition to FCAT 2.0 and FAA scores in each subject area, Florida's 2012-13 and 2013-14 accountability results in mathematics include Algebra 1 and Geometry EOC Assessment scores. Florida's 2012-13 and 2013-14 accountability results in science include Biology 1 EOC Assessment results. The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific courses, as outlined in their course descriptions.

Florida Alternate Assessment (FAA) for Students with Disabilities

The FAA is designed for students whose participation in the general statewide assessment (FCAT 2.0 and EOC) is not appropriate, even with accommodations. The FAA measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect FCAT 2.0 data combined with FAA data for reading and writing. For mathematics and science, results include FCAT 2.0, FAA and EOC assessment results, as applicable. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

Writing Assessment

For this measure, FCAT 2.0 Writing scores range from 1.0 (lowest) to 6.0 (highest). FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. The AMO writing target for all subgroups and all students is 90 percent scoring satisfactory or above or an annual improvement of at least 1%.

Writing Assessment Results
(FCAT 2.0 and FAA)
Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ALL STUDENTS	69	57	65	66	58	59
WHITE	67	60	73	73	62	63
BLACK OR AFRICAN AMERICAN	65	58	56	57	50	50
HISPANIC / LATINO	68	54	68	68	57	57
ASIAN	N	N	77	78	74	75
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	N	N	68	68	58	56
TWO OR MORE RACES*	80	60	71	71	61	62
DISABLED	38	39	42	41	35	34
ECONOMICALLY DISADVANTAGED	68	51	59	59	52	51
ELL**	67	N	48	47	43	41
MIGRANT*	N	N	56	50	44	43

LOWEST 25%†	25	29	11	37		
FEMALE*	74	64	72	73	65	66
MALE*	62	48	59	59	52	52

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes students currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†Outcomes are based on writing results for students identified in the Low 25% for reading. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

Reading, Mathematics and Science Assessments

On EOC assessments and the FCAT 2.0 reading, mathematics and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as proficient. The FAA is scored on nine performance levels, with FAA Level 4 establishing the minimum level for proficiency.

FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. For more information on Annual Measurable Objectives (AMOs), refer to the "Florida School Performance Grade and AMOs for ESEA Reporting" section below.

Reading Assessment Results (FCAT 2.0 and FAA)
Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	68	71	100	59	69	99	58	68	98
WHITE	78	77	100	75	80	99	70	77	98
BLACK OR AFRICAN AMERICAN	58	64	100	44	57	99	39	53	97
HISPANIC/LATINO	67	68	100	63	71	99	55	65	98
ASIAN	80	83	100	78	83	100	78	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	63	69	99	58	66	97
TWO OR MORE RACES*	71	N	100	70	N	99	64	N	98
DISABLED	38	53	100	32	50	99	29	47	99
ECONOMICALLY DISADVANTAGED	60	63	100	48	60	98	48	59	96
ELL**	50	53	100	37	51	99	34	49	98
MIGRANT*	N	N	N	29	N	97	34	N	96
LOWEST 25%†	25	N	0	11	N	0		N	
FEMALE*	73	N	100	62	N	99	61	N	98
MALE*	63	N	100	56	N	99	56	N	98

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.
Note: An 'N' indicates that no test results were reported.

Mathematics Assessment Results (FCAT 2.0, EOCs and FAA)
Percent of Students Scoring Satisfactory and Above

School %	District %	State %

	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	67	69	100	61	70	98	61	66	98
WHITE	77	75	100	75	81	98	70	74	98
BLACK OR AFRICAN AMERICAN	52	60	100	46	59	98	43	53	97
HISPANIC/LATINO	66	69	99	65	73	98	58	64	98
ASIAN	91	89	100	84	87	99	85	85	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	66	72	99	61	66	97
TWO OR MORE RACES*	74	N	100	69	N	98	63	N	98
DISABLED	37	65	100	34	53	99	32	48	98
ECONOMICALLY DISADVANTAGED	59	63	100	51	62	97	51	59	96
ELL**	51	51	100	45	59	98	42	54	98
MIGRANT*	N	N	N	30	N	98	46	N	96
LOWEST 25%†	34	N	0	22	N	0		N	
FEMALE*	70	N	100	62	N	98	61	N	98
MALE*	64	N	100	59	N	98	60	N	98

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.
Note: An 'N' indicates that no test results were reported.

Science Assessment Results (FCAT 2.0, EOCs and FAA)
Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	61		100	55		98	58		97
WHITE	78		100	71		98	69		98
BLACK OR AFRICAN AMERICAN	51		100	39		97	38		97
HISPANIC/LATINO	51		99	59		98	54		98
ASIAN	72		100	78		99	79		99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N		N	55		98	59		97
TWO OR MORE RACES*	N		N	66		97	63		97
DISABLED	38		100	31		98	32		98
ECONOMICALLY DISADVANTAGED	51		100	44		96	47		96
ELL**	7		99	27		97	26		97
MIGRANT*	N		N	17		100	36		97
LOWEST 25%†	9		0	10		0			
FEMALE*	61		99	55		98	57		98
MALE*	60		100	56		97	59		97

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for

ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

At this time, a state objective is not specified for science achievement.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FCAT 2.0 and FAA)

	Reading		Math	
School	**2013-14**	**2012-13**	**2013-14**	**2012-13**
Grade 3	62	66	55	70
Grade 4	65	72	65	79
Grade 5	70	68	76	52
Grade 6	76	65	67	64
Grade 7	68	65	75	47
Grade 8	71	67	66	56
Grade 9				
Grade 10				

	Reading		Math	
District	**2013-14**	**2012-13**	**2013-14**	**2012-13**
Grade 3	58	55	57	59
Grade 4	62	60	65	64
Grade 5	61	61	57	58
Grade 6	62	61	57	56
Grade 7	60	59	60	58
Grade 8	61	60	59	61
Grade 9	54	55	76	76
Grade 10	55	53	59	55

	Reading		Math	
State Totals	**2013-14**	**2012-13**	**2013-14**	**2012-13**
Grade 3	58	58	59	59
Grade 4	62	61	65	62
Grade 5	62	61	58	56
Grade 6	61	59	55	53
Grade 7	58	58	59	57
Grade 8	58	57	58	59
Grade 9	54	54	75	73
Grade 10	55	54	53	52

FCAT 2.0 is only administered to Grades 3-8 for Math.

Percentage of Students Scoring at Each FCAT 2.0 and EOC Achievement Level, 2013-14

	FCAT 2.0 SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	12	28	28	16	16	20	27	28	12	13	17	26	30	13	14
WHITE			37	22	20	10	21	32	17	21	10	22	32	17	19
BLACK OR AFRICAN AMERICAN	19	31	27			30	32	25	8	5	29	34	25	7	5
HISPANIC/LATINO		38	26		14	17	26	30	14	13	20	28	29	12	10

ASIAN						8	16	28	19	30	7	15	27	19	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						18	29	27	14	13	15	28	32	14	11
TWO OR MORE RACES*						13	21	31	16	18	13	25	31	15	16
DISABLED						46	28	16	5	5	43	31	17	5	3
ECO. DISADVANTAGED	16	34	28	12	11	26	31	26	9	7	23	32	28	10	7
ELL**						43	31	17	5	4	41	34	18	4	3
MIGRANT*						52					30	36	23	7	4
FEMALE*	8	31	29	17	14	19	28	29	12	12	17	28	30	13	12
MALE*	16	24	28	15	17	21	26	27	13	14	18	25	29	14	15

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.
**Students enrolled in ESOL in the current year.

FCAT 2.0 READING

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	10	22	29	27	13	17	25	25	21	11	17	25	25	21	11
WHITE	7	15	30	36	11	8	18	27	29	18	10	20	27	27	16
BLACK OR AFRICAN AMERICAN	15	27	27	20	11	26	31	24	14	5	29	33	22	12	4
HISPANIC/LATINO	11	24	30	24	11	15	23	27	23	12	20	26	26	19	9
ASIAN		19	20	26	33	8	14	23	29	25	8	15	23	29	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						16	21	28	25	9	17	27	27	21	9
TWO OR MORE RACES*		25	28	28		10	20	27	27	16	13	24	27	24	13
DISABLED	32	32	25			43	28	16	8	4	47	29	15	7	2
ECO. DISADVANTAGED	14	27	27	22	11	23	30	25	16	6	23	30	25	16	6
ELL**	23	28	24	20		33	31	21	12	3	35	32	21	10	2
MIGRANT*						38	36	17			34	34	21	9	3
FEMALE*	8	20	29	30	14	14	24	26	23	13	15	25	26	22	12
MALE*	12	25	29	23	11	20	25	25	20	10	20	25	25	20	10

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.
**Students enrolled in ESOL in the current year.

FCAT 2.0 MATH and ALGEBRA 1 EOC

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	13	20	32	23	11	19	24	29	17	12	19	24	29	17	10
WHITE	8	15	34	29	14	10	18	30	24	19	12	21	31	22	14
BLACK OR AFRICAN AMERICAN	22	27	29	18	5	29	29	27	11	5	30	31	26	10	3
HISPANIC/LATINO	14	21	32	22	11	16	23	30	19	12	20	25	30	16	9
ASIAN			37	30	24	6	12	24	25	33	6	12	24	25	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						16	22	30	18	14	17	26	31	17	10
TWO OR MORE RACES*			38			13	21	29	21	15	16	24	30	19	12
DISABLED	39	24	26			44	26	18	7	4	46	27	18	6	2
ECO. DISADVANTAGED	19	23	31	20	8	25	28	28	13	6	25	28	29	13	6
ELL**	23	27	34	14		29	27	25	12	6	31	29	25	11	4
MIGRANT*						36	34	27			27	30	28	11	4
FEMALE*	12	18	32	25	12	17	24	29	18	12	17	25	30	17	11
MALE*	15	22	33	20	10	21	23	28	17	11	20	24	29	17	10

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Comprehensive English Language Learning Assessment (CELLA) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FCAT 2.0 in reading. These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the AMO mathematics and reading proficiency calculations for 2013-14.

ELL	School	District	State
Reading		1,248	13,057
Math		1,282	13,478
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2013 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are**Basic, Proficient, and Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart compares the achievement levels between NAEP and the FCAT 2.0:

FCAT 2.0 Achievement Levels	NAEP Achievement Standards
5	*Advanced*
4	*Proficient*
2-3	*Basic*
1	*Below Basic*

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 04 and grade 08 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at http://www.nces.ed.gov/nationsreportcard/ or on the FLDOE website at http://www.fldoe.org/asp/naep/.

NAEP 2013 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	90	90	90	89	85	83	89	84
ELL	93	96	87	93	89	92	86	90

NAEP Math 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	242	241	16	18	44	41	34	34	6	8	84	82
*														
WHITE	40	51	251	250	8	9	39	37	44	43	10	10	92	91
BLACK	22	16	228	224	28	34	52	48	19	17	1	1	72	66
HISPANIC	31	25	238	230	18	27	46	47	32	24	5	2	82	73
DISABLED	15	13	226	218	33	45	45	38	20	16	2	2	67	55
ECO. DISADVANTAGED	61	54	233	230	22	27	50	47	25	23	2	2	78	73
ELL	10	11	218	219	40	41	49	45	11	13		1	60	59

*Asian and Indian subgroups were too small to report.

NAEP Math 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	281	284	30	27	40	39	24	26	7	8	70	73
*														
WHITE	44	53	291	293	19	17	41	39	31	33	10	11	81	83
BLACK	21	15	264	263	49	49	37	38	12	12	2	2	51	51
HISPANIC	29	23	274	271	35	38	41	41	20	18	4	3	65	62
DISABLED	12	12	255	248	59	66	31	26	9	7	1	1	41	34
ECO. DISADVANTAGED	56	50	271	270	39	39	41	41	17	17	3	3	61	61
ELL	5	5	243	245	72	69	23	25	4	4	1	1	28	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**

ALL STUDENTS *	N/A	N/A	227	221	25	33	36	33	30	26	9	8	75	67
WHITE	40	51	236	231	15	21	36	34	37	33	12	11	85	79
BLACK	22	15	212	205	43	50	37	32	17	15	3	2	57	50
HISPANIC	31	25	225	207	27	48	37	33	29	17	7	3	73	52
DISABLED	14	12	204	184	53	69	27	20	16	9	4	2	47	31
ECO. DISADVANTAGED	60	54	218	207	34	47	39	34	23	17	4	3	66	53
ELL	10	10	199	187	59	69	31	24	9	6	1	1	41	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS *	N/A	N/A	266	266	23	23	43	42	30	31	3	4	77	77
WHITE	44	53	274	275	16	15	42	41	38	39	5	5	84	85
BLACK	21	15	254	250	34	40	47	44	18	15	1	1	66	60
HISPANIC	28	23	260	255	27	33	46	46	25	20	2	1	73	67
DISABLED	12	11	243	231	50	62	37	30	13	8			50	38
ECO. DISADVANTAGED	56	49	257	254	30	34	47	46	22	19	1	1	70	66
ELL	4	5	226	225	70	70	27	26	3	3			30	30

*Asian and Indian subgroups were too small to report.

INTERNATIONAL SURVEYS

TIMSS is an international comparative study of student performance in mathematics and science at the fourth and eighth grade levels. It collects data on achievement, experiences, and attitudes of fourth- and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

TIMSS 2011

	High International Benchmark and Higher	
	Florida	**Annual Objective**
Grade 4 Mathematics	47%	47%
Grade 8 Mathematics	31%	30%
Grade 4 Science	48%	44%
Grade 8 Science	42%	40%

PIRLS is an international comparative study of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

PIRLS 2011

	High International Benchmark and Higher	
	Florida	**Annual Objective**
Grade 4 Reading	61%	54%

PISA is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their

everyday lives. Florida's objective is to meet the performance of the 10th ranked country.

PISA 2012 Results - 15 year olds

	Level 4+	Florida Target - 10th Ranked Country
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2013-14.

Staff Type	Total Number for 2013-14	Number Newly Hired for 2013-14	School %	District %	State %
Instructional Staff	25	12	48.0	20.7	20.4
School-Based Administrators	2	1	50.0	20.8	26.6
Total	27	13	48.1	20.7	20.6

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

		School %		District %		State %	
Degree Level	Number	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
Bachelor's Degree	9	69.2	100.0	57.9	56.9	66.0	65.5
Master's Degree	3	23.1		38.8	39.9	31.9	32.5
Specialist Degree				1.9	1.9	1.1	1.1
Doctorate	1	7.7		1.5	1.4	1.0	1.0
Total All Degrees	13	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	94.6	89.9	93.8
Percentage of Classes with Teachers Teaching Out-of-Field	5.4	10.1	6.2

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %			State %		
Classes Not Taught by Highly Qualified Teachers		**All Schools**	**High-Poverty Schools***	**Low-Poverty Schools***	**All Schools**	**High-Poverty Schools***	**Low-Poverty Schools***
June	0.0	7.4	4.5	93.1	7.4	8.7	11.1
July	0.0	3.3	4.5	0.0	12.5	7.3	35.5
October	0.0	4.8	6.4	3.1	5.8	6.4	5.5
February	0.0	5.1	7.0	3.3	5.8	6.3	5.1
Combined All Year	0.0	5.0	6.7	3.4	5.9	6.3	5.7

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of "N" indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities. High schools will receive a grade based 50 percent on state assessment-based measures and 50 percent on other measures, including graduation rates, accelerated curricula and college readiness. Those grades will not be available until near the end of the calendar year. For those schools, a "P" (pending) appears in place of their grades.

2013-14 School Performance Grade*: A

*Certain school grades may be subject to modification pending appeal.

Progress of the Lowest Performing 25% of Students, 2013-14

Components of the school grade calculation include learning gains of the lowest performing students in reading and mathematics. The following table provides information on the points earned based on learning gains made by students in the lowest quartile in the current year.

School Results	
Mathematics Low 25%, Points Earned*	**Reading Low 25%, Points Earned***
2013-14	**2013-14**
72	74

*Points are based on the weighted percentage of students making learning gains. Students who move from a lower level to level 4 are weighted at a factor of 1.1 in the numerator. Students who move from a lower level to level 5 are weighted at a factor of 1.2 in the numerator. Prior-year low performers who increased their scores by at least 33% beyond the minimum increase to qualify for gains are also weighted at a factor of 1.1 in the numerator.

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at http://schoolgrades.fldoe.org.

Appendix L

State-Issued High Performance Designation Letter

FLORIDA DEPARTMENT OF EDUCATION
fldoc.org

State Board of Education

Gary Chartrand, *Chair*
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Pam Stewart
Commissioner of Education

July 30, 2014

Mr. Mark Hage
Principal
Renaissance Charter School of Coral Springs
6250 W Sample Road
Coral Springs, FL 33067

Dear Mr. Hage:

This letter serves as notification that the Florida Department of Education has verified that Renaissance Charter School at Coral Springs (06-5020) currently meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

If you have any 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/ll

cc: Ms. Jody Perry, Charter School Director

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Appendix M

Approved Comprehensive Reading Plan

CSUSA Broward County Schools K-12 Reading Plan Revised December 11, 2015

The reading curriculum for CSUSA Broward County Schools is based on a foundation of text exemplars and authentic texts, per the high rigor put forth by the Florida and Common Core State Standards (standards). CSUSA applies a standards based approach to reading instruction that focuses on mastery through the use of a Guaranteed and Viable Curriculum (GVC), the core of its education model. The GVC is based on the research of Robert Marzano as published in *What Works in Schools: Translating Research Into Action (2003).* It provides all students with equal opportunity to master the standards, and the time in which to reach mastery. The use of the GVC ensures that individual teachers do not have the option to disregard or replace assigned content. Teachers focus individualized reading instruction utilizing CSUSA created curriculum maps, which group and arrange the standards in a particular way to ensure all grade level standards can be taught within the school year. Instruction will incorporate a variety of authentic texts, with a 50/50 blend of fiction and nonfiction in all grade levels. As referenced in *Just Read, Florida!,* an effective program incorporates a wide range of diverse texts. The research-based curriculum is aligned to the rigor, depth, and intent of the standards and includes a range of diverse print and media. Along with other resources described further in this plan, CSUSA Broward County Schools will also utilize a core reading resource, McGraw-Hill Reading Wonders (Wonders in kindergarten through fifth grade). In grades six through twelve an integrated reading and writing approach is implemented with the utilization of Houghton Mifflin Collections (Collections) and the corresponding literature resources provided by this research-based program. Within the core reading programs there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. The program provides support in building a strong foundation in reading and utilizing critical thinking skills within the reading activities.

The primary goal of the implementation of the reading curriculum is to teach children to understand what they read, and to become life-long readers through systematic, direct instruction of the Standards aligned to the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. CSUSA has incorporated the six components of reading into the GVC, providing curriculum maps with corresponding standards assessments, teaching strategies, and progress monitoring techniques that will assist teachers in systematic instruction of the Standards. In the curriculum maps, Standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through weekly assessments. Phonemic awareness and phonics skills are scaffolded in blending, segmenting, deleting, and other skills. Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel Teaching Children to Read, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent, silent reading), and comprehension (vocabulary and text comprehension).

Research from *Florida Center for Reading Research* and *Just Read Florida!* will be continually reviewed in order to formulate a research-based reading curriculum based on the needs of the students. CSUSA Broward County Schools will implement an ELA block that includes time for both reading and writing instruction in kindergarten through fifth grades. The ELA block will include whole group instruction utilizing a research-based sequence of reading instruction, with differentiation for specific

student learning needs, timely and specific feedback, and high-student engagement to ensure the greatest impact of a full instructional block. There will be instruction for writing, and further vocabulary development, including integration of science and social studies within the ELA block. In addition to the ELA block, there will be an additional block of time dedicated to targeted intervention, or enrichment based on student need, which is aligned with Response to Intervention (RtI), described further in this plan on beginning on page 6.

No matter the grade level, students will be provided the extra minutes of support either in a push-in or pull-out setting, possibly within a non-required specials period. High school grades will follow a similar plan, dependent on course scheduling. If students qualify based on data and assessments, they will receive intensive reading instruction and receive remedial support.

Research informs us that there is an instructional difference between annual growth for students who are on grade-level and catch-up growth for students that are below or significantly below grade-level (Fielding, Kerr and Rosier 2007). Addressing literacy and reading for those who are multiple years behind grade-level is not a single year process, in fact, it is only after 2-3 years of comprehensive reading instruction of more than 200 minutes per day that students begin to cross the threshold of grade-level performance (50th percentile). With this in mind CSUSA Broward County Schools intend to provide extended instructional minutes to students below grade level through extended-day learning opportunities, additional tutoring and in-school interventions, as well as expanded and targeted support by CSUSA.

Table 1.1 below describes the progression plan to increase instructional minutes in reading in grades K-5.

Table 1.1

Progression Plan of Instructional Reading Minutes Grades K-5		
On Grade Level Instructional Plan	**Strategic Instructional Plan**	**Intensive Instructional Plan**
90 minute uninterrupted reading	90 minute uninterrupted reading block	90 minute uninterrupted reading
60 minute language arts block	60 minute language arts block	60 minute language arts block
	30minute Intervention/Enrichment block	30 minute Intervention/Enrichment block
		30 minute intervention session (3 times a week, minimum)
		60 minute tutoring session

K-5 Intervention/Enrichment Block

Students receive targeted instruction in classes during a specific time block that are grouped based on their various levels of performance and targeted skill gaps. Each quarter, the groups are adjusted accordingly based on formative and progress-monitoring data to ensure students continuously get the support they need. Examples of grouping include:

- Students that are below grade level will receive an intervention focused on comprehension and word attack skills;
- Novel studies that foster comprehension, vocabulary building, literary analysis and other reading application skills will be provided for students who are on grade level in reading;
- As some students may be above proficiency in reading they will be able to participate in an enrichment block that involves applying their reading knowledge to real world, critical thinking tasks and projects.

The following table provides an example of an elementary schedule beginning with a separate Intervention/Enrichment block to target individual student needs, and the core integrated ELA block. See Attachment Section 2 for individual schools' schedules.

Table 1.2

Sample Elementary Schedule	
Time	**Monday – Friday Schedule**
8:00 am – 8:40 am	Intervention/ Enrichment Block
8:40 am – 10:10 am	ELA-Reading
10:10 am – 11:10 am	ELA-Writing /Integrated Social Studies and Science
11:10 am – 11:40 am	Lunch
11:40 pm – 12:25 pm	Specials*
12:25 pm – 12:55 pm	Guided PE
12:55 pm – 2:25 pm	Mathematics
2:25 pm – 3:00 pm	Science/Social Studies Experiential Block

In middle and high school, students who need remediation as determined by their performance on state assessments will receive an intensive reading, M/J Intensive Reading class, CPALMS code 1000010, in addition to their scheduled English Language Arts courses. Table 2.1 that follows, aligned with Response to Intervention (RtI) described further in this plan beginning on page 6, describes the progression plan to increase reading instructional minutes in grades 6-12 to ensure that students achieve mastery of grade level expectations.

Table 2.1

Progression Plan of Instructional Reading Minutes 6-12		
On Grade Level Instructional Plan	**Strategic Instructional Plan**	**Intensive Instructional Plan**
100 minute integrated reading and language arts	100 minute integrated reading and language arts	100 minute integrated reading and language arts
	50 minute intensive reading class	50 minute intensive reading class

		30 minute intervention session daily
		60 minute tutoring session

Intensive Reading Course

Students who are non-proficient based on their performance on the state assessment are enrolled in an intensive reading course for one semester, or the entire year, and are grouped based on their various levels of performance and targeted skill gaps. Throughout the class, groups are adjusted based on formative and progress-monitoring data to ensure students continuously get the support they need. Examples of grouping include:

- Students that are below grade level will receive an intervention focused on their identified area of need;
- Research-based instructional strategies for intervention including guided reading (Fountas & Pinnell, 1996, 2003), close reading and literature circles (Daniels, 2002; Langer, 2002; Marzano, Pickering & Pollack, 2001) will be included.

Descriptions of the programs and resources used in this course will be explained in detail further in Attachment A. Individual schools are not limited to the resources listed in Attachment A. The resources used by the individual schools can be found in Attachment Section 2.

Table 2.2 provides an example of a middle school schedule including an Intensive Reading course. This schedule also reflects a double block of integrated reading and language arts. See Attachment Section 2 for individual schools' schedules.

Table 2.2

Sample Middle School Schedule Including Reading Intervention		
Period	**Time**	**Subject**
	8:00 am – 8:24 am	Learning Skills/Homeroom
1	8:26 am – 9:16 am	ELA-Integrated Reading/Writing
2	9:18 am – 10:08 am	ELA-Integrated Reading/Writing
3	10:10 am – 11:00 am	Math
4	11:02 am – 11:52 am	Intensive Reading
5	11:54 am – 12:44 pm	Science
NA	12:46 pm – 1:16 pm	Lunch
6	1:18 pm – 2:08 pm	World History
7	2:10 pm – 3:00 pm	PE
	3:00 pm	Dismissal Begins

The Comprehensive Core Reading Program (CCRP)

The Comprehensive Core Reading Plan (CCRP) is the basis of reading instruction provided to all students at all levels as a critical component of the GVC. Wonders is the state approved core reading program reading for kindergarten through fifth grade. Wonders is a comprehensive, research-based program, which provides for the implementation of an integrated approach, and supports the creation of a strong reading foundation required for the development of literacy skills needed for the success of 21st

century learners. It correlates to the standards across all grade levels, and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension, and oral language. It provides for explicit, systematic instruction along with ample practice opportunities for students to master the reading skills necessary at their level. This research- based instructional approach is provided during the uninterrupted 90-minute reading block, and will incorporate a variety of authentic texts, with a 50/50 blend of fiction and nonfiction in all grade levels. This combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success. The literature and non-fiction texts, supplemented with exemplar texts, suggested in the curriculum maps, are to be used for close, analytic reads.

A portion of the block will consist of teachers providing the designated reading lesson for the day, and the remainder of the time will be differentiated for students to receive targeted small-group instruction or complete independent activities tailored to practice necessary reading skills from the lesson. Highly qualified teachers will provide the small-group instruction, as well as monitor independent work, providing corrective feedback to ensure appropriate use of learning time. Teachers will use texts and materials at the student's instructional level, and progress to more complex text as necessary.

In grades six through eight, Collections a comprehensive English Language Arts program with an integrated reading and writing approach, will be utilized. The program contains multiple resources that include a reading focus. For example, resources such as an interactive worktext, The Close Reader, is provided for close reading as are digital tools to enhance students' ability to analyze and identify critical information within a variety of rigorous text structures. Collections can also be utilized to facilitate Guided Reading, which research shows to be an effective strategy for proficient reading (Fountas & Pinnell, 1996, 2003). Additionally, Collections includes vast supplemental novels for the use of book studies and Literature Circles, a research- proven effective reading instructional strategy (Daniels, 2002; Langer, 2002; Marzano, Pickering & Pollack, 2001).

Supplemental Intervention Reading Program (SIRP)
Based on benchmark and classroom assessment data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90- minute reading block in times such as the RtI block, through content area integration, during enrichment activities, and during any other opportunity to support student achievement of individual learning goals. Programs and resources used during SIRP, along with descriptions of assessments are described in detail in Attachment A. Individual schools are not limited to the resources listed in Attachment A. The resources used by the individual schools can be found in Attachment Section 2.

Comprehensive Intervention Reading Programs (CIRP)
CSUSA Broward County Schools will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read one or more years below grade level. Diagnostic assessments are described beginning on page 13. Students will receive additional instruction outside of the 90-minute reading block and the SIRP interventions through the use of a research-based intervention program in a small-group setting. These students will receive more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction. For example, this supplemental reading instruction could occur during dedicated intervention times, or during non-required electives. There will also be the opportunity for push-in support within the classroom. Programs and resources used during SIRP, along with descriptions of assessments are described in detail beginning on page 13, in Attachment A, and in Attachment Section 2. Individual schools are not limited to the resources listed in Attachment A.

Response to Intervention

CSUSA Broward County Schools will use a Response to Intervention model based on a Multi-Tiered System of Supports to provide high quality instruction and interventions matched to the needs of each individual student. Each student's performance will drive future instructional decisions. This will be in place for all students, including students who have previously been identified as meeting Exceptional Student Education (ESE) eligibility requirements, students with 504 plans, and English Language Learners (ELL). Students with IEPs qualify for Tier 2 and Tier 3 services in the same manner as all other students, in addition to any services and accommodations that they are already receiving through their IEP.

CSUSA Broward County Schools ensure that behavior does not impact the reading acquisition process. Through a collaborative problem solving model, the multi-disciplinary team, which may include school counselor, teacher, curriculum resource teacher, administrator will systematically review performance data of all students and identify interventions as needed to improve student performance. This team will work with teachers on implementation of these interventions with fidelity and progress monitoring. The team will meet regularly to discuss how to better enable learning for students at each of the three intervention tiers.

CSUSA Broward County Schools will offer ELL students instructional services through a Mainstream/Inclusion English Language Arts and Mainstream/Inclusion for Core/Basic subject areas model. Sheltered instruction may be offered to students in grades 6 –12 as needed via English Through ESOL and Developmental Language Arts Through ESOL. Mainstream/inclusion instruction provided to ELL students will be equal in amount, sequence, and scope to the instruction provided to the non-ELL students at the same grade levels. Instruction will be supported through the use of differentiated ESOL instructional strategies, accommodations, materials, and assessments, which are monitored by the ELL committee and an Academy administrator and documented in lesson plans. In addition, the curriculum, textbooks, and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided.

ELL components are included within the Wonders reading program, such as ELL leveled texts, to supplement the lesson and provide differentiated support to ELL students. Students who are performing below grade level will also be referred to the RtI process. In addition, all ELL students who show academic difficulties will be referred to RtI, where a team will meet to discuss interventions and strategies to support the ELL student's continued academic success. Interventions that will be provided include push-in/pull-out support, tutoring, and small-group instruction. Progress Monitoring Plans (PMP) will be created for ELL students to properly document types and frequency of interventions. The ELL committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS 2.0, will be administered as appropriate.

The ESOL strategies will be documented in the teacher's lesson plan, and in the student's Personal Learning Plan and ELL folder. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk-throughs, data chats, site visits, and district fidelity checks.

Between diagnostic and interim assessment periods, teachers will administer a variety of assessments to students in need of intervention, or to those who are not responding to interventions. The norm-based Northwest Education Association (NWEA) assessment is used as the universal screening diagnostic for all grade levels, K-12 to determine student need for intervention. For the complete

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breakdown of diagnostic tools used and frequency of assessment during the RtI process, see Assessment section beginning on page 13.

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

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

See Attachment B for a draft of a Reading Intervention Process and Procedures Manual for CSUSA Broward County schools.

Reading Program Specifications

In order to make reading a "primary focus," all objectives from the *Just Read Florida!* Reading Program Specifications that follow will be implemented at CSUSA Broward County Schools.

Specification 1: Professional Development

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

CSUSA Broward County Schools will provide professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development targeted on school improvement goals. Teachers will meet in professional learning communities weekly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons. Additionally, team leads participate in monthly leadership

meetings with administrators. Based on administrative walk-throughs, site visit feedback, and student performance, teachers will be provided specific, differentiated professional development from mentor teachers, administrators, curriculum specialists, or curriculum resource teachers (CRTs). At least one CRT will be on staff at all CSUSA Broward County Schools, and a regional curriculum specialist will be assigned for support. Professional development will be provided at least monthly, in addition to weekly grade level meetings, and on designated teacher professional development days. Teachers will meet for data chats with mentor teachers and administrators, after benchmark assessment periods, to analyze student reading progress, and develop an action plan for professional development. These data chats can include reading intervention strategies, teaching reading in content areas, and many other literacy development opportunities. A sample professional development agenda is shown in Table 3 that follows. In addition to the following network-wide plan, see Attachment Section 2 for individual schools' customized professional development plans.

Table 3

Sample Professional Development Agenda

Using Data to Plan Lessons		
Topic Content	**Delivery**	**Time**
Content Topic 1: • Standards-based Curriculum *continued • Curriculum Mapping *continued • Unit Mapping*continued • Lesson Planning*continued	Administrative Review with Group	**8:30-9:00**
	Activity	**9:00-11:00**
	Individual Questions and Assistance	**11:00-11:30**
	Exit Ticket	**11:30-12:00**
Break 12:00-1:00		
Content Topic 2: *Data Tracking* • Pre and Post-test Benchmark Tracker	Activity	**12:00-2:00**
Content Topic 3: Tier 3 Resource: WonderWorks	Content Delivery	**2:00-4:00**

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

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

CSUSA also has a professional development plan for New Teacher Induction (NTI) prior to orientation at the school level. Additional opportunities for NTI will be provided throughout the year as teachers are hired. Returning teachers receive one full week of professional development prior to the start of the new school year for Returning Teacher Orientation (RTO). These two week trainings are provided by CSUSA, and are facilitated by Curriculum Specialists, site-based administrators, and Curriculum Resource Teachers. During the first five days of NTI/RTO, all teachers new to the school

will receive comprehensive training that ensures their understanding and implementation of the GVC. In subsequent days, all teachers will receive training that includes reviewing the Marzano works, *What Works in Schools: Translating Research Into Action (2003), and Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001).* This professional development will support all areas of reading instruction, including the use of targeted instruction, differentiated instruction, formative and summative assessments, tracking and monitoring progress, and working with special needs students such as ELL and students with disabilities.

Professional development based on reading instructional software programs occurs throughout the year. Both CSUSA and the individual software companies provide these trainings. Training formats include face-to-face, train-the-trainer, network wide webinars and continuous follow up visits and support. Trainings are also provided by core textbook publishers throughout the year on appropriate, new uses of resources, including ways to best utilize provided materials to reach struggling readers.

Also at CSUSA Broward County Schools, Teacher Learning Communities provide support for new teachers throughout the year by focusing on research-based teaching methods. Lead by a master teacher, new teachers meet at least once a month to receive support and training, share best practices, conduct observations, or view model lessons. In addition, both the master teacher and new teachers receive support from CSUSA through quarterly training sessions and monthly web-based video training sessions.

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

Specification 2: Administrative Practices in Support of Reading

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

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

High-quality reading programs and materials will continuously be chosen to meet the needs of students. Feedback from teachers can be gathered at each biweekly data chat, as well as from results from each Common Monthly Assessment (CMA) and interim assessment provided by the Northwest Evaluation Association (NWEA) to evaluate the effectiveness of each chosen instructional program. These assessments are described further in this plan. Classroom libraries will be supplemented by the purchase of novels and other fiction and nonfiction texts for students to read within classroom instruction, as well as for personal reading pleasure, to increase motivation and foster a love for reading in students. The Curriculum Resource Teacher will collaborate with the reading and content area teachers to create text sets or collections of books around a topic of inquire at varying levels of complexity. If an individual school has received a Title I designation, there also could be additional resources and personnel, such as a reading coach, to assist with the selection of materials.

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The principal will clearly articulate the vision, mission, and expectations that all children can read, and assist in establishing that reading is the primary priority by spearheading the Reading Challenge. All students will be expected to read a specific number of books at their independent level throughout the year. Table 4 that follows provides CSUSA requirements for the number of books read by each student:

Table 4

Number of Books per Grade Level	
Grade Level	Number of Books
Kindergarten	100
1st - 5th Grade	50
6th – 12th Grade	30
Number of Books by Pages	
Grade Level	**# of Pages = 1 Book**
K – 2 picture books	1 book
K- 2 chapter books	50 pages
3rd – 5th grade	75 pages
6th – 12th	100 pages
Number of Articles	
Grade Level	# of Articles = 1 Book
K - 2nd	2 articles
3rd – 5th	3 articles
6th – 12th	5 articles
Reading Plus Instructional Software Program	
3 combos = 1 book	

Teachers will monitor students' independent reading, and check for comprehension in a variety of ways including, but not limited to, student created illustrations, summaries, and verbal explanations. Progress toward the school-wide goal will be tracked and celebrated on hallway or classroom displays. This challenge will also provide for a home-school connection with reading, in addition to their regular daily homework assignments from core courses. Parents will be required to sign a reading log or tracking system to monitor students' independent reading at home. Parents can facilitate deeper understanding of texts by being the "teacher" at home, asking their children questions about what they are reading and providing support for any book reports or projects that may need to be completed. Students are encouraged to use their local library or borrow from the leveled classroom libraries in order to fulfill the requirements of the reading challenge. Students may have the opportunity to use tablets as well. See Attachment Section 2 for individual Schools' customized implementation of the Reading Challenge.

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

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CSUSA Broward County Schools may also have a Literacy Committee or Reading Leadership Team in order to develop programs and activities that will promote reading throughout the school.

Specification 3: High Quality Reading Instruction is a Dynamic System

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

Essential Reading Components

The six components of reading will be taught explicitly with structured practice to ensure mastery. Phonemic awareness skills, such as phoneme blending and phoneme deletion, will be scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies will be taught systematically and sequentially so that students understand how letters represent sounds and sounds blend together to make words that contain meaning. The curriculum supports students enhancing their phonics skills within their writing. In addition to explicit instruction, these skills are further mastered through centers and cooperative learning activities.

Teachers will provide fluency instruction on three levels of text: high frequency word fluency, phrase fluency, and text fluency. Students will set individual goals for fluency, and teachers will track progress toward achievement through regular fluency assessments.

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

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

Efficient Use of Instructional Time

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

Teachers are also expected to map out their lesson plans in a very structured, research-based manner, following the guidelines of using an introduction, modeling, guided practice, independent practice, and closure within every lesson and every subject. The introduction is intended to hook and engage the

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students, previewing content in a meaningful way, as well as discuss the essential question and objective for the lesson. Teachers then model the skill they are trying to teach, explaining step-by-step in an explicit manner. Guided practice is used for students to apply the skill under guidance from the teacher, who is there to further explain misunderstandings or reinforce correct actions.

Reading processes and literary analysis skills will be taught through direct instruction of content cluster skills and by modeling of metacognitive comprehension strategies (Keene and Harvey & Goudvis). This is supported through guided reading with leveled texts. Students will have access to leveled readings and activities in targeted small groups and centers used for individualized instruction and practice. Highly qualified teachers will appropriately group students by level and differentiate instruction targeted to particular groups' needs through scaffolded, guided reading lessons. Additionally, instructional software, which adapts to students individual needs will be used.

Students move into independent practice when they have proven they have understood the concept, and the purpose is to master the objective. During this time, teachers can work with small-groups, and focus on targeted instruction using research-based strategies such as Guided Reading, and implement differentiated and skill-specific centers. This allows teachers to provide extra assistance to those who are not ready to move on to the independent practice stage and hone in on particular deficiencies. Lastly, a closure activity is conducted, whether it is in the form of an exit-slip, or turn-and-talk response, in order to gauge final understanding of the concept taught within the lesson. This effective use of instructional time plan applies to all subject areas, not just reading. For those students who are in need of extra instructional time and support, see the sample schedules beginning on page 2.

Assessment

At the beginning of every school year, teachers will analyze previous year's state testing scores and assess each student's reading level through a variety of assessments. Examples of assessments that may be available for CSUSA Broward County Schools are shown in Table 5.1 below. See Attachment Section 2 for specific progress monitoring assessments used at individual schools and Attachment C for an overview of CSUSA NWEA and Performance Matters Assessments and reports.

Table 5.1

Grades K-2 Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP and MPG; Running Reading Records; FLKRS (Kindergarten only)	3 times a year
Diagnostic	Wonders; DIBELS	Minimum of 3 times a year
Progress Monitoring	Running Reading Records; Easy CBM; Other tools based on school programs such as NWEA skills	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.
Outcome Measures	NWEA MAP and MPG; Easy CBM, State Assessments	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.

Table 5.2

Grades 3-5 Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP; DIBELS; Easy CBM	3 times a year
Diagnostic	Wonders; DIBELS; DAR	Minimum of 3 times a year
Progress Monitoring	Running Reading Records; Easy CBM; STAR; DIBELS: Other tools based on school programs	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.
Outcome Measures	NWEA MAP and MPG; Easy CBM; State Assessments	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.

Table 5.3

Grades 6-12 Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP;	3 times a year
Diagnostic	DIBELS (6^{th} Grade); CMAs, DAR	Minimum of 3 times a year
Progress Monitoring	CBM; CMAs, Other tools based on school programs	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.
Outcome Measures	NWEA MAP; Easy CBM; State Assessments	Minimum of every 3-4 sessions within a 6-8 week intervention cycle.

In addition to the assessments above, fluency assessments such as oral reading fluency checks using scaffolded discussion templates, will provide data regarding reading level progress. For those students with disabilities for whom participation in the regular state assessments has been deemed not appropriate per their Individualized Education Plans, alternative options will be provided per the Florida state guidelines. CSUSA Broward County schools will be in compliance with all guidelines and requirements, including assessments, for students with Individual Education Plans, and English Language Learners. CSUSA For those third grade students who do not meet standardized testing passing requirements, CSUSA Broward County Schools will utilize assessments within the state and district guidelines. These assessments include Standards-Based Common Monthly Assessments (CMAs) and Wonders assessments. Teachers will administer weekly standards assessments to measure mastery of Florida Standards. Weekly standards assessments are formative assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was

taught. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. CMAs also provide a uniform tool to CSUSA Broward County Schools to measure mastery of the GVC. CMAs are used to identify students who are not mastering grade level standards as an indicator for who might need additional support, and is not used for RtI purposes. NWEA, administered three times per year, as well as CMAs will provide data regarding progress toward the state-mandated assessment, and are described as follows:

- NWEA Interim Formative Assessments - The Northwest Evaluation Association (NWEA) assessments are nationally normed, Common Core-aligned assessments proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. NWEA currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG). These assessments are computer-based, which help prepare students for the format of the state assessment as well. NWEA MAP tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
- CMAs – Research supports the use of common assessments to reinforce coherence in rigorous standards- based classroom instruction, ensuring that students in need of reading remediation are identified (Richardson, 2008; DuFour, Eaker & Many, 2010).

  CSUSA uses the Key Data Systems INSPECT Common Core Item Bank in 2015 for CMA creation. This is an expanded item bank, that includes high-quality, standards based items which have been created through a rigorous item development process, including multiple rounds of review, in order to ensure items are aligned to Common Core standards, and state-specific versions of the Common Core standards. Additionally, this item bank provides grade level appropriate questions that are free of potential bias and sensitivity concerns, and follow the principles of universal design. This test bank includes many expanded and improved options for creating assessments. Further, items are now coded by difficulty, depth of knowledge, and many innovative item types have been added. The INSPECT bank also includes items aligned to dual-text passages as well as a listening component for ELA. Each of these improvements over The Formative Assessment Item Bank better prepare CSUSA students for the rigor of new computer-based state summative assessments.

  The Formative Assessment Item Bank is now available to K-2 teachers network-wide to create and score formative classroom assessments. Teachers in grades three through twelve have access to the Measured Progress Common Core Item Bank, (NWEA) another Common Core aligned, with similar options for complexity, depth of knowledge and item types.

  CMAs are disseminated to schools to gauge students' progress on mastery of the GVC. The assessments include short-term review, as well as spiral review, to check for mastery. This provides a uniform tool to all schools in CSUSA's network to monitor progress more frequently between interim assessments administered by NWEA.

Assessments are followed by a decision making process to determine the next action to take to meet students' needs. Teachers use data from NWEA, CMAs, and class assessments to drive the decision-

making process with regard to differentiated instruction. This decision making includes re-teaching, changing the instructional strategies, or modifying the developed product do demonstrate understanding. Student groupings will change in classes periodically depending on the activity level and ability level. Teachers will integrate formative assessments throughout activities to make adjustments. Continuously assessing, reflecting, and adjusting content, process, and product enables teachers to best meet the needs of each individual student.

For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision making process will be more formal. After every 3-4 RtI sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8 weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention.

Differentiated Instruction: CSUSA Broward County Schools will follow the belief that differentiated instruction includes:

- A teacher's response to student needs
- The recognition of students' varying background knowledge and preferences Student-centered
- Instruction that addresses students' differences
- A blend of whole-group and small-group instruction.

Research states that teachers can differentiate in three ways: with the content students are learning; the process in which the material is being taught; and the product that is developed to demonstrate learning. Teachers will take into consideration the students' readiness for learning, their interest, and their learning profiles.

Research-based best practices with regard to differentiating include:

- For student readiness: focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on-level text).
- For student interest: allowing students to choose from a list of options of how they will demonstrate mastery (i.e. some students may complete a project, whereas others might write an essay).
- For student learning profile: addressing various individual student differences in learning styles (i.e. students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Using assessments describe previously in the plan, students will be assessed at the beginning of the school year to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. The reading lesson segments can incorporate differentiated texts—for on-level, advanced, below- level, and ELL students. Teachers will utilize various center resources to engage students in reading activities to deepen their understanding of reading skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards), and integration of technology (i.e. listening centers, Reading Plus).

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

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

Specification 4: Reading Text Materials and Resources

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

The Comprehensive Core Reading Plan (CCRP) Materials: As stated on page 4, CSUSA Broward County Schools will use McGraw-Hill Reading Wonders in grades K-5 as the research-based core reading program. As all reading resources are consistently reviewed and evaluated, this choice may change in the future if new, more effective, research-based resources are determined. As stated previously, this proposed program includes a range of diverse print and media aligned with the rigor of Florida Standards. Within the programs there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students.

Accompanying instructional materials such as workshop kits, decodable books, and leveled guided reading sets will be used for differentiated instruction during the K-5 90-minute reading block, and during the regularly scheduled double block of middle school ELA as illustrated on the sample student schedules on pages 2 and 3. This integrated reading and language arts block will infuse reading instruction for all students through the use of research-based strategies such close reading experiences and novel studies with the use of exemplar texts. The increase in complexity will be accomplished by exposing students to authentic texts. Classroom libraries and/or digital libraries are also available to meet the diverse needs of students' reading levels and cultural backgrounds. Students will have the opportunity to utilize these resources at school and at home.

Supplemental Intervention Reading Program (SIRP) Materials

CSUSA Broward County Schools will meet the individual needs of students during the school day, by the adding to the 90- minutes of core reading instruction through the Supplemental Intervention Reading Program. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute

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reading block in times such as the RtI block, through content area integration, during enrichment activities, and any other opportunity, to support student achievement of individual learning goals. A comprehensive list of programs, materials and resources for SIRP is detailed in Attachment A. See Attachment Section 2 for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support SIRP at the 6-12 grade levels.

Comprehensive Intervention Reading Programs (CIRP) Materials: CSUSA Broward County Schools will meet the individual needs of students who, based on diagnostic data described in the Assessment section beginning on page 13, have been identified to have significant skill deficiencies, and/or read one or more years below grade level, These students will be given additional instructional minutes using a research-based intervention program. . In addition to SIRP intervention, students will receive this additional instruction outside of the regularly scheduled reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Various materials and strategies will be utilized to aid those students needing extra support in meeting and exceeding a year's worth of learning. A comprehensive list of programs, materials and resources for CIRP is detailed in Attachment A. See Attachment Section 2 for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support CIRP at the 6-12 grade levels.

Attachment D demonstrates a sample of the decision-making process through which students are identified for strategic or intensive support. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Also reflected in Attachment D are examples of materials that may be utilized during the intervention process. Listed materials will be utilized as the resource, such as FCRR, for research-based reading acquisition strategies. When students are not responding to an intervention their supports are increased, and/or the intervention being used is changed. Assessment and progress monitoring is continued in order to determine and target the deficiency.

Use of Technology and Digital Materials

A primary focus of CSUSA Broward County Schools is utilizing technology as an effective way to increase student engagement and interaction with learning, as well as for real-world application. CSUSA Broward County Schools will do the same and leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student.

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

- Flat screen televisions with interactive tablets
- Laptop computers
- Computer labs

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- Tablets
- Document cameras
- Production room

CSUSA Broward County Schools will utilize digital texts and materials in addition to the traditional texts used in schools. All of the textbook programs used will have a digital book component for both school and home. Reading Eggs, an intervention resource, has over 300 digital books. CSUSA Broward County Schools will work to build a partnership with a local library as well to obtain more access to digital content. Materials will consistently be reviewed and updated based on impact on student achievement, with digital texts as a priority to meet student needs.

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Research-Based Intervention Resources, Programs, and Materials
Additional research-based programs, resources and materials may be used at the individual school level. See Attachment Section 2 for individual school information.

Attachment A

Grades Kindergarten to 2

Assessments	**Frequency**

• **Screening-** NWEA MAP and MPG, Running Reading Records, FLKRS (Kindergarten only)
• **Diagnostics-** Wonders, DIBELS
• **Progress Monitoring-** Running Reading Records, Easy CBM, Other tools based on school programs
Outcome Measures- NWEA MAP and MPG, Easy CBM, State Assessments
	• **Screening - Fall, Winter & Spring Administration**
	  • NWEA MAP and MPG- three times per year
	  • Running Reading Records- three times per year
	  • FLKRS (Kindergarten only)- single administration, kindergarten
	• **Diagnostics-** ongoing
	• **Progress Monitoring (Minimum of every 3-4 sessions within a 6-8 week intervention cycle.)**
	  • Running Reading Records- ongoing, as needed
	  • Easy CBM- ongoing, as needed
	  • Other tools based on school programs- ongoing, as needed
	• **Outcome Measures**
	  • NWEA MAP and MPG- end of year (Spring administration)
	Easy CBM- ongoing, as needed

Program	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
Early Vocabulary Connections (K-1)					x	
Everyday RtI (K-5)	x		x			
Failure Free Reading (1-12)	x	x	x	x	x	x
Fundations (K-3 only)	x	x	x	x	x	
Great Leaps (K-6)		K-2	x			
I-Ready (K-8)	x	x		x	x	
I-Station (K-12)	x	x	x	x	x	
LetterLand (Rutledge Educational Resources) (K-2)	x		x			
LLI (Leveled Literacy Intervention) (K-2 Low Level 3-4)	x	x	x	x	x	x
Lexia Reading (K-12)	x	x	x	x	x	x
Lucy Calkins- Units of Study (K-8)	x	x	x	x	x	x
Phonics for Reading (2-6)	x	x	x			
Phonics for Reading (Curriculum Associates) (Grade 1-HS)		x	x	x		
Reading A to Z (K-6)	x	x	x		x	
Reading Eggs (K-7)	x	x	x	x	x	x
Reading Mastery (K-5)	x	x	x			
Reading Plus (3-12)			x	x		
Sadlier RtI Phonics (K-3)	x	x				
Triumph Learning (K-12)			x	x	x	
Voyager Passport (K-5)			x	x	x	x
Wilson (Grades 2-12)	x	x	x			
WonderWorks (K-5)				x		
Zaner Bloser Reaching All Readers (K-3)	x		x	x	x	

Research-Based Intervention Resources, Programs, and Materials
Additional research-based programs, resources and materials may be used at the individual school level. See Attachment Section 2 for individual school information.

Grades 3-5

Assessments
- **Screening-** NWEA MAP, Running Reading Records (as needed)
- **Diagnostics-** Wonders
- **Progress Monitoring-** Running Reading Records (as needed), Easy CBM, Other tools based on school programs

Outcome Measures- NWEA MAP, Easy CBM, State Assessments

Frequency
- **Screening - Fall, Winter & Spring Administration**
  - NWEA MAP - three times per year
  - Running Reading Records- three times per year
- **Diagnostics-** ongoing
- **Progress Monitoring (Minimum of every 3-4 sessions within a 6-8 week intervention cycle.)**
  - Running Reading Records- ongoing, as needed
  - Easy CBM- ongoing, as needed
  - Other tools based on school programs- ongoing, as needed
- **Outcome Measures**
  - NWEA MAP and MPG- end of year (Spring administration)
    Easy CBM- ongoing, as needed

Program	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary
Corrective Reading- SRA (3-12)		x	x	x	
Everyday RtI (K-5)	x		x		
Failure Free Reading (1-12)	x	x	x	x	x
Fundations (K-3 only)	x	x	x	x	x
Great Leaps (K-6)			x		
I-Ready (K-8)	x	x		x	x
I-Station (K-12)	x	K-3	x	x	x
LLI (Leveled Literacy Intervention) (K-2 Low Level 3-4)	x	x	x	x	x
Lexia Reading (K-12)	x	x	x	x	x
Lucy Calkins- Units of Study (K-8)	x	x	x	x	x
MegaWords (Grades 4-12)	x	x			
Phonics for Reading (2-6)	x	x	x		
Phonics for Reading (Curriculum Associates) (Grade 1-HS)		x	x	x	
Reading A to Z (K-6)	x	x	x		x
Reading Eggs (K-7)	x	x	x	x	x
Reading Mastery (K-5)	x	x	x		
Reading Plus (3-12)			x	x	
Voyager Rewards (4-12)			x	x	
Sadlier RtI Phonics (K-3)	x	x			
Triumph Learning (K-12)			x	x	x
Vocabulary through Morphemes (Grades 4-12)			x	x	x
Voyager Passport (K-5)			x	x	
Wilson (Grades 2-12)	x	x	x		
WonderWorks (K-5)	x	x	x	x	x
Zaner Bloser Reaching All Readers (K-3)	x		x	x	x

Research-Based Intervention Resources, Programs, and Materials
Additional research-based programs, resources and materials may be used at the individual school level. See Attachment Section 2 for individual school information.

Grades 6-12

CSUSA is dedicated to increase the resources and materials used to support SIRP and CIRP at the 6-12 grade levels.

Assessments • **Screening-** NWEA MAP • **Diagnostics-** DIBELS (6th Grade); CMAs, DAR • **Progress Monitoring-** CBM, CMAs, Other tools based on school programs **Outcome Measures-** NWEA MAP, Easy CBM, State Assessments		**Frequency** • **Screening - Fall, Winter & Spring Administration** • NWEA MAP - three times per year • **Diagnostics-** ongoing • **Progress Monitoring (Minimum of every 3-4 sessions within a 6-8 week intervention cycle.)** • CBM- ongoing, as needed • Other tools based on school programs- ongoing, as needed • **Outcome Measures** • NWEA MAP - end of year (Spring administration) Easy CBM- ongoing, as needed				
Program	**Phonics**	**Phonemic Awareness**	**Fluency**	**Comprehension**	**Vocabulary**	**Oral Language**
Corrective Reading- SRA (3-12)		x	x	x		
Failure Free Reading (1-12)	x	x	x	x	x	x
I-Ready (K-8)	x	x		x	x	
I-Station (K-12)	x	K-3	x	x	x	
Inside (6-8 only)				x		
Intensive Reading (MS Course)	x	x	x	x	x	x
Jamestown CRS	x		x	x	x	
Lexia Reading (K-12)	x	x	x	x	x	x
Lucy Calkins- Units of Study and Opinion, Informational, and Narrative Writing (K-8)	x	x	x	x	x	x
MegaWords (Grades 4-12)	x	x				
Phonics for Reading (2-6)	x	x	x			
Phonics for Reading (Curriculum Associates) (Grade 1-HS)		x	x	x		
Reading A to Z (K-6)	x	x	x		x	
Reading Eggs (K-7)	x	x	x	x	x	x
Reading Plus (3-12)			x	x		
Voyager Rewards (4-12)			x	x		
Triumph Learning (K-12)			x	x	x	
Vocabulary through Morphemes (Grades 4-12)			x	x	x	
Wilson (Grades 2-12)	x	x	x			

SAMPLE DRAFT

Reading Intervention Processes and Procedures Manual for SCHOOL NAME HERE

Attachment B

Part I: Problem Solving Team

What is PST? This is a multi-tiered approach to providing services and interventions to students not meeting grade level expectations academically and behaviorally. This process is based on the implementation of interventions with progress monitoring and data analysis. At the conclusion of Tier three interventions, students can be referred to the ESE department to determine eligibility of exceptional educational services. This process is mandated by law and ensures that every student makes at least one year's growth.

Process

TIER 1:

- Implement a Tier 1 Core Curriculum (refer to the Tier list) with all students.
- Collect all data from Core Programs
- If your student is not making sufficient progress, or has been identified through NWEA as being "at risk" begin implementing Tier 2 Interventions in the classroom.

TIER 2:

- Identify a Tier 2 intervention to be implemented within the classroom and collect all data for 6-8 weeks
- If student is not responding to the intervention after a period of 6-8 weeks, complete the "PST 1: Student Data Collection: Cumulative Review and Teacher Input" form
- During the first PST meeting, the team will identify/revise a new intervention you will try in your classroom from our Tier 2 intervention list. The team will also identify a progress monitoring tool to collect your data for at least 6-8 weeks.
- Teachers will collect data based on the specific interventions and will complete the Progress Monitoring Plan (will be provided during PST Meeting)
- At the conclusion of the 6-8 weeks, the PST will meet again to discuss the data you collected on the Tier 2 intervention.
- When the PST meets again, they will determine if the student needs to move to a Tier 3 intervention or if they need to continue the Tier 2 intervention.

TIER 2 MEETING:

- INSERT NAME HERE invites the team and gives them a reminder at least ten days prior to the meting.

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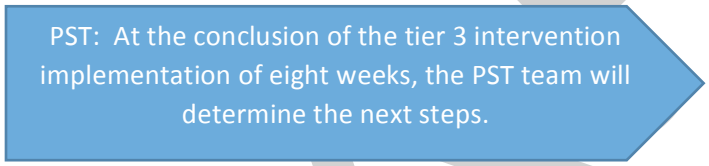
- During the meetings we will review the data collected by the teacher.
- We will also complete the "PST 3: Student Data Collection: Intervention Documentation" form.
- The team will determine a tier three intervention with appropriate progress monitoring or continue with a tier 2 intervention.

TIER 3:

- If the team decides to implement a Tier 3 intervention, the identified intervention teacher will collect data on this intervention for a period of 8 weeks.
- The PST Facilitator will provide specific sheets that you must collect data on. (PMPForm)
- At the conclusion of the eight weeks, the PST team will meet again to discuss the data you collected on the tier 3 intervention.
- The PST team will determine the next steps after the conclusion of the eight weeks.



Who is invited to a PST meeting?

INSERT NAME HERE: Facilitates the meeting

Parents: Are invited, but are not obligated to attend

Administrator: INSERT NAME HERE

INSERT NAME HERE: ESE Specialist/Notetaker

INSERT NAME HERE: Consults on behavioral cases

Subject Area Experts as needed: OT, Speech, and ESOL

General Education Teacher Representative: One representative from K-2, 3-5, and 6-8 will attend for cases within their grade range (preferably for K-5: Students Teacher and Middle School: Students Reading Teacher) CUSTOMIZE BASED ON SCHOOL GRADE LEVELS

What is the difference between an intervention and a progress monitoring tool? An intervention is targeted instructional assistance or strategy that provides additional instruction through individual, small group, or technology assisted groupings. This is in addition to normal instructional programs. Progress monitoring is the tool used to test the student, to determine if the intervention is working, and collect data on the intervention.

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What are our tier 1 Core Programs? What are the corresponding progress monitoring tools? These interventions needs to be delivered in a small group or one on one in the classroom setting.

Skills/Purpose	Resource	Progress Monitor
ELA	Wonders	Wonders Assessments, CMA, NWEA, Grade Level Assessments
ELA	Leveled Readers	Leveled Reader Comprehension Questions, CMA, NWEA, Grade Level Assessments
ELA	Novel Sets	Teacher Generated Novel Assessments, CMA, NWEA, Grade Level Assessments
Behavior	Responsive Classroom & Developmental Design	Frequency of Referrals

What are our tier 2 interventions? What are the corresponding progress monitoring tools? The classroom teacher gives the tier 2 interventions during RTI time in a small group or individual setting.

Skills/Purpose	Resource	Progress Monitor
Foundational Skills(Phonics)	Reading Eggs	Easy CBM
Comprehension	Reading Plus	Intervention Central/Easy CBM
Comprehension	Scholastic Reading Skill Kits	Intervention Central/Easy CBM
Behavior	Behavior Plan	Goals met on Behavior Plan
ELA	Corrective Reading	Easy CBM
ELA	FCRR	Easy CBM
Fluency	Repeated Re-Readings	Easy CBM
Reading	Pre-Referral Invention Manual	Intervention Central/Easy CBM
Behavior	Pre-Referral Invention Manual	ABC Data Sheet or Check-in/Check-out Program
ELA	Wilson Reading	Easy CBM
ELA	Read Works	Intervention Central/Easy CBM

***Additional intervention resources may be available.**

What are our tier 3 interventions? What are the corresponding progress monitoring tools? An intervention teacher (middle school elective teachers, co-teachers, or CRT) has to give the intervention.

What can happen at the conclusion of the PST meeting after tier 3? The student can continue at tier 3 or be referred to ESE for evaluations.

Part II: Gifted

If a parent or teacher thinks a child is gifted, they will inform INSERT NAME HERE and HE/SHE conducts the testing along with our school psychologist. If a student is eligible for gifted service, then INSERT NAME HERE will meet with the team and write a gifted learning plan. INSERT NAME HERE will provide services for consult and pull out.

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Part III: 504

If a student has a medical diagnosis, bring the **doctor's documentation (regarded as having a disability)** to INSERT NAME HERE and HE/SHE will set up a 504 meeting. If the 504 needs to be updated, then HE/SHE will review and update as needed. All 504's will go through a re-evaluation every three years. All 504's need to be copied and given to district student services, INSERT NAME HERE.

Part IV: ESOL

When students register for school, the parents fill out a Home Language Survey. Based on the parent answers, if applicable, INSERT NAME HERE will conduct further screening tests. If a student is found eligible for ESOL services based on this testing, INSERT NAME HERE will create an ESOL plan for services. Re-evaluations will be conducted every three years, but plans need to be updated every year at the beginning of the year. INSERT NAME HERE will provide serves for consult and pull out, in addition to the required paraprofessionals. Students will be provided a word to word dictionary in their native language. Non-English speaking students will also be provided a laptop for translation. (may not be the case at every school)

Part V: ESE

If a student is referred by the PST team, INSERT NAME HERE will have a consent meeting to establish parental consent in psychoeducational testing (can occur during the Tier 3 meeting). At this meeting the team INSERT NAME HERE, the parents, general education teacher, the school psychologist will determine what types of tests need to be conducted. At the conclusion of testing the team will come back together to determine if the student is eligible for ESE services. If the student is eligible, then an IEP will be written. IF the student is not eligible, then the student will be referred back to the PST tier 3. If a student with an IEP needs changes or additions, then INSERT NAME HERE will set up a meeting.

Prior to all IEP meetings, IEP goals will be written two weeks prior to the IEP meeting. A draft of the IEP will be sent home one week prior to the IEP meeting.

Part VI: Speech and Language

During the PST process, the teacher will fill out the "Communication Skills Checklist" to address language issues. INSERT NAME HERE will determine if additional testing or processes need to be completed with regards to language impairment. For additional testing and possible language impairment, pending the results of the checklist, the case will be transferred to the ESE department for consent through eligibility.

For Speech, during the PST process, INSERT NAME HERE will be asked to consult on any suspected speech cases. It is imperative that INSERT NAME HERE consults on all possible cases to ensure that unnecessary speech testing is not ordered. For example, if the articulation impedes the student's learning, then during the PST meeting, INSERT NAME HERE will order a speech screening. At the conclusion of the speech screening, if the student is found with articulation errors that are not appropriate for the child's age, then INSERT NAME HERE will review the results and have the parent sign consent for testing. The results of this testing will be concluded through the ESE department.

Part VII: OT

OT services are related services to a student's IEP. A Student cannot receive O.T. services without an IEP, in addition evaluations cannot be ordered through PST. A student with possible OT concerns should be addressed with INSERT NAME HERE. However, the OT therapist can consult on a student with the PST team. An O.T.

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screening can be performed with a student only if the parent has signed a Consent to Screen form. An O.T. evaluation can be performed when ordered by the team on the Consent to Evaluate/Referral form.

Part VIII: PT

Doctor's Prescription required; if educationally relevant refer to INSERT NAME HERE PT Department

Part IX: Behavioral Cases

If there is a student who is not meeting grade level expectations of behavior, the teacher must first try consulting INSERT NAME HERE for a specific behavior plan. This plan must be implemented for a period of four weeks with consistent data collection and graphing. If the behavior plan does not work or create some improvement in the student's behavior, then the teacher will complete the PST forms as outlined above. In some cases if the there is a severe behavior incident that requires immediate attention (risk of harm to self or others) or if the data for continual behaviors demonstrate poor response to intervention (For example you have tried an intervention with fidelity for which data has been collected for a minimum of 6 weeks, had another meeting tried a second intervention), we will call our behavioral specialist, INSERT NAME HERE, to consult. However, the behavioral specialist may be invited to the PST meetings prior to data for assistance in choosing interventions and directing the team on how and what data would be most appropriate.

On item the behavioral specialist can crate for a student is a Functional Behavior Assessment (FBA), a systematic set of strategies that is used to determine the underlying function or purpose of a behavior, so that an effective intervention plan can be developed. The FBA consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the behavior, and testing the hypothesis. Data collection is an important part of the FBA process. ANY time the team is considering the need for an FBA, two items need to happen; INSERT NAME HERE needs to be notified and invited to the meeting and a parent must sign consent for HIM/HER to observe the student.

Through an FBA it may or may not be determined that a BIP needs to be developed, in which the behavioral specialist will make this determination. A BIP or Behavior intervention plan is a formal and individualized plan that outlines how those working with a student will build skills and replacement behaviors while decreasing problem behaviors. It outlines interventions and needed data collection.

Once the functional behavior assessment is completed and a behavior plan is developed, we have a meeting so that a detailed description of findings and interventions can be provided to families and staff working with the student. Staff from this point would need to document data and implement the plan with fidelity as it becomes part of the IEP if a student has one. Fidelity of interventions impacts data collection and is imperative not only so that we can see what is working but what is not working within the plans and we can best meet the needs of our students.

Students are not required to have an IEP, 504 or any other document. However, due to the complexity of such interventions the behavior analyst/specialist should be consulted before an FBA is ordered. INSERT NAME HERE can also provide the staff with professional development on FAST, CHAMPS, Verbal De-escalation, Behavioral Classroom Strategies, and CPI, as well as assisting with writing safety plans for students that are harming themselves and others.

Part X: Roles and Responsibilities

INSERT NAME HERE: Facilitate ESE related meetings; servicing students; ESE compliance

DRAFT

INSERT NAME HERE and INSERT NAME HERE: service students; write IEP goals; developing AGPR every 4 weeks

INSERT NAME HERE: 504, PST Facilitator, Oversees Parts I-III & IX

INSERT NAME HERE, School Psychologist: participate in determining the testing to be conducted during a consent meetings, psychoeducaitonal testing, and reading the results form testing; PBS Coach; PST consult for progress monitoring

INSERT NAME HERE: Train and coach the ESE department; answer questions on specific St. Lucie County regulations

INSERT NAME HERE: Manage overall compliance and Parts IV-VIII

Dr. Raskin (Service Center): consult if needed

INSERT NAME HERE: ESOL compliance and services

INSERT NAME HERE: Behavioral Specialist

INSERT NAME HERE: Speech/Language Pathologist

INSERT NAME HERE: school wide discipline

INSERT NAME HERE: Occupational Therapist

DRAFT

CSUSA Assessment and Data Reference Sheet
Attachment C

NWEA – Northwestern Evaluation Association

Interim Formative Assessments	
Name	**Description**
MAP (Measures of Academic Progress)	• Administered Fall, Winter, Spring • Grades 2-5, 6-12 • Computer-based, Adaptive • Data: RIT score, student's instructional level
MPG (MAP for Primary Grades)	• MAP with audio support • For grades K and 1 or low performing 2nd grade students
Surveys	• Grades 2+ • Used to test students outside of the testing window • Not a replacement for MAP assessments • Cannot be used in growth calculations (not enough questions) • Computer-based, Adaptive • Data: RIT score • Limited questions and reporting (no goal area RIT scores)
Skills Checklists	• Grades K and 1 • Skill specific assessments for early literacy and numeracy • 28 Math Checklists, 10 ELA Checklists • Does not replace MPG
Kindergarten Screener	• Pre-screener for incoming Kindergarteners • 30 questions each (early literacy and early numeracy) • Does not replace MPG

Reports		
	Name	**Notes**
Teacher Level	Class Report	• Mean & median class RIT • Goal area performance RIT • Student percentile rankings • Lexile range (Reading MAP only) • National and district comparisons
	Class Breakdown	• Student groupings by 10-point RIT bands • Student groupings by subject and goal area • Direct access to Learning Continuum
	Achievement Status and Growth*	• Student growth projections • Student status and growth percentiles • Growth projection attainment • Percent of students who met growth projection • Percentage of overall RIT met • Quadrant graphs of student status and growth percentiles • National and district comparisons
	Student Progress	• Student and parent friendly summary report of student

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	Report	performance • Historical data over time • National and district comparisons
	Learning Continuum	• Skills students are ready to learn, reinforce and introduce • Organized by RIT band, subject, goal area and sub-goal area • Can be grouped and filtered by grade, standard and topic
	MPG Class Report	• Skills Checklist and Kindergarten Screener results per class • Class summary information provided
	MPG Student Report	• Skills Checklist and Kindergarten Screener results per student
School Level	District Summary	• Grade level achievement on MPG/MAP assessments • Historical results by test • Mean RIT, Median RIT and Goal Area Mean RIT • Only available after window closes. Prior to closed window pull ASG by grade pool
	Student Growth Summary*	• Grade level growth projection and performance on MPG/MAP assessments by subject for a specified testing season • Grade level mean RIT, growth projections • % of students in a grade level who met growth projection • Grade level status and growth percentiles • Only available after window closes. Prior to closed window pull ASG by grade pool
	Grade Report	• Mean & median grade level RIT • Goal area performance grade level RIT • Student Percentile Rankings • Lexile Range • National and district comparisons

*Updated for 2015/16

Performance Matters

Assessments	
Common Monthly Assessments	• Grades 1-8 required, Kindergarten required from January-June • Standards assessed according to the pacing of the CSUSA Curriculum Maps • Aligned to Common Core Standards • Computer or paper based
Supplemental Assessments	• Optional • Administered periodically (school-based decision)
Teacher Created Formative Assessments	• UNIFY log-in required • Common Core aligned item bank • Computer or paper based
Reports	
Student Item Analysis	• Results delivered by class • Overall percent correct by student and assessment • Individual item mastery per student • Individual item mastery per class • Dynamic/interactive when viewed in UNIFY

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Item Analysis	• Individual item mastery per class • Overall class standard mastery (% correct) • Results delivered by class when pulled by teacher, or by grade level when pulled by
Student Portfolio	• Collection of ALL student data from the Performance Matters Data Warehouse (CMA, NWEA, state assessment, etc.)
Bbcard	• Customizable report • Can be displayed by grade level, classroom/teacher, or student • Multiple test scores can be included (CMA, NWEA, state assessment, by standard, etc.) • Data can be sorted by headers (teacher, student, ascending, etc.) • Data can be filtered by result/status • Custom report can be exported to Excel or saved as a link for future use

Reading Running Records

- Mandatory for all Kindergarten and 1st graders as well as any 2nd graders taking the MPG
- Administered a **minimum** of 3 times per year, consistent with NWEA testing windows
- One-on-one reading assessment using Fountas & Pinnell Benchmark Assessment System
- Areas Assessed: accuracy, comprehension, self-correction, fluency (optional: words per minute and writing about reading)
- Teacher identifies student's independent and instructional reading level

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Sample Decision Making Process K- 12
Attachment D

Assessment	If…	Then…*	Programs and Materials/Resources/Activities For Support
• Progress Monitoring Assessments: K-5: Running Reading Records; Easy CBM; Wonders Diagnostic assessments or DAR 6-12: CBM; CMAs	• Students score high or moderate risk as determined by grade level specific norms	Provide immediate intensive intervention after the assessment analysis to determine need in any of the following areas: Phonological awareness, phonics, fluency, vocabulary, comprehension, or oral language	**Phonological Awareness** Comprehensive Programs: WonderWorks, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Wilson Strategic Materials/Resources or Activities: FCRR, Rhyme, alliteration, sentence segmentation activities, phoneme manipulation, phoneme blending and segmentation, Elkonin boxes, and word play activities
			Phonics Comprehensive Programs: SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System, Wilson Strategic Materials/Resources or Activities: FCRR, Letter/word recognition games, sight word practice, spelling patterns, word sorting, word puzzles, prefix/suffix/root word lessons, inflectional endings, making words lessons, and word wall games
			Fluency Comprehensive Programs: WonderWorks, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System Strategic Materials/Resources or Activities: FCRR, Repeated readings, sight word practice, Reader's Theater, partner reading, choral reading, chucking, teacher oral reading, listening center and home reading

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Assessment	If…	Then…*	Programs and Materials/Resources/Activities For Support
• Progress Monitoring Assessments: K-5: Running Reading Records; Easy CBM; Wonders Diagnostic assessments or DAR 6-12: CBM; CMAs	• Students score high or moderate risk as determined by grade level specific norms	Provide immediate intensive intervention after the assessment analysis to determine need in any of the following areas: Phonological awareness, phonics, fluency, vocabulary, comprehension, or oral language	**Vocabulary** Comprehensive Programs: WonderWorks, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System Wilson, Just Words Strategic Materials/Resources or Activities: FCRR, Triumph Learning Resources, Tell/retell stories, semantic maps, language play vocabulary map, wide reading, word student, previewing, and content word wall
			Comprehension Comprehensive Programs: WonderWorks, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System Strategic Materials/Resources or Activities: FCRR, Triumph Learning Resources, narrative/expository text, strategy instruction, wide reading, scaffoled questioning, before/during/after reading activities, retelling, teacher oral reading, think alouds, graphic organizers, and summarizing

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Assessment	If…	Then…*	Programs and Materials/Resources/Activities For Support
• Progress Monitoring Assessments: K-5: Running Reading Records; Easy CBM; Wonders Diagnostic assessments or DAR 6-12: CBM; CMAs	• Students score high or moderate risk as determined by grade level specific norms	Provide immediate intensive intervention after the assessment analysis to determine need in any of the following areas: Phonological awareness, phonics, fluency, vocabulary, comprehension, or oral language	**Oral Language** Comprehensive Programs: WonderWorks, SRA Reading Mastery, Voyager Passport Reading Strategic Materials/Resources or Activities: Teacher Scaffolded discussion, teacher modeling, role play/Reader's Theater, think-pair-share, listening center, think alouds

*For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

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CSUSA Broward County Schools
K-12 Reading Plan
Revised December 11, 2015

Attachment Section 2
Individual School Information

Renaissance Charter School at Coral Springs 5020
Reading Plan Attachment

Daily Schedule
K- 2

Kindergarten 8:00 am – 2:30 pm	
Time	**Monday-Friday Schedule**
8:00 am -10:00 am	ELA
10:02 am -10:32 am	Lunch
10:32 am -10:42 am	Recess
10:45am – 11:10 am	ELA-Integrated Social Studies & Science
11:12 am -11:55 am	Specials
11:57am – 12:10 pm	ELA-Integrated Social Studies & Science
12:10 pm-12:45 pm	ELA Intervention/Enrichment Block
12:50 pm -2:25	Math

First Grade 8:00 am – 2:30 pm	
Time	**Monday-Friday Schedule**
8:00 am -10:10 am	ELA
10:12 am -10:42 am	Lunch
10:42 am -10:52 am	Recess
10:55am – 11:25 am	ELA-Integrated Social Studies & Science
11:25 am -12:25 pm	Math
12:25 pm – 1:10 pm	Specials
1:12 pm-1:45 pm	Math
12:50 pm -2:25	ELA Intervention/Enrichment Block

Second Grade 8:00 am –3:00 pm	
Time	**Monday-Friday Schedule**
8:00 am -10:37am	ELA
10:39 am -11:09 am	Lunch
11:15 am -11:55 am	ELA Intervention/Enrichment Block
11:57 am – 1:10 pm	Math
1:12 pm -1:50 pm	Specials
1:52 pm – 2:10 pm	Math
2:10 pm-2:25 pm	Recess
2:25 pm -2:55 pm	ELA-Integrated Social Studies & Science

Third

Third Grade 8:00 am – 3:00 pm	
Time	**Monday-Friday Schedule**
8:00 am -10:00 am	ELA
10:02 am -10:45 am	ELA Intervention/Enrichment Block
10:45 am -11:08 am	ELA
11:10 am – 11:40 am	Lunch
11:40 am -11:50 am	Recess
11:55am – 1:25 pm	Math
1:25 pm-1:55 pm	ELA-Integrated Social Studies & Science
1:57 pm -2:40 pm	Specials
2:42 pm -2:55 pm	ELA-Integrated Social Studies & Science

Fourth-Fifth

Fourth Grade 8:00 am – 3: 00 pm	
Time	**Monday-Friday Schedule**
8:00 am -10:25 am	ELA
10:27 am -11:07 am	Specials
11:10 am -11:40 am	Lunch
11:42am – 11:52 am	Recess
11:55 am -12:10 pm	ELA-Integrated Social Studies
12:10 pm – 12:55 pm	ELA Intervention/Enrichment Block
12:57 pm-2:15 pm	Math
2:17 pm – 2:55 pm	Science

Fifth Grade 8:00 am – 3: 00 pm	
Time	**Monday-Friday Schedule**
8:00 am - 9:40 am	ELA
9:40 am -10:20 am	Specials
10:25 am -10:55 am	ELA
10:55 am – 11:43 am	ELA Intervention/Enrichment Block
11:45 am -12:17 pm	Lunch
12:17 pm – 12:27 pm	Recess
12:30 pm-2:00 pm	Math
2:00 pm – 2:55 pm	Science

Sixth-Eighth

Middle School A-Day Block Schedule	
Period/Time	
8:00 am - 9:34 am	ELA I
9:37 am -11:10 am	MS Elective
11:14 am -12:44 pm	Math
12:47 pm – 1:17 pm	Lunch
1:21 pm -2:55 pm	MS Elective

Middle School B-Day Block Schedule	
Period/Time	
8:00 am - 9:34 am	ELA II
9:37 am -11:10 am	ELA Intervention/Enrichment Block
11:14 am -12:44 pm	Science
12:47 pm – 1:17 pm	Lunch
1:21 pm -2:55 pm	Social Studies

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SIRP/CIRP/Ed Tech

Grades K-2

Fundations: Focus on Phonemic awareness, Phonics/ word study, High frequency word study, Reading fluency Vocabulary Comprehension strategies Handwriting and Spelling.

Phonics for Reading (First –Second): Support students who struggle with reading comprehension from weak phonemic awareness and decoding skills.
Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension, provides word-recognition and spelling instruction, story reading, and independent activities.

WonderWorks: Focus on foundational skills that includes explicit instruction of phonological awareness, phonemic awareness, phonics, fluency, and word recognition to close identified gaps.

Everyday RTI: skills-based activities and assessments to help struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning in Vocabulary, Comprehension and Phonics that supports Common Core and state-specific standards.

Grades Third - Fifth

3rd Fundations: Focus on Phonemic awareness, Phonics/ word study, High frequency word study, Reading fluency Vocabulary, Comprehension strategies Handwriting and Spelling.

Phonics for Reading (Third –Fifth): Support students who struggle with reading comprehension from weak phonemic awareness and decoding skills.
Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension, provides word-recognition and spelling instruction, story reading, and independent activities

WonderWorks: Focus on foundational skills that include explicit instruction of phonological awareness, phonemic awareness, phonics, fluency, and word recognition to close identified gaps.

Everyday RTI: skills-based activities and assessments to help struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning in Vocabulary, Comprehension and Phonics that supports Common Core and state-specific standards.

Grades Sixth-Eighth

Inside Phonics: Build fundamental reading and spelling skills with highly interactive materials designed specifically for older students. Inside Phonics helps students gain independence in reading and writing.

Phonics for Reading (Sixth – Eighth): Support students who struggle with reading comprehension from weak phonemic awareness and decoding skills.
Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension, provides word-recognition and spelling instruction, story reading, and independent activities.

Inside Fundamentals: Standards-based language and literacy instruction with specialized strategies for English learners and struggling readers language, and writing.

Reading Plus- Teachers use this program to help students practice and learn fluency and reading comprehension.

Triumph Learning Resources-

Used as a resource to support research-based reading acquisition strategies
Below Level Materials
-Teacher's Guide
Support Coach-Target reading comprehension
Support Coach-Target Reading Comprehension Phonics and Decoding Practice.

Professional Development

- Renaissance Charter School at Coral Springs (RCSCS) provides PD on the implementation of all instructional materials, reading programs, and strategies based on scientifically-based research, including early intervention, classroom reading materials, and accelerated programs.
- Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing difficulties. Resources used are Florida Kindergarten Readiness Screener (FLKRS), Fountas and Pinnell (Running Records), iReady Diagnostics and NWEA Benchmark assessments.
- Professional development training is scheduled through McGraw Hill (Wonder Works), National Geographic (Inside Phonics), Curriculum Associates (iReady), and Wilson Language Training (Fundations).

Professional Development Calendar	
Programs	**Providers**
Florida Kindergarten Readiness Screener (FLKRS)	Onsight Broward County Schools Brainshark/PMRN
Fountas and Pinnell Benchmark	Onsight Benchmark Assessment System I DVD
iReady Diagnostics	Onsight Curriculum Associates Trainer
NWEA Benchmark	Onsight Charter Schools USA Education Team
Wonder Works	Onsight McGraw Hill Live—Online via WebEx
Inside Phonics	Onsight National Geographic Learning/Cengage Learning Live—Online via WebEx
Fundations	Off sight Wilson Language Training: Professional Learning & Support
Phonics for Reading	Onsight Curriculum Associated Webinar: Getting Started with Phonics for Reading
Reading Plus	Onsight Reading Plus Trainer

- RCSCS administrative team will participate and schedule all PDs and well as create an implementation plan for instructional support. Student's data will be monitored after each diagnostic to create differentiated plan for each grade level. Students' results will be reviewed and discussed during monthly data chats and CPST meetings.

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Reading Challenge

All students will be expected to read a specific number of books at their independent level throughout the year. Teachers will monitor students' independent reading through a variety of methods and celebrate progress toward Renaissance Charter School at Coral Springs school-wide goals. This is tracked in hallway and classroom displays. This challenge will also provide for a home-school connection with reading, in addition to their regular daily homework assignments from core courses.

In grades K – 2, parents are required to sign a reading log or tracking system to monitor students' independent reading at home. In grades 3 – 8, students and parents access the reading tracker online through the Whoooo's Reading platform (Learn2Earn.com). Parents can facilitate deeper understanding of texts by being the "teacher" at home, asking their children questions about what they are reading and providing support for any book reports or projects that may need to be completed. Students are encouraged to use their local library or borrow from the leveled classroom libraries in order to fulfill the requirements of the reading challenge.

Program Implementation and Progress Monitoring

Grades Kinder - Second

Program	Implementation	Progress monitoring
Kinder -2nd: iReady	Administer online diagnostic, students will use online program in centers rotation and/or differentiated homework. Students will be provided with a minimum of 60 minutes of online instruction each week.	Students are assessed 3 times yearly: fall, winter, and spring. Data results used to plan differentiated instruction based on students' needs.
Kinder -2nd: Wonderworks	First 15-20 minutes of the ELA block daily with direct/explicit instruction, guided practice and individual practice/small group	Assessment to monitor progress and mastery through daily use. Foundational Skills Assessments given every six weeks, used to plan future intervention lessons, provide feedback on specifics skills, and address deficits
Kinder-2nd: Fundations	Small group instruction for prevention group 30 minutes daily for early intervention groups 30 minutes, 3-5 times weekly plus daily standard lesson.	Students are assessed after each lesson. Data results used to plan differentiated instruction based on students' needs.
1st-2nd: Phonics for Reading	Taught in small groups or one-on-one by a classroom teacher; or following training, by an aide, tutor, or volunteer. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions	**Placement Tests**—Use for placing students within the program or to measure growth at the end of the program or school year. **Checking Up**—Ten activities throughout each level offer teacher and students a formal measure of skills. **Fluency Assessment**—Teacher Guides for

		Second and Third Level provide directions for using story passages to assess fluency and activities for building fluency. Data results used to track students' progress for RtI based on students' needs.

Grades Third –Fifth

Program	Implementation	Progress monitoring
iReady	Administer online diagnostic, students will use online program in centers rotation and/or differentiated homework. Students will be provided with a minimum of 60 minutes of online instruction each week.	Students are assessed 3 times yearly: fall, winter, and spring. Data results used to plan differentiated instruction based on students' needs.
Reading Plus	Administer online diagnostic, students will use online program in centers rotation and/or differentiated homework. Students will be provided with a minimum of 60 minutes of online instruction each week.	Students are assessed twice yearly: fall and spring. Data results used for adaptive small group intervention instruction and to show students' growth.
Wonderworks	First 15-20 minutes of the ELA block daily with direct/explicit instruction, guided practice and individual practice/small group	Assessment to monitor progress and mastery through daily use. Foundational Skills Assessments given every six weeks, used to plan future intervention lessons, provide feedback on specifics skills, and address deficits
3rd: Fundations	Small group instruction for prevention group 30 minutes daily for early intervention groups 30 minutes, 3-5 times/weekly plus daily standard lesson.	Students are assessed after each lesson. Data results used to plan differentiated instruction based on students' needs.
Phonics for Reading	Taught in small groups or one-on-one by a classroom teacher; or following training, by an aide, tutor, or volunteer. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions	**Placement Tests**—Use for placing students within the program or to measure growth at the end of the program or school year. **Checking Up**—Ten activities throughout each level offer teacher and students a formal measure of skills. **Fluency Assessment**—Teacher Guides for Second and Third Level provide directions for using story passages to assess fluency and activities for building fluency. Data results used to track students' progress for RtI based on students' needs.

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Grades Sixth – Eighth

Program	Implementation	Progress monitoring
iReady	Administer online diagnostic, students will use online program in centers rotation.	Students are assessed 3 times yearly: fall, winter, and spring. Data results used to plan differentiated instruction based on students' needs.
Reading Plus	Administer online diagnostic, students will use online program in centers rotation and during Reading Intervention Block. Students will be provided with a minimum of 135 minutes of online instruction each week.	Students are assessed twice yearly: fall and spring. Data results used for adaptive small group intervention instruction and to show students' growth.
Inside Phonics	Students first take the Phonics Test. If they do not show mastery of phonics and decoding skills, they are placed in either Level A or Level B of the program. Students are placed in small groups to receive explicit, systematic instruction in phonemic awareness, phonics and decoding, spelling, and high frequency words throughout the instructional plan.	The program's Placement Test includes a Phonics Test and a Reading Level Lexile® test. Teachers monitor during each reading and provide corrective feedback and other support, including discussion of hard words, teaching text features and genre, summarizing, and practice with phrasing. After several practice sessions, students do a timed reading of the text. The teacher notes misreads and calculates words correct per minute. Students graph their performance and set a personal goal for improvement in subsequent timed readings.
Phonics for Reading	Taught in small groups or one-on-one by a classroom teacher; or following training, by an aide, tutor, or volunteer. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions	**Placement Tests**—Use for placing students within the program or to measure growth at the end of the program or school year. **Checking Up**—Ten activities throughout each level offer teacher and students a formal measure of skills. **Fluency Assessment**—Teacher Guides for Second and Third Level provide directions for using story passages to assess fluency and activities for building fluency. Data results used to track students' progress for RtI based on students' needs.
Triumph Learning Resources	Teachers and co-teachers use Triumph Learning resources daily in conjunction with research-based instructional strategies for re-teaching, pull-out and small group differentiated instruction for fluency, comprehension, and vocabulary. Students work in groups of 6-8 students.	Students are assessed weekly using the skill based lesson assessments integrated in the program.

Reading Plus	Teachers use Reading Plus during their daily differentiated instruction center rotations as well as in the student's intervention classes. All Students work at their own level individually on the computer.	Teachers analyze the SR accountability and instructional summary weekly progress reports to track reading gains and student usage in the program. The teachers use this information to plan data-driven instruction to help students master the standards.

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Appendix N

ELLevation Reports

Renaissance Charter School at Coral Springs
ELLevation Report

School Name	School LEA Code	Grade Level	Lang. Classification	Date Entered US Schools	ESOL Program Entry Date	ELL Plan Date	Re-Eval Date
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	C1	8/22/2011	8/22/2011	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	B2	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	8/27/2015	8/27/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	C1	8/22/2011	8/22/2011	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	8/20/2008	8/29/2008	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	8/31/2015	8/31/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	8/31/2015	8/31/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	A2	8/23/2010	8/23/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	C1	8/22/2011	9/19/2013	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	C1	8/22/2011	8/30/2011	11/9/2015	11/9/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	B2	8/23/2010	8/23/2010	8/24/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/18/2014	8/26/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/23/2010	9/20/2010	11/9/2015	11/9/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	10/16/2008	10/16/2008	11/9/2015	11/9/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/23/2010	9/15/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	8/25/2008	9/2/2008	11/9/2015	11/9/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A1	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	B2	8/23/2010	8/23/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	3	B2	8/24/2015	9/18/2015	9/18/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	6	B2	10/14/2014	10/20/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	B1	2/18/2014	2/21/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	8/27/2015	8/27/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	6	B2	8/24/2015	9/22/2015	9/22/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	9/3/2015	9/3/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	9/18/2015	9/18/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	9/1/2015	9/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	B2	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	3	B2	11/30/2011	8/17/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	C1	8/23/2011	9/2/2011	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	9/12/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A1	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	A2	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/23/2010	9/3/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	8/18/2014	8/18/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/23/2010	9/3/2010	11/9/2015	11/9/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	C1	8/22/2011	9/15/2011	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/24/2010	10/11/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	8/18/2014	9/10/2014	10/1/2015	

5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	8/27/2015	8/27/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	9/4/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	B1	1/30/2013	1/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	B2	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/26/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	6	C1	8/24/2009	8/26/2009	11/6/2015	11/6/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	C1	8/23/2010	8/23/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	7/1/2011	8/28/2014	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/20/2012	9/9/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	6	B2	8/22/2011	8/26/2011	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B1	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/23/2010	8/23/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	8/28/2015	8/28/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B1	8/24/2015	8/28/2015	8/28/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	A1	11/5/2014	3/10/2015	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	11/1/2010	11/1/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	3	B2	8/20/2012	8/20/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	8/27/2015	8/27/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	6	A1	8/18/2014	8/18/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/24/2009	9/21/2009	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	3	C1	8/20/2012	9/4/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	8/20/2008	8/21/2008	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	9/2/2014	9/4/2015	9/4/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	10/7/2010	10/7/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A1	9/21/2015	9/21/2015	9/21/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	3	C1	8/20/2012	10/31/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	8/14/2006	8/14/2006	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	8/20/2008	8/20/2008	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	2/4/2014	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	4/12/2011	8/22/2011	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	9/8/2015	9/8/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	9/8/2015	9/8/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	8	C1	3/4/2013	3/4/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	3	C2	8/20/2012	9/9/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	8/20/2008	8/25/2008	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	8/28/2015	8/28/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/23/2010	2/14/2008	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	3	C1	8/20/2012	10/31/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	C1	8/23/2010	9/2/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	B1	8/18/2014	10/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/18/2014	8/26/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A1	8/24/2015	8/28/2015	8/28/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	9/8/2015	9/8/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	8/28/2015	8/28/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	B1	1/6/2012	1/6/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	8/20/2007	1/13/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	A2	8/19/2013	8/30/2013	10/1/2015	

5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	9/3/2015	9/3/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/19/2013	8/19/2013	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	5	C1	8/23/2010	9/10/2010	11/10/2015	#########
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	9/8/2015	9/8/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	3	B2	8/20/2012	10/31/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	C1	8/23/2010	8/23/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	4	C1	8/23/2010	9/14/2010	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	6	C1	12/14/2010	12/14/2010	8/24/2015	9/10/2014
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/1/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	C1	8/20/2008	1/26/2009	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A1	8/24/2015	8/28/2015	8/28/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	8/31/2015	8/31/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	C1	8/18/2014	9/10/2014	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/28/2013	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	3	C1	8/20/2012	10/31/2012	9/18/2015	9/18/2015
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	A2	12/4/2013	1/7/2014	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	9/4/2013	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	2	C1	8/19/2013	8/30/2013	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B2	8/18/2014	9/10/2014	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	B1	8/18/2014	9/10/2014	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	7	B1	8/26/2014	8/26/2014	10/5/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	A2	8/24/2015	8/28/2015	8/28/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	K	B2	8/24/2015	9/2/2015	9/2/2015	
5020 - RENAISSANCE CHRT OF CORAL SPRS	5020	1	A1	8/18/2014	8/18/2014	10/5/2015	

Appendix O

Fixed Assets Report Reconciled with General Ledger

RCSCS Ren. Charter School at Coral Springs

Fixed Assets Excel

11/10/2015 8:45 AM

FYE: 6/30/2015 Mth: 6/30/2015

Asset	*	Property Description	Date In Service	Book Cost	c	Book Prior Depreciation	Book Current Depreciation	Book YTD Depreciation	Book End Depr	Book Net Book Value	Book Method	Book Period
Group: 13200-Improv. Oth. Bldg												
3		Furnish & Install Trench	11/01/11	5,716.00		2,048.24	47.63	523.97	2,095.87	3,620.13	S/L	10.0
15		IT Infrastructure	7/01/11	13,131.00		5,486.22	104.72	1,151.96	5,590.94	7,540.06	125DB	10.0
16		IT Infrastructure	7/01/11	45,196.44		17,701.92	376.64	4,143.00	18,078.56	27,117.88	S/L	10.0
17		Cables	7/01/11	384.05		150.44	3.20	35.21	153.64	230.41	S/L	10.0
37		Install Safety Rails	4/16/13	12,697.00		2,645.21	105.81	1,163.89	2,751.02	9,945.98	S/L	10.0
40		Remove Drywall Cafe/Admin	7/01/13	4,200.00		805.00	35.00	385.00	840.00	3,360.00	S/L	10.0
44		Rolling Shutter for Cafe & Office &	7/11/13	3,621.00		694.02	30.18	331.92	724.20	2,896.80	S/L	10.0
		13200-Improv. Oth. Bldg		84,945.49	c	29,531.05	703.18	7,734.95	30,234.23	54,711.26		
Group: 13301 -Building-Cap Lease												
2		Building - Cap Lease	7/01/11	18,755,837.86		1,632,452.57	34,733.03	382,063.37	1,667,185.60	17,088,652.26	S/L	45.0
		13301 -Building-Cap Lease		18,755,837.86	c	1,632,452.57	34,733.03	382,063.37	1,667,185.60	17,088,652.26		
Group: 13400 -Furn, Fix, & Equip												
6		Spectrum MLT360 Laptop Cart	5/24/12	1,379.91		827.94	23.00	252.98	850.94	528.97	S/L	5.0
7		Single Sided Monument	5/23/12	14,723.85		8,834.31	245.40	2,699.37	9,079.71	5,644.14	S/L	5.0
19		CDW Promethean AB 178 MNTS	4/01/12	9,900.00		6,270.00	165.00	1,815.00	6,435.00	3,465.00	S/L	5.0
29		Qty 2 Sprcturm MTL30 Laptop Car	1/31/13	2,100.00		980.00	35.00	385.00	1,015.00	1,085.00	S/L	5.0
30		Qty 11 Electronic Whiteboard	1/31/13	16,390.00		7,648.66	273.17	3,004.83	7,921.83	8,468.17	S/L	5.0
31		Qty 10 Mitsubishi Projector	1/31/13	7,825.00		3,651.66	130.42	1,434.58	3,782.08	4,042.92	S/L	5.0
32		KCG200GW FREEZER	2/01/13	1,333.56		622.32	22.23	244.48	644.55	689.01	S/L	5.0
33		USMarker Qty 12 Teach n GO Cart	3/27/13	5,084.48		2,203.28	84.74	932.16	2,288.02	2,796.46	S/L	5.0
39		Mulitple FF&E items from Signatur	6/14/13	60,130.71		24,052.28	1,002.18	11,023.96	25,054.46	35,076.25	S/L	5.0
45		2 Spectrum Retract Cord	9/01/13	4,530.79		1,585.78	75.51	830.65	1,661.29	2,869.50	S/L	5.0
46		13 Panasonic Whiteboards	9/09/13	20,475.00		7,166.25	341.25	3,753.75	7,507.50	12,967.50	S/L	5.0
49		Lockey Exit Alarm	10/22/13	2,886.30		913.99	48.11	529.15	962.10	1,924.20	S/L	5.0
50		CDW Laptop Carts	1/28/14	2,349.69		626.59	39.16	430.78	665.75	1,683.94	S/L	5.0
54		ALLTELNET Phone System	3/14/14	2,023.00		505.75	33.72	370.88	539.47	1,483.53	S/L	5.0
56		SIganture Various Furniture	7/01/14	37,008.59	c	6,784.91	616.81	6,784.91	7,401.72	29,606.87	S/L	5.0
60		CDW AVER Charge Cart (2)	9/22/14	3,591.21	c	484.81	53.87	484.81	538.68	3,052.53	S/L	5.0
61		CDW Panasonic 77 (8)	9/19/14	9,240.00	c	1,247.40	138.60	1,247.40	1,386.00	7,854.00	S/L	5.0
64		Panasonic Installation (8)	9/19/14	3,600.00	c	486.00	54.00	486.00	540.00	3,060.00	S/L	5.0
72		Kenwood UHF (1)	4/28/15	3,905.82	c	86.79	43.40	86.79	130.19	3,775.63	S/L	5.0
		13400 -Furn, Fix, & Equip		208,477.91	c	74,978.72	3,425.57	36,797.48	78,404.29	130,073.62		
Group: 13405 FF&E Capital Lease												
9		Promethean Boards Qty 22	1/01/12	40,678.00		27,796.63	677.97	7,457.63	28,474.60	12,203.40	S/L	5.0
10		Multiple Furniture from Signature P	7/01/11	92,002.98		72,069.02	1,533.38	16,867.22	73,602.40	18,400.58	S/L	5.0
11		Multiple FF&E from Signature Proc	7/01/11	157,911.80		123,697.58	2,631.86	28,950.50	126,329.44	31,582.36	S/L	5.0
12		Multiple FF&E from Signature Proc	7/01/11	47,749.03		37,403.42	795.82	8,753.99	38,199.24	9,549.79	S/L	5.0
13		Multiple FF&E from Signature Proc	7/01/11	62,039.60		48,597.69	1,033.99	11,373.93	49,631.68	12,407.92	S/L	5.0
14		Promethean Boards Qty 24	7/01/11	54,751.03		42,888.32	912.52	10,037.69	43,800.84	10,950.19	S/L	5.0
22		Multiple Office Furnitures	7/18/12	74,059.58		41,967.10	1,234.33	13,577.59	43,201.43	30,858.15	S/L	5.0

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Asset	*	Property Description	Date In Service	Book Cost	c	Book Prior Depreciation	Book Current Depreciation	Book YTD Depreciation	Book End Depr	Book Net Book Value	Book Method	Book Period
Group: 13405 FF&E Capital Lease (continued)												
23		Signature Products-Fire Safe file cal	7/02/12	4,926.04		2,873.53	82.10	903.11	2,955.63	1,970.41	S/L	5.0
		13405 FF&E Capital Lease		534,118.06	c	397,293.29	8,901.97	97,921.66	406,195.26	127,922.80		
Group: 13410 - Computer Hardware												
20		CDW LVO TS TP X130E-450 - (3(	4/01/12	16,508.30		14,674.06	458.56	5,044.21	15,132.62	1,375.68	S/L	3.0
21		CDW LVO 4Yr Onsite NBD	5/01/12	3,750.00		3,270.83	104.17	1,145.83	3,375.00	375.00	S/L	3.0
24		CDW - Computers	7/25/12	9,992.25		9,437.13	277.56	3,053.19	9,714.69	277.56	S/L	3.0
26		CDW-LVO Wide Monitor w/Onsite	8/09/12	9,313.51		8,796.08	258.71	2,845.79	9,054.79	258.72	S/L	3.0
28		CDW -HP SB Rebate E2910-48G	7/31/12	4,291.98		4,053.54	119.22	1,311.44	4,172.76	119.22	S/L	3.0
34		CDW Qty 11 LVO TS TP E530	11/12/12	8,572.25		6,905.43	238.12	2,619.30	7,143.55	1,428.70	S/L	3.0
35		CDW Qty 25 LVO TS TP X131E	11/12/12	16,510.59		13,300.20	458.63	5,044.90	13,758.83	2,751.76	S/L	3.0
38		CDW Qty 20 HP LY PRO 400 & W	4/24/13	6,410.80		4,390.82	178.08	1,958.85	4,568.90	1,841.90	S/L	3.0
43		Lenovo Laptops(80) & Warranties	7/19/13	64,365.52		39,334.48	1,787.93	19,667.24	41,122.41	23,243.11	S/L	3.0
51		CDW LVO Laptops & Warranties	1/28/14	23,382.10		10,392.04	649.50	7,144.53	11,041.54	12,340.56	S/L	3.0
52		CDW Wireless Controller	2/15/14	1,642.00		729.78	45.61	501.72	775.39	866.61	S/L	3.0
53		CDW Computers	2/15/14	5,382.00		2,392.00	149.50	1,644.50	2,541.50	2,840.50	S/L	3.0
57		CDW LVO STF TP (10)	8/19/14	6,545.18	c	1,652.83	165.28	1,652.83	1,818.11	4,727.07	S/L	3.0
58		CDW LVO STF TP 11E(115)	8/19/14	136,543.34	c	34,480.65	3,448.06	34,480.65	37,928.71	98,614.63	S/L	3.0
59		CDW CISCO 802.11 (2)	8/18/14	2,018.00	c	509.60	50.96	509.60	560.56	1,457.44	S/L	3.0
62		MS Surface Pro 3 & Case (6)	12/17/14	8,159.04	c	1,165.58	194.26	1,165.58	1,359.84	6,799.20	S/L	3.0
63		Cisco 2504 Wireless Controller	11/15/14	821.00	c	159.63	22.81	159.63	182.44	638.56	S/L	3.0
66		iBoss Web Filter&copper bypass&li	12/30/14	7,246.00	c	1,035.15	172.52	1,035.15	1,207.67	6,038.33	S/L	3.0
67		Cisco Smartnet,802.11 CTRL,Wirel	11/19/14	5,821.31	c	990.43	141.49	990.43	1,131.92	4,689.39	S/L	3.0
68		CDW LVO Computer & Warranties	12/03/14	75,698.05	c	12,616.35	2,102.72	12,616.35	14,719.07	60,978.98	S/L	3.0
70		Cisco license,802.11,Smartnet	1/16/15	9,841.86	c	1,139.11	227.82	1,139.11	1,366.93	8,474.93	S/L	3.0
		13410 - Computer Hardware		422,815.08	c	171,425.72	11,251.51	105,730.83	182,677.23	240,137.85		
Group: 13415 CompHardware-CapLea												
18		Computer Printers	7/01/11	225,773.33		225,773.33	0.00	0.00	225,773.33	0.00	S/L	3.0
		13415 CompHardware-CapLea		225,773.33	c	225,773.33	0.00	0.00	225,773.33	0.00		
Group: 13810 - Audio Visual												
5		Triology MA 27 Portable Audio	2/01/12	989.00		846.15	16.48	181.32	862.63	126.37	S/L	5.0
36		CDW Qty 5 NEC NP-M300X	11/12/12	3,822.74		2,314.89	63.71	700.84	2,378.60	1,444.14	S/L	5.0
48		13 Projectors	9/09/13	10,140.00		3,549.00	169.00	1,859.00	3,718.00	6,422.00	S/L	5.0
65		School Outfitters PA System	11/05/14	1,199.23	c	139.91	19.99	139.91	159.90	1,039.33	S/L	5.0
69		Complete Alarm CCTV Surveillanc	7/01/14	25,504.00	c	4,675.73	425.07	4,675.73	5,100.80	20,403.20	S/L	5.0
		13810 - Audio Visual		41,654.97	c	11,525.68	694.25	7,556.80	12,219.93	29,435.04		
Group: 13820 - Computer Software												
8		Archipelago-Computer Software	8/22/11	6,379.70		6,379.70	0.00	354.42	6,379.70	0.00	S/L	3.0
25		Educational Technology/Safari Mor	8/01/12	15,011.00		14,177.06	416.97	4,586.70	14,594.03	416.97	S/L	3.0

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Asset	*	Property Description	Date In Service	Book Cost	c	Book Prior Depreciation	Book Current Depreciation	Book YTD Depreciation	Book End Depr	Book Net Book Value	Book Method	Book Period
Group: 13820 - Computer Software (continued)												
27		Alltelnet-10 Basic SIP-software	9/04/12	2,250.00		2,062.50	62.50	687.50	2,125.00	125.00	S/L	3.0
55		ALLTELNET SOFTWARE ASSUI	6/01/14	3,535.00		1,178.33	98.19	1,080.14	1,276.52	2,258.48	S/L	3.0
71		CSUSA Barracuda Backup	2/12/15	3,449.25	c	383.25	95.81	383.25	479.06	2,970.19	S/L	3.0
		13820 - Computer Software		30,624.95	c	24,180.84	673.47	7,092.01	24,854.31	5,770.64		
		Grand Total		20,304,247.65	c	2,567,161.20	60,382.98	644,897.10	2,627,544.18	17,676,703.47		

Appendix S

Projected 5-Year Budget

Renaissance Charter School at Coral Springs
FORECASTED STATEMENTS OF ACTIVITIES
For the Years Ended June 30, 2017, 2018, 2019, 2020 and 2021

	2016-17	2017-18	2018-19	2019-20	2020-21
UNRESTRICTED NET ASSETS:					
Support and revenues:					
Governmental	$ 10,800,249	$ 11,011,988	$ 11,227,962	$ 11,448,256	$ 11,649,256
Other	769,884	781,067	792,475	804,110	812,356
Total support and revenues	11,570,133	11,793,056	12,020,437	12,252,366	12,461,612
Expenses:					
Program:					
Compensation and benefits	5,808,525	5,920,655	6,035,008	6,151,629	6,270,563
Professional services	407,641	415,522	423,503	431,585	439,770
Vendor services	619,106	631,488	644,118	657,000	663,428
Other operating expenses	630,260	642,865	655,723	668,837	682,214
Instruction expense	396,884	403,096	412,919	421,177	388,003
Fixed expenses	130,279	132,885	135,542	138,253	141,018
Interest expense	1,743,059	1,710,911	1,673,042	1,644,806	1,618,854
Provision for depreciation	1,061,930	1,110,643	781,317	789,007	635,325
Provision for amortization	-	-	-	-	-
Total program expenses	10,797,684	10,968,065	10,761,172	10,902,294	10,839,176
Supporting:					
Administrative	70,174	71,577	73,009	74,469	75,958
Fees for Support Center Services	879,073	879,073	905,445	973,353	997,687
Rent - existing facility	220,589	284,406	348,224	412,042	475,859
Total supporting expenses	1,169,835	1,235,056	1,326,678	1,459,864	1,549,504
Total expenses	11,967,519	12,203,122	12,087,849	12,362,159	12,388,681
Change in net assets	(397,386)	(410,066)	(67,412)	(109,793)	72,932
NET ASSETS, July 1	(1,949,582)	(2,346,968)	(2,757,035)	(2,824,447)	(2,934,240)
NET ASSETS, June 30	$ (2,346,968)	$ (2,757,035)	$ (2,824,447)	$ (2,934,240)	$ (2,861,308)

Renaissance Charter School at Coral Springs
Consolidated Income Statement

Renaissance Charter School at Coral Springs

	2016-17	2017-18	2018-19	2019-20	2020-21
Total Number of Students Enrolled	**1,508**	**1,508**	**1,508**	**1,508**	**1,508**
Forcasted Average FTE per Student	**$ 6,729**	**$ 6,864**	**$ 7,001**	**$ 7,141**	**$ 7,284**
REVENUE:					
Government					
Per Pupil Allocation	8,546,161	8,717,085	8,891,426	9,069,255	10,117,432
Special Needs	1,601,564	1,633,595	1,666,267	1,699,593	866,792
Other Government	-	-	-	-	-
Total Government:	10,147,725	10,350,680	10,557,694	10,768,847	10,984,224
Capital Outlay:	213,288	213,288	213,288	213,288	213,288
Board Refund over 250 Students:	201,037	205,058	209,159	213,342	198,966
Grants	-	-	-	-	-
Fundraising	-	-	-	-	-
Before & Aftercare Revenue	388,513	396,283	404,209	412,293	420,539
Food Services	170,674	174,088	177,569	181,121	181,121
Free and Reduced Lunch (DOE reimbursement)	238,199	242,963	247,822	252,779	252,779
Miscellaneous Revenue	210,697	210,697	210,697	210,697	210,697
TOTAL REVENUE	**11,570,133**	**11,793,056**	**12,020,437**	**12,252,366**	**12,461,612**
EXPENSES:					
Administration Staff					
Principal	88,261	90,026	91,826	93,663	95,536
Assistant Principal	63,548	64,819	66,115	67,437	68,786
Dean of Students	102,064	104,105	106,187	108,311	110,477
Business Operations Manager	40,478	41,287	42,113	42,955	43,814
Administrative Assistant	62,097	63,339	64,606	65,898	67,216
Receptionist	27,845	28,401	28,969	29,549	30,140
Enrollment Management	33,692	34,366	35,053	35,754	36,469
Student Services Coordinator	46,349	47,276	48,221	49,186	50,169
Plant Operations	25,870	26,388	26,915	27,454	28,003
Food Service - Director	21,051	21,472	21,902	22,340	22,786
Food Service	32,420	33,068	33,730	34,404	35,093
Before/Aftercare - Director	20,276	20,681	21,095	21,517	21,947
Before/Aftercare	133,831	136,507	139,237	142,022	144,862
	697,780	711,736	725,970	740,490	755,300
Instruction Staff					
Teachers (K-5)	2,023,386	2,063,853	2,105,130	2,147,233	2,190,178
Teachers (6-8) (Math, Sci, SS, LA, Reading)	632,308	644,954	657,853	671,010	684,431
General Music / Chorus Teacher	42,154	42,997	43,857	44,734	45,629
Art Teacher	42,154	42,997	43,857	44,734	45,629
PE Teacher	42,154	42,997	43,857	44,734	45,629
Foreign Language Teacher	42,154	42,997	43,857	44,734	45,629
Technology Teacher	42,154	42,997	43,857	44,734	45,629
Instructional Aide	28,000	28,560	29,131	29,714	30,308
ESE	125,679	128,193	130,757	133,372	136,039
Reading Specialist	42,154	42,997	43,857	44,734	45,629
Co-Teacher	548,000	558,960	570,140	581,542	593,173
Curriculum Resource Teacher	94,562	96,453	98,382	100,350	102,357
Daily Subs	147,050	147,050	147,050	147,050	147,050
	3,851,909	3,926,006	4,001,585	4,078,676	4,157,308
Tutoring	80,772	81,651	82,529	83,408	84,286
Stipends	32,146	32,789	33,445	34,114	34,796
Performance Assessment Pool	245,575	250,486	255,496	260,606	265,818

Renaissance Charter School at Coral Springs
Consolidated Income Statement

Renaissance Charter School at Coral Springs

		2016-17	2017-18	2018-19	2019-20	2020-21
Total Number of Students Enrolled		**1,508**	**1,508**	**1,508**	**1,508**	**1,508**
Forcasted Average FTE per Student		**$ 6,729**	**$ 6,864**	**$ 7,001**	**$ 7,141**	**$ 7,284**
Benefits (Health, Dental, etc)						
Instructional Staff		359,005	366,185	373,509	380,979	388,599
Pupil Personnel Services Staff		4,057	4,138	4,220	4,305	4,391
Instructional Media Services Staff		4,665	4,758	4,854	4,951	5,050
School Administration Staff		40,566	41,377	42,204	43,049	43,909
Food Services Staff		4,057	4,138	4,220	4,305	4,391
Before & Aftercare Staff		4,057	4,138	4,220	4,305	4,391
		416,406	424,734	433,228	441,893	450,731
Workers Compensation						
Instructional Staff		36,201	36,894	37,600	38,320	39,054
Pupil Personnel Services Staff		399	406	415	423	431
Instructional Media Services Staff		222	227	231	236	241
School Administration Staff		3,594	3,666	3,739	3,814	3,890
Food Services Staff		460	469	478	488	498
Before & Aftercare Staff		1,325	1,352	1,379	1,406	1,434
		42,201	43,013	43,842	44,686	45,548
Payroll Taxes (FICA, Med, State/Fed Unempl)						
Instructional Staff		378,936	386,184	393,575	401,112	408,799
Pupil Personnel Services Staff		4,171	4,255	4,340	4,427	4,515
Instructional Media Services Staff		2,328	2,375	2,422	2,471	2,520
School Administration Staff		37,619	38,371	39,138	39,921	40,719
Food Services Staff		4,812	4,909	5,007	5,107	5,209
Before & Aftercare Staff		13,870	14,147	14,430	14,719	15,013
		441,736	450,240	458,912	467,756	476,776
Cost of Compensation		**5,808,525**	**5,920,655**	**6,035,008**	**6,151,629**	**6,270,563**
	% Revenue	50%	50%	50%	50%	50%
Professional Services		3,851.81	3,926.16	4,001.99	4,079.33	4,158.20
Legal Fees		3,000	3,060	3,121	3,184	3,247
Accounting Services - Independent Audit		15,000	15,300	15,606	15,918	16,236
Fee for Support Center Services		879,073	879,073	905,445	973,353	997,687
Outside Staff Development Consulting Fees		5,345	5,451	5,560	5,672	5,785
Temporary Agency Fees		2,040	2,081	2,122	2,165	2,208
Computer Service Fees		158,956	161,864	164,772	167,679	170,587
Fee to County School Board		202,955	207,014	211,154	215,377	219,684
Professional Fees - Other		12,350	12,597	12,849	13,106	13,368
Marketing & Enrollment		6,000	6,120	6,242	6,367	6,495
Staff Recruitment		1,995	2,035	2,076	2,117	2,160
		1,286,714	1,294,595	1,328,948	1,404,938	1,437,458
Vendor Services						
Extra-Curricular Activity Events & Transportation		6,579	6,711	6,845	6,982	7,121
Contracted Food Service		316,233	322,558	329,009	335,589	335,589
Licenses & Permits		1,224	1,248	1,273	1,299	1,325
Bank Service Fees		9,311	9,498	9,688	9,881	10,079
Contracted Special ED non-instruction		3,060	3,121	3,184	3,247	3,312
Contracted Custodial Services		247,081	252,022	257,063	262,204	267,448
Contracted Security		35,618	36,330	37,057	37,798	38,554
		619,106	631,488	644,118	657,000	663,428
Administrative Expenses						
Travel/Auto		2,083	2,125	2,168	2,211	2,255
Airfare		262	267	273	278	284
Meals		102	104	106	108	110
Business Expense - Other		4,389	4,477	4,566	4,658	4,751
Dues & Subscriptions		4,080	4,162	4,245	4,330	4,416
Printing		13,132	13,395	13,663	13,936	14,215
Office Supplies		28,924	29,503	30,093	30,695	31,309
Medical Supplies		1,226	1,251	1,276	1,301	1,327
In-house Food Service - Cost of Food		15,714	16,028	16,348	16,675	17,009
Food Service - Paper and Small wares		260	265	271	276	282
Bad Debt Expense		-	-	-	-	-
		70,174	71,577	73,009	74,469	75,958

Renaissance Charter School at Coral Springs
Consolidated Income Statement

Renaissance Charter School at Coral Springs

	2016-17	2017-18	2018-19	2019-20	2020-21
Total Number of Students Enrolled	**1,508**	**1,508**	**1,508**	**1,508**	**1,508**
Forcasted Average FTE per Student	**$ 6,729**	**$ 6,864**	**$ 7,001**	**$ 7,141**	**$ 7,284**
Instruction Expense					
Textbooks & Reference Books	67,679	67,307	70,413	71,822	73,258
Consumable Instructional (Student)	114,688	116,982	119,322	121,708	124,142
Consumable Instructional (Teacher)	41,102	41,924	42,762	43,618	44,490
Instructional Licenses	69,658	71,051	72,472	73,922	75,400
Library Books	5,493	5,603	5,715	5,829	5,946
Testing Materials	21,405	21,833	22,270	22,715	23,169
Contracted SPED Instruction	76,859	78,396	79,964	81,563	41,597
	396,884	403,096	412,919	421,177	388,003
Other Operating Expenses					
Telephone & Internet	71,775	73,211	74,675	76,169	77,692
Postage	2,478	2,528	2,578	2,630	2,683
Electricity	169,643	173,036	176,497	180,027	183,627
Water & Sewer	12,324	12,571	12,822	13,078	13,340
Waste Disposal	52,271	53,317	54,383	55,471	56,580
Pest Control	4,386	4,474	4,563	4,655	4,748
Maintenance & Cleaning Supplies	22,185	22,629	23,081	23,543	24,014
Building Repairs & Maintenance	286,940	292,679	298,532	304,503	310,593
Equipment Repairs & Maintenance	5,373	5,481	5,590	5,702	5,816
Software Licensing Fees	-	-	-	-	-
Miscellaneous Expenses	2,884	2,941	3,000	3,060	3,121
	630,260	642,865	655,723	668,837	682,214
Fixed Expense					
Rent	220,589	284,406	348,224	412,042	475,859
Office Equipment - Leasing Expense	30,967	31,586	32,218	32,862	33,519
Professional Liability & Property Insurance	99,312	101,299	103,325	105,391	107,499
	350,868	417,291	483,767	550,295	616,877
EXPENSES less Payroll	**3,354,005**	**3,460,912**	**3,598,482**	**3,776,716**	**3,863,938**
TOTAL OPERATING EXPENSES	**9,162,531**	**9,381,568**	**9,633,490**	**9,928,346**	**10,134,502**
Net Income/(Loss) before Financing and Depreciation	**2,407,602**	**2,411,488**	**2,386,947**	**2,324,021**	**2,327,111**
CAPITAL EXPENSES					
Capital Outlay (Capitalized)					
Computers Hardware	109,119	104,539	102,299	102,189	102,189
FF&E	52,400	50,000	50,000	50,000	50,000
Computers Software	11,600	11,600	11,600	11,600	11,600
Land /Building	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	173,119	166,139	163,899	163,789	163,789
Proceeds from Long Term Debt	-	-	-		
Debt Repayments					
Repayment of Long-Term Debt (Princ)	403,919	489,549	447,023	392,573	419,370
Repayment of Long-Term Debt (Interest)	1,743,059	1,710,911	1,673,042	1,644,806	1,618,854
Depreciation and Amortization	1,061,930	1,110,643	781,317	789,007	635,325
Net Income/(Loss) after Financing and Depreciation	**(974,424)**	**(1,065,754)**	**(678,334)**	**(666,155)**	**(510,227)**
NET CHANGE IN FUND BALANCE (Deprec add back)	**87,506**	**44,888**	**102,983**	**122,852**	**125,098**
RESTRICTED FUND BALANCE					
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	**87,506**	**44,888**	**102,983**	**122,852**	**125,098**
CUMULATIVE FUND BALANCE	**1,645,894**	**1,690,783**	**1,793,766**	**1,916,618**	**2,041,716**
CUMULATIVE FUND BALANCE - total	**1,645,894**	**1,690,783**	**1,793,766**	**1,916,618**	**2,041,716**
% Cumm Fund Balance to FTE Revenue	16%	16%	17%	18%	19%

Appendix V

Student Enrollment Reports

PANEL: ___ L03. ENROLLMENT COUNTS YEAR: 16

SCHL/TYP 5020 _ RENAISSANCE CHRT OF CORAL SPRS AREA: __ Curr/Next: C 11/30/15

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
KG	116	49	0	0	12	3	78	102	180	68
01	108	45	2	0	12	11	87	91	178	81
02	133	41	0	1	5	5	79	106	185	67
03	111	40	1	1	12	11	86	90	176	64
04	120	44	1	5	10	4	88	96	184	72
05	89	61	0	1	18	6	92	83	175	53
06	68	55	0	3	9	12	78	69	147	51
07	88	27	0	4	12	7	71	67	138	57
08	69	45	0	7	11	10	76	66	142	39
TOTAL	902	407	4	22	101	69	735	770	1505	552

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

Appendix W

Copy of Registration Forms in Parent's Primary Language

RENAISSANCE CHARTER SCHOOL at Coral Springs

Registration Checklist

Today's Date _____ **Grade Entering** _____

Student Last Name (print clearly) _____ **Student First Name (print clearly)** _____

The following registration documents must be completed and physically submitted to complete your applicant's registration. A completed registration packet must be return within 14 days of accepting an offered seat.

_____ PARENT CONTRACT

_____ INTERNET USE AND PROMOTION FORM

_____ DRESS CODE AGREEMENT

_____ PHOTOGRAPH AND VIDEO RELEASE PERMISSION FORM

_____ PARENT VOLUNTEER AGREEMENT

_____ PROOF OF RESIDENCE (Copy of Legal Guardian's Photo ID, Copy of a Utilities Bill, Copy of Lease Agreement, etc.)

_____ PROOF OF IMMUNIZATION

_____ PROOF OF PHYSICAL EXAM (Within the last 12 months)

_____ COPY OF SOCIAL SECURITY CARD (Optional)

_____ COPY OF BIRTH CERTIFICATE

_____ PROOF OF GUARDIANSHIP (If student is not living with parents)

_____ REQUEST FOR TRANSCRIPTS/CUMULATIVE FOLDER

_____ HOME LANGUAGE SURVEY

_____ SPECIAL PROGRAMS INFORMATION (Copy of IEP, 504, or gifted plan)(If applicable)

_____ CONTACT & EMERGENCY INFORMATION CARD

_____ COPY OF MOST RECENT REPORT CARD (If applicable)

_____ COPY OF ANY STANDARDIZED TESTING (If applicable)

_____ ESOL/ELL, LITERACY FOLDER, AND ANY CONDUCT/DISCIPLINE ACTIONS (If applicable)

RENAISSANCE CHARTER SCHOOL at Coral Springs

rsion: 11/11

CONTACT & EMERGENCY INFORMATION CARD

In case of an emergency, it is imperative that the school be able to reach the student's Parent (as defined below). Please fill in the information on both sides of this card carefully and accurately. Please use ink and print clearly.
**"Parent" includes any adult exercising supervisory authority over a student {section 1000.21(5) Fla. Stat.}*

Student:

Last Name_____First Name_____M.I___Male/Female_____
Grade_____Teacher/Advisor_____Social Security #_____-_____-_____
Date of Birth_____Birth Place_____Home Phone (___)_____
Home Address_____City_____Zip_____
Mailing Address (if different from above)_____City_____Zip_____
Student Lives With: Both Parents_____ Father_____ Mother_____ Other_____
Address/Custody Change: No_____ Yes_____ If yes, please contact the School Office.

Legal Guardian:

Last Name_____First Name_____
Employer_____Work Phone (___)_____
Home Phone (___)_____Cell Phone (___)_____Email_____
Home Address_____City_____Zip_____

Other Parent / Secondary Guardian:

Last Name_____First Name_____
Employer_____Work Phone (___)_____
Home Phone (___)_____Cell Phone (___)_____Email_____
Home Address_____City_____Zip_____

Other Children at Home:

Name	Relationship	Grade	School

Authorized Release Contact:

Please list the names of persons to whom we may release your child or who we may contact if we cannot reach you. THE STUDENT WILL NOT BE RELEASED TO ANYONE OTHER THAN THE PERSONS LISTED BELOW. In selecting someone to whom you authorize the release of your child, consider: Is this person prepared to handle any special needs required by your child?
I hereby authorize contact with, release of emergency related information, or release of the student to the following person(s) in the event of illness, injury, evacuation or other emergency that may occur while the student is in school.

Name	Relationship	Address	Phone

**I declare that the information on this form is true and correct. I will notify the school office immediately of any changes.*

IN CASE OF ILLNESS OR ACCIDENT, RENAISSANCE CHARTER SCHOOL A CORAL SPRINGS HAS MY PERMISSION TO TAKE MY CHILD TO THE HOSPITAL. THE SCHOOL ALSO HAS MY PERMISSION TO PERMIT MY CHILD TO LEAVE THE BUILDING WITH ONE OF THE LISTED EMERGENCY CONTACTS, IF I CANNOT BE LOCATED.

Legal Guardian's Signature /

Date_____**Relationship**_____

School#_____ Medical_____ Other Notes_____

Office Use Only ESI# Restraining Order

RENAISSANCE CHARTER SCHOOL at Coral Springs

rsion: 11/11

Student Last Name_____Student First Name_____Middle_____

Family Physician _____Phone (____)_____

Name of last school attended: _____Date Withdrawn: _____

Is this a private or public school?_____ Located in_____County? Located in_____State?

DEAR PARENT: FOR YOUR CHILD'S WELFARE AND SAFETY, IT IS IMPERATIVE THAT YOU PROVIDE US WITH THE FOLLOWING INFORMATION: INDICATE BELOW ANY HEALTH PROBLEMS REGARDING YOUR CHILD

NO HEALTH PROBLEMS_____CAN YOUR CHILD PARTICIPATE IN ALL SCHOOL ACTIVITIES?_____

ALLERGIES_____IF YES, LIST ALLERGIES:_____

ASTHMATIC_____BRONCHITIS_____DIABETIC_____HEART PROBLEM (SPECIFY)_____

EPILEPSY_____KIDNEY OR BLADDER PROBLEM (SPECIFY) _____

SEVERE REACTIONS TO BEE STINGS OR INSECT BITES (SPECIFY)_____

SERIOUS REACTION(S) TO ANY MEDICATION(S) _____

OTHER (ANYTHING YOU FEEL WE SHOULD KNOW FOR YOUR CHILD'S WELFARE AND SAFETY)_____

_____

_____

IS YOUR CHILD PRESENTLY ON MEDICATION?_____(IF YES, SPECIFY) _____

EMERGENCY TREATMENT AUTHORIZATION

I/We, the undersigned parent(s)/guardian(s) of_____, do hereby give authorization and consent to the school to obtain emergency medical care and necessary emergency transportation to a health care facility.

Legal Guardian's Signature_____

Date_____**Relationship**_____

RELEASE OF MEDICAL INFORMATION

I hereby understand and authorize that my child's medical records or other medical information that was furnished to the school will be shared with the school officials and emergency personnel who have a legitimate medical/educational purpose for accessing such medical records and information.

Legal Guardian's Signature_____

Date_____**Relationship**_____

EMERGENCY DISMISSAL

In the event of a severe storm or other unscheduled emergency dismissal your child is instructed to:

Walk Home_____

Ride Public Transportation_____

Ride School Bus As Usual_____

Ride Home with Parent ONLY_____

Ride Home with Friend Identified On Authorized Contact List_____

RENAISSANCE CHARTER SCHOOL at Coral Springs

SPECIAL PROGRAMS INFORMATION

Student's Name:_____ **Grade**_____

Date of Birth_____ **S.S.N.**_____

1. Does your child have an Individual Education Plan (IEP) requiring services through the Exceptional Student Education (ESE) program? YES_____ NO_____

2. Is your child eligible for English Speakers of Other Languages (ESOL) services? YES_____ NO_____

3. Does your child have a 504 plan? YES_____ NO_____

4. Is your child in the process of being evaluated for ESE services? YES_____ NO_____

5. List any other special programs in which your child has participated.

_____

_____

_____

_____

_____

If you answered "yes" to any of the above questions, please plan to schedule time to speak with our school to provide additional information.

Parent/Guardian Acknowledgement_____ **Date**_____

THIS FORM IS REQUIRED TO COMPLETE REGISTRATION.
AN INCOMPLETE REGISTRATION PACKET WILL RESULT IN THE LOSS OF YOUR CHILD'S SEAT

RENAISSANCE CHARTER SCHOOL at Coral Springs

PARENT OBLIGATION

I (We) the parent(s)/guardian(s) of_____, grade_____agree that:
(*please print*)

WHEREAS, in order to provide my (our) child with a unique educational opportunity;
WHEREAS, by choosing to enroll my (our) child at the Renaissance Charter School at Coral Springs is a decision of my (our) personal choice and not a privilege;
WHEREAS, my (our) desire to enroll my (our) child at the Renaissance Charter School at Coral Springs is premised upon my (our) desire to become an active partner in the education of my (our) child;
NOW THEREFORE, in consideration of the foregoing:

1. As a parent of a student at the Renaissance Charter School at Coral Springs my (our) commitment is to abide by the following resolutions:
   A. To recognize and embrace my role as the primary educator of my child.
   B. To participate in the parenting workshops as provided by the school.
   C. To attend all conferences scheduled with any member of the Renaissance Charter School at Coral Springs staff.
   D. To participate in the Parent Volunteer Program for 20 hours for the first child and 10 hours for each additional child. Recording of volunteer hours will be done on SIS by the parent for credit. ½ of the hours must be completed before Winter Break and the second ½ by May 1st.
   E. To provide transportation to and from school for my child. I understand that if I am late picking up my child, Renaissance Charter School at Coral Springs is not responsible for my child's safety. If my child is continually tardy, I understand that for the benefit of my child's education, he/she may be required to transfer to a school that is more accessible for my child.
   F. To purchase uniforms for my child from the Renaissance Charter School at Coral Springs approved supplier and ensure that my child is wearing the approved uniform daily.
   G. To supply a lunch, either brown bagged or purchased from the Renaissance Charter School at Coral Springs approved vendor, each school day for my child.
   H. To be responsible for timely payment of any fees accrued to my account at the school.
   I. To participate in at least one of the many parent groups i.e. PTO, School's Improvement Committee, Fundraising Committee, etc.
   J. To purchase an Agenda Book and Weekly Folder from the approved supplier and sign book nightly.

2. To do the following things to enhance my (our) child's academic growth I (we) agree to do the following:
   A. To read and use information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.
   B. To provide a suitable time and place within the home for homework.
   C. To assist my child in obtaining and regularly using a library card at the Public Library and allow for at least 60 minutes of homework daily.
   D. To limit television and video games and phone usage during the week and allow more time for reading, studying and family time.
   E. To check my child's homework nightly.

I (we) understand that my child can be dismissed from the school if the information provided on the application or registration materials is false.
I (we) understand that by not fulfilling my contractual obligation to the School and to my (our) child, this may result in my (our) child requested to stay after school, be suspended, lose the opportunity to recommit for placement for the following school year or withdrawn and sent to a regular Public School at the sole discretion of the Principal as approved by the Renaissance Charter School at Coral Springs Governing Board.

Parent/Guardian Acknowledgement_____**Date**_____

Acknowledged by_____**Date**_____
School Official

THIS FORM IS REQUIRED TO COMPLETE REGISTRATION.
AN INCOMPLETE REGISTRATION PACKET WILL RESULT IN THE LOSS OF YOUR CHILD'S SEAT

RENAISSANCE CHARTER SCHOOL at Coral Springs

DRESS CODE

A higher standard of dress encourages greater respect for individual students and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. The school administration reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines and every student shall wear a school uniform.

Hair: Hair must be neat and clean with no "unnatural" colors, i.e. florescent, bright green, mohawks. No hats, bandanas or headbands may be worn. Essentially, no headwear except hair bows, hair bands, etc. for girls. If there is a question, please ask.

Shoes: Students must wear closed heel and closed toe shoes at all times. No sandals, flip-flops, heavy military type boots or shoes with metal tips with non-marking soles, may be worn.

Socks: White socks only

Shirts: Uniform shirts must be tucked in. Polo shirts are purchased through the uniform company in the school colors (Red for K-5 and White or Navy for 6-12) with the school emblem embroidered on the front. **These are the only shirts permitted to be worn in school.**

Bottoms: All **uniform** slacks/shorts must be **worn with a belt** through the belt loops, worn at the waist and be in good repair. Girls are also permitted to wear skorts. **NO: cargo pants, capris, zip off style pants or jeans of any color or style. Shorts must be one arm's length long.** Colors: Navy and Khaki

In General: Boys and girls may not wear body piercing other than earrings or studs in their ear lobes for safety purposes. At no time are students to wear anything offensive, immodest, or deemed inappropriate by the faculty.

Uniforms: Students out of uniform will be given notices. After the third notice for uniform violations in a semester, parents will be called and required to bring the correct uniform to school before the child can return to class. Uniform compliance is necessary in order for students to be invited for continuing attendance.

PE Attire: Students in middle school taking PE classes will be required to wear a school T-shirt, uniform gym shorts, socks and sneakers. Elementary students have the option of a school t-shirt and sweat pants on PE days only.

Parent/Guardian Acknowledgement_____**Date**_____

THIS FORM IS REQUIRED TO COMPLETE REGISTRATION.
AN INCOMPLETE REGISTRATION PACKET WILL RESULT IN THE LOSS OF YOUR CHILD'S SEAT

INTERNET USE AND PROMOTION

Please Print
Student Name _____
(Last) (First) (MI)

Parent/Guardian Name _____

Student/Parent Agreement
As the parent or guardian for the aforementioned student, I do understand and agree to abide by the terms and conditions for use of the school based computers, all network and internet systems. I further understand that violation of these terms or conditions may cause my child to forfeit further use of the technology provided by the school.

I understand that this access is designed solely for educational purposes and the school has taken reasonable precautions to supervise usage. I also recognize it is possible for the school to restrict unsupervised access to all information or materials and I will not hold them responsible for materials acquired on the network. I also accept full responsibility for supervision of my child or ward who may access the resources of the school from outside of the school setting.

I also give the school permission to publish pictures and/or print work of or by my child that promote the best interest of the school and its accomplishments in or on:

a. Dedicated web page
b. Newsletters
c. Brochures
d. Newspaper
e. Cable television
f. Other media resources

_____I GIVE PERMISSION
_____I DO NOT GIVE PERMISSION

Please indicate any exceptions:

_____

_____

_____

Parent/Guardian Acknowledgement_____Date_____

THIS FORM IS REQUIRED TO COMPLETE REGISTRATION.
AN INCOMPLETE REGISTRATION PACKET WILL RESULT IN THE LOSS OF YOUR CHILD'S SEAT

RENAISSANCE CHARTER SCHOOL at Coral Springs

PHOTOGRAPH AND VIDEO RELEASE PERMISSION FORM

I give my permission for Renaissance Charter School at Coral Springs or any school approved media to photograph/video my child. The photographs or video will be used for news organizations and promotional footage used in support of the school. Copies of any videos or photographs taken will be available upon request.

_____I GIVE PERMISSION

_____I DO NOT GIVE PERMISSION

Student Name _____
(Last) **(First)**

Parent/Guardian Signature_____**Date**_____

THIS FORM IS REQUIRED TO COMPLETE REGISTRATION.
AN INCOMPLETE REGISTRATION PACKET WILL RESULT IN THE LOSS OF YOUR CHILD'S SEAT

RENAISSANCE CHARTER SCHOOL at Coral Springs

Home Language Survey

STUDENT NAME:_____ **SS#:**_____ **GRADE**_____
ETHNICITY (*please circle one*):

African American or Black **American Indian or Alaskan Native** **Asian**

Caucasian or White **Hispanic** **Latino** **Multi** **Native Hawaiian or Pacific Islander**

1. Is a language other than English used in the home? ☐ Yes
   ☐ No If yes, language used _____
2. Did the student have a first language other than English? ☐ Yes ☐ No
3. Does the student most frequently speak a language other than English? ☐ Yes ☐ No

Relationship to person completing the survey to student? (Circle One) Mother Father Guardian Self

Parent/Guardian Acknowledgement_____ **Date**_____

* French *

1. Est une langue autre que l'anglais utilisé dans la maison? ☐ Oui ☐ Non
   Si oui, la langue utilisée ? _____
2. Ce que l'élève ont une langue maternelle autre que l'anglais? ☐ Oui ☐ Non
3. L'élève le plus fréquemment parlent une autre langue que l'anglais ☐ Oui ☐ Non

Relation avec la personne remplissant le questionnaire à des étudiants? Maman Papa Guardien Soi-méme

Signature de la personne remplissant ce questionnaire_____ **Jour**_____

* Creole *

1. Èske gen yon lòt lang pase angle itilize nan kay la? ☐ Wi
   ☐ Non Si se wi, lang yo te itilize? _____
2. Èske elèv la gen yon premye lang ki pase angle? ☐ Wi ☐ Non
3. Èske elèv-la pi souvan pale yon lòt lang pase angle? ☐ Wi ☐ Non

Lyen parante li ak moun ranpli sondaj la yo bay elèv? Manman Papa Gadyen Elèv-la menm

Siyati moun ki ranpli fóm-sa ak el'ev-la_____ **Dat**_____

* Portuguese *

1. É uma língua diferente do Inglês utilizados em casa? ☐ Sim ☐ Nâo
   Se sim, a linguagem utilizada? _____
2. O aluno tem uma primeira língua diferente do Inglês? ☐ Sim ☐ Nâo
3. O estudante mais freqüentemente falam uma língua diferente do Inglês? ☐ Sim ☐ Nâo

Relação com a pessoa completar a pesquisa para o aluno? Mâe Pai Tutor(a) O Próprio

Assinatura da pessoa completando este levantamento_____ **Data**_____

* Spanish *

1. Es un idioma distinto del Inglés utilizados en el hogar? ☐ Sí
   ☐ No Si es así, el lenguaje utilizado? _____
2. ¿Tiene el estudiante una lengua materna distinta del Inglés? ☐ Sí ☐ No
3. ¿El estudiante habla con más frecuencia un idioma distinto del Inglés? ☐ Sí ☐ No

Relación con la persona que completa la encuesta a los estudiantes? Madre Padre Guardián Yo mismo

Firma de la persona que completo esta encuesta_____ **Fecha**_____

THIS FORM IS REQUIRED TO COMPLETE REGISTRATION.
AN INCOMPLETE REGISTRATION PACKET WILL RESULT IN THE LOSS OF YOUR CHILD'S SEAT

RENAISSANCE CHARTER SCHOOL at Coral Springs

SCHOOL VOLUNTEER INFORMATION FORM

Student:

Last Name_____First Name_____M.I_____Grade_____

Legal Guardian:

Last Name_____First Name_____M.I_____

Home Address_____

City State Zip

Home Phone (____)_____Cell Phone (____)_____Email_____

Employer_____Work Phone (____)_____

Who should we contact in case of an emergency?

Name_____Phone Number (____)_____

Relationship _____

It is understood that I am offering my services to the school without compensation and without any rights to health benefits in case of injury.

Parent/Guardian Signature_____Date_____

THIS FORM IS REQUIRED TO COMPLETE REGISTRATION.
AN INCOMPLETE REGISTRATION PACKET WILL RESULT IN THE LOSS OF YOUR CHILD'S SEAT

RENAISSANCE CHARTER SCHOOL at Coral Springs

TRANSCRIPT REQUEST FORM

Date:_____ Prior School:___Public ___Private

To: _____
Name of last school attended

_____
Complete address required

_____
City State Zip

_____ _____
School Phone Number School Fax Number

Please send the following information as soon as possible for the following student enrolled in Renaissance Charter School at Coral Spring.

1. Cumulative Folder of all records
2. Transcript of grades - Including grades to date of withdrawal and attendance records
3. Explanation of grading system
4. Results of testing
5. Length of class periods and number of days per week courses met - especially P.E.
6. Certificate of Immunization (HRS Form 680) and health records
7. Special education records, 504 records, psychological evaluation records, and/or special programs documentation

Student Name	Grade	Date of Birth	Withdrawal Date

I hereby give my permission to forward records for the above named student to Renaissance Charter School at Coral Spring.

Signature of Parent / Guardian_____Date_____

This from is required to complete registration. An incomplete registration packet will result in the loss of your child's seat.

Lista de Comprobación de Matrícula

Nombre del estudiante _____Grado _____
(Apellido) (Nombre)

Los siguientes documentos de registro deben ser completados y entregados físicamente para completar el registro de su candidato. Un paquete de inscripción completo debe ser de vuelta dentro de 14 días a partir de la aceptación de un asiento ofrecido.

_____ ACUERDO DE LOS PADRES

_____ FORMULARIO PARA EL USO DE LA INTERNET Y PUBLICIDAD

_____ ACUERDO DEL CÓDIGO DE VESTIR

_____ FORMULARIO DE AUTORIZACIÓN PARA PUBLICAR FOTOGRAFÍAS Y VIDEO

_____ ACUERDO PARA LOS PADRES VOLUNTARIOS

_____ PRUEBA DE RESIDENCIA (copia del documento de identificación con fotografía del tutor legal, copia de un recibo de pago de uno de los servicios públicos, copia del contrato de arrendamiento, etc.)

_____ PRUEBA DE INMUNIZACIÓN

_____ PRUEBA DEL EXAMEN FÍSICO (dentro de los 12 meses)

_____ COPIA DE LA TARJETA DEL SEGURO SOCIAL

_____ COPIA DEL CERTIFICADO DE NACIMIENTO

_____ PRUEBA DE LA CUSTODIA (si el estudiante no está viviendo con los padres)

_____ SOLICITUD PARA LA RELACIÓN DE NOTAS O EL EXPEDIENTE ACUMULATIVO

_____ ENCUESTA DEL IDIOMA QUE SE HABLA EN CASA

_____ INFORMACIÓN DE PROGRAMAS ESPECIALES (copia del Plan Individual de Educación, *IEP*, 504 o el de estudiantes superdotados) (si es pertinente).

_____ TARJETA DE INFORMACIÓN DE CONTACTOS Y PARA CASOS DE EMERGENCIA

_____ COPIA DE LA TARJETA DE CALIFICACIONES MÁS RECIENTE (si es pertinente)

_____ COPIA DE CUALQUIER EXAMEN ESTANDARIZADO (si es pertinente)

_____ LOS EXPEDIENTES DE *ESOL* O *ELL*, Y EL DE ALFABETIZACIÓN Y CUALQUIER MEDIDA DISCIPLINARIA RELACIONADA CON LA CONDUCTA (si es pertinente)

TARJETA DE INFORMACIÓN DE CONTACTOS Y PARA CASOS DE EMERGENCIA

En caso de una emergencia es imprescindible que la escuela pueda comunicarse con uno de los padres del estudiante (como se define a continuación). Por favor, llenen la información en ambos lados de esta tarjeta cuidadosa y correctamente. Por favor, usen tinta y escriban claro en letra de molde.

**"Padres" incluye a cualquier adulto que ejerce autoridad de supervisión sobre el estudiante*

Estudiante:

Apellido _____ Primer nombre_____ Inicial del 2do. nombre___ Masculino/Femenino_____
Grado_____ Profesor o consejero_____ Número del Seguro Social ___-_____-_____
Fecha de nacimiento_____ Lugar de nacimiento_____ Teléfono de la casa (____) _____
Dirección _____ Ciudad _____ Código postal _____
Dirección de correo (si es diferente a la anterior)_____ Ciudad _____ Código postal _____
El estudiante vive con: Ambos padres_____ Padre_____ Madre_____ Otro_____
Cambio de dirección o custodia: No_____ Sí_____ De ser así, comuníquense con la oficina de la escuela.

Tutor Legal:

Apellido_____ Primer nombre_____
Empleador _____ Teléfono del trabajo (____) _____
Teléfono de la casa (____) _____ Celular (____) _____ Dirección electrónica _____
Dirección _____ Ciudad _____ Código postal _____

Otros padres o tutores secundarios:

Apellido_____ Primer nombre_____
Empleador _____ Número de teléfono del trabajo (__)_____
Teléfono de la casa (____) _____ Celular (____) _____ Dirección electrónica _____
Dirección _____ Ciudad _____ Código postal _____

Otros niños en casa:

Nombre	Parentesco	Grado	Escuela

Personas que están autorizadas para recoger el estudiante:

Por favor, mencionen los nombres de las personas a quienes les podemos entregar su hijo si no podemos comunicarnos con ustedes. NO SE LE ENTREGARÁ EL ESTUDIANTE A NADIE QUE NO SEAN LAS PERSONAS MENCIONADAS A CONTINUACIÓN. Al seleccionar a alguien que autoriza para sacar a su hijo de la escuela, tengan en cuenta si esta persona está preparada para atender cualquier necesidad especial que su hijo tenga.

Por la presente, autorizo contacto con, divulgación de la información relacionada con alguna emergencia o que se le entregue mi hijo a las siguientes personas en caso de enfermedad, lesiones, evacuación u otra emergencia que pueda ocurrir mientras mi hijo esté en la escuela.

Nombre	Parentesco	Dirección	Teléfono

**Declaro que la información en este formulario es verdadera y correcta. Notificaré a la oficina de la escuela de inmediato sobre cualquier cambio.*

EN CASO DE ENFERMEDAD O ACCIDENTE, Renaissance Charter School at Coral Springs TIENE MI PERSOMISO PARA LLEVAR A MI HIJO AL HOSPITAL. LA ESCUELA TAMBIÉN TIENE MI PERMISO PARA PERMITIRLE A MI HIJO SALIR DEL PLANTEL CON UNA DE LAS PERSONAS MENCIONADAS EN LA LISTA DE INFORMACIÓN DE CONTACTOS Y PARA CASOS DE EMERGENCIA, SI NO ME PUDIERAN LOCALIZAR.

Firma del tutor legal_____ / _____
Fecha_____ **Parentesco** _____

Office Use Only

School#_____ Medical_____ Other Notes_____
FSI#_____ Restraining Order_____
Date Enrolled_____ Special Needs_____

Apellido del estudiante_____ Nombre del estudiante_____ Segundo nombre_____

Médico de la familia_____ Teléfono (____)_____

Nombre de la última escuela a la que asistió: _____ Fecha de retiro _____

¿Es una escuela privada o pública? _____ Ubicada en: Condado_____ Estado_____

ESTIMADOS PADRES: PARA EL BIENESTAR Y LA SEGURIDAD DE SU HIJO(A), ES IMPPRESCINDIBLE QUE NOS PROVEAN LA SIGUIENTE INFORMACIÓN: INDIQUEN A CONTINUACIÓN CUALQUIER PROBLEMA DE SALUD RELACIONADO CON SU HIJO

NO TIENE PROBLEMAS DE SALUD____ ¿SU HIJO PUEDE PARTICIPAR EN TODAS LAS ACTIVIDADES DE LA ESCUELA?_____

ALERGIAS_____ DE TENERLAS, MENCIÓNELAS:_____

ASMÁTICO_____BRONQUITIS_____DIABÉTICO___ PROBLEMAS DEL CORAZÓN (ESPECIFIQUE)_____

EPILEPSIA_____ PROBLEMAS DE LOS RIÑONES O DE LA VEJIGA (ESPECIFIQUE) _____

REACIONES ALÉRGICAS GRAVES A PICADURAS DE ABEJAS O INSECTOS (ESPECIFIQUE)_____

REACIONES ALÉRGICAS GRAVES A CUALQUIER MEDICAMENTO (ESPECIFIQUE) _____

OTRO (CUALQUIER COSA QUE PIENSE DEBERÍAMOS SABER SOBRE LA SEGURIDAD Y BIENESTAR DE SU HIJO)____

_____

_____

¿ESTÁ SU HIJO TOMANDO MEDICAMENTOS ACTUALMENTE? _____ (DE SER ASÍ, ESPECIFIQUE)_____

_____

AUTORIZACIÓN PARA TRATAMIENTO EN CASO DE EMERGENCIA

Yo/nosotros, el suscrito padres o tutores de _____, por la presente damos autorización y consentimiento para que la escuela obtenga cuidado médico de emergencia y el transporte de emergencia necesario a una institución del cuidado de la salud.

Firma del tutor legal_____ / _____
Fecha_____**Parentesco**_____

DIVULGACIÓN DE INFORMACIÓN MÉDICA

Por la presente entiendo y autorizo que los récords médicos u otra información médica que le fue provista a la escuela se comparta con los administradores de la escuela y el personal de emergencia que tengan un propósito legítimo ya sea educacional o médico para obtener acceso a dichos récords e información.

Firma del tutor legal_____ / _____
Fecha_____**Parentesco**_____

SALIDA EN CASO DE EMERGENCIA

En caso de una tormenta fuerte u otra salida de emergencia inesperada su hijo tiene instrucciones de:
Caminar hasta la casa _____
Usar el transporte público _____
Usar el ómnibus escolar como siempre_____
Regresar a casa con uno de sus padres SOLAMENTE _____
Regresar a casa con amigo identificado en la lista de personas autorizadas _____

Firma del tutor legal_____ / _____
Fecha_____**Parentesco**_____

RESPONSABILIDAD DE LOS PADRES

Yo (nosotros) el padre(s) o tutor(es) de _____, grado _____estoy de acuerdo en que:
(*Por favor escriba en letra de molde*)

CONSIDERANDO QUE, para proporcionarle a mi (nuestro) hijo una oportunidad educativa única;
CONSIDERANDO QUE, al escoger matricular a mi (nuestro) hijo en Renaissance Charter School at Coral Springs es mi (nuestra) decisión personal y no un privilegio;
CONSIDERANDO QUE, mi (nuestro) deseo de matricular a mi (nuestro) hijo en Renaissance Charter School at Coral Springs se basa en mi (nuestro) deseo de ser parte activa en la educación de mi (nuestro) hijo;
POR LO TANTO AHORA, en consideración a lo anterior:

1. Como padre de un estudiante de Renaissance Charter School at Coral Springs, mi (nuestro) compromiso es cumplir las siguientes resoluciones :
   A. Reconocer y aceptar mi papel como el educador principal de mi hijo.
   B. Participar en los seminarios para los padres sobre la crianza de los hijos cuando la escuela los ofrezca.
   C. Asistir a todas las reuniones programadas con cualquier miembro del personal de Renaissance Charter School at Coral Springs.
   D. Participar en el Programa de Padres Voluntarios de 20 horas para el primer hijo y 10 horas por cada hijo adicional. El registro de las horas de voluntariado se realizará en *SIS* por los padres como un crédito. La mitad de las horas tiene que completarse antes de las vacaciones de invierno y la segunda mitad para el 1ro. de mayo.
   E. Proporcionar transporte desde la escuela y hacia la misma para mi hijo. Comprendo que si llego tarde para recoger a mi hijo, Renaissance Charter School at Coral Springs no es responsable por su seguridad. Si mi hijo llega tarde continuamente, comprendo que, por el beneficio de su educación, es posible que se requiera sea transferido a una escuela que es más accesible para mi hijo.
   F. Comprar los uniformes de mi hijo del proveedor aprobado por Renaissance Charter School at Coral Springs y asegurarme de que mi hijo use diariamente el uniforme aprobado.
   G. Proporcionar almuerzo cada día escolar para mi hijo, ya sea que lo lleve o el que se compra del vendedor aprobado por Renaissance Charter School at Coral Springs.
   H. Ser responsable del pago oportuno de cualquier cuota cargada a mi cuenta en la escuela.
   I. Participar al menos en uno de los tantos grupos de padres, por ejemplo, *PTO*, Comité de Mejoramiento Escolar, Comité para recolectar fondos, etc.
   J. Comprar, del proveedor aprobado, una agenda y una carpeta para el trabajo realizado durante la semana y firmarlos todas las noches.

2. Para realizar las siguientes cosas que mejoran el progreso académico de mi (nuestro) hijo, yo (nosotros) estoy de acuerdo en:
   A. Leer y utilizar la información que la escuela envía a casa para mantener informados a los padres sobre los temas académicos que se van a ver y estudiar en el aula.
   B. Proporcionar en la casa un tiempo y lugar apropiado para las tareas.
   C. Ayudar a mi hijo a obtener y utilizar regularmente la tarjeta de la biblioteca en la biblioteca pública y dejar que dedique al menos 60 minutos para las tareas diariamente.
   D. Limitar la televisión y los videojuegos y el uso del teléfono durante la semana y dedicar más tiempo a la lectura, el estudio y a compartir con la familia.
   E. Revisar las tareas de mi hijo cada noche.

Yo (nosotros) comprendo que mi hijo pueda ser retirado de la escuela si la información que proporcionamos en la solicitud o los formularios de matrícula es falsa.
Yo (nosotros) comprendo que si no cumplo mi obligación contractual con la escuela y con mi (nuestro) hijo, esto puede resultar en que a mi (nuestro) hijo se le solicite permanecer en la escuela después de clases, que sea suspendido, pierda la oportunidad de comprometerse nuevamente para la ubicación en el siguiente año escolar o que se retire y se envíe a una escuela pública regular a discreción del director, según lo aprobado por la Junta Directiva de Renaissance Charter School at Coral Springs.

Firma del padre o tutor_____ **Fecha** _____

Firmado por_____ **Fecha**_____

SE REQUIERE ESTE FORMULARIO PARA COMPLETAR LA MATRÍCULA.
UN PAQUETE DE MATRÍCULA INCOMPLETO RESULTARÁ EN LA PÉRDIDA DEL CUPO DE SU HIJO.
Versión: 11/11

USO DE LA INTERNET Y PUBLICIDAD

Por favor, escriban con letra de molde
Nombre del estudiante _____
(Apellido) (Primer nombre) (Segundo nombre)

Nombre de uno de los padres o tutores_____

Acuerdo para los padres y estudiantes
Como padre o tutor del estudiante antes mencionado, entiendo y estoy de acuerdo en cumplir los términos y condiciones para el uso de las computadoras de la escuela, todos los sistemas de la red y de Internet. Además, entiendo que una violación de dichos términos y condiciones puede causar que mi hijo(a) pierda el derecho a usar la tecnología que ofrece la escuela.

Entiendo que este acceso está diseñado exclusivamente para propósitos educacionales y que la escuela ha tomado precauciones razonable para supervisar su uso. También reconozco que es posible que la escuela restrinja el acceso no supervisado a toda información y materiales y no los responsabilizaré por los materiales adquiridos en la red. También acepto toda responsabilidad por la supervisión de mi hijo o pupilo quien puede tener acceso a los recursos de la escuela desde afuera del ambiente escolar.

También doy permiso a la escuela para publicar fotos y/o trabajos impresos hechos de mi hijo o hechos por él para promover el mejor interés de la escuela y sus logros en :

a. Una página de Internet específica
b. Boletines informativos
c. Folletos
d. Periódicos
e. Televisión por cable
f. Otros recursos de comunicación

_____ DOY PERMISO
_____ NO DOY PERMISO

Por favor, indique cualquier excepción:

_____

_____

_____

Aceptación de uno de los padres o tutores_____ **Fecha**_____

FORMULARIO DE AUTORIZACIÓN PARA PUBLICAR FOTOGRAFÍAS Y VIDEOS

Autorizo a la escuela Renaissance Charter School at Coral Springs o cualquier medio de comunicación aprobado por la escuela para tomar fotografías y/o videos de mi hijo(a). Las fotos o videos serán usados por organizaciones de noticias y de carácter promocional con el fin de apoyar a la escuela. Las copias de cualquier video o fotografía que se hayan tomado, estarán disponibles cuando se soliciten.

_____ DOY PERMISO

_____ NO DOY PERMISO

Nombre del estudiante _____**Inicial del 2do. nombre**_____
(Apellido) (Nombre)

Firma del padre o tutor _____**Fecha**_____

FORMULARIO PARA SOLICITAR EL REPORTE DE NOTAS DEL ESTUDIANTE

Fecha: _____ **Tipo de escuela anterior:** ____ Pública ____ Privada

Para: _____
Nombre de la última escuela a la que asistió

_____
Dirección completa requerida

_____
Ciudad Estado Código postal

Por favor, envíen la siguiente información a Renaissance Charter School at Coral Springs *lo más pronto posible*.

1. Expediente acumulativo de todos los archivos
2. Relación de las calificaciones - Incluyendo aquellas hasta la fecha de retiro y los registros de asistencia
3. Explicación del sistema de calificación
4. Resultados de los exámenes
5. Duración de los períodos de clase y número de días por semana en que se daban los cursos - especialmente Educación Física (*P.E.*)
6. Certificado de inmunización y récords de salud
7. Inscripción en programas especiales (tales como programas de discapacidad mental, física, dificultad específica de aprendizaje, superdotados, etc.) y registros de evaluación psicológica

Nombre del estudiante	Grado	Fecha de nacimiento	Fecha en que se retiró

Por medio de la presente, doy mi permiso para que envíen los récords del estudiante mencionado anteriormente a Renaissance Charter School at Coral Springs.

Firma de uno de los padres o tutores _____Fecha_____

Home Language Survey

STUDENT NAME:_____**SS#:**_____**GRADE**_____
ETHNICITY (*please circle one*):

African American or Black **American Indian or Alaskan Native** **Asian**

Caucasian or White **Hispanic** **Latino** **Multi** **Native Hawaiian or Pacific Islander**

1. Is a language other than English used in the home? ☐ Yes ☐ No
   If yes, language used _____
2. Did the student have a first language other than English? ☐ Yes ☐ No
3. Does the student most frequently speak a language other than English? ☐ Yes ☐ No

Relationship to person completing the survey to student? (Circle One) Mother Father Guardian Self

Parent/Guardian Acknowledgement_____**Date**_____

* French *

1. Est-ce qu'il y a une langue autre que l'anglais parlée a la maison? ☐ Oui ☐ Non
   Si oui, quelle langue?
2. Est-ce que la langue maternelle de l'étudiant est autre que l'anglais? ☐ Oui ☐ Non
3. Est-ce que l'étudiant parle souvent une langue autre que l'anglais? ☐ Oui ☐ Non

Ille de parenté de la personne remplissant ce questionnaire avec l'étudiant? Maman Papa Guardien Soi-méme

Signature de la personne remplissant ce questionnaire _____**Jour**_____

* Creole *

1. Eske ou pale yon l'ot lang ki pa angle lakay-ou? ☐ Wi ☐ Non
   Si ki wi lang? _____
2. Eske el'ev-la pale yon l'ot lang ki pa angle? ☐ Wi ☐ Non
3. Eske el'ev-la pale yon l'ot lang ki pa angle tour tan? ☐ Wi ☐ Non

Relasyon ant moun ki ranpli fóm-sa ak el'ev-la? Manman Papa Gadyen Elèv-la menm

Siyati moun ki ranpli fóm-sa ak el'ev-la _____**Dat**_____

* Portuguese *

1. Outro idioma que nâo seja inglês é falado em casa? ☐ Sim ☐ Nâo
   Caso sim, idioma falado _____
2. O estudante tem como primeiro idioma outro além do inglês? ☐ Sim ☐ Nâo
3. O estudante fala mais fequentemente um idioma que nâo seja inglês? ☐ Sim ☐ Nâo

Qual é o parentesco da pessoa, em relacâo ao estudante, completando este levantamento? Mâe Pai Tutor(a) O Próprio

Assinatura da pessoa completando este levantamento _____**Data**_____

* Español *

1. ¿Se habla en la casa otro idioma que no sea el inglés? ☐ Sí ☐ No
   Si es así, ¿qué idioma se habla? _____
2. ¿Es el primer idioma del estudiante otro que no sea el inglés? ☐ Sí ☐ No
3. ¿Habla el estudiante con frecuencia otro idioma que no sea el inglés? ☐ Sí ☐ No

¿Cuál es el parentesco de la persona que llena esta encuesta para el estudiante? Madre Padre Tutor El mismo estudiante

Firma del padre o tutor que completó esta encuesta _____ **Fecha** _____

FORMULARIO DE INFORMACIÓN SOBRE EL VOLUNTARIO ESCOLAR

Estudiante:

Apellido_____Nombre_____Inicial del 2do. nombre ___Grado _____

Tutor Legal:

Apellido_____Nombre_____Inicial del 2do. Nombre _____

Dirección del domicilio _____

Ciudad Estado Código postal

Teléfono de casa (____)_____Teléfono celular (____)_____Dirección electrónica _____

Empleador _____Teléfono del trabajo (____)_____

¿Con quién debemos comunicarnos en caso de emergencia?

Nombre _____ Número de teléfono (____)_____

Parentesco _____

Entiendo que estoy ofreciendo mis servicios a la escuela sin ninguna compensación y sin ningún derecho a beneficios de salud en caso de alguna lesión.

Firma del padre o tutor_____ Fecha _____

INFORMACIÓN SOBRE PROGRAMAS ESPECIALES

Nombre del estudiante:_____**Grado** _____

Fecha de nacimiento_____**Número del seguro social.** _____

1. ¿Es su hijo elegible para recibir servicios a través de un Programa de Educación para Estudiantes Excepcionales (Plan Individual de Educación, *IEP*)?
   SÍ_____NO_____
2. ¿Es elegible para servicios del habla? SÍ_____NO_____
3. ¿Es elegible para servicios de lenguaje? SÍ_____NO_____
4. ¿Es elegible para servicios del Programa *ESOL*? SÍ_____NO_____
5. ¿Tiene su hijo un Plan 504? SÍ_____NO_____
6. ¿Está su hijo en el proceso de ser evaluado para un *IEP*? SÍ_____NO_____
7. ¿Ha sido su hijo evaluado para un Plan 504? SÍ_____NO_____
8. Nombren otros programas especiales en los que su hijo haya participado.

_____

_____

_____

_____

_____

Por favor, planifiquen una cita con nuestros profesores del Programa *ESE* una vez que se les ha notificado que discutan sobre la ubicación de su hijo

Aceptación del padre o tutor_____ **Fecha** _____

CÓDIGO DE VESTIMENTA

Un mayor nivel de vestido alienta un mayor respeto por los estudiantes y los resultados en un major nivel de comportamiento. Nuestras directrices del código de vestimenta indican vestimenta escolar apropiada para días normales de la escuela. La administración de la escuela se reserva el derecho de interpretar estas pautas y / o hacer cambios durante el año escolar. Los estudiantes deben seguir las siguientes pautas y E muy estudiante deberá llevar un uniforme escolar.

Cabello: El cabello debe estar limpio y ordenado sin colores "no naturales", es decir, fluorescentes, de color verde brillante, mohawks. No hay sombreros, pañuelos o cintas para la cabeza pueden ser usados. Esencialmente, hay sombreros excepto diademas para el pelo, cintas para el pelo, etc., para las niñas. Si hay alguna pregunta, por favor pregunte.

Zapatos: Los estudiantes deben usar el talón cerrado y zapatos cerrados en todo momento. No hay sandalias, chanclas, botas tipo militar pesados o zapatos con puntas de metal con suela no deja huella, pueden ser usados.

Calcetines: Sólo calcetines blancos

Camisetas: ONU camisas IFORM deben meterse en. Polos se compran a través de la compañía de uniformes en los colores de la escuela (Red para K-5 y negro o la marina de guerra de 6-12) con el emblema de la escuela bordado en la parte delantera. **Estas son las únicas camisetas permitidos para ser usados en la escuela.**

Bottoms: Todos los pantalones **uniformes** / shorts deben **ser** usados **con un cinturón** a través de los lazos de la correa, usado en la cintura y estar en buen estado. Las niñas también se les permite usar faldas pantalón **NO.:. Pantalones cargo, capris, zip fuera de los pantalones o jeans de cualquier color o el estilo de estilo deben ser un solo pantalón corto de longitud brazos largos.** Colores: Navy y caqui

En general: Los niños y las niñas no pueden usar la perforación del cuerpo que no sean pendientes o espárragos en sus lóbulos de las orejas por motivos de seguridad. En ningún momento son estudiantes a llevar nada ofensivo, inmodesta, o considerados inapropiados por la facultad.

Uniformes: Estudiantes sin uniforme se darán avisos. Después del tercer aviso y por violaciónes uniformes en un semestre, los padres serán llamados y obligados a llevar el uniforme correcto a la escuela antes de que el niño pueda regresar a clase. Cumplimiento uniforme es necesaria para que los estudiantes serán invitados por la asistencia continua.

PE Vestimenta: Se requiere que los estudiantes en la escuela secundaria tomando clases de educación física de llevar una escuela camiseta, uniformes de gimnasia pantalones cortos, calcetines y zapatillas de deporte. Los alumnos de primaria tienen la opción de una escuela de la camiseta y pantalones de deporte en sólo días de educación física.

Tutor Acknowledgement_____ **Date**_____

Lis pou Enskripsyon

Non elèv la _____Klas _____
(Siyati) (Non)

Dokiman yo enskripsyon yo dwe ranpli e fizikman epi li soumèt bay ranpli ou enskripsyon aplikan an. Yon pake enskripsyon konplete dwe retounen nan lespas 14 jou ki vini apre aksepte yon ofri chèz.

_____ KONTRA PARAN

_____ FÒM POU PWOMOSYON AK IZAJ ENTÈNÈT

_____ AKÒ SOU KÒD ABIMAN

_____ FÒM PÈMISYON POU PIBLIKASYON FOTO AK VIDEYO

_____ AKÒ PARAN KÒM VOLONTÈ

_____ PRÈV REZIDANS (kopi ID responsab, kopi bòdwo elektrisite, kopi kontra lwaye, etc.)

_____ PRÈV VAKSINASYON

_____ PRÈV EGZAMEN FIZIK (pandan 12 dènye mwa yo)

_____ KOPI KAT SOSYAL SEKIRITE

_____ KOPI BATISTÈ

_____ PRÈV RESPONSAB (Si elèv la p ap viv avèk paran l)

_____ DEMAND POU RELVE NÒT/KATAB KIMILATIF

_____ SONDAJ SOU LANG KI PALE LAKAY

_____ ENFÒMASYON SOU PWOGRAM ESPESYAL (Kopi IEP, 504, oswa plan elèv soudwe)(Si l aplikab)

_____ KAT KONTAK AK ENFÒMASYON POU IJANS

_____ KOPI DÈNYE KANÈ (si l aplikab)

_____ KOPI NENPÒT TÈS KONVANSYONÈL (si l aplikab)

_____ KATAB ESOL/ELL, ALFABETIZASYON, AK NENPÒT AKSYON SOU KONDWIT/DISIPLIN (Si l aplikab)

KAT ENFÒMASYON POU IJANS AK KONTAK

Nan yon ka dijans, li enpòtan pou lekòl la kontakte Paran elèv la (jan sa defini anba a). Tanpri ranpli enfòmasyon sou de bò kat sa a avèk anpil swen ak presizyon. Itilize plim ak lank epi ekri klèman an lèt detache.
**"Paran" ansanm avèk nenpòt adilt ki egzèse otorite sipèvizyon sou yon elèv*

Elèv:

Siyati_____ Non_____M.I_____gason/fi_____
Klas_____Pwofesè/konsye_____ Sekirite Sosyal___-_____-_____
Dat nesans_____kote li fèt_____ telefòn lakay (____)_____
Adrès_____vil_____Zip_____
Adrès postal (si l pa menm ak sa anlè a)_____vil_____Zip_____
Elèv la abite avèk: toude paran l yo_____ Papa_____ Manman_____ Lòt_____
Adrès/responsab la chanje: Non_____ Wi_____ Si wi, tanpri kontakte direksyon lekòl la.

Responsab:

Siyati_____ Non_____
Anplwayè _____Telefòn travay (____)_____
Telefòn lakay (____)_____Telefòn pòtab (____)_____Imèl_____
Adrès_____Vil_____Zip_____

Lòt Paran / dezyèm responsab:

Siyati _____ Non _____
Anplwayè_____Telefòn travay (____)_____
Telefòn lakay (____)_____Telefòn pòtab (____)_____Imèl_____
Adrès_____Vil_____Zip_____

Lòt timoun nan kay la:

Non	Relasyon	Klas	Lekòl

Moun ki otorize pou vin chèche elèv:

Tanpri bay lis non moun nou kapab remèt pitit ou a oswa nou kapab kontakte si nou pa kapab jwenn ou. NOU P AP REMÈT ELÈV LA BAY OKENN LÒT MOUN KI PA SOU LIS ANBA A. Lè w ap seleksyone moun ou ototrize pou nou vin chèche pitit ou a, panse: èske moun sa a prepare pou l pran swen nenpòt bezwen espesyal pitit ou a genyen?
Nan fòm sa a, mwen otorize pou m kontakte, bay enfòmasyon pou ijans oswa remèt elèv mwen an bay moun ki sou lis anba a (yo) nan ka maladi, domaj, evakyasyon oswa lòt ijans ki kapab rive pandan elèv la nan klas.

Non	Relasyon	Adrès	Telefòn

**Mwen deklare enfòmasyon sou fòm sa a vrè epi kòrèk. M ap enfòme direksyon lekòl la imedyatman si gen kèk chanjman.*

NAN KA MALADI OSWA AKSIDAN, LEKÒLRENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS GENYEN PÈMISYON M POU L MENNEN PITIT MWEN AN LOPITAL. MWEN BAY LEKÒL LA PÈMISYON TOU POU L PÈMÈT PITIT MWEN AN KITE BILDING LAN AVÈK YOUN NAN MOUN KI SOU LIS KONTAK IJANS LA, SI YO PA KAPAB JWENN MWEN.

Siyati responsab legal_____ / _____
dat_____**Relasyon**_____

Office Use Only

School#_____ Medical_____ Other Notes_____
FSI#_____ Restraining Order_____
Date Enrolled_____ Special Needs_____

Siyati elèv_____Non elèv la_____Dezyèm non_____

Medsen fanmi an _____Telefòn (____)_____

Non dènye lekòl li frekante:_____Dat li kite _____

Èske se yon lekòl prive oswa piblik? _____Lokalize nan: rejyon_____eta _____

CHÈ PARAN: POU BYENÈT AK SEKIRITE PITIT OU A, LI ENPÒTAN POU BA NOU ENFÒMASYON KI MANSYONE ANBA A: FÈ NOU KONNEN TOUT PWOBLÈM SANTE PITIT OU A GENYEN

PA GENYEN PWOBLÈM SANTE_____ÈSKE PITIT OU A KAPAB PATISIPE NAN TOUT AKTIVITE LEKÒL LA?_____

ALÈJI_____SI WI, BAY LIS ALÈJI YO:_____

OPRESYON_____BWONCHIT_____DYABÈT_____PWOBLÈM KÈ (PRESIZE)_____

MALKADI_____PWOBLÈM REN OSWA VESI (PRESIZE) _____

REYAKSYON SEVÈ LÈ MYÈL OSWA ENSÈK MÒDE L (PRESIZE)_____

REYAKSYON GRAV LÈ PRAN NENPÒT MEDIKAMAN_____

LÒT (NENPÒT BAGAY OU PANSE NOU DWE KONNEN POU BYENNÈT AK SEKIRITE PITIT OU A)_____

_____

_____

ÈSKE PITIT OU A AP PRAN MEDIKAMAN KOUNYE A?_ (SI WI, PRESIZE) _____

_____

OTORIZASYON POU TRETMAN AN IJANS

Mwen/Nou,paran/responsab SOUSIYE (yo) _____, nan fòm sa a bay lekòl la otorizasyon ak konsantman m pou l resevwa swen medikal ak transpò nesesè nan yon etablisman santé an ijans pou pitit mwen an.

Siyati responsab_____ / _____

Dat_____**Relasyon**_____

ENFÒMASYON MEDIKAL

Mwen konprann epi otorize nan fòm sa a pou pataje dosye medikal pitit mwen an oswa lòt enfòmasyon medikal mwen te bay lekòl la, k ap pèmèt ofisyèl lekòl ak pèsonèl ijans ki genyen yon objektif edikati medical/lejitim pou aksede dosye medikal ak enfòmasyon pitit mwen an.

Siyati responsab_____ / _____

Dat_____**Relasyon**_____

RANVWA AN IJANS

Nan ka yon tanpèt menasan oswa lòt ranvwa ijan enprevi y ap mande pitit ou a pou l:
Mache ale lakay_____
Pran transpò piblik_____
Monte bis lekòl yo kòm dabitid_____
Retounen lakay avèk Paran SÈLMAN_____
Retounen lakay avèk zanmi ki idanfye soul lis kontak lekòl la_____

Siyati responsab_____ / _____

Dat_____**Relasyon**_____

OBLIGASYON PARAN AN

Mwen (Nou) paran(yo)/responsab(yo) _____, klas _____dakò:
(*ekri non ou an lèt detache*)

KONSIDERAN, pou m (nou) bay pitit mwen (nou) an yon opòtinite edikatif inik;
KONSIDERAN, pou m (nou) enskri pitit mwen (nou) an nan Renaissance Charter School at Coral Springs se yon desizyon sou chwa pèsonèl mwen se pa yon privilèj;
KONSIDERAN, volonte m (nou) pou enskri pitit mwen (nou) an nan Renaissance Charter School at Coral Springs repoze sou volonte m (nou) pou vin yon patnè aktif nan edikasyon pitit mwen (nou) an;
AN KONSEKANS, dapre sa k te di oparavan:

1. Kòm paran yon elèv nan Renaissance Charter School at Coral Springs, angajman mwen (nou) se pou m respekte prensip anba yo:
   A. Pou m rekonèt epi anbrase wòl mwen kòm premye edikatè pitit mwen.
   B. Pou m patisipe nan seminè pou paran lekòl la òganize.
   C. Patisipe nan tout reyinyon manm estaf ap fè nan Renaissance Charter School at Coral Springs.
   D. Patisipe nan Pwogram Paran Volontè 20 èdtan pou premye timoun nan ak 10 èdtan pou chak timoun adisyonèl. Paran an ap fè enskripsyon lè volontè yo sou SIS pou jwenn kredi. ½ (mwatye) nan lè yo dwe konplete avan vakans prentan epi dezièm ½ (mwatye a avan 1ye Me.
   E. Bay pitit mwen an transpò ale vini lekòl. Mwen konnen tou si m vin chèche pitit mwen an an reta, Renaissance Charter School at Coral Springs pa responsab pou sekirite pitit mwen an. Si pitit mwen an kontinye ap anreta toutan, mwen konnen pou enterè edikasyon pitit mwen an, yo kapab mande pou l transfere nan yon lekòl ki pi aksesib pou li.
   F. Achte inifòm pou pitit mwen an nan magazen Renaissance Charter School at Coral Springs apwouve epi fè sèten pitit mwen an mete inifòm ki apwouve a chak jou.
   G. Pote manje lekòl, swa yon sache mawon oswa achte chak jou lekòl pou pitit mwen an nan men vandè Renaissance Charter School at Coral Springs apwouve.
   H. Responsab pou peye alè nenpòt frè ki akimile sou kont mwen nan lekòl la.
   I. Pou m patisipe omwen nan youn nan reyinyon paran yo tankou "PTO, School's Improvement Committee, Fundraising Committee", etc.
   J. Achte yon Ajanda (Agenda Book) ak kaye orè pou semèn (Weekly Folder) nan men founisè ki apwouve a epi siyen liv la chak swa.

2. Pou amelyore devlopman akademik pitit mwen (nou) an; mwen (nou) dakò pou m (n) fè sa ki anba yo:
   A. Li epi itilize enfòmasyon lekòl la voye lakay pou kenbe paran enfòme sou sijè yo entwodui ak devlope nan klas la.
   B. Bay yon lè ak plas apwopriye nan kay la pou fè devwa lakay.
   C. Ede pitit mwen an pou l jwenn ak itilize regilyèman yon kat bibliyotèk nan bibliyotèk piblik epi akòde omwen 60 minit pou fè devwa lakay chak swa.
   D. Limite izaj televizyon jwèt videyo ak telefòn pandan semen nan epi bay plis tan pou fè lekti, etidye ak pase tan ak fanmi an.
   E. Tcheke devwa lakay pou pitit mwen chak jou.

Mwen (nou) konprann yo kapab ekspilse pitit mwen an nan lekòl la si enfòmasyon mwen te mete sou aplikasyon an oswa enkrispsyon an te fo.
Mwen (nou) konprann si m pa respekte obligasyon kontra ak lekòl la ansanm ak pitit mwen (nou) an, sa kapab lakoz yo sispann demand ki te fèt pou pitit mwen (nou) an rete nan pwogram apre lekòl, pèdi opòtinite pou reangaje pou plasman pou ane eskolè k ap vini an oswa anile epi voye nan yon Lekòl Piblik sou diskresyon Direktè/tris la sèlman jan Komite Konsèy Renaissance Charter School at Coral Springs apwouve li.

Siyati Paran/Responsab_____Dat_____

Moun ki rekonèt li_____Dat_____
Ofisyèl Lekòl la

FÒM SA A NESESÈ POU KONPLETE ENSKRIPSYON AN.
YON PAKE ENSKRIPSYON KI PA KONPLÈ KAPAB LAKOZ PITIT OU A PÈDI PLAS LI.

IZAJ ENTÈNÈT AK PWOMOSYON

Tanpri, enprime
Non elèv la _____
(Siyati) (Prenon) (Inisyal 2yèm non)

Non Paran/Responsab _____

Akò ANT Paran/Elèv
Kòm paran oswa responsab elèv ki mansyone anwo a, mwen reyèlman konprann ak dakò pou mwen flechi anba tèm ak kondisyon pou itilize òdinatè nan lekòl la, tout rezo ak sistèm entènèt yo. Mwen konprann tou, vyolasyon tèm oswa kondisyon sa yo kapab koz pitit mwen pa kapab itilize teknoloji lekòl la mete disponib.

Mwen konprann aksè sa a fèt sèlman pou rezon edikatif danseka lekòl la pran prekosyon ki rezonab pou sipèvize itilizasyon an. Mwen rekonèt tou, li posib pou lekòl yo fè restriksyon sou tout aksè ki pa sipèvize, pou tout enfòmasyon oswa materyèl epi mwen p ap fè yo responsab pou materyèl yo jwenn nan rezo a. Epi, mwen aksepte tout responsabilite pou sipèvize pitit mwen oswa moun ki kab gen aksè a resous lekòl la deyò etablisman lekòl la.

Epi, mwen bay lekòl la pèmisyon tou pou pibliye foto ak/oswa enprime travay pitit mwen ki pwomote meyè enterè lekòl la ak akonplisman entèn li oswa sou:

a. Paj entènèt li
b. Bilten
c. Panflè
d. Jounal
e. Televizyon sou kab
f. Lòt resous medya

_____ MWEN BAY PÈMISYON
_____ MWEN PA BAY PÈMISYON

Tanpri, endike tout eksepsyon:

_____

_____

_____

Siyati Paran/Responsab_____Dat_____

FÒM PÈMISYON
POU FÈ FOTO AK VIDEYO

Mwen bay Renaissance Charter School at Coral Springs oswa nenpòt medya lekòl la apwouve pèmisyon pou fè foto/videyo pitit mwen. Y ap itilize foto oswa videyo yo nan ajans nouvèl ak pwomosyon ki sèvi ak imaj pou sipòte lekòl la. Kopi nenpòt videyo oswa fotograf yo pran ap disponib sou demand.

_____ MWEN BAY PÈMISYON

_____ MWEN PA BAY PÈMISYON

Non Elèv la _____ **Inisyal Dezyèm non** _____
(Siyati) (Prenon)

Siyati Paran/Responsab _____ **Dat**_____

Sondaj sou Lang ki Pale Lakay

STUDENT NAME:_____ _____**SS#:**_____**GRADE**_____
ETHNICITY (*please circle one*):

African American or Black **American Indian or Alaskan Native** **Asian**

Caucasian or White **Hispanic** **Latino** **Multi** **Native Hawaiian or Pacific Islander**

1. Is a language other than English used in the home? ☒ Yes ☒No
   If yes, language used _____
2. Did the student have a first language other than English? ☒ Yes ☒No
3. Does the student most frequently speak a language other than English? ☒ Yes ☒No

Relationship to person completing the survey to student? (Circle One) Mother Father Guardian Self

Parent/Guardian Acknowledgement_____**Date**_____

* French *

1. Autre que l'Anglais, vous parlez une autre langue à la maison? ☒Oui ☒Non
   Si oui, Quelle langue?_____
2. Est-ce que l'élève a une langue maternelle autre que l'anglais? ☒Oui ☒Non
3. Est-ce que l'élève parle plus souvant une langue autre que l'anglais ☒Oui ☒Non

Relation de l'élève avec la personne remplissant le questionnaire? Maman Papa Guardien Soi-méme

Signature de la personne remplissant ce questionnaire _____**Jour**_____

* Kreyòl *

1. Lòt pase angle, ou pale yon lòt lang nan kay la? ☒Wi ☒Non
   Si wi, ki lang? : _____
2. Èske elèv la gen yon lang matènèl ki pa Angle? ☒Wi ☒Non
3. Èske elèv la pale pi souvan yon lòt lang ki pa Angle? ☒Wi ☒Non

Relasyon elèv la genyen avèk moun ki ranpli sondaj la pou li? (sèle youn) Manman Papa responsab Elèv-la menm

Siyati Paran/responsab ki ateste li siyen _____**Dat**_____

* Portuguese *

1. É uma língua diferente do Inglês utilizados em casa? ☒Sim ☒Nâo
   Se sim, a linguagem utiliza da? _____
2. O aluno tem uma primeira língua diferente do Inglês? ☒Sim ☒Nâo
3. O estudante mais freqüentemente falam uma língua diferente do Inglês? ☒Sim ☒Nâo

Relação com a pessoa completar a pesquisa para o aluno? Mâe Pai Tutor(a) O Próprio

Assinatura da pessoa completando este levantamento _____**Data**_____

* Spanish *

1. Es un idioma distinto del Inglés utilizados en el hogar? ☒Sí ☒No
   Si es así, el lenguaje utilizado? _____
2. ¿Tiene el estudiante una lengua materna distinta del Inglés? ☒Sí ☒No
3. ¿El estudiante habla con más frecuencia un idioma distinto del Inglés? ☒Sí ☒No

Relación con la persona que completa la encuesta a los estudiantes? Madre Padre Guardián Yo mismo

Firma de la persona que completo esta encuesta_____**Fecha**_____

FÒM SA A NESESÈ POU KONPLETE ENSKRIPSYON AN.
YON PAKE ENSKRIPSYON KI PA KONPLÈ KAPAB LAKOZ PITIT OU A PÈDI PLAS LI.
Vèsyon: 11/11

ABIYE KÒD

Yon estanda ki pi wo nan rad ankouraje pi gwo respè pou elèv endividyèl ak rezilta nan yon estanda ki pi wo nan konpòtman. Direktiv kòd abiman nou endike abiman lekòl la ki apwopriye pou jou nòmal lekòl la. Administrasyon lekòl la rezève dwa pou ka esplike nou rèv direktiv sa yo ak / oswa fè chanjman pandan ane lekòl la. Elèv yo dwe swiv direktiv sa yo ak e trè elèv va mete yon inifòm lekòl la.

Cheve: Cheve yo dwe pwòp, epi li pwòp ki pa gen okenn "anòmal" koulè, sa vle di florescent, vèt klere, Mohawks. Pa gen chapo, foula oswa bando ka chire. Esansyèlman, pa gen chapo eksepte banza cheve, Gwoup Mizik cheve, elatriye pou ti fi. Si gen yon kesyon, tanpri mande.

Soulye: Elèv yo dwe mete fèmen talon pye ak soulye zòtèy fèmen nan tout tan. Pa gen soulye, baskile-flops, lou bòt di ki militè oswa soulye ak konsèy metal ak plant ki pa regilye nèf semenn klas, yo ka chire.

Chosèt: Chosèt Blan sèlman

Chemiz: Un chemiz iform dwe rantre nan. Chemiz Polo yo achte nan konpayi an inifòm nan koulè yo lekòl la (Red para K-5 ak blan oswa ble maren pou 6-12) ak anblèm la lekòl bwode sou devan an. Sa yo se chemiz yo sèlman pèmèt yo dwe chire nan lekòl la.

Pla: Tout pantalon inifòm / bout pantalon yo dwe chire ak yon sentiwon nan pasan yo senti, chire nan senti a yo epi yo dwe nan bon reparasyon. Ti fi yo tou pèmèt yo mete skorts non:.. Pantalon kago yo, kapri, zip la pantalon style oswa Jeans nan nenpòt ki koulè oswa style Bout pantalon dwe fè yon sèl longè bra long Koulè: Marin ak kaki.

Nan Jeneral: Ti gason ak ti fi pa ka mete kò w pèse kò w lòt pase zanno oswa poto an tete zòrèy yo pou rezon sekirite. Nan pa gen tan se elèv yo abiye anyen ofansif, arrogan, oswa jije apwopriye pa fakilte a.

Inifòm: Elèv soti nan inifòm yo pral ba avi. Apre avi a twazyèm pou vyolasyon inifòm nan yon semès, paran yo pral rele ak oblije pote inifòm ki kòrèk la lekòl anvan pitit la ka retounen nan klas la. Inifòm konfòmite se nesesè yo nan lòd pou elèv yo dwe envite pou kontinye lekòl.

PE Vètman: Elèv ki nan lekòl mwayen pran klas PE pral oblije mete yon lekòl T-shirt, inifòm jimnastik bout pantalon, chosèt ak tenis. Elèv yo Elementary gen chwa pou yon lekòl T-chemiz ak pantalon swe nan jou PE sèlman.

Paran / Gadyen Acknowledgement_____**Date**_____

ENFÒMASYON SOU PWOGRAM ESPESYAL

Non Elèv la:_____**Klas**_____

Dat nesans_____ **# Sosyal**_____

1. Èske pitit ou a kalifye pou l resevwa sèvis nan yon Pwogram Edikasyon Espesyal pou Elèv (IEP)? WI_____NON_____
2. Èske pitit ou a kalifye pou sèvis atikilasyon? WI_____NON_____
3. Èske pitit ou a kalifye pou sèvis langaj? WI_____NON_____
4. Èkse pitit ou a kalifye pou sèvis ESOL? WI_____NON_____
5. Èske pitit ou a gen yon Plan 504? WI_____NON_____
6. Èske yo kòmanse evalye pitit ou a pou IEP? WI_____NON_____
7. Èske yo deja evalye pitit ou a pou yon Plan 504? WI_____NON_____
8. Ekri non tout lòt pwogram espesyal kote pitit ou a te patisispe.

_____

_____

_____

_____

_____

Tanpri fè plan pou rankontre avèk pwofesè ESE nou yo osito yo fè konnen pou diskite sou plasman pitit ou a.

Siyati Paran/Responsab _____**Dat**_____

FÒM SA A NESESÈ POU KONPLETE ENSKRIPSYON AN.
YON PAKE ENSKRIPSYON KI PA KONPLÈ KAPAB LAKOZ PITIT OU A PÈDI PLAS LI.

FÒM ENFÒMASYON VOLONTÈ LEKÒL

Elèv:

Siyati_____ Prenon_____ Inisyal 2yèm non_____ Klas_____

Responsab legal:

Siyati_____ Prenon_____ Inisyal 2yèm non_____

Adrès lakay_____

Vil Eta kod postal

Telefòn lakay (____)_____ Telefòn selilè (____)_____ Imèl_____

Anplwayè _____ Telefòn travay (____)_____

Kilès pou nou kontakte nan ka ijans?

Non_____ Nimewo telefòn (____)_____

Relasyon _____

Mwen konprann mwen ofri sèvis mwen bay lekòl la san konpansasyon ak san okenn dwa benefis medikal nan ka domaj.

Siyati paran/responsab_____ Dat_____

FÒM POU MANDE TRANSKRI

Dat: _____ **Tip lekòl avan:** ____ Piblik ____ Prive

A: _____
Non dènye lekòl elèv la te ye

_____
Adrès konplè obligatwa

_____
Vil Eta Kòd postal

Tanpri voye enfòmasyon sa yo nan Renaissance Charter School at Coral Springs *rapidman posib*.

1. Katab ki regwoupe tout dosye yo
2. Relve nòt yo – Enkli nòt jis nan dat elèv la kite ak dosye prezans li yo
3. Eksplikasyon sistèm nòt
4. Rezilta tès yo
5. Longè peryòd klas yo ak kantite jou pa semen yo rankontre- espesyalman P.E. (egzèsis fizik)
6. Kat vaksen ak dosye medikal
7. Enskripsyon nan pwogram espesyal (tankou andikap mantal, andikap fizik, difikilte patikilyè pou aprann, entèlijan, etc.) ak dosye evalyasyon sikolojik yo.

Non ELÈV la	Klas	Dat nesans	Dat li kite

Nan fòm sa a mwen bay pèmisyon pou yo voye dosye elèv ki mansyone anwo a nan (School Name).

Siyati Paran/Responsab_____Dat_____

FÒM SA A NESESÈ POU KONPLETE ENSKRIPSYON AN.
YON PAKE ENSKRIPSYON KI PA KONPLÈ KAPAB LAKOZ PITIT OU A PÈDI PLAS LI.
Vèsyon: 11/11

Documentos para a Matrícula

Nome do Aluno _____Série _____
(Sobrenome) (Nome)

Os seguintes documentos de matrícula deve ser preenchido e fisicamente submetido a concluir o registo do seu candidato. Um pacote de inscrição preenchido deve ser do retorno dentro de 14 dias da aceitação do assento oferecido.

_____ CONTRATO COM OS PAIS

_____ FORMULÁRIO DE USO DA INTERNET

_____ UNIFORME

_____ FORMULÁRIO DE AUTORIZAÇÃO PARA FOTO E VÍDEO

_____ PAI VOLUNTÁRIO

_____ COMPROVANTE DE RESIDÊNCIA (Documento de Identificação com Foto do Responsável, Conta de Luz ou Água, Contrato de Locação, etc.)

_____ CARTEIRA DE VACINAÇÃO

_____ CARTEIRA DE SAÚDE RECENTE (menos de 1 ano)

_____ CARTÃO DE SEGURO SOCIAL

_____ CERTIDÃO DE NASCIMENTO

_____ COMPROVANTE DE CUSTÓDIA (Se o aluno não estiver morando com seus pais)

_____ PEDIDO DE HISTÓRICO ESCOLAR/PASTA CUMULATIVA

_____ LEVANTAMENTO DO IDIOMA NATIVO

_____ INFORMAÇÕES DE PROGRAMAS ESPECIAIS (cópia de IEP, 504 ou programa para excepcionais) (Se aplicável)

_____ CONTATOS OU CARTÃO DE INFORMAÇÕES DE EMERGÊNCIA

_____ CÓPIA DO BOLETIM MAIS RECENTE (Se aplicável)

_____ CÓPIA DE QUALQUER TESTE DE AVALIAÇÃO (Se aplicável)

_____ ESOL (Inglês para Estrangeiros)/ELL (Aprendiz do Idioma Inglês), PASTA DE ALFABETIZAÇÃO, E PROVIDÊNCIAS DE CONDUTA/DISCIPLINA (Se aplicável)

CONTATOS E CARTÃO DE INFORMAÇÕES DE EMERGÊNCIA

Em caso de emergência, é importante que a escola possa entrar em contato com os Pais do aluno (vide abaixo). Favor preencher as informações contidas na frente e no verso deste cartão, com cuidado e exatidão. Favor escrever a tinta e em letra de forma.
**"Pai"= adulto exercendo autoridade sobre o aluno*

Aluno:
Sobrenome_____Nome_____Nome do Meio_____Masc./Fem._____
Série_____Professor/Orientador_____Carteira de Seguro Social Número ___-___-____
Data de Nascimento_____Local de Nascimento_____Telefone Residencial (___)_____
Endereço Residencial_____Cidade_____CEP_____
Endereço Postal (se diferente do endereço acima)_____Cidade_____CEP_____
O aluno mora com: Ambos os pais_____ Pai_____ Mãe_____ Outros_____
Endereço/Mudança do Responsável: Não_____ Sim_____ Caso afirmativo, entrar em contato com a Administração da Escola.

Responsável Legal:
Sobrenome_____Nome_____
Empregador_____Telefone do Trabalho (___)_____
Telefone Residencial (___)_____Celular (___)_____E-mail_____
Endereço Residencial_____Cidade_____CEP_____

Outro / Responsável Secundário:
Sobrenome_____Nome_____
Empregador_____Telefone do Trabalho (___)_____
Telefone Residencial (___)_____Celular (___)_____E-mail_____
Endereço Residencial_____Cidade_____CEP_____

Demais Crianças na Casa:

Nome	Grau de Parentesco	Série	Nome da Escola

Demais Contatos Autorizados:
Favor relacionar as pessoas para as quais poderemos entregar o aluno ou que possamos contatar. O ALUNO NÃO SERÁ ENTREGUE A QUALQUER OUTRA PESSOA, EXCETO ÀS PESSOAS ABAIXO RELACIONADAS. Ao indicar a pessoa autorizada a retirar o aluno, leve em consideração o seguinte: Esta pessoa está preparada para prestar os cuidados especiais necessários?
Através do presente, autorizo a entrar em contato, a prestar informações de emergência, ou entregar o aluno à(s) seguinte(s) pessoa(s), em caso de doença, acidente, evacuação ou qualquer outra emergência que possa ocorrer enquanto o aluno estiver na Escola.

Nome	Parentesco	Endereço	Telefone

**Declaro que as informações indicadas neste formulário são verdadeiras e corretas. Quaisquer alterações serão informadas imediatamente à administração da escola.*
EM CASO DE DOENÇA OU ACIDENTE, A RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS TEM A MINHA AUTORIZAÇÃO PARA ENCAMINHAR O ALUNO AO HOSPITAL. A ESCOLA TAMBÉM ESTÁ AUTORIZADA A ENTREGAR O ALUNO À(S) PESSOA(S) RELACIONADA(S) NOS CONTATOS DE EMERGÊNCIA, SE O SIGNATÁRIO NÃO PUDER SER LOCALIZADO.
Assinatura do Responsável Legal_____ / _____

Data_____**Grau de Parentesco**

Office Use Only
Nome da Escola#_____ Medical_____ Other
Notes_____
FSI#_____ Restraining Order_____
Data Enrolled_____ Special Needs_____

Sobrenome do Aluno_____ Nome do Aluno_____ Nome do Meio_____

Médico da Família _____ Telefone (___)_____

Nome da última escola que frequentou:_____ Data da Saída _____

Escola Pública ou Particular? _____ Local: Condado_____ Estado_____

PREZADOS PAIS: PARA O BEM ESTAR E SEGURANÇA DO ALUNO, É IMPORTANTE QUE NOS FORNEÇA AS SEGUINTES INFORMAÇÕES: INDIQUE ABAIXO SE HOUVER ALGUM PROBLEMA DE SAÚDE COM O ALUNO:

NÃO HÁ PROBLEMA DE SAÚDE_____ PODE PARTICIPAR DE TODAS AS ATIVIDADES DA ESCOLA?_____

ALERGIAS_____ SE AFIRMATIVO, INFORMAR AS ALERGIAS:_____

_____

ASMA_____ BRONQUITE_____ DIABETES_____ PROBLEMA CARDÍACO (ESPECIFICAR)_____

EPILEPSIA_____ PROBLEMA DE RINS OU BEXIGA (ESPECIFICAR) _____ RE

REAÇÃO SEVERA À PICADA DE ABELHA OU MORDIDA DE INSETO (ESPECIFICAR)_____

REAÇÃO SEVERA A QUALQUERMEDICAMENTO _____

OUTROS (QUALQUER OUTRO COMENTÁRIO QUE JULGAR NECESSÁRIO PARA O BEM ESTAR E SEGURANÇA DO ALUNO.

_____

_____

O ALUNO ESTÁ TOMANDO ALGUMA MEDICAÇÃO?_____ (EM CASO AFIRMATIVO, FAVOR ESPECIFICAR)_____

_____

AUTORIZAÇÃO PARA TRATAMENTO DE EMERGÊNCIA

O(s) abaixo assinado(s), pais ou responsável(eis) de _____, através do presente, autorizam e consentem que a escola obtenha cuidados médicos de emergência e o necessário transporte de emergência a uma instituição de saúde.

Assinatura do Responsável Legal_____ / _____

Data_____ **Grau de Parentesco**_____

LIBERAÇÃO DE INFORMAÇÕE MÉDICAS

Estou ciente e autorizo que os registros e demais informações médicas sobre o aluno fornecidos à escola serão repassados aos funcionários da escola e equipe de emergência com a finalidade médica/educacional legítima de acesso a tais registros e informações médicas.

Assinatura do Responsável Legal_____ / _____

Data_____ **Grau de Parentesco**_____

SAÍDA DE EMERGÊNCIA

Em caso de tempestade ou qualquer outra ocorrência imprevista de emergência, o aluno deverá:

Ir para casa a pé _____

Usar o Transporte Público _____

Usar o ônibus escolar, como habitualmente _____

Ir para casa SOMENTE com os Pais _____

Ir para casa com o Responsável Identificado na Lista de Contatos Autorizados_____

Assinatura do Responsável Legal_____ / _____

Data_____ **Grau de Parentesco**_____

UNIFORME

Uma roupa clássica e simples incentiva o maior respeito individual do aluno, resultando em melhor padrão de comportamento. Nossas diretrizes relativas ao uniforme indicam a vestimenta mais apropriada ao uso diário na escola. A administração se reserva o direito de interpretar as diretrizes e/ou fazer alterações durante o ano letivo. Os alunos deverão seguir estas instruções e usar o uniforme escolar.

Cabelo: O cabelo deverá estar penteado e limpo, sem cores "extravagantes", ou seja, fluorescente, verde brilhante, corte estilo "Mohawk". Não são permitidos, boné, chapéu, bandanas ou tiaras. Essencialmente, não são permitidos adereços de cabeça, exceto laços ou tiaras, etc., para as meninas. Em caso de dúvida, favor perguntar.

Calçados: Os alunos deverão usar sapatos fechados sempre. Não serão permitidas sandálias, chinelos de dedo, botas pesadas estilo militar, sapatos com pontas de metal, ou solas que deixem marcas no piso.

Meias: Apenas meias brancas são permitidas

Camisas: As camisas do uniforme deverão estar dentro da calça. As camisetas polo deverão ser compradas no fornecedor do uniforme, nas cores da escola (Vermelha para o K-5 e Branca ou Azul-marinho para 6-12), com o emblema da escola na parte da frente. **São os únicos tipos de camisa permitidos na escola.**

Fundo da calça: A calça/bermuda do **uniforme** deverá ser **usada com cinto,** presa através da presilha do cinto, na cintura, em bom estado. As meninas poderão usar shorts. **NÃO SÃO PERMITIDAS: calças tipo cargo, pescador, com zíper removível, calças de grife ou jeans, de nenhuma cor ou modelo. Os shorts deverá ter o comprimento de um braço.** Cores: Marinho e cáqui

Generalidades: Meninos e meninas não poderão usar piercing no corpo, exceto brincos no lóbulo da orelha, por questões de segurança. Os alunos jamais poderão usar trajes ofensivos, vulgares ou considerados inadequados pelos professores.

Uniformes: Alunos sem uniforme receberão advertência; na terceira advertência do semestre, os pais serão chamados e solicitados a trazer o uniforme correto à escola antes que o aluno possa retornar à aula. O uso do uniforme é necessário para que o alunos possam frequentar a escola.

Uniforme de PE (educação Física): Os alunos do ensino médio, que tenham aula de PE deverão usar a camiseta da escola, shorts do uniforme de ginástica, meias e tênis. Os alunos do primário terão a opção de usar a camiseta da escola e calça do agasalho, apenas nos dias de PE.

Ciente (Pai ou Responsável) _____Data_____

USO DA INTERNET

Favor Imprimir
Nome do Aluno _____
(Sobrenome) (Nome) (Nome do Meio)

Nome do Pai/Responsável _____

Ciente - Aluno/Pai
Na qualidade de pai ou responsável pelo aluno acima mencionado, estou ciente e concordo em cumprir com os termos e condições para o uso dos computadores, da rede e dos sistemas de internet da escola. Também estou ciente de que qualquer violação destes termos ou condições fará com que o aluno não possa mais usar a tecnologia fornecida pela escola.

Estou ciente de que este acesso deverá ser utilizado apenas para finalidades educacionais, e a escola tomou as precauções necessárias para supervisão deste uso. Também estou ciente de que existe a possibilidade da escola restringir o acesso não supervisionado a todas as informações ou materiais, e não responsabilizarei a escola por compras feitas na internet. Também aceito total responsabilidade pela supervisão do aluno ou tutor que possa acessar os recursos da escola fora da configuração escolar.

A escola tem a minha autorização para publicar imagens e/ou imprimir trabalhos feitos pelo aluno que promovam o melhor interesse da escola, especificamente:

a. Página exclusiva da internet
b. Informativos
c. Folhetos
d. Jornal
e. TV a Cabo
f. Demais recursos da mídia

_____ AUTORIZO
_____ NÃO AUTORIZO

Favor indicar exceções:

_____

_____

_____

Ciente - Pai ou Responsável_____**Data**_____

AUTORIZAÇÃO PARA USO DE FOTOGRAFIA E IMAGEM EM VÍDEO

AUTORIZO a Renaissance Charter School at Coral Springs a fotografar/filmar o aluno em vídeo ou outro tipo de mídia aprovado pela escola. As fotografias ou vídeos serão usados em notícias e filmagens promocionais de interesse da escola. Cópias de vídeos ou fotos estarão disponíveis a pedido.

.

_____ AUTORIZO

_____ NÃO AUTORIZO

Nome do Aluno_____
(Sobrenome) (Nome) (Nome do Meio)

Assinatura do Pai ou Responsável_____**Data**_____

OBRIGAÇÕES DOS PAIS

Os pais ou responsáveis de _____, série _____estão de acordo que:
(*favor imprimir*)

CONSIDERANDO QUE, para prover uma oportunidade educacional inigualável;
CONSIDERANDO QUE, a escolha em matricular o aluno na Renaissance Charter School at Coral Springs é uma decisão de escolha pessoal e não um privilégio;
CONSIDERANDO QUE, ao matricular o aluno na Renaissance Charter School at Coral Springs, estamos realizando o nosso desejo de nos tornar parceiros ativos em sua educação;
PORTANTO, considerando o acima mencionado:

1. Na qualidade de pais de aluno da Renaissance Charter School at Coral Springs, é nosso compromisso cumprir com as seguintes resoluções:
   A. Reconhecer e cumprir o papel de principal educador do aluno.
   B. Participar dos seminários de educação familiar organizados pela escola.
   C. Participar das conferências agendadas pelos membros da equipe da Renaissance Charter School at Coral Springs.
   D. Participar do Programa de Pais Voluntários de 20 horas para o primeiro filho e 10 horas para cada criança adicional. O registro das horas de serviço voluntário deverá ser feito em SIS para o respectivo crédito do pai ou da mãe. Metade das horas deverá ser concluída antes das férias de Inverno e o restante até 1º de Maio.
   E. Buscar o aluno ao término das aulas, pois estou ciente de que a Renaissance Charter School at Coral Springs não será responsável pela segurança do aluno, caso haja atraso dos pais. Se o aluno chegar constantemente atrasado às aulas, estou ciente de que, para o seu bem estar educacional, poderá ser necessário solicitar que o aluno seja transferido para uma escola mais acessível.
   F. Adquirir os uniformes do fornecedor autorizado pela Renaissance Charter School at Coral Springs, assegurando que o aluno use diariamente o uniforme aprovado.
   G. Providenciar diariamente para que o aluno traga o seu lanche de casa, ou o compre do fornecedor aprovado pela Renaissance Charter School at Coral Springs.
   H. Responsabilizar-se pelo pagamento dentro do prazo das taxas debitadas em conta pela escola.
   I. Participar de pelo menos um dos diversos grupos de pais, por exemplo, PTO (Associação de Pais e Mestres), Comitê de Melhoria da Escola, Comitê de Arrecadação de Fundos, etc.
   J. Adquirir um Livro-Agenda e uma Pasta Semanal através do fornecedor aprovado, sendo que este livro deverá ser assinado todas as noites.

2. Providenciar os itens a seguir visando à melhoria do crescimento acadêmico do aluno:
   A. Leitura e uso das informações enviadas para casa pela escola para que os pais possam se manter informados dos tópicos acadêmicos sendo introduzidos ao aluno e estudados em classe.
   B. Providenciar tempo e local adequados para o aluno fazer a lição de casa.
   C. Ajudar o aluno na obtenção do cartão para uso habitual da Biblioteca Pública, além de alocar pelo menos 60 minutos diários para a lição de casa.
   D. Limitar televisão, vídeo games e uso de telefone durante a semana para que o aluno tenha mais tempo para leitura, estudo e tempo com a família.
   E. Verificar todas as noites a lição de casa do aluno.

Estou ciente de que o aluno poderá ser solicitado a se retirar da escola se as informações prestadas na solicitação ou matrícula forem falsas.
Estou ciente de que o não cumprimento de minhas obrigações contratuais para com a Escola e para com o aluno poderá fazer com que o aluno tenha de ficar na escola depois da aula, seja suspenso, perca a oportunidade de colocação para o ano letivo subsequente, ou seja solicitado a se retirar e enviado para uma escola pública normal, a critério exclusivo do Diretor, conforme aprovado pelo Conselho de Administração da Renaissance Charter School at Coral Springs.

Ciente – Pai ou Responsável _____**Data**_____

Ciente_____**Data**_____

Levantamento do Idioma Nativo

NOME DO ALUNO:_____
Número do Seguro Social _____**SÉRIE**_____
RAÇA (indicar com um círculo):

Negra ou Afro-americana **Índio-Americana ou Nativa do Alasca** **Asiática**

Caucasiana ou Branca **Hispânica** **Latina** **Multirracial** **Nativa do Havaí ou das Ilhas do Pacífico**

1. Outro idioma que não seja o inglês é falado em casa? ☒ Sim ☒Não
   Se afirmativo, qual é o idioma falado _____
2. O aluno tem como primeiro idioma outro além do inglês? ☒ Sim ☒Não
3. O aluno fala mais frequentemente um idioma que não seja o inglês? ☒ Sim ☒Não

Parentesco da pessoa que preencheu este levantamento em relação ao aluno:
(Indicar com um círculo): Mãe Pai Responsável O próprio aluno

Ciente: Pai ou Responsável_____**Data**_____

* French *

1. Est-ce qu'il y a une langue autre que l'anglais parlée a la maison? ☒Oui ☒Non
   Si oui, quelle langue? _____
2. Est-ce que la langue maternelle de l'étudiant est autre que l'anglais? ☒Oui ☒Non
3. Est-ce que l'étudiant parle souvent une langue autre que l'anglais? ☒Oui ☒Non

Ille de parenté de la personne remplissant ce questionnaire avec l'étudiant? Maman Papa Guardien Soi-méme

Signature de la personne remplissant ce questionnaire _____**Jour**_____

* Creole *

1. Eske ou pale yon l'ot lang ki pa angle lakay-ou? ☒Wi ☒Non
   Si ki wi lang? _____
2. Eske el'ev-la pale yon l'ot lang ki pa angle? ☒Wi ☒Non
3. Eske el'ev-la pale yon l'ot lang ki pa angle tour tan? ☒Wi ☒Non

Relasyon ant moun ki ranpli fóm-sa ak el'ev-la? Manman Papa Gadyen Elèv-la menm

Siyati moun ki ranpli fóm-sa ak el'ev-la _____**Dat**_____

* Portuguese *

1. Outro idioma que não seja inglês é falado em casa? ☒Sim ☒Não
   Se afirmativo, qual é o idioma falado _____
2. O aluno tem como primeiro idioma outro além do inglês? ☒Sim ☒Não
3. O aluno fala mais frequentemente um idioma que não seja o inglês? ☒Sim ☒Não

Parentesco da pessoa que preencheu este levantamento em relação ao aluno:
(Indicar com um círculo): Mãe Pai Responsável O próprio aluno

Assinatura da pessoa que completou este levantamento _____**Data**_____

* Spanish *

1. ¿Se habla en la casa otro idioma que no sea el inglés? ☒Sí ☒No
   Si es así. ¿Cuál idioma es hablado? _____
2. ¿Es el primer idioma del estudiante otra lengua que no sea el inglés? ☒Sí ☒No
3. ¿Habla el estudiante con más frecuencia otro idioma que no sea el inglés? ☒Sí ☒No

¿Cuál es el parentesco de la persona que completa esta encuesta con el estudiante? Madre Padre Guardián Yo mismo

Firma de la persona que completo esta encuesta_____**Fecha**_____

FORMULÁRIO EXIGIDO PARA MATRÍCULA.
SE O PACOTE DE MATRÍCULA ESTIVER INCOMPLETO, O ALUNO PODERÁ PERDER A VAGA.
Versão: 11/11

INFORMAÇÕES SOBRE PROGRAMAS ESPECIAIS

Nome do Aluno:_____**Série**_____

Data de Nascimento_____ **Número do Seguro Social.**_____

1. O aluno qualifica-se para o Programa de Educação para Aluno excepcional (IEP)? SIM_____NÃO_____
2. O aluno necessita fonoaudióloga? SIM_____NÃO_____
3. O aluno tem problemas de linguagem? SIM_____NÃO_____
4. O aluno qualifica-se para o ESOL (Inglês como Segundo Idioma)? SIM_____NÃO_____
5. O aluno faz parte do Programa 504? SIM_____NÃO_____
6. O aluno está em processo de avaliação para o IEP? SIM_____NÃO_____
7. O aluno está sendo avaliada para o Programa 504? SIM_____NÃO_____
8. Relacionar abaixo demais programas especiais dos quais a criança já participou.

_____

_____

_____

_____

_____

Favor agendar uma reunião com os seus professores de ESE (professor de educação especial) para falar a respeito da vaga do aluno.

Ciente do Pai ou Responsável_____Data_____

FORMULÁRIO EXIGIDO PARA MATRÍCULA.
SE O PACOTE DE MATRÍCULA ESTIVER INCOMPLETO, O ALUNO PODERÁ PERDER A VAGA.
Versão: 11/11

FORMULÁRIO DE INFORMAÇÕES DO SERVIÇO VOLUNTÁRIO ESCOLAR

Aluno:

Sobrenome_____ Nome_____ Nome do Meio_____ Série_____

Responsável Legal:

Sobrenome_____ Nome_____ Nome do Meio_____

Endereço Residencial_____

Cidade Estado CEP

Telefone Residencial (____) _____ Telefone Celular (____) _____ E-mail_____

Empregador _____ Telefone do Trabalho (____) _____

Quem deverá ser contatado em caso de emergência?

Nome _____ Número do Telefone (____) _____

Parentesco _____

Estou ciente de que estou oferecendo o meu trabalho não remunerado à escola, sem direito a benefício médico em caso de acidente.

Assinatura do Pai ou Responsável_____ Data_____

FORMULÁRIO EXIGIDO PARA MATRÍCULA.
SE O PACOTE DE MATRÍCULA ESTIVER INCOMPLETO, O ALUNO PODERÁ PERDER A VAGA.
Versão: 11/11

FORMULÁRIO DE PEDIDO DE HISTÓRICO ESCOLAR

Data: _____ **Tipo da Escola Anterior:** _____ Publica _____ Particular

Para: _____
Nome da Última Escola

_____
Endereço Completo

_____
Cidade Estado CEP

Favor enviar a informação abaixo à Renaissance Charter School at Coral Springs, *o mais breve possível.*

1. Pasta cumulativa com todos os registros
2. Histórico das séries – Incluindo as séries até a data dos registros de retirada e frequência
3. Explicação do sistema de notas
4. Resultados de exames
5. A extensão dos períodos de aula e número de dias da semana por curso deverá ser atendida - especialmente P.E. (educação física)
6. Certificado de Vacinação e registros de saúde
7. Matrícula em algum programa especial (deficiência mental ou física, deficiência especifica de aprendizado, superdotado, etc.), além de registros de avaliação psicológica.

Nome do ALUNO	Série	Data de Nascimento	Data da Saída

Através do presente, autorizo encaminhar os registros do aluno acima mencionado para a **Renaissance Charter School at Coral Springs**.

Assinatura do Pai ou Responsável_____**Data**_____

Appendix X

Discipline Reporting

Current School Year: 2015/2016

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

SCHOOL: RENAISSANCE CHRT OF CORAL SPRS - 5020 **SCHOOL YEAR: 2012**

INCIDENT: F1 - FIGHTING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06										1			1	2	2
07			1				1								1
			1				1			1			1	2	3

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									1					1	1
									1					1	1

INCIDENT: T5 - PETTY THEFT < $300

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07		2			2		4								4
		2			2		4								4

INCIDENT: ZA - BULLYING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									1					1	1
									1					1	1

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									1					1	1
									1					1	1

INCIDENT: ZW - DEFIANCE OF AUTH/HAB 01 VIO

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									2					2	2
									2					2	2

School Total: 12

Female	A:	B: 2	H: 1	I:	M: 2	W:	TL: 5
Male:	A:	B: 5	H:1	I:	M:	W: 1	TL: 7

SCHOOL: RENAISSANCE CHRT OF CORAL SPRS - 5020 **SCHOOL YEAR: 2013**

INCIDENT: 01 - DISOBEDIENCE/INSUBORDINATION

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
05										1				1	1
07						1	1								1
08		1					1								1
		1				1	2			1				1	3

INCIDENT: 02 - INSULTING/PROFANE/OBSCENE LANG

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07													1	1	1
													1	1	1

INCIDENT: A5 - ASSAULT/THREAT (MEDIUM)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
01										2				2	2
03										1				1	1
06			2			2	4		1	1		2		4	8

Current School Year: 2015/2016

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

INCIDENT: A5 - ASSAULT/THREAT (MEDIUM)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
08									1					1	1
			2			2	4		2	4		2		8	12

INCIDENT: DM - DISRUPTION ON CAMPUS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
02													1	1	1
03													1	1	1
													2	2	2

INCIDENT: F1 - FIGHTING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									3					3	3
08									2					2	2
									5					5	5

INCIDENT: HA - HARRASSMENT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07		1					1								1
		1					1								1

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
02									4					4	4
03													1	1	1
04													2	2	2
06			1		1		2		2	2				4	6
07						3	3		2					2	5
08										2				2	2
KG			1				1								1
			2		1	3	6		8	4			3	15	21

INCIDENT: ST - TECHNOLOGY -ILLEGAL USE COMPUT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
08									1					1	1
									1					1	1

INCIDENT: Z1 - INCITING A DISTURBANCE

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07													1	1	1
													1	1	1

INCIDENT: Z3 - TECHNOLOGY - INAPPROPRIATE USE

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
03			1				1								1
06									1					1	1
			1				1		1					1	2

INCIDENT: ZA - BULLYING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06		2					2								2
07												1		1	1
08		1					1								1

Current School Year: 2015/2016

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

INCIDENT: ZA - BULLYING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
		3					3					1		1	4

INCIDENT: ZC - POSS/USE OF PROHIBITED ITEMS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
08		1					1			1				1	2
		1					1			1				1	2

INCIDENT: ZI - FIGHT -MINOR/ALTERCATION/CONF

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06					1		1								1
					1		1								1

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06					1		1		2					2	3
07												1		1	1
					1		1		2			1		3	4

INCIDENT: ZW - DEFIANCE OF AUTH/HAB 01 VIO

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									1			1		2	2
07						1	1								1
08									5					5	5
						1	1		6			1		7	8

School Total: 68

Female	A:	B: 6	H: 5	I:	M: 3	W: 7	TL: 21
Male:	A:	B: 25	H:10	I:	M: 5	W: 7	TL: 47

SCHOOL: RENAISSANCE CHRT OF CORAL SPRS - 5020 **SCHOOL YEAR: 2014**

INCIDENT: 01 - DISOBEDIENCE/INSUBORDINATION

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
03									1					1	1
									1					1	1

INCIDENT: 26 - BATTERY ON DISTRICT EMPLOYEE

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
02										2				2	2
										2				2	2

INCIDENT: 50 - SEXUAL HARASSMENT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									1					1	1
									1					1	1

INCIDENT: 56 - SEXUAL MISCONDUCT/INDECENT EXP

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									1					1	1
									1					1	1

INCIDENT: DM - DISRUPTION ON CAMPUS

Current School Year: 2015/2016

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

INCIDENT: DM - DISRUPTION ON CAMPUS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									1					1	1
									1					1	1

INCIDENT: F1 - FIGHTING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									1					1	1
08		1				1	2								2
		1				1	2		1					1	3

INCIDENT: HA - HARRASSMENT

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
05									1					1	1
06									1					1	1
									2					2	2

INCIDENT: OS - OTHER SERIOUS INCIDENT/DELINQ

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
02										1				1	1
04									1					1	1
									1	1				2	2

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
05									2					2	2
08									1					1	1
KG									2	1				3	3
									5	1				6	6

INCIDENT: T5 - PETTY THEFT < $300

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									1					1	1
									1					1	1

INCIDENT: WB - WEAPONS- CLASS B (POSSESSION)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06										1				1	1
										1				1	1

INCIDENT: Z1 - INCITING A DISTURBANCE

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
05													1	1	1
07		1					1		1					1	2
		1					1		1				1	2	3

INCIDENT: ZA - BULLYING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
03										2				2	2
										2				2	2

INCIDENT: ZG - LEAVING CAMPUS W/O PERMISSION

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
04									1					1	1

Current School Year: 2015/2016

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

INCIDENT: ZG - LEAVING CAMPUS W/O PERMISSION

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
									1					1	1

INCIDENT: ZH - FALSIFICATION/MISREPRESENTATIO

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
04									1					1	1
									1					1	1

INCIDENT: ZI - FIGHT -MINOR/ALTERCATION/CONF

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									1					1	1
									1					1	1

INCIDENT: ZL - CLASS CUT (SKIPPING)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
07									1					1	1
									1					1	1

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
03		1					1								1
05									1					1	1
06									2					2	2
		1					1		3					3	4

INCIDENT: ZW - DEFIANCE OF AUTH/HAB 01 VIO

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
02								2						2	2
05									1					1	1
06													1	1	1
07		1					1								1
08						1	1								1
KG										1				1	1
		1				1	2	2	1	1			1	5	7

INCIDENT: ZX - PROFANITY TO STAFF MEMBER

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									1					1	1
									1					1	1

School Total: 42

Female	A:	B: 4	H:	I:	M:	W: 2	TL: 6
Male:	A: 2	B: 24	H:8	I:	M:	W: 2	TL: 36

SCHOOL: RENAISSANCE CHRT OF CORAL SPRS - 5020 **SCHOOL YEAR: 2015**

INCIDENT: 01 - DISOBEDIENCE/INSUBORDINATION

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
01									2					2	2
08									1					1	1
									3					3	3

INCIDENT: DM - DISRUPTION ON CAMPUS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
01									2					2	2

Current School Year: 2015/2016

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

INCIDENT: DM - DISRUPTION ON CAMPUS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
05													1	1	1
06									1					1	1
07									1					1	1
									4				1	5	5

INCIDENT: F1 - FIGHTING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
03									1			1		2	2
									1			1		2	2

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
01									3				1	4	4
02									1					1	1
04													1	1	1
05													1	1	1
06										2			1	3	3
									4	2			4	10	10

INCIDENT: T5 - PETTY THEFT < $300

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
02		1					1								1
		1					1								1

INCIDENT: T6 - GRAND THEFT >= $300

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
08		1					1								1
		1					1								1

INCIDENT: XA - DISRUPTION ON CAMPUS (MINOR)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06									2	2			1	5	5
									2	2			1	5	5

INCIDENT: Z1 - INCITING A DISTURBANCE

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
01									1					1	1
06									2					2	2
07									1					1	1
08										1				1	1
									4	1				5	5

INCIDENT: Z3 - TECHNOLOGY - INAPPROPRIATE USE

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
06													1	1	1
08									1	1				2	2
									1	1			1	3	3

INCIDENT: ZA - BULLYING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
08		1					1								1

Current School Year: 2015/2016

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

INCIDENT: ZA - BULLYING

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
		1					1								1

INCIDENT: ZC - POSS/USE OF PROHIBITED ITEMS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
04		1					1								1
05													1	1	1
		1					1						1	1	2

INCIDENT: ZF - CLASS/SCHOOL RULES VIOLATION

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
05		1					1								1
06									1					1	1
		1					1		1					1	2

INCIDENT: ZI - FIGHT -MINOR/ALTERCATION/CONF

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
02												1		1	1
06									2				1	3	3
									2			1	1	4	4

INCIDENT: ZL - CLASS CUT (SKIPPING)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
08		2	1				3								3
		2	1				3								3

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
KG										1				1	1
										1				1	1

INCIDENT: ZU - OUT OF ASSIGNED AREA

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
02		1					1								1
		1					1								1

INCIDENT: ZW - DEFIANCE OF AUTH/HAB 01 VIO

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
03								1						1	1
31			1				1								1
			1				1	1						1	2

INCIDENT: ZX - PROFANITY TO STAFF MEMBER

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
08									1					1	1
									1					1	1

INCIDENT: ZY - CELL PHONE VIOLATION

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	Stdt TI
08										1				1	1
										1				1	1

Current School Year: 2015/2016

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

School Total:	**53**						
Female	A:	B: 8	H: 2	I:	M:	W:	TL: 10
Male:	A: 1	B: 23	H:8	I:	M: 2	W: 9	TL: 43

Appendix Y

Comprehensive Emergency/Evacuation Plans

General Information

School Counts	
ID	5020
Student Count	1501
Staff Count	125

Schedule	Start Hr	Start Min	Am/Pm	End Hr	End Min	Am/Pm
School	06	30	AM	03	00	PM
Lunch	10	00	AM	01	00	PM
After School	02	30	PM	06	00	PM
Community School	03	00	PM	04	30	PM

Campus School Resource	
Officer Name	Agency
N/A	N/A

Resident Campus Security	
Officer Name	Agency
Melvin Kendrick	RCSCS

Fire			Police		
Captin Troino	954346138	rtoino@coralsprings.org	Sergeant McKeone	9543461239	pdbmm@coralsprings.org

Automated External Defibrillator (AED) Machines			
Machines Current	Location-FISH#	Posters Current	Certified Personnel
Yes	Clinic	Yes	Gail PettittJoy Adkins

Emergency Kit/Bag Location (Fish#)	Clinic		
Personnel trained for STAR?	N/A		
Threat Assessment Personnel	Angela LeCompte; Hally Daly		
CPR/Heimlich Personnel	Gail Pettit Joy Adkins Angela Faciana		
Administer Epi-Pen?	Yes	Hall Monitors?	Yes
Emergency Drill Planned	Yes	Trained for Crime?	Yes
Site Assessment Date	3/14/2014	Review Date Hurricane	7/31/2015

Lockdown

School	5020		
When is "Staff Development" provided to faculty to review lockdown procedures?	Planning Day Preschool-August		
List dates (1 required) of staff development	8/20/2015	8/21/2015	
Substitute teachers informed of lockdown procedures?	Yes		
Describe plan for informing substitutes	Substitutes are provided with a folder of School Policies upon scheduling.		
Students informed of lockdown procedures?	Yes		
Describe plan for informing students	The topic is reviewed in the student orientation assembly as well as in class by all teachers. Drills take place in September and April		
Parents informed of lockdown procedures?	Yes		
Describe plan for informing parents	The topic is reviewed in the parent orientation, open house as well as in the Parent-Student handbook.Parents are informed in meeting,Parent Link, SIS, flyers, and letters, mass emails.		
Collaboration with Fire Dept for lockdown?	Yes	**Date**	1/10/2014
Collaboration with Police Dept for lockdown?	Yes	**Date**	9/17/2014
Collaborated with SIU regarding lockdown procedures?	Yes		
School administration knows to file "After Action Report" (AAR) within 72 hours to Area Office and SIU Investigator?	Yes		

EVACUATION

School	5020		
When is "Staff Development" provided for off-site evacuation procedures?	Planning Day Preschool-August		
List dates (1 required) of staff development	8/20/2015	8/21/2015	
Substitute teachers informed of evacuation procedures?	Yes		
Describe plan for informing substitutes	Substitutes are provided with evacuation process in daily sub folder which includes safety procedures and processes.		
Students informed of evacuation procedures?	Yes		
Describe plan for informing students	Teachers trained to review procedures with students in class. Drills to practice		
How are parents informed of evacuation procedures?	Meetings		
Describe plan for informing parents	Parents are informed in meeting,Parent Link, SIS, flyers, and letters, mass emails.		
Collaboration with Fire Dept for lockdown?	Yes	7/25/2012	
Collaboration with Police Dept for lockdown?	Yes	9/17/2014	
Collaborated with SIU regarding lockdown procedures?	No		
School administration knows to file "After Action Report" (AAR) within 72 hours to Area Office and SIU Investigator?	Yes		
1st Off-Site Location	Coral Springs Charter		
Contact	Gary Springer		
Address	3205 North University Drive		
Phone	9543514100		
2nd Off-Site Location			
Contact			
Address			
Phone			

Emergency Communication

School	5020
Consulted SIU Website for Emergency Communication updates?	Yes
Reviewed Emergency Communication Code updates with staff?	Yes
Public announcement system fully operational?	Yes
Are hand held radios operational for emergency staff?	Yes
Are megaphones operational?	Yes
If electrical power, school telephones and primary communication is interrupted, what alternative communication procedures are available	Color Cards, Walkies, Megaphones.
Trained person 1 in parent link system	Dianna Sierra-Krumrie
Trained person 2 in parent link system	Maryanne Pellot
Trained person 3 in parent link system	Angela Faciana

Prevention Preparedness

School	5020
Staff trained in Physical Restraint Skills (PCM Admin, Security only)?	No
Do you have an Active Youth Crime Watch?	No
Do you have Silence Hurts Posters?	Yes
Do you have a Tip/Suggestion Box?	Yes
Describe your School Substance Abuse Prevention Program?	The G.R.A.D.E Program through Coral Springs Police Department
Describe your Classroom and/or Behavior Management Program?	CHAMPS, Responsive Classroom, Developmental Designs
List any other Prevention Oriented Curriculum	

Critical Incidents

Behavioral Emergencies	We follow the Broward County Schools Matrix with fidelity.
Bomb Threat	immediately write “what” caller says. Log date, time, male orfemale voice, possible age of the caller and any other pertinentinformation. Complete bomb threat caller ID form located on SIUemergency preparation website at:http://www.broward.k12.fl.us/emergencypreparedness/o Remain calm, polite, listen, never interrupt, complete checklist and initiatecall trace (if possible).o Immediately notify principal/designeeo Call 911: Request law enforcement and bomb squad response teamAdministrator will use the PA system to call a “CODE BLACK”, whichwill initiate a fire drill evacuation procedure.SHORT BLARING SOUNDS RUNG IN A CONTINUOUS CYCLEPROCEDURE DURING CLASS TIME1. Students exit classroom door and Walk in orderly Silent lines.2. Students evacuate the building by their designated route to their assignedarea (see map).3. NO TALKING IS PERMITTED AT ANY TIME DURING THE DRILL.4. Teachers:• Take your emergency folder (including class roster) with you.• Check that all students are out of the classroom.• Check that the room is clear.• Leave the lights on.• Leave classroom door unlocked.• In assigned area, takes roll and accounts for each child.• Hold up Green Card if all students are in line.• Hold up Red Card if a student is missing from your class.
Chemical Biological	Administrator will use the PA system to call a “CODE BLACK”, whichwill initiate a fire drill evacuation procedure.SHORT BLARING SOUNDS RUNG IN A CONTINUOUS CYCLEPROCEDURE DURING CLASS TIME1. Students exit classroom door and Walk in orderly Silent lines.2. Students evacuate the building by their designated route to their assignedarea (see map).3. NO TALKING IS PERMITTED AT ANY TIME DURING THE DRILL.4. Teachers:• Take your emergency folder (including class roster) with you.• Check that all students are out of the classroom.• Check that the room is clear.• Leave the lights on.• Leave classroom door unlocked.• In assigned area, takes roll and accounts for each child.• Hold up Green Card if all students are in line.• Hold up Red Card if a student is missing from your class.

Critical Incidents

Civil Disturbance	Contact CSPD 954-344-1800
Crisis Intervention	Broward Schools Psych Services for support
Fire	FIRE DRILL PROCEDURESIGNAL: SHORT BLARING SOUNDS RUNG IN A CONTINUOUS CYCLEPROCEDURE DURING CLASS TIME1. Students exit classroom door and Walk in orderly Silent lines.2. Students evacuate the building by their designated route to their assignedarea (see map).3. NO TALKING IS PERMITTED AT ANY TIME DURING THE DRILL.Teachers:• Take your emergency folder (including class roster) with you.• Check that all students are out of the classroom.• Check that the room is clear.• Leave the lights on.• Leave classroom door unlocked.• In assigned area, takes roll and accounts for each child.• Hold up Green Card if all students are in line.• Hold up Red Card if a student is missing from your class.5. Students in classrooms other than their own are to remain with that class.K-5: If your class is in a special during a fire drill, please go to yourstudents and assist the specials teacher with keeping students quiet andorderly.M.S.: Please assist with students evacuating from the building at yournearest exit and then go to the assigned middle school area and assist withkeeping students quiet and orderly.

Critical Incidents

Hazardous Materials	Restricted Access — This emergency response action would be used to keep away from the hazardous materials. If evacuation is required SHORT BLARING SOUNDS RUNG IN A CONTINUOUS CYCLEPROCEDURE DURING CLASS TIME1. Students exit classroom door and Walk in orderly Silent lines.2. Students evacuate the building by their designated route to their assignedarea (see map).3. NO TALKING IS PERMITTED AT ANY TIME DURING THE DRILL.Teachers:• Take your emergency folder (including class roster) with you.• Check that all students are out of the classroom.• Check that the room is clear.• Leave the lights on.• Leave classroom door unlocked.• In assigned area, takes roll and accounts for each child.• Hold up Green Card if all students are in line.• Hold up Red Card if a student is missing from your class.5. Students in classrooms other than their own are to remain with that class.K-5: If your class is in a special during a fire drill, please go to yourstudents and assist the specials teacher with keeping students quiet andorderly.M.S.: Please assist with students evacuating from the building at yournearest exit and then go to the assigned middle school area and assist withkeeping students quiet and orderly.

Critical Incidents

Hostages	Lockdown: During a lockdown:• All doors and windows are locked.• Students and teachers remain in their classrooms.• No one is allowed to enter or leave.#• No one is released until an "all clear" signal is given.• Parents are not allowed to pick up children from school. "CODE RED" over the intercom or an administrator announces the lock down in person:a. Everyone is to stay where they are.b. Classroom teachers are to:I. Quickly glance outside the room to direct any students or staff members in the hall into yourroom immediately.ii. Lock your door.iii. Lower or close any blinds.iv. Place students against the wall, so that the intruder cannot see them looking in the door.Look for the 'Safe Corner'.v. Turn out lights, lap tops, SMARTBOARDS.vi. Keep students quiet.Immediately notify principal/designee & SROo Call 911: Request law enforcementNote: All staff members should have their safety folder with a current roster printed inside prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary. c. Physical education classes being held in the gym should move into near by classroom and lock all doors. Any students in the cafeterias should move to the nearest classrooms.If students and teachers are outside the school building should move to the nearest classrooms. You will be directed where to relocate depending on the situation. If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet. Anyone in the hallway should move to the closest classroom immediately. Cafeteria workers/support staff should stay in the area they are in, secure the doors, and turn out the lights. Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lock down, even in the event of a fire alarm. For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the interco
Illness Injury	School incident report will be completed, clinic monitor will assess need, parents and or medical personnel will be contacted.
Medical Emergencies	School incident report will be completed, clinic monitor will assess need, parents and or medical personnel will be contacted.

Critical Incidents

Perimeter Control	Restricted Access and monitoring using video cameras.
School Bus	N/A
Student Sign-In/Out	Students must be signed out by authorized parent or guardian as noted on students' emergency contact card.
Emergency Tech	Parent Link (Email, Phone messages)

Critical Incidents

Visitor Intruder	Lockdown: During a lockdown:• All doors and windows are locked.• Students and teachers remain in their classrooms.• No one is allowed to enter or leave.#• No one is released until an "all clear" signal is given.• Parents are not allowed to pick up children from school. "CODE RED" over the intercom or an administrator announces the lock down in person:a. Everyone is to stay where they are.b. Classroom teachers are to:I. Quickly glance outside the room to direct any students or staff members in the hall into yourroom immediately.ii. Lock your door.iii. Lower or close any blinds.iv. Place students against the wall, so that the intruder cannot see them looking in the door.Look for the 'Safe Corner'.v. Turn out lights, lap tops, SMARTBOARDS.vi. Keep students quiet.Immediately notify principal/designee & SROo Call 911: Request law enforcementNote: All staff members should have their safety folder with a current roster printed inside prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary. c. Physical education classes being held in the gym should move into near by classroom and lock all doors. Any students in the cafeterias should move to the nearest classrooms.If students and teachers are outside the school building should move to the nearest classrooms. You will be directed where to relocate depending on the situation. If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet. Anyone in the hallway should move to the closest classroom immediately. Cafeteria workers/support staff should stay in the area they are in, secure the doors, and turn out the lights. Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lock down, even in the event of a fire alarm. For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the interco
Weapons Found	Restricted Access contact CSPD.
Weather Emergencies	RCSCS follows the guidelines of Broward County Schools. Parents, Teachers, & Staff will be notified using Parent Link and mass email.

Critical Incidents

☑ Teachers	☑ Counselors	☑ Fire
☑ Custodians	☑ Food Service	☑ Police
☑ Clerical Staff		☐ SRO

After School

Administrator Name	Maryann Pellot
Administrator Phone	9545403574
Emergency Contact Name	Santia Pierre
Emergency Contact Phone	9543691179
Agencies that use your facility	None
Emergency procedures told to employees	Safety Folder provided to each aftercare staff as well as posted in each classroom.
Emergency procedures told to parents	Yes
First Aid supplies location	Each classroom and clinic
List of special needs students	Yes
Emergency plan	Yes
On Call Procedures	Yes
Location map for after school activities	Yes
Employees know of Emergency Preparedness Manual	Yes
Safety Plan shared with After School Provider	Yes

After School Program

Provider Name							
School Name							
School Address							
School Phone							
School Fax							
Describe nearest main crossroads to this school if an emergency occurs							
Principal		**Main Number**		**Cell Number**		**Fax Number**	
Assistant Principal		**Main Number**		**Cell Number**		**Fax Number**	
Provider Main Information		**Main Number**		**Cell Number**		**Fax Number**	
First Emergency Contact		**Main Number**		**Cell Number**			
Second Emergency Contact		**Main Number**		**Cell Number**			
Local Police Contact		**Main Number**		**Cell Number**			
Child Abuse and Neglect		**Main Number**		**Cell Number**			
Child Abuse and Neglect (SBBC)		**Main Number**		**Cell Number**			
SIU SBBC		**Main Number**		**Cell Number**			
School Resource Officer		**Main Number**		**Cell Number**			
Before and After School Child Care		**Main Number**		**Cell Number**			

Post Emergency

Do protocols exist for mental health and counseling needs	Yes	
Support Staff have reviewed Crisis Recovery from Critical Resource Manual	Yes	
Contact for coordinating counseling efforts	Hally Daly	
Community Agencies' Mental health resources are accessible?	Yes	
List staff protocols for stress reduction strategies/post-trauma counseling	Employee Assistance Program	
List general protocols to address student post-trauma counseling	Crisis Counseling	
List mental health/counseling follow-up protocols for post-traumatic events	Hally Daly	
Critical Incident resources used to service students, staff, and parents	☑ Student Support Svcs	☑ Employess Assitance Program
	☐ Hospital	☐ Local Clergy
	☑ District Social Worker	☐ SIU
	☑ Psychology Services	☐ District Counselor

Safe Team

	Name	Backup 1	Backup 2
School Incident Commander	Dianna Sierra Krumrie	Maryanne Pellot	Angela LeCompte
Student Parent Reunion Coordinators	Vickiana Garcia	Nasiba Pounds	Donna Ludwig
Student Supervision Coordinators	Hally Daly	Dianna Sierra Krumrie	Angela LeCompte
SAFE Team Leaders	Dianna Sierra-Krumrie	Maryann Pellot	Angela LeCompte
Facilities Materials Coordinators	Jason Guluchi	Alfred Phillips	Angela Faciana
First Aid Coordinators	Gail Pettitt	Ileana Nunez	Donna Ludwig

Campus/Building Information

Total square footage of campus?	
Number of floors for instructional or administrative building?	1
Number of stairwells in administrative building	2
Describe location (FISH#) of campus elevators	0
Number of portables and/or modulars	0
Describe campus pool location	None
Describe pool safety procedures	N/A
Where is electrical control panel for administrative building (FISH#)?	Electrical Rooms (4)
Where is the fire box in the administrative building (FISH#)?	Outside Gym Entrance
Where is the gas/oil shutoff in the building (FISH#)?	None
Where is the water shutoff in the building (FISH#)?	In the front and rear of building
Where are the shut-off controls for the central air units? (FISH#)	Online and the roof of building
Where are the chemicals/controlled substances used for science lab? (FISH#)	No chemicals are used in science labs
Where are hazardous materials used by custodians? (FISH#)	Custodians closet/riser room
Where are hazardous materials used by pool maintenance? (FISH#)	N/A

Security Monitoring

Do building(s) have CCTV/Video Surveillance System?	Yes
Where is the camera monitoring station located?	Security/Admin Office
How many cameras are on the school campus?	37
What areas do the cameras monitor?	All public areas in & out of the building as well as hallways.
What type of recording device is used?	Video surveillance system

Vault Information

Who is in charge of the school vault?	Joy Adkins
List all personnel who have access to the vault	Joy Adkins
	Dianna Sierra Krumrie
	Maryann Pellot

Limited Mobility Students

Does site have limited mobility students enrolled?	No	
Staff Designee	Hally	Daly
Staff Designee Alternate	Angela	LeCompte
List fire rescue areas (ADA standards) for LM Student evacuation	Main front entrance, gym exit, play ground exit	
Do you have a list of LMS students available?	No	
Where is this list located?	In Student Information Sytem (SIS) and PowerSchools	
Is there an established evacuation location(s) for LMS students?	Yes, exits with ramp (front office, gym, playground)	

Administrator Acknowledgement

Principal	Dianna	Sierra-Krumrie
Staff who assist in school development planning	Maryann	Pellot
	Angela	LeCompte
	Thamara	Dallas
Administrator Submitting Report	Angela	LeCompte
Administrator's Title	Dean of Students	
Report Date	11/2/2015	
Initials	ARF	
Comment	Updated 11/30/15	

Appendix Z

Certificates of Governing Board Training for Current Governing Board Members

Certificate of Completion

Be it known that

Ken Haiko

has successfully completed the 2-hour Refresher of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: April 15, 2015

Christopher Niles

Clarion Council for Educational Greatness
Christopher Niles

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

Certificate of Completion

Be it known that

Dennis Clark

has successfully completed the 2-hour Refresher of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: May 4, 2015

Christopher Niles

Clarion Council for Educational Greatness
Christopher Niles

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

Certificate of Completion

Be it known that

John O'Brien

has successfully completed two hours of refresher charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: August 6, 2013

Clarion Council for Educational Greatness
David Alba, Executive Director

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

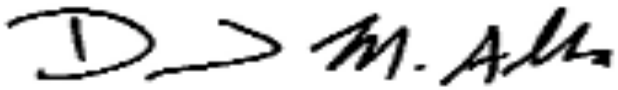
Certificate of Completion

Be it known that

Shane Strum

has successfully completed four hours of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: June 27, 2012



Clarion Council for Educational Greatness
David Alba, Executive Director

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

Certificate of Completion

Be it known that

Margaret Wells

has successfully completed the 2-hour Refresher of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: June 9, 2015

Christopher Niles

Clarion Council for Educational Greatness
Christopher Niles

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

Certificate of Completion

Be it known that

Thomas Wheeler

has successfully completed the 2-hour Refresher of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: April 23, 2015

Christopher Niles

Clarion Council for Educational Greatness
Christopher Niles

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

Certificate of Completion

Be it known that

Preston Jones

has successfully completed four hours of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: July 16, 2015

Christopher Niles

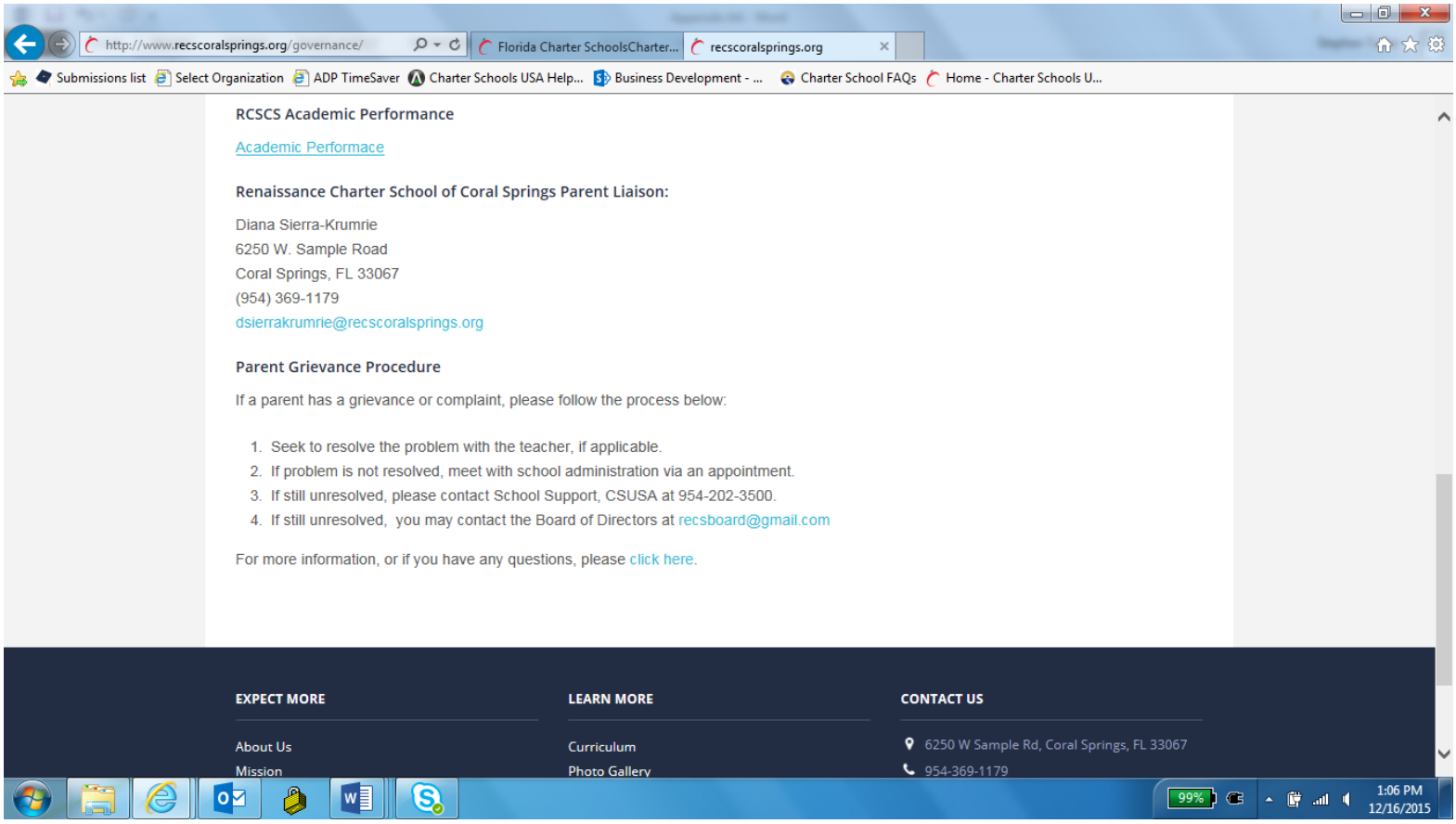
Clarion Council for Educational Greatness
Christopher Niles

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

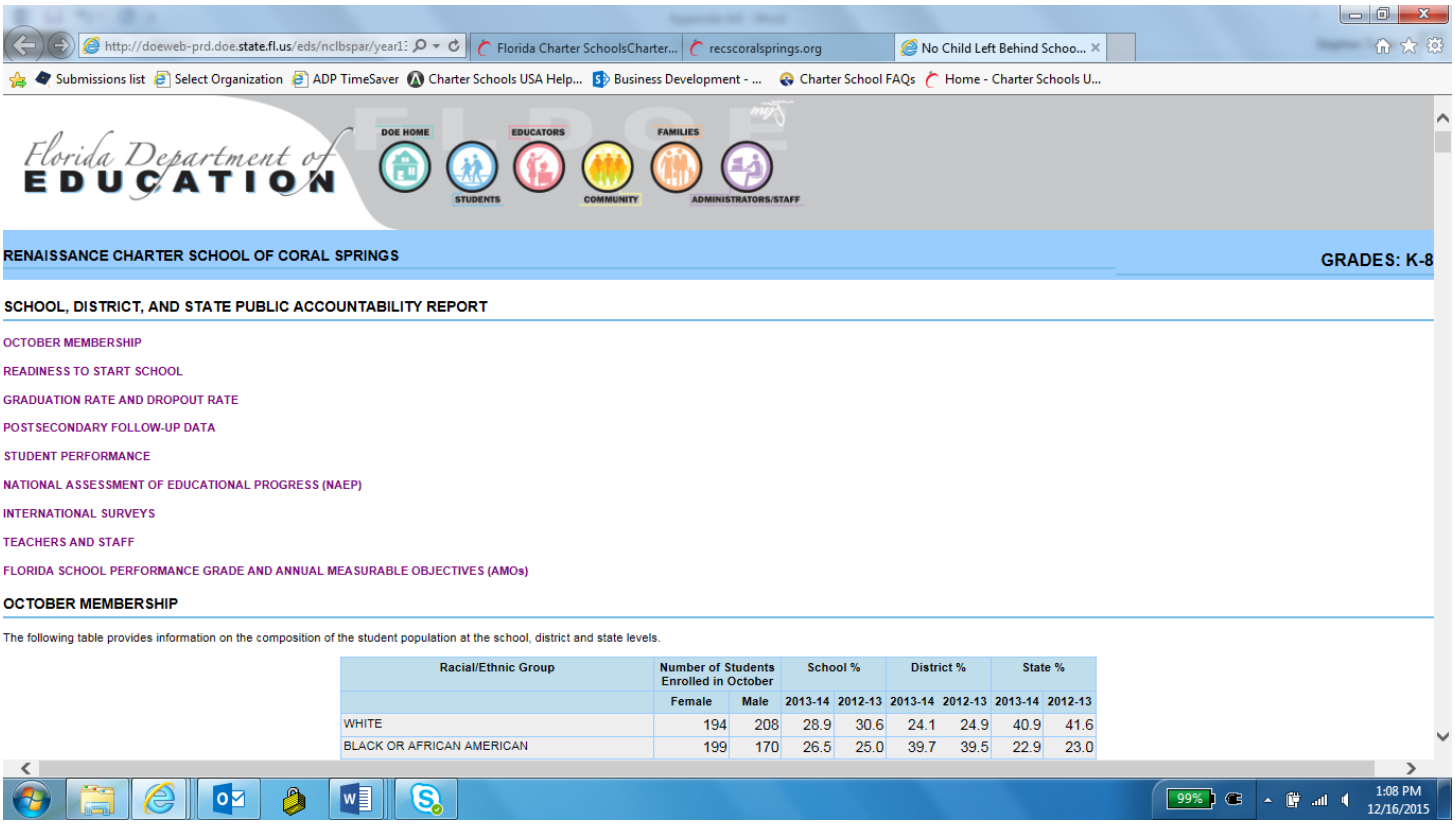
Appendix AA

Screen Shots of Website

Academic Performance



Website from Academic Performance Link



http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year1: Florida Charter SchoolsCharter... recscoralsprings.org No Child Left Behind Schoo...

Submissions list Select Organization ADP TimeSaver Charter Schools USA Help... Business Development - ... Charter School FAQs Home - Charter Schools U...

Florida Department of EDUCATION

DOE HOME STUDENTS EDUCATORS COMMUNITY FAMILIES ADMINISTRATORS/STAFF

RENAISSANCE CHARTER SCHOOL OF CORAL SPRINGS **GRADES: K-8**

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP
READINESS TO START SCHOOL
GRADUATION RATE AND DROPOUT RATE
POSTSECONDARY FOLLOW-UP DATA
STUDENT PERFORMANCE
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)
INTERNATIONAL SURVEYS
TEACHERS AND STAFF
FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES (AMOs)

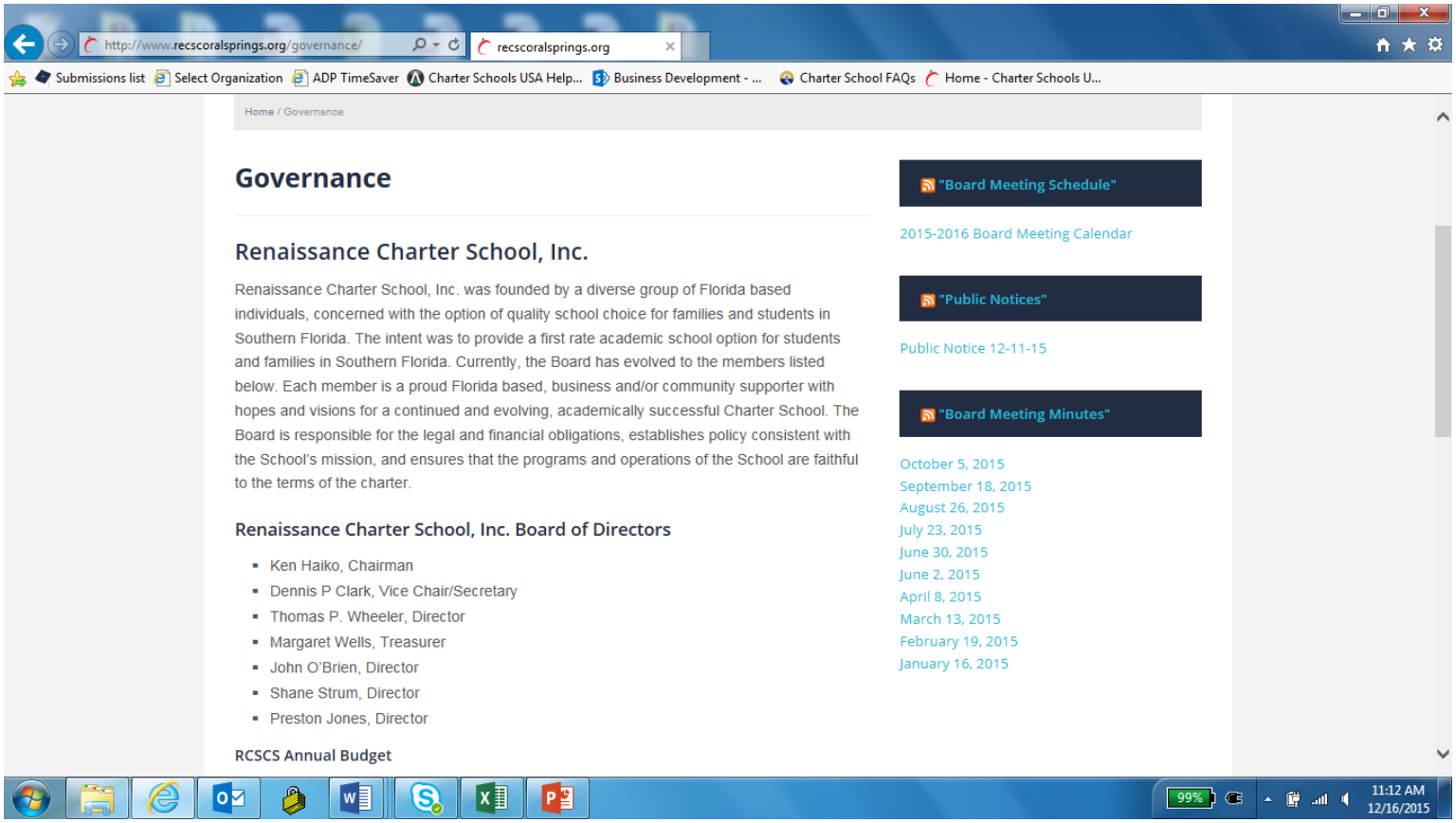
OCTOBER MEMBERSHIP

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

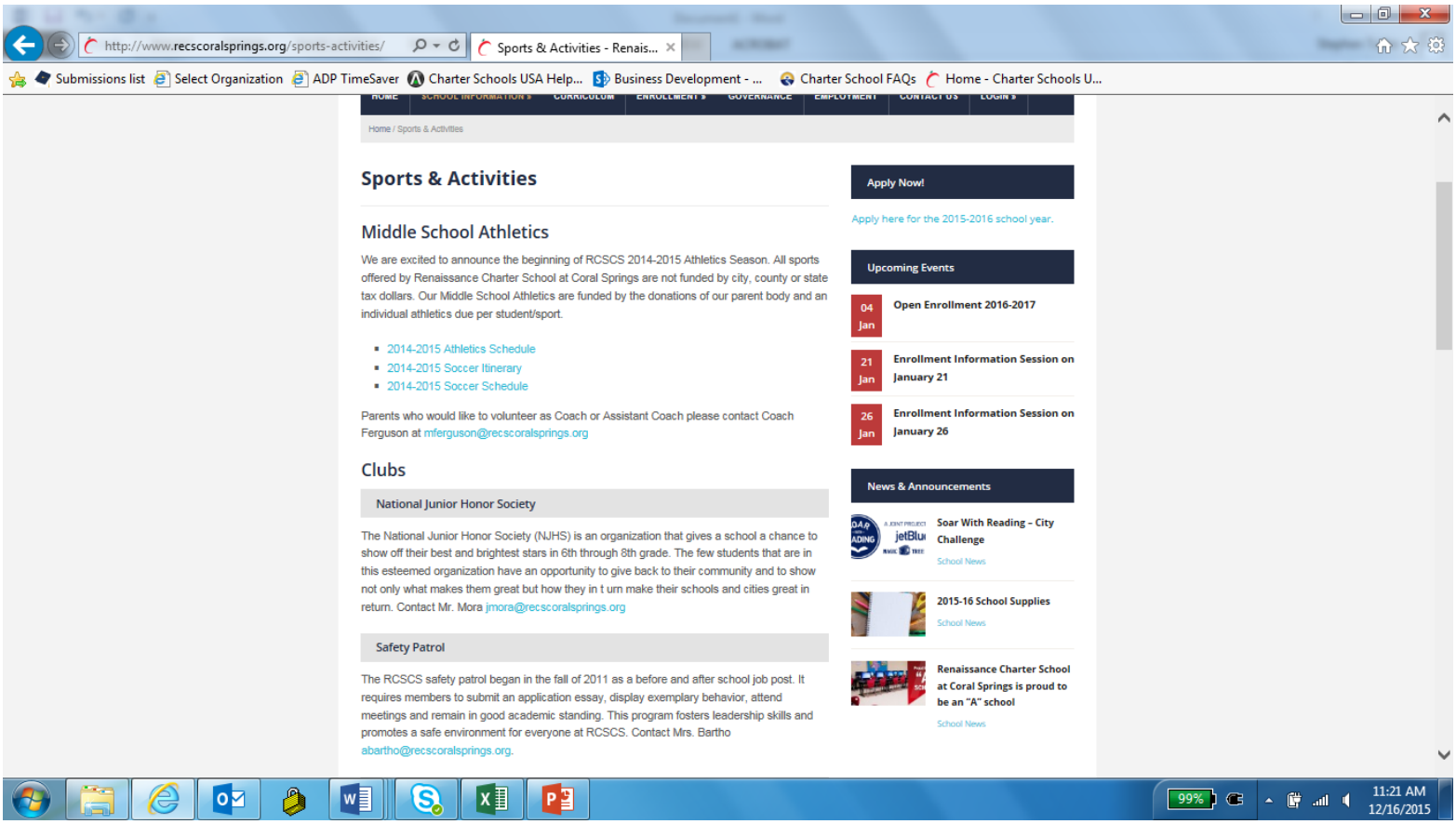
Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
WHITE	194	208	28.9	30.6	24.1	24.9	40.9	41.6
BLACK OR AFRICAN AMERICAN	199	170	26.5	25.0	39.7	39.5	22.9	23.0

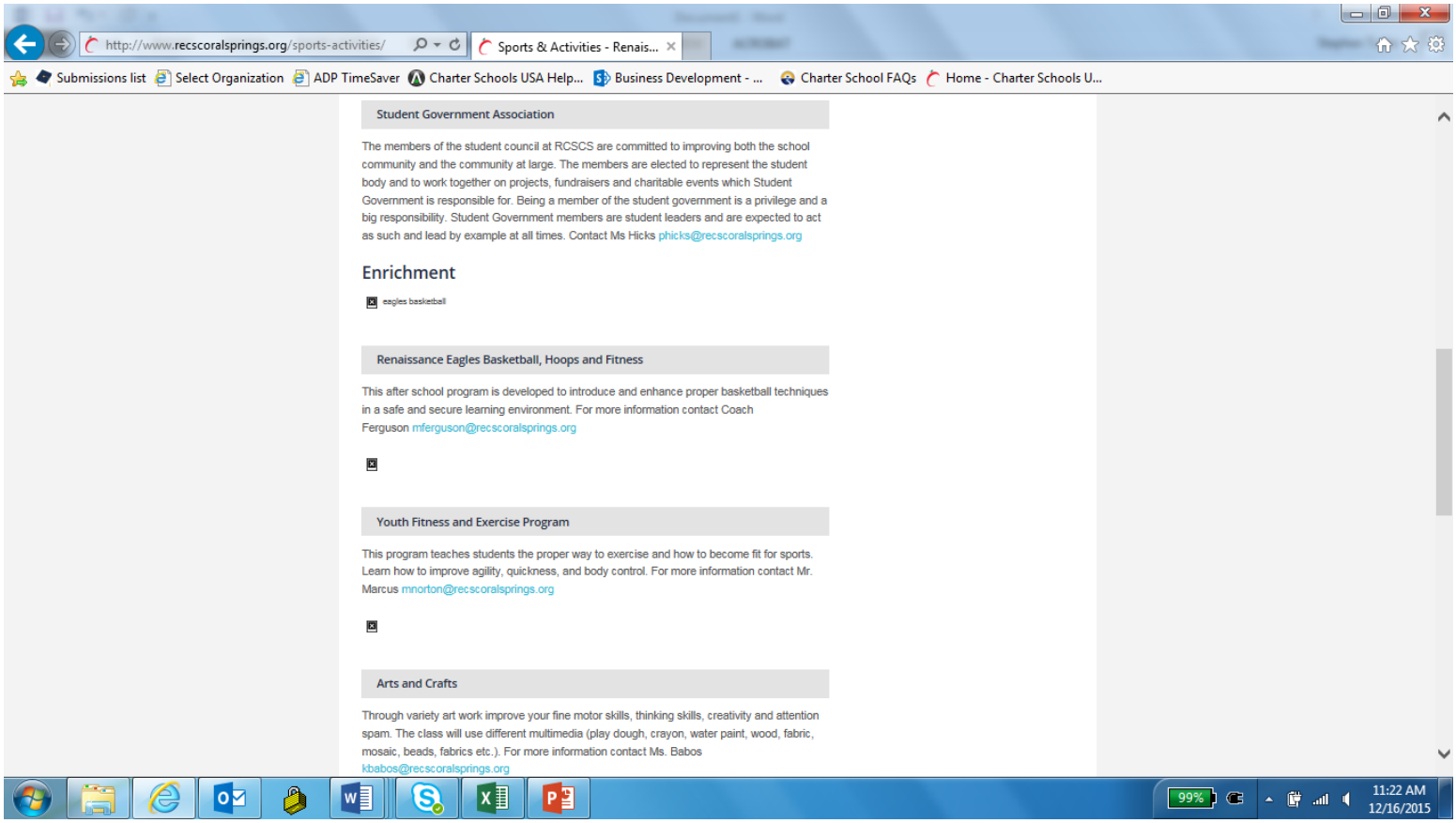
99% 1:08 PM 12/16/2015

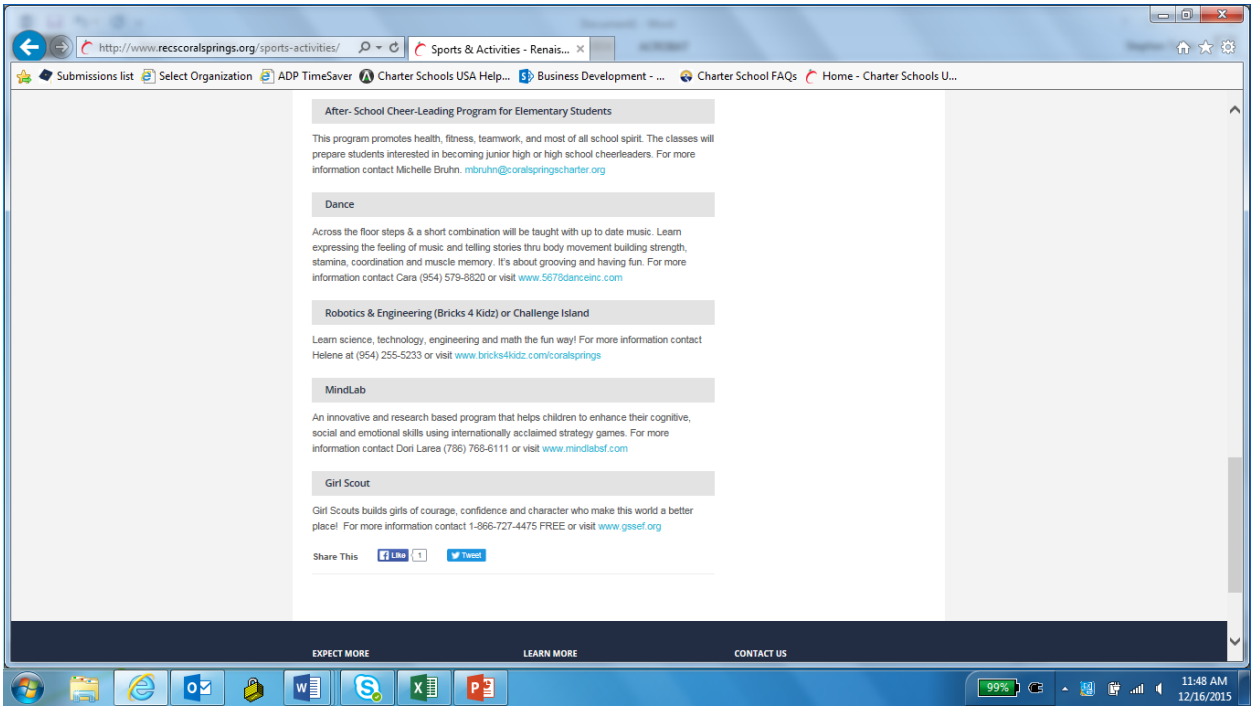
Names of Governing Board Members



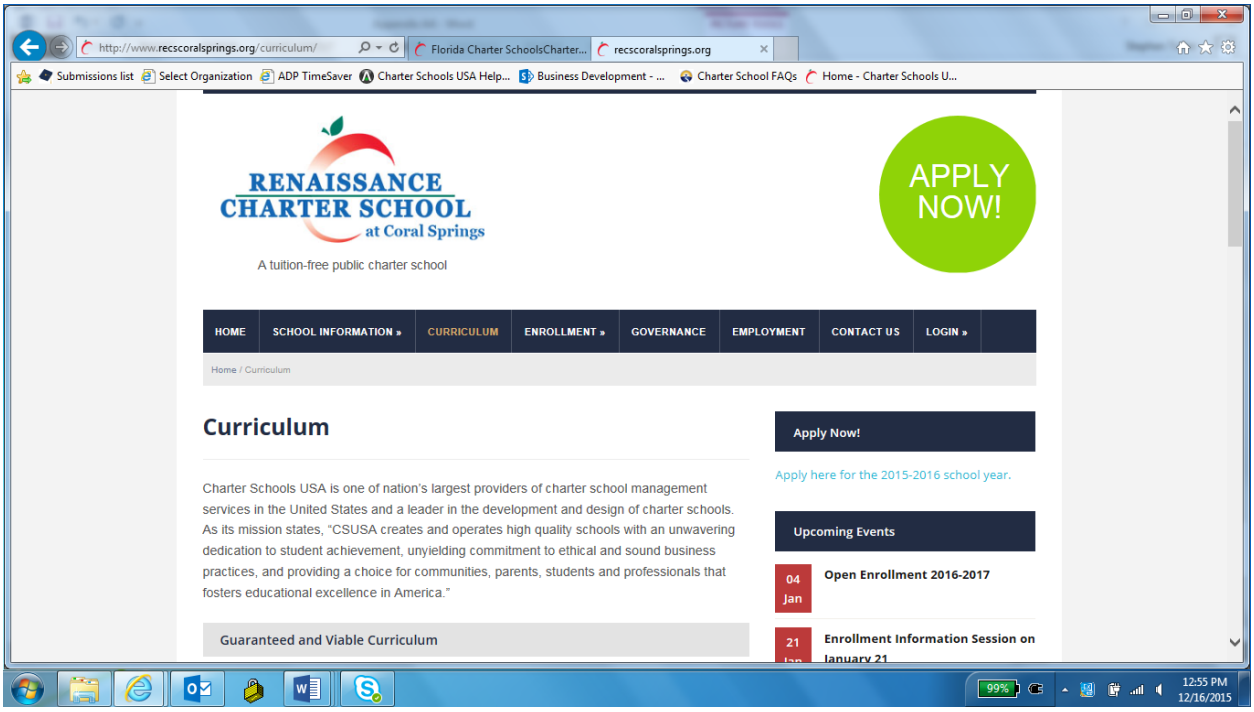
Programs at the School



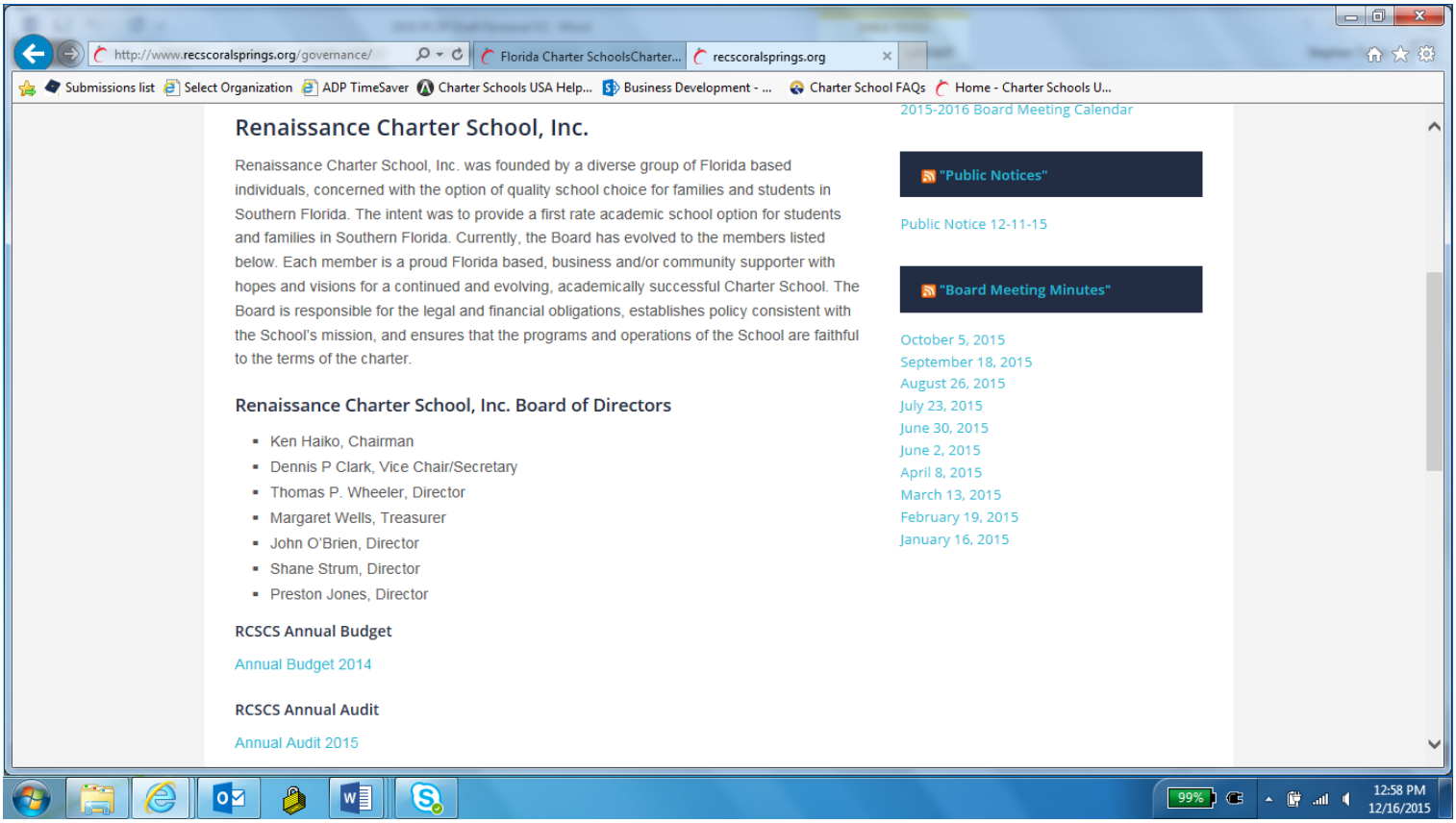

http://www.recscoralsprings.org/sports-activities/
Sports & Activities - Renais...
Submissions list
Select Organization
ADP TimeSaver
Charter Schools USA Help...
Business Development - ...
Charter School FAQs
Home - Charter Schools U...
Student Government Association
The members of the student council at RCSCS are committed to improving both the school community and the community at large. The members are elected to represent the student body and to work together on projects, fundraisers and charitable events which Student Government is responsible for. Being a member of the student government is a privilege and a big responsibility. Student Government members are student leaders and are expected to act as such and lead by example at all times. Contact Ms Hicks phicks@recscoralsprings.org
Enrichment
eagles basketball
Renaissance Eagles Basketball, Hoops and Fitness
This after school program is developed to introduce and enhance proper basketball techniques in a safe and secure learning environment. For more information contact Coach Ferguson mferguson@recscoralsprings.org
Youth Fitness and Exercise Program
This program teaches students the proper way to exercise and how to become fit for sports. Learn how to improve agility, quickness, and body control. For more information contact Mr. Marcus mnorton@recscoralsprings.org
Arts and Crafts
Through variety art work improve your fine motor skills, thinking skills, creativity and attention spam. The class will use different multimedia (play dough, crayon, water paint, wood, fabric, mosaic, beads, fabrics etc.). For more information contact Ms. Babos kbabos@recscoralsprings.org
99%
11:22 AM
12/16/2015



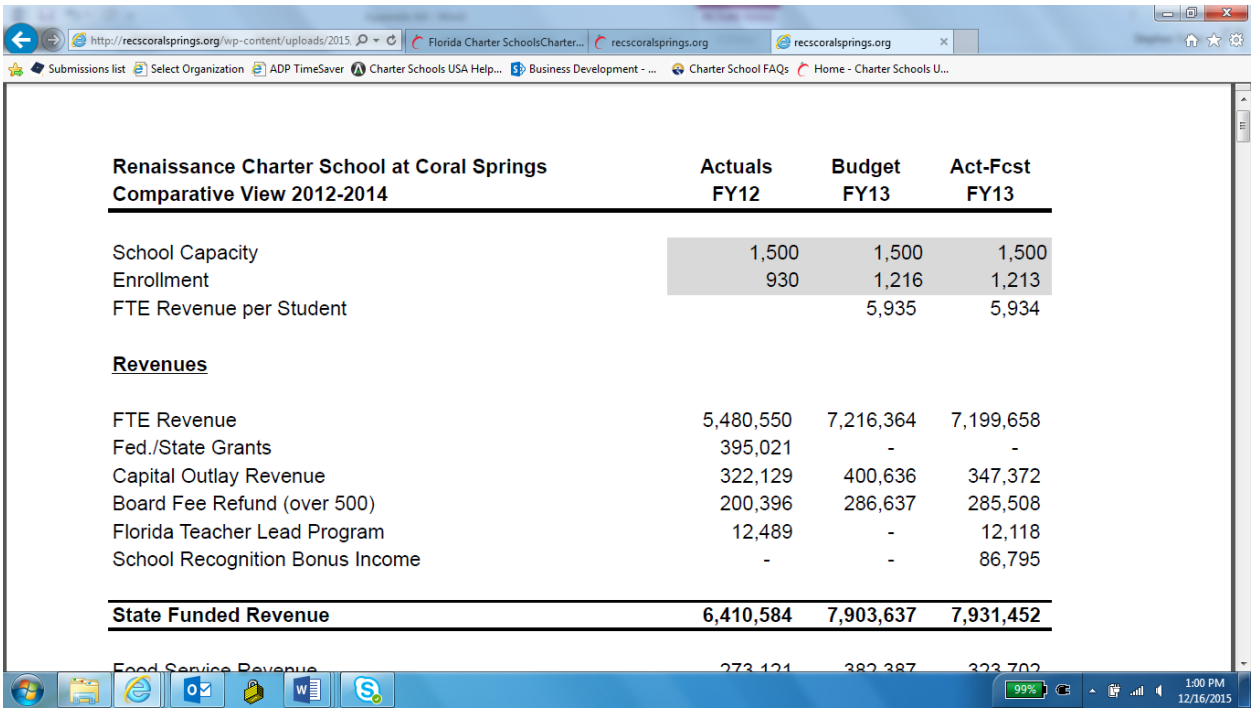
Management Company Associated with the School



Annual Budget and Annual Audit

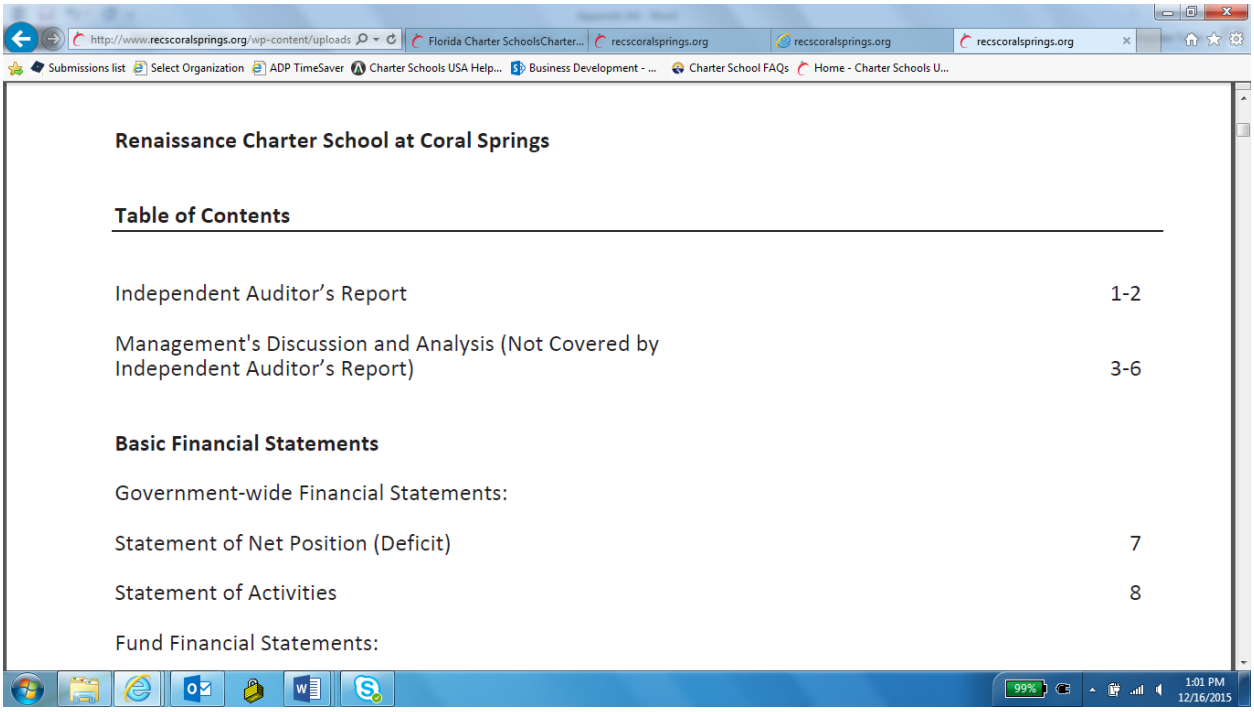


First Page of Budget Link



Renaissance Charter School at Coral Springs Comparative View 2012-2014	Actuals FY12	Budget FY13	Act-Fcst FY13
School Capacity	1,500	1,500	1,500
Enrollment	930	1,216	1,213
FTE Revenue per Student		5,935	5,934
Revenues			
FTE Revenue	5,480,550	7,216,364	7,199,658
Fed./State Grants	395,021	-	-
Capital Outlay Revenue	322,129	400,636	347,372
Board Fee Refund (over 500)	200,396	286,637	285,508
Florida Teacher Lead Program	12,489	-	12,118
School Recognition Bonus Income	-	-	86,795
State Funded Revenue	**6,410,584**	**7,903,637**	**7,931,452**
Food Service Revenue	273,121	382,387	323,702

First Page of Audit Link



Renaissance Charter School at Coral Springs

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Independent Auditor's Report	1-2
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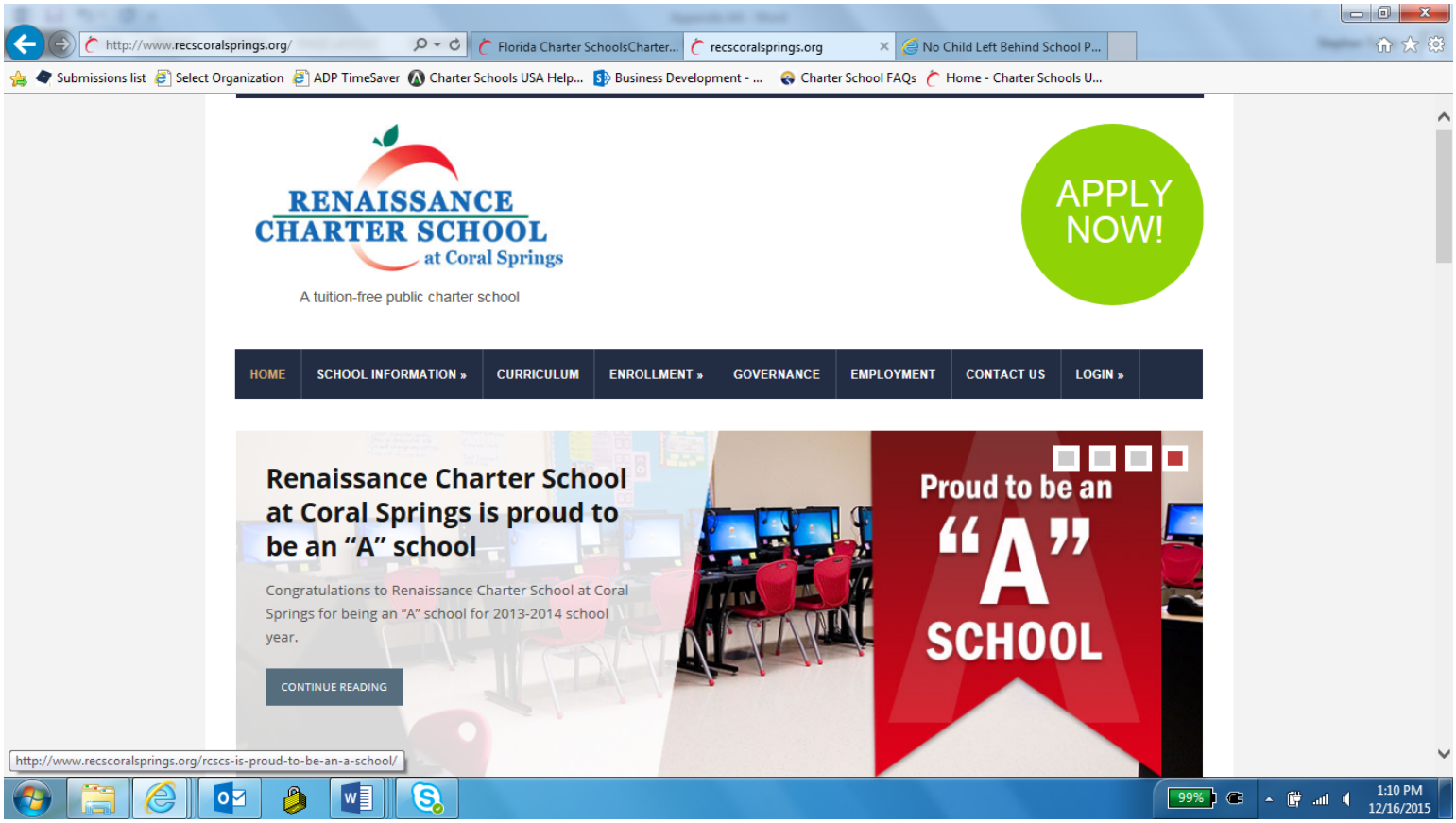
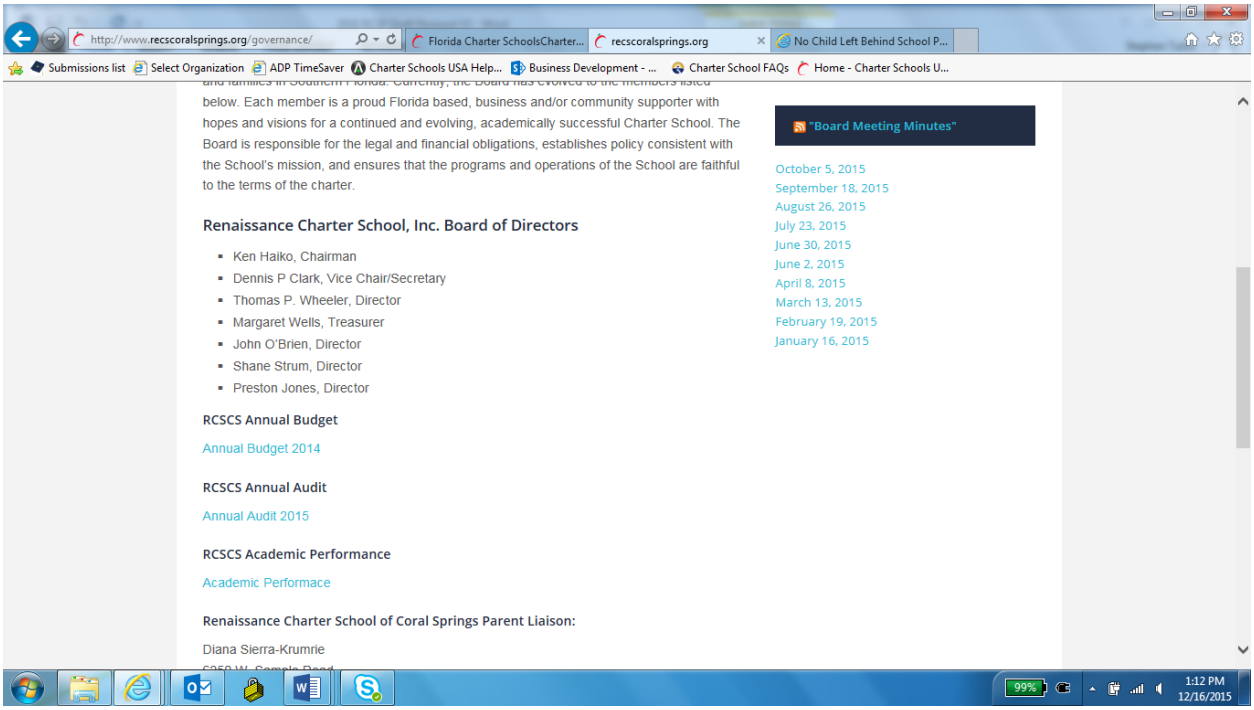
Basic Financial Statements	
Government-wide Financial Statements:	
Statement of Net Position (Deficit)	7
Statement of Activities	8
Fund Financial Statements:	

School Grade



Minutes of Governing Board Meetings



below. Each member is a proud Florida based, business and/or community supporter with hopes and visions for a continued and evolving, academically successful Charter School. The Board is responsible for the legal and financial obligations, establishes policy consistent with the School's mission, and ensures that the programs and operations of the School are faithful to the terms of the charter.

"Board Meeting Minutes"

October 5, 2015
September 18, 2015
August 26, 2015
July 23, 2015
June 30, 2015
June 2, 2015
April 8, 2015
March 13, 2015
February 19, 2015
January 16, 2015

Renaissance Charter School, Inc. Board of Directors

- Ken Haiko, Chairman
- Dennis P Clark, Vice Chair/Secretary
- Thomas P. Wheeler, Director
- Margaret Wells, Treasurer
- John O'Brien, Director
- Shane Strum, Director
- Preston Jones, Director

RCSCS Annual Budget

Annual Budget 2014

RCSCS Annual Audit

Annual Audit 2015

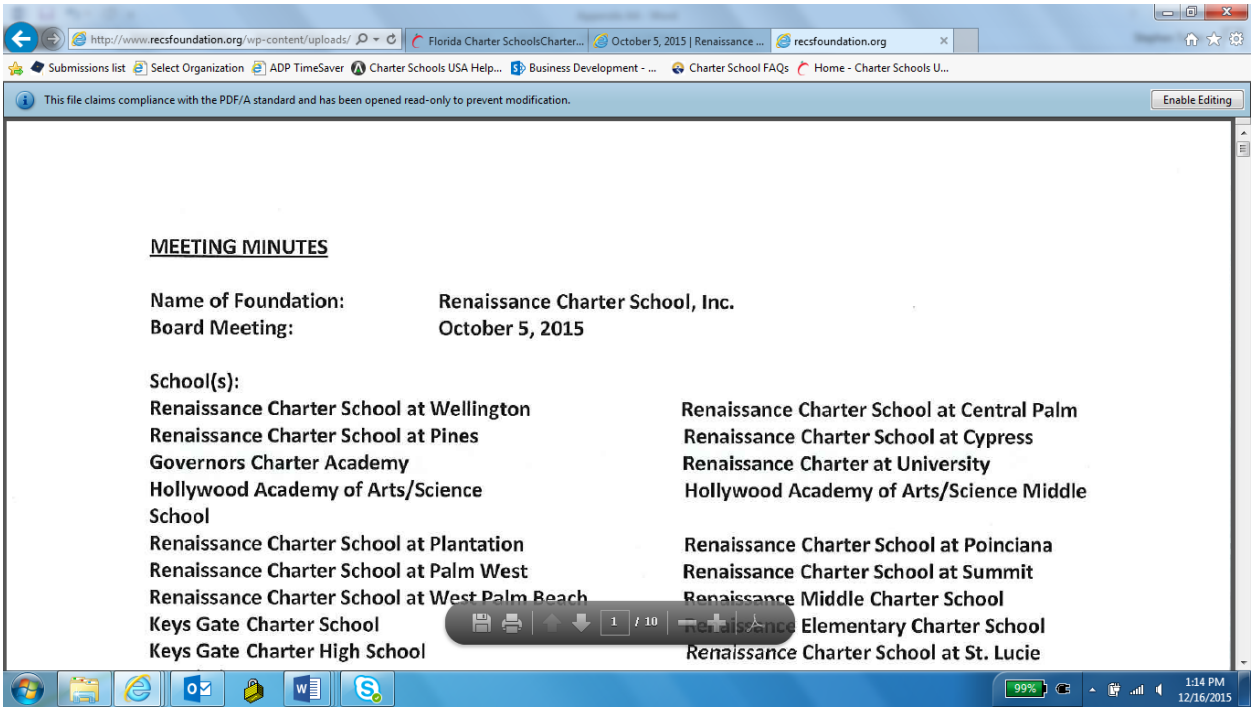
RCSCS Academic Performance

Academic Performace

Renaissance Charter School of Coral Springs Parent Liaison:

Diana Sierra-Krumrie

Sample of Meeting Minutes



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MEETING MINUTES

Name of Foundation: Renaissance Charter School, Inc.
Board Meeting: October 5, 2015

School(s):

Renaissance Charter School at Wellington
Renaissance Charter School at Pines
Governors Charter Academy
Hollywood Academy of Arts/Science School
Renaissance Charter School at Plantation
Renaissance Charter School at Palm West
Renaissance Charter School at West Palm Beach
Keys Gate Charter School
Keys Gate Charter High School
Renaissance Charter School at Central Palm
Renaissance Charter School at Cypress
Renaissance Charter at University
Hollywood Academy of Arts/Science Middle
Renaissance Charter School at Poinciana
Renaissance Charter School at Summit
Renaissance Middle Charter School
Renaissance Elementary Charter School
Renaissance Charter School at St. Lucie

Appendix BB

Staffing Reports

STAFF / FACULTY SUMMARY

School Year: 2015/2016 **Sort: Name, Personel Nbr, Teacher Nbr**

SCHOOL: 5020 - RENAISSANCE CHRT OF CORAL SPRS

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
303	S	ADKINS ASHLEY	F	W	0000000000	50004551				08/01/11	
304	S	ADKINS JOY	F	W	0000000000	50004550				07/20/11	
252	S	ALFANO ELIZABETH	F	W	0001240695	50002120			01-163	01/06/14	
006	S	ALMATAS BROOK	F	W	0001085827	50002022			01-145	08/12/13	
239	S	ALTIDOR RUBENS	M	H	0000000000	50005318				08/24/15	
276	S	ANDERSON AMBER	F	W	0001250644	50003872			01-133	07/01/14	
285	S	ANDY KELLY	F	W	0001171856	50003858			01-178	07/01/14	
242	S	ARISTIDE RONY	M	B	0000000000	50005319				08/24/15	
132	S	BARNETT HAYLEY	F	W	0000000000	50005064				08/13/15	
194	S	BARNETT MARY	F	W	0000441279	50002141			01-111	08/08/12	
139	S	BARTHO ASHLEY	F	W	0001078428	50002203			01-177	08/22/11	
251	S	BARTOLONE JOSEPHINE	F	W	0001240461	50002183			01-125	01/06/14	
105	S	BASTOKY ALEXANDRA	F	W	0001163678	50002086			01-124	08/22/11	
133	S	BELLAMY DARELL	F	B	0000000000	50003935				08/24/15	
107	S	BERKE-WHITE RENEE	F	W	0000442068	50002084			01-112	08/01/11	
108	S	BERKOWITZ MORGAN	F	W	0001145221	50002083			01-127	08/22/11	
109	S	BERTHIAUME GLENDALY	F	B	0000814971	50002100			01-101	08/22/11	
143	S	BLANCHARD FRANCESCA	F	H	0001240070	50001049			01-136	08/13/15	
278	S	BODINE-LANDIS MARLEN	F	W	0001207765	50004032			01-188	07/01/14	
273	S	BOYER SARAH	F	W	0001226821	50003869			01-198	07/01/14	
297	S	BRADLEY CARA	F	W	0001079787	50004541			01-199	02/17/15	
005	S	BRENNAN KELLY	F	W	0001192654	50004727			01-116	08/10/15	
016	S	BRODWOLF REBECCA	F	W	0001116537	50000130		00	01-183	07/24/15	
296	S	BROWN MELINDA	F	B	0001249222	50003165		0	01-154	08/13/15	
310	S	BURDICK MARISSA	F	B	0000000000	50004558				08/14/14	
302	S	CARTER BRIA	F	W	0000000000	50004549				10/27/14	
202	S	CASTRO SAMANTHA	F	W	0001213478	50004647			01-187	08/17/15	
234	S	CIRISANO LEEANNE	F	W	0001169250	50002124			01-103	11/13/12	
001	S	CODIS ABIGAL	F	W	0001192194	50002026			01-103	08/19/13	
258	S	COOK ADRIANA	F	W	0001130113	50003838			01-114	07/01/14	
021	S	COOLS LARTIGUE ELKA	F	W	0001128650	50004743			01-156	08/10/15	
014	S	CRUZ NEISHA	F	H	0000996110	50002057			01-194	08/12/13	
019	S	CULBERTSON VICTOR	M	W	0000921473	50002053			01-191	08/12/13	
114	S	DAL PIVA MANUELA	F	W	0001118672	50002098			01-121	08/22/11	
175	S	DALLAS THAMARA	F	B	0000877884	50002144				08/22/11	
219	S	DALY HALLIE	F	W	0001196881	50002127			01-134	08/16/12	
294	S	DAVIS KAYLA	F	B	0001246136	50004352			01-136	02/09/15	
137	S	DENNEY LINDSAY	F	W	0001170290	50002105			01-140	08/22/11	
113	S	DESAUGUSTE DAPHNEE	F	B	0001119266	50002099			01-119	08/22/11	
215	S	DIAMOND CAITLIN	F	W	0001193415	50002130			01-111	08/16/12	
208	S	DINIZ CLEBER	M	H	0001048505	50004242			01-152	08/10/15	
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007	S	FARMER JESSICA	F	W	0000000000	50002027			01-189	08/12/13	
013	S	FERGUSON MARLON	M	B	0001199137	50002058			01-172	08/12/13	
213	S	FINUCANE LOGAN	F	W	0001100814	50002132			01-110	08/16/12	
119	S	FISCHER AMANDA	F	W	0001152698	50002095			01-160	08/22/11	
307	S	GARCIA VICKIANA	F	H	0000000000	50004554				10/21/13	
123	S	GARDNER LATAVIAN	F	B	0000843088	50004517			01-141	08/13/15	
220	S	GRAFFEO SARA	F	W	0001007440	50002126			01-118	08/16/12	
003	S	HALM TRICIA	F	W	0001135113	50002025			01-126	08/19/13	
264	S	HARGREAVES COURTNEY	F	W	0000000000	50005323				08/26/15	
318	S	HARGREAVES COURTNEY	F	W	0000000000	50005323				08/26/15	
257	S	HARING ELIZABETH	F	W	0001183618	50003837			01-105	07/01/14	
279	S	HARRIOTT MARGARET	F	W	0001202328	50003877			01-192	07/01/14	
103	S	HEINZKILL MEGAN	F	W	0001172657	50002088			01-106	08/22/11	
298	S	HENGSTLER ERINN	F	W	0001239724	50004542			01-180	04/01/15	
127	S	HICKS PAULA	F	W	0001136472	50002093			01-186	08/22/11	

**** Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2015/2016 **Sort: Name, Personel Nbr, Teacher Nbr**

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
266	S	HIGGINS ASHLEY	F	W	0001248276	50003863			01-148	07/01/14	
289	S	HYLTON SHAKERA	F	B	0000000000	50005561				10/01/15	
284	S	JEAN PIERRE KELLY	M	B	0000000000	50005430				09/08/15	
262	S	JOHNSON JENNIFER	F	W	0001135216	50003844			01-119	07/01/14	
253	S	JOHNSON SAHILY	F	B	0001116963	50002186			01-153	10/09/13	
020	S	JOHNSON WHITNEY	F	B	0001224079	50002052			01-159	08/12/13	
308	S	KENDRICK MELVIN	M	B	0000000000	50004555				08/10/12	
027	S	LA ROSA NICOLE	F	H	0000000000	50005667			01-185	10/12/15	
246	S	LE COMPTE ANGELA	F	W	0000998775	50002177			01-116	08/19/13	
216	S	LEON AURELIS	F	H	0001171017	50002129			01-144	08/16/12	
012	S	LI YENNY	F	H	0001108959	50002059			01-131	08/12/13	
299	S	LUDWIG DONNA	F	W	0000000000	50004543				08/01/11	
210	S	MAGID NATALIE	F	W	0001149561	50002134			01-147	08/16/12	
275	S	MAGNANI ANGELA	F	W	0001210630	50003871			01-193	07/01/14	
004	S	MANGER ANDREA	F	W	0000960534	50002024			01-172	08/12/13	
282	S	MARMORATO LISA	F	W	0001109889	50000155			01-186	09/02/14	
140	S	MARTINEZ JADE	F	W	0001290959	50005067			01-107	08/13/15	
148	S	MATHIS PAIGE	F	W	0000981275	50002147			01-138	08/22/11	
292	S	MATOS JULIE	F	W	0001271107	50004344			01-117	01/19/15	
319	S	MAYNARD CHARMAINE	F	B	0000000000	50004567				08/10/12	
320	S	MCBRIDE JOANNE	F	B	0000000000	50004568				08/10/11	
117	S	MEHTA PRITI	F	A	0000000000	50004880				08/13/15	
287	S	MEJIA STEPHANIE	F	H	0001257295	50004034			01-150	09/01/14	
025	S	MELO DANTAS JOSUE	M	W	0001244583	50003904			01-158	10/12/15	
270	S	MIERS JOY	F	W	0000000000	50005325				08/08/15	
271	S	MOONILAL CRYSTAL	F	W	0001171860	50003867			01-162	07/01/14	
203	S	MORA JUAN	M	H	0001043214	50002139			01-143	08/16/12	
205	S	MUSUM SHERI	F	W	0000510435	50002136			01-128	08/16/12	
028	S	NORTON MARCUS	M	B	0000000000	50004571				03/15/12	
300	S	NUNEZ ILEANA	F	H	0000000000	50004547				07/20/11	
247	S	NUNEZ KRISTINA	F	H	0001213479	50002182			01-108	08/19/13	
322	S	OQUENDO ELIZABETH	F	H	0000000000	50004570				10/24/15	
235	S	OQUENDO NAOMI	F	H	0000000000	50005317				08/24/15	
245	S	ORTIZ-GRBIC BERNADET	F	H	0000831755	50002157			01-102	08/19/13	
267	S	PAYSEN KATHLEEN	F	W	0000000000	50005324				08/24/15	
254	S	PELLOT ABREU MARYANN	F	H	0001132943	50002451				08/05/13	
023	S	PEREZ LAURA	F	H	0001216632	50002079			01-179	08/12/13	
301	S	PETTITT GAIL	F	W	0000000000	50004548				09/06/11	
306	S	PIERRE SANTIA	F	B	0000000000	50004553				08/12/13	
026	S	POLACHECK GLORIANNE	F	W	0000441394	50004300			01-167	10/19/15	
305	S	POUNDS NASIBA	F	W	0000000000	50004552				07/23/13	
249	S	PRICE KAMARIA	F	B	0000000000	50005321				09/04/15	
024	S	QUINTANA LINDSAY	F	H	0001004469	50002080			01-161	08/19/13	
286	S	SABOURIN JULIA	F	W	0001212022	50003878			01-126	07/01/14	
244	S	SACCO HEATHER	F	W	0001217234	50002152			01-113	08/19/13	
250	S	SALLEY SHENEEKA	F	B	0000000000	50005322				08/28/15	
173	S	SAUL JENNIFER	F	W	0000991988	50001184			01-181	07/01/14	
218	S	SCHLUTER-PARIS PAULE	F	W	0001195595	50002128			01-149	08/16/12	
293	S	SHANK MARTHA	F	H	0000000000	50001506			01-114	02/03/15	
142	S	SHARKEY SAMANTHA	F	W	0001156192	50002102			01-137	10/03/11	
295	S	SIERRA-KRUMRIE DIANA	F	W	0000938980	50003327				06/15/15	
144	S	SMELLIE-JOHNSON SEBR	F	B	0001205814	50004651			01-184	08/17/15	
022	S	SPASIANO DANIELLE	F	H	0001149812	50002067			01-157	08/12/13	
259	S	SPICY LATASHA	F	W	0001201205	50003839			01-109	07/01/14	
274	S	SPRINGER NILSA	F	W	0000000000	50005429				09/08/15	
149	S	STERN STEPHANIE	F	W	0001074429	50002146			01-150	08/22/11	
224	S	SYLVESTRE MARC	M	B	0000000000	50005316				08/17/15	
290	S	TORRES CHERI	F	W	0000000000	50004314			01-172	01/12/15	
174	S	TRAVERS MARY	F	W	0000793630	50002519			01-182	07/01/14	

* ***Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2015/2016 **Sort: Name, Personel Nbr, Teacher Nbr**

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
265	S	TREUREN KIMBERLY	F	W	0001255960	50003846			01-146	07/01/14	
263	S	VELTRI MEGHAN	F	W	0001252954	50003845			01-120	08/23/14	
010	S	WADSWORTH CANDIDA	F	W	0001065933	50002060			01-151	08/12/13	
243	S	WALL SYDEL	F	H	0000000000	50004584				08/17/13	
106	S	WILLIS VIRGINIA	F	W	0001228068	50000154			01-142	08/10/15	
116	S	WOOD JENNIFER	F	W	0000984403	50001189			01-117	08/13/15	
256	S	ZANT ALYSSA	F	W	0001160842	50003836			01-104	07/01/14	

Total Staff: 123

***** *Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

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: 5020
Charter School Location Name: Renaissance at Coral Springs
Date audit completed: 8/18/2015
Person completing audit: Maryann Pellot

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

Last Name, First Name	DOE#	Certificate Type	Certificate Start Date	Certificate End Date	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
Berke-White, Renee	442068	Professional	7/1/2010	6/30/2020	Elem k-6, primary	K Teacher	Gen Ed. Common Core Kinder	Gen Ed. Common Core Kinder	Kinder	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Berthiaume, Glendaly	814971	Professional	7/1/2014	6/30/2019	Elem k-6, primary, esol	K Teacher	Gen Ed. Common Core Kinder	Gen Ed. Common Core Kinder	Kinder	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Zant, Alyssa	1160842	Professional	7/1/2013	6/30/2018	Elem k-6	K Teacher	Gen Ed. Common Core Kinder	Gen Ed. Common Core Kinder	Kinder	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Cirisano, Leeanne	1169250	Professional	7/1/2010	6/30/2020	Elem k-6	K Teacher	Gen Ed. Common Core Kinder	Gen Ed. Common Core Kinder	Kinder	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Haring, Elizabeth	1183618	Professional	7/1/2015	6/30/2020	ELem k-6, Health	K Teacher	Gen Ed. Common Core Kinder	Gen Ed. Common Core Kinder	Kinder	No		No	
Ludwig, Caitlin	1193415	Professional	7/1/2012	6/30/2017	Elem k-6, visually impaired	K Teacher	Gen Ed. Common Core Kinder	Gen Ed. Common Core Kinder	Kinder	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Sacco, Heather	1217234	Professional	7/1/2013	6/30/2018	Primary	K Teacher	Gen Ed. Common Core Kinder	Gen Ed. Common Core Kinder	Kinder	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Grbic (Ortiz), Bernadette	813755	Non Ren. Tem	7/1/2013	6/30/2016	Elem k-6	K Teacher	Gen Ed. Common Core Kinder	Gen Ed. Common Core Kinder	Kinder	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Cook (Kopper), Adriana	1130113	Professional	7/1/2014	6/30/2019	Elem K-6, Esol	K Teacher	Gen Ed. Common Core Kinder	Gen Ed. Common Core Kinder	Kinder	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Spicy, Latasha	1201205	Non Ren. Tem	7/1/2014	6/30/2017	Elem. K-6	1st Grade Teacher	Gen. Ed. Common Core 1st Grade	Gen. Ed. Common Core 1st Grade	1st Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Andy, Megan	1172657	Non Ren. Tem	7/1/2014	6/30/2019	Elem k-6	1st Grade Teacher	Gen. Ed. Common Core 1st Grade	Gen. Ed. Common Core 1st Grade	1st Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Martinez, Jade	1290959	Professional	7/1/2015	6/30/2020	Prekindergarten/Primary Education, (Age 3 - Grade 3)	1st Grade Teacher	Gen. Ed. Common Core 1st Grade	Gen. Ed. Common Core 1st Grade	1st Grade	No		Yes	
Nunez, Kristina	1213479	Non Ren. Tem	7/1/2013	6/30/2016	Elem K-6	1st Grade Teacher	Gen. Ed. Common Core 1st Grade	Gen. Ed. Common Core 1st Grade	1st Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Brennan, Kelly	1192654	Professional	7/1/2014	6/30/2019	Elem K-6, ESOL	1st Grade Teacher	Gen. Ed. Common Core 1st Grade	Gen. Ed. Common Core 1st Grade	1st Grade	No		Yes	
Graffeo, Sara	1007440	Professional	7/1/2014	6/30/2019	Elem k-6, intergrated 5-9, esol	1st Grade Teacher	Gen. Ed. Common Core 1st Grade	Gen. Ed. Common Core 1st Grade	1st Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Dipierro, Lyndsey	1221458	Professional	7/1/2012	6/30/2017	Elem, K-6, Esol, Reading Endorsed	1st Grade Teacher	Gen. Ed. Common Core 1st Grade	Gen. Ed. Common Core 1st Grade	1st Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Matos, Julie	1271107	Professional	7/1/2014	6/30/2019	Elem K-6	1st Grade Teacher	Gen. Ed. Common Core 1st Grade	Gen. Ed. Common Core 1st Grade	1st Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Berkowitz, Morgan	1145221	Professional	7/1/2010	6/30/2020	Elem k-6. esol, reading end.	2nd Grade Teacher	Gen. Ed. Common Core 2nd Grade	Gen. Ed. Common Core 2nd Grade	2nd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Johnson, Jennifer	1135216	Professional	7/1/2014	6/30/2019	Elem k-6, Mentally Handicapped Primary,ESOL)	2nd Grade Teacher	Gen. Ed. Common Core 2nd Grade	Gen. Ed. Common Core 2nd Grade	2nd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Bastoky, Alexandra	1163678	Professional	7/1/2011	6/30/2016	Elem k-6, esol	2nd Grade Teacher	Gen. Ed. Common Core 2nd Grade	Gen. Ed. Common Core 2nd Grade	2nd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Veltri, Meghan	1252954	Professional	7/1/2013	6/30/2018	Elem k-6, esol	2nd Grade Teacher	Gen. Ed. Common Core 2nd Grade	Gen. Ed. Common Core 2nd Grade	2nd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Musum, Sheri	510435	Professional	7/1/2011	6/30/2016	Elem 1-6	2nd Grade Teacher	Gen. Ed. Common Core 2nd Grade	Gen. Ed. Common Core 2nd Grade	2nd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Halm, Tricia	1135113	Professional	7/1/2010	6/30/2020	Elem k-6, esol	2nd Grade Teacher	Gen. Ed. Common Core 2nd Grade	Gen. Ed. Common Core 2nd Grade	2nd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Bartolone, Josephine	1240461	Professional	7/1/2013	6/30/2018	Elem k-6, esol	2nd Grade Teacher	Gen. Ed. Common Core 2nd Grade	Gen. Ed. Common Core 2nd Grade	2nd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Finucane, Logan	1100814	Professional	7/1/2014	6/30/2019	Elem k-6, esol, gifted	2nd Grade Teacher	Gen. Ed. Common Core 2nd Grade	Gen. Ed. Common Core 2nd Grade	2nd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Magid (Starr Bodziak), Natalie	1149561	Professional	7/1/2010	6/30/2020	Elem k-6	3rd Grade Teacher	Gen. Ed. Common Core 3rd Grade	Gen. Ed. Common Core 3rd Grade	3rd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Treuren, Kimberly	1255960	Professional	7/12014	6/30/2019	ESE K-12,Reading Endorsed, ESOL	3rd Grade Teacher	Gen. Ed. Common Core 3rd Grade	Gen. Ed. Common Core 3rd Grade	3rd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Paris (Derienzo), Paulette	1195595	Professional	7/1/2012	6/30/2017	Elem k-6, esol	3rd Grade Teacher	Gen. Ed. Common Core 3rd Grade	Gen. Ed. Common Core 3rd Grade	3rd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Sharkey, Samantha	1156192	Professional	7/1/2010	6/30/2020	Elem k-6, esol	3rd Grade Teacher	Gen. Ed. Common Core 3rd Grade	Gen. Ed. Common Core 3rd Grade	3rd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Shiffman, Paige	981275	Professional	7/1/2011	6/30/2016	Elem k-6, pre. K, esol, ese	3rd Grade Teacher	Gen. Ed. Common Core 3rd Grade	Gen. Ed. Common Core 3rd Grade	3rd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)

Higgins, Ashley	1248276	Professional	7/1/2013	6/30/2018	Elem k-6, esol	3rd Grade Teacher	Gen. Ed. Common Core 3rd Grade	Gen. Ed. Common Core 3rd Grade	3rd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Davis, Kayla	1246136	Non Ren. Tem	7/1/2014	6/30/2017	Social Science 5-12	3rd Grade Teacher	Gen. Ed. Common Core 3rd Grade	Gen. Ed. Common Core 3rd Grade	3rd Grade	No		No	
Mejia, Stephanie	1257295	Professional	7/1/2014	6/30/2019	Elem k-6	3rd Grade Teacher	Gen. Ed. Common Core 3rd Grade	Gen. Ed. Common Core 3rd Grade	3rd Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Fischer, Amanda	1153698	Professional	7/1/2010	6/30/2020	Elem k-6, esol	4th Grade Teacher	Gen. Ed. Common Core 4th Grade	Gen. Ed. Common Core 4th Grade	4th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Quintana (Sum), Lindsay	1004469	Professional	7/1/2011	6/30/2016	Elem k-6, esol	4th Grade Teacher	Gen. Ed. Common Core 4th Grade	Gen. Ed. Common Core 4th Grade	4th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Spasiano, Danielle	1149812	Professional	7/1/2015	6/30/2020	Elem k-6, esol, reading end.	4th Grade Teacher	Gen. Ed. Common Core 4th Grade	Gen. Ed. Common Core 4th Grade	4th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Alfano, Elizabeth	1240695	Professional	7/1/2013	6/30/2018	Elem k-6, esol	4th Grade Teacher	Gen. Ed. Common Core 4th Grade	Gen. Ed. Common Core 4th Grade	4th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Johnson, Whitney	1224079	Non Ren. Tem	7/1/2013	6/30/2016	Elem k-6, math 5-9	4th Grade Teacher	Gen. Ed. Common Core 4th Grade	Gen. Ed. Common Core 4th Grade	4th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
DeMelo Dantas, Josue	1244583	SOE				4th Grade Teacher	Gen. Ed. Common Core 4th Grade	Gen. Ed. Common Core 4th Grade	4th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Polacheck, Gloriane	441394	Professional	7/1/2012	6/30/2017	Reading, (Grades K - 12), ESOL	4th Grade Teacher							
Moonilal, Crystal	1171860	Professional	7/1/2012	6/30/2020	Elem K-6	4th Grade Teacher	Gen. Ed. Common Core 4th Grade	Gen. Ed. Common Core 4th Grade	4th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Bartho, Ashley	1078428	Professional	7/1/2013	6/30/2018	Elem k-6, esol	5th Grade Teacher	Gen. Ed. Common Core 5th Grade	Gen. Ed. Common Core 5th Grade	5th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Perez, Laura	1216632	Professional	7/1/2013	6/30/2018	Elem k-6, esol	5th Grade Teacher	Gen. Ed. Common Core 5th Grade	Gen. Ed. Common Core 5th Grade	5th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Andy (Roos), Kelly	1171856	Professional	7/1/2011	6/30/2016	Elem K-6, ESOL	5th Grade Teacher	Gen. Ed. Common Core 5th Grade	Gen. Ed. Common Core 5th Grade	5th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Hengstler, Erinn	1239724	Professional	7/1/2014	6/30/2019	Elem k-6, ESOL, Reading Endorsement	5th Grade Teacher	Gen. Ed. Common Core 5th Grade	Gen. Ed. Common Core 5th Grade	5th Grade	No		Yes	
Saul, Jennifer	991988	Professional	7/1/2013	6/30/2018	Elem k-6, esol	5th Grade Teacher	Gen. Ed. Common Core 5th Grade	Gen. Ed. Common Core 5th Grade	5th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Travers, Mary	793630	Professional	7/1/2014	6/30/2019	Admin, Elem K-6, ESOL, Primary	5th Grade Teacher	Gen. Ed. Common Core 5th Grade	Gen. Ed. Common Core 5th Grade	5th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Brodwolf, Rebecca	1116537	Non. Ren. Ten	7/1/2013	6/30/2016	Elem K-6	5th Grade Teacher	Gen. Ed. Common Core 5th Grade	Gen. Ed. Common Core 5th Grade	5th Grade	No		Yes	
Cools Lartigue, Elka	1128650	Non. Ren. Ten	7/1/2014	6/30/2017	Math 5-9	5th Grade Teacher	Gen. Ed. Common Core 5th Grade	Gen. Ed. Common Core 5th Grade	5th Grade				
Boyer, Sara	1226821	Non Ren. Tem	7/1/2014	6/30/2017	Art K-12	Elementary Art Teacher	Elementary Art	Elementary Art	K-5th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Murray, Lindsay	1170290	Professional	7/1/2011	6/30/2016	Music	Elementary Music Teacher	Elementary Music	Elementary Music	K-5th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Dal Piva, Manuela	118672	Professional	7/1/2012	6/30/2017	Spanish/French	Spanish Teacher	Elementary Spanish	Elementary Spanish	K-5th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Manger, Andrea	960534	Professional	7/1/2015	6/30/2020	PE	PE Teacher	Elementary PE	Elementary PE	K-5th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Magnani, Angela	1210630	Professional	7/1/2012	6/30/2017	Elem k-6, esol	Science Teacher	Elementary Science Lab	Elementary Science Lab	K-5th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Codis, Abigail	1192194	Professional	7/1/2012	6/30/2017	Social sci 6-12	Reading RTI	Elementary Media	Elementary Media	K-5th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Bradley, Cara	1079787	Non Ren. Tem	7/1/2013	6/30/2016	Elem k-6	Technology Teacher	Elementary Technology	Elementary Technology	K-5th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Almatas, Brook	1085827	Non Ren. Tem	7/1/2013	6/30/2016	Elem k-6	6th Grade Language Arts	6th Grade Language Arts	6th Grade Language Arts	6th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Leon, Aurelis	1171017	Professional	7/1/2015	6/30/2020	Elem k-6	6th Grade Reading	6th Grade Reading	6th Grade Reading	6th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Mora, Juan	1043214	Professional	7/1/2011	6/30/2016	Social sci 5-9	6th Grade Social Studies	6th Grade Social Studies	6th Grade Social Studies	6th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Willis, Virginia	1228068	Professional	7/1/2013	6/30/2018	Elem k-6, Drama K-12	6th Grade Science	6th Grade Science Courses	6th Grade Science	6th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Anderson, Amber	1250644	Professional	7/1/2014	6/30/2019	Math 6-12	6th Grade Math	6th Grade Math	6th Grade Math	6th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Smellie, Sabrina	1205814	SOE				7th Grade Math							
Brown, Melinda	1249222	Non Ren. Tem	7/1/2014	6/30/2017	English 6-12	7th Grade Language Arts							
Marmorato, Lisa	1109889	Non Ren. Tem	7/1/2013	6/30/2016	Social Science 6-12	7th Grade Social Studies	7th Grade Social Studies	7th Grade Social Studies	7th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)

LaRosa, Nicole		Perm. Substitute				7th Grade Science	7th Grade Science	7th Grade Science	7th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Johnson, Sahily	116963	Non Ren. Tem	7/1/2013	6/30/2016	English 6-12	7th Grade Language Arts	7th Grade Language Arts	7th Grade Language Arts	7th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Diniz, Cleber	1048505	Non Ren. Tem	7/1/2014	6/30/2017		8th Grade Math							
Farmer, Jessica	1193417	Non Ren. Tem	7/1/2012	6/30/2015	Eng 6-12	8th Grade Language Arts	8th Grade Language Arts	8th Grade Language Arts	8th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Castro, Samantha	1213478	Non Ren. Tem	7/1/2013	6/30/2016	Social Science 6-12	8th Grade Social Studies							
Wadsworth, Candida	1065933	Professional	7/1/2015	6/30/2020	General sci 5-9, elem k-6, math 5-9	8th Grade Science	8th Grade Science	8th Grade Science	8th Grade	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Bodine- Landis, Marlene	1207765	Non Ren. Tem	7/1/2014	6/30/2017	Eng. 6-12	8th Grade Language Arts							
Torres, Cheri	742575	SOE			Physical Education	Middle School Elective Critical Thinking							
Li, Yenny	1108959	Professional	7/1/2015	6/30/2020	Spanish k-12	Middle School Spanish Teacher	Middle School Spanish	Middle School Spanish	6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Ferguson, Marlon	1199137	Non Ren. Tem	7/1/2013	6/30/2016	PE	Middle School PE	Middle School PE	Middle School PE	6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Cruz, Neisha	996110	Non Ren. Tem	7/1/2013	6/30/2016	Art k-12	Middel School Art	Middel School Art	Middel School Art	6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Bodine-Landis, Marlene	1207765	Non Ren. Tem	7/1/2014	6/30/2017	Eng. 6-12	Middle School Elective Critical Thinking	Middle School Elective Critical Thinking	Middle School Elective Critical Thinking	6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Harriot, Margaret	1202328	Non Ren. Tem	7/1/2014	6/30/2017	Soc. Sci. 6-12	Middle School Technology	Middle School Technology	Middle School Technology	6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Culbertson, Victor	921473	Professional	7/1/2011	6/30/2016	Elem k-6, ese, gifted	Middle School Science	Middle School Science	Middle School Science	6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Hicks (Murphy), Paula	1136472	Professional	7/1/2014	6/30/2019	Social sci 6-12, reading end.	Co-Teacher			K-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Stern, Stephanie	1074429	Professional	7/1/2012	6/30/2017	Elem k-6, esol, gifted	Co-Teacher			K-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Daly, Hallie	1196881	Professional	7/1/2012	6/30/2020	ESE	Student Services Coordinator			K-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Barnett, Mary	441279	Professional	7/1/2013	6/30/2018	Mentally Handicapped, sld	ESE Teacher			K-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Byrd, Julia	1212022	Professional	7/1/2012	6/30/2017	ESE K-12, Reading Endorsed	ESE Teacher			K-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Blanchard, Alexandria	1240070	Professional	7/1/2014	6/30/2019	Ele. K-6, Reading Endorsement, ESOL, ESE								
Charles, Dapnee	1119266	Professional	7/1/2013	6/30/2018	Elem K-6, ESOL Endorsement	Curriculum Resource Teacher			K-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Wood, Jennifer	984403	Professional	7/1/2015	6/30/2020	Elementary Education, (Grades K - 6), ESOL	Curriculum Resource Teacher			K-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Dallas, Thamara	877884	Professional	7/1/2013	6/30/2018	ESE K-12	Dean of Curriculum			K-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Pellot Abreu, Maryann	1132943	Professional	7/1/2015	6/30/2020	Ed. Leadership, World Language Spanish	Assistant Principal			K-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Sierra (Bowman), Diana	938980	Professional	7/1/2011	6/30/2016	Ed. Leadership,Marketing, Bus. Ed.	Principal							

Appendix DD

Employee Handbook

Faculty Handbook
2015-2016

RENAISSANCE CHARTER SCHOOL at Coral Springs

A member of the CHARTER SCHOOLS® USA ***family of schools.***

<u>Putting Students First!</u>

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MISSION

Renaissance Charter School at Coral Springs is committed to developing our students of today into our leaders of tomorrow.

VISION

Renaissance Charter School at Coral Springs empowers our students by providing:

***E*ducational excellence every time**

***M*otivation to learn**

***P*artnerships between school, family and community**

***O*pportunities for growth and development**

***W*isdom to challenge, inspire and encourage**

***E*nvironment that is safe, orderly and nurturing**

***R*igorous curriculum and instruction that is data driven**

ACRONYM

Responsible ***C***aring ***S***tudents ***C***ommitted to ***S***uccess

ABSENCE-TEACHER

TEACHER'S REQUEST FOR TIME OFF

At one point or another we get sick, have a family emergency or need a personal day. Charter Schools USA has developed a system to help make sure we have coverage for your class.

Policy and Procedures

1. If you know you will be absent for a future date, you must log into ADP Timesaver (https://timesaver.adp.com/i11/ij5s/TS/login.php) and select the day(s). You must immediately follow up with the Sub Coordinator to let them know of your request. The Sub Coordinator will work on your behalf to find sub coverage.
2. If you feel sick or an emergency comes up the night before and you don't think you will be able to report to work the next day, please call the Sub Coordinator before 10:00 pm to inform her of your need. Leaving a message on the phone machine at school will **not** constitute contact. Home and cell phone numbers of the administrative team have been provided to avoid any miscommunication if you are unable to reach the Sub Coordinator. When you return you **must** have completed the ADP Timesaver process.
3. If you wake-up and feel sick or an emergency comes up that morning, please contact the Sub Coordinator no later than 6:30 am. Leaving a message on the phone machine at school will **not** constitute contact. Home and cell phone numbers of the administrative team have been provided to avoid any miscommunication.
4. If you need an extended period of time off due to an illness, family emergency, jury duty or personal time, please fill out a PTO Form, discuss the situation with principal and submit the form to Ms. Adkins. Please schedule a substitute accordingly and include that information on your form. We would like to have the same substitute in the classroom if you are going to be absent for more than 1 day.
5. All teachers must have already submitted emergency lesson plans (submitted to Sub Coordinator) by the end of the second week of school. It is advised that you give the sub updated lesson to keep info current and relevant for your students.
6. If we are not able to secure a substitute for your class, teachers will have to split your class. To avoid this, please act early/call the Sub Coordinator as soon as you determine that you will be absent, as our school is not the only site where the substitutes have job assignments.
7. If you are going to be late due to an emergency, please call the Sub Coordinator or the front office to let them know. Leaving a message on the answering machine at school will **not** constitute contact. Home and cell phone numbers of the administrative team have been provided to avoid any miscommunication. It is pertinent that we have coverage for your class.
8. Proper documentation might be needed for certain request (i.e. doctor's note, jury duty served papers, etc.).

Contact Information

Ms. Gail Pettit, Administrative Assistant (954) 729-0030 cell
Ms. Joy Adkins, Business Operations Manager (954) 646-5188 cell
Ms. Maryann Pellot, Assistant Principal (954) 292-5534 cell
Mrs. Sierra-Krumrie, Principal (954) 410-6765 cell

Substitute Teacher Process

1. ***Teacher absentee request:***
    - Prior to submitting a request for a substitute you should access the RCSCS calendar to determine whether or not the substitute you prefer is available.
    - Teacher must complete and submit the "Personal Time Off" Form, *with* secured Substitute teacher listed, to Mrs. Sierra for approval.
    - Absence will be approved by Mrs. Sierra *and* Ms. Adkins if "Personal Time" (PTO) is available.
    - If PTO time is not available, request will either be denied or pay will be deducted per CSUSA policy (see next).
    - If teacher takes time without PTO available, teacher's pay will be docked with an email stating as such being sent by Ms. Adkins to the teacher with CC's going to Mrs. Sierra, Corporate Payroll, and a copy into the teacher's personnel file.
    - All approved absences will be scheduled in the RCSCS PTO Calendar.

2. ***Absent teacher will apprise substitute teacher of parking procedures:***
    - Park in Front Lot
    - Sub is to check in at Reception Desk

3. ***Absent teacher will also apprise sub of morning school procedures:***
    - Sign in payroll book at Reception Desk upon arrival.
    - Check into main office
    - Check in with team leader (name) of the grade level
    - Time class starts
    - How to take attendance: A hard copy of the student roster will be provided for manual attendance. The hard copy will be sent to Front Desk.

4. ***The absent teacher will provide:***
    - Structured Lesson Plans
    - Class seating chart
    - Class Rules
    - Teacher manuals
    - Discipline plan: i.e. rewards, consequences, what to do in case of severe disruptive behavior, etc.
    - Instructions for using p.a. system to /from office
    - Any supplies needed for the day

5. ***The absent teacher will also provide the substitute with information about the following procedures:***

- Daily time schedule for the class(es)
- Bathroom breaks
- Lunchroom
- Recess
- Accident/Illness reporting
- Emergency Evacuation Procedures with a copy of the floor plan

6. ***If students are in Specials classes, the absent teacher will provide:***
   - A list of each Specials class with the names of the students by each day
   - A Specials Schedule (time and locations)
   - Pick–up location and procedure

7. ***Absent teacher will provide sub with:***
   - Dismissal time and duties
   - Packing up procedure
   - Which children go to:
     a) RCSCS After Care
     b) Off-Campus Day Care Providers
     c) Parent pick-up/carpool
     d) Walker/Bike Rider
     e) RCSCS clubs/groups/sports

8. ***Absent teacher will provide sub with the names of:***
   - Principal
   - Assistant Principal
   - Dean of Students
   - CRTs
   - Team Leader

9. ***Absent teacher will make sure School Rules are readily available.***

10. ***<u>Emergency Absence ONLY :</u>***

    - Teacher <u>must</u> call and *reach* Ms. Gail Pettit on her phone.
    - Teacher completes steps in TimeSaver by the time they return to work.
    - If teacher does not have PTO available, teacher's pay will be docked with an email stating as such being sent by Ms. Adkins to the teacher with CC's going to Mrs. Sierra, Corporate Payroll, and a copy into the teacher's personnel file.

<u>Request to Leave Early</u>

Staff requesting to leave before 3:30 T-Fri, or 4pm on Mondays will require a doctor's note. This also applies to appointments during a planning period.
The procedure is to email Ms. Pellot and Mrs. Sierra to request to leave early.
The following day, a note must be delivered to Mrs. Sierra or Ms. Pellot, otherwise PTO may be deducted.
The note does not need to say what you were seen for, as this would be a violation of HIPAA, but it should state that you were seeking medical attention.

ATTENDANCE POLICY FOR STUDENTS

We follow the Code of Student Conduct from Broward County. Please see the online 2015-2016 handbook on our school's webpage (www.recscoralsprings.org).

1. ***Beliefs.*** Students are expected to attend classes regularly and to be on time in order for them to receive the maximum benefits from the educational program, to develop habits of punctuality, self-discipline and responsibility, and to assist in minimizing disruptions to the educational environment.

2. ***Responsibility***. It shall be the responsibility of the students and their parents/guardians to cause students to attend school regularly and in accordance with his policy and with administrative rules and regulations.

3. ***Excused Absences***. Students may be excused from attendance for only approved reasons (see Broward County Code of Student Conduct). It shall be the policy of the school to request a written note or a telephone call to the teacher from a parent/guardian to verify parental consent to the absence.

4. ***Unexcused Absence***. Any absences from school or class which are not approved by the administration shall be treated as unexcused absences and the student shall be subject to discipline. See #3 for approved student absences.

5. ***Make-up Work:*** All work missed due to absences, excused or unexcused, shall be made up with credit. A reasonable date for make-up work will be determined by the teacher. If the work is not completed in a timely fashion, teacher will follow Broward County policy.

6. ***Punctuality***. Students are expected to be in classes and activities on time or face disciplinary action.

Teachers must record attendance in PowerSchools by 9:00 am daily.

CASH/GIFT CARDS

All cash, money orders, gift cards (as allocated as Parent Volunteer Hours) must be listed on the RCSCS Cash Reconciliation form and turned in to the Parent Volunteer Coordinator on a daily basis. These items are not to be kept in personal possession or in the classroom of any teacher or staff member overnight. The Parent Volunteer Coordinator will accurately credit the parent their volunteer hours and then give to the Business Operations Manager for records. The employee may check out the card and use it for school purposes. The employee must provide the receipt back to the Business Operations Manager. Please contact the Business Operations Manager with any questions.

CHILD ABUSE

State law requires that teachers, administrators and other school personnel must report **suspected** cases of **abuse, abandonment, or neglect** to the **DCF Hotline at: 1. 800. 96. ABUSE**

1. Determine if the abuse is physical, emotional, sexual, or neglect. See indicator guide (Child Abuse and Neglect Form 4002B).
2. If further consultation is needed before you decide to make a report, you may refer to the following:
   a. Child Abuse/Neglect Designee (Principal, Assistant Principal, or Dean)
   b. Guidance Counselor (Ms. Velez, Student Services Coordinator)
   c. School Social Work and Attendance Office, Child Abuse Services (754 321-2492).
   d. School Psychologist
   e. Health Services
   f. School Resource Officer
3. The report should be made by the person who has the most first-hand knowledge of the situation. After the call is made to the HOTLINE, the child abuse designee must be notified.
4. Make the oral report to the statewide toll-free hotline. In making this report, you should use the Child Abuse and Neglect Form (4002B) as a guide. Have the child's directory information available (name, address, DOB, etc.)
5. Do not wait until lunch time or a convenient time. Reports need to be made as soon as possible, so the responding agency can investigate before the end of the day.

CLASSROOM DAILY ASSIGNMENTS

The school adheres to the recommended time allotment schedule provided by the Sunshine State Standards. Teachers should accommodate the different learning styles by using a variety of teaching methods. Differentiated instruction, small group instruction and centers should be used in the classroom to reinforce what is being taught in whole class lessons. Teachers must use accommodations for ESOL students as well ESE student on IEP's. The IEP is a legal document and must by strictly followed.

Assignments should be meaningful and reinforce instruction. Homework must serve an academic purpose and not be used as punishment. All homework should be checked daily. Homework participation must be noted weekly in your gradebook. Homework needs to be differentiated according to the student's ability. The amount of homework assigned should be grade appropriate. Middle school teachers should collaborate regarding test and project schedules. All written class work should be meaningful and serve to reinforce the concepts taught. While students are engaged in class work, teachers should circulate around the room to provide assistance. During instructional time teachers may not be at their desk. All printed material given to the students and/or sent home to parents, must be free of spelling and typographical errors. All activities that include collection of funds must have administrative approval. All monies collected must go through the bookkeeper. Textbooks must be covered. Teachers must coordinate a schedule so that all books are not sent home the same day.

CLASSROOM TEACHER SCHEDULES

RCSCS will provide a daily teaching schedule (Elementary and Middle School) to correlate with legal minutes and the CSUSA Education Model. Any changes to this schedule need to be approved by administration first.

CLASSROOM VISITORS

Please inform the principal at least one week in advance about any special guests you will be inviting as a resource to your classroom. We would like to get all special events/guests on our website and, if necessary, as a press release. A follow up thank you should be written, preferably by the students with teacher guidance.

COMMUNICATION WITH PARENTS

Agenda

All students are expected to purchase the school's agenda books ($5 from Front Office). If student is missing their agenda book, it is the teacher's responsibility to communicate with home to ensure that they purchase a new agenda if necessary. Teachers of grades K & 1 are required to complete and send daily agenda planners home with students with a courtesy/behavior grade and any homework assignments as well as any school notices (uniform violations, etc). Teachers of grades 2-8 are required to have students write down their daily homework assignments and respond to any parent inquiries that are written in the student agenda. In addition, please indicate any good deeds or behavioral concerns that may occur. There should be a designated sign off space for parents so that teachers are aware that all information has been viewed. All teachers are expected to respond to parent's request for communication within 24 hours.

Written Correspondence

All written correspondence intended to be disbursed to the entire class must be preapproved by the principal four days prior to distribution. The computer system allows parents to access their student's grades at any time. In addition teachers will have a website for parents to view, as well as for communication purposes. A bi-monthly RCSCS Update newsletter will be posted to keep parents informed of all school activities and events. Teachers are expected to distribute all communications to students/parents on the day they are sent to the teacher. Communications will be in the teachers' mailboxes before lunch begins.

PARENT/TEACHER CONFERENCES

Teachers will be expected to have at least **two** conferences every year with the parent/guardian of **every** child. Please plan one for the fall and one for the spring with every family (the school may plan a specific week for both Semester 1 and Semester 2. **All conferences must be documented on the parent teacher conference form.** Please document present level of performance (i.e. reading and mathematics) and recommendations (i.e. tutoring, refer for RTi, refer for evaluation, possible retention, retention, etc.). Take this opportunity to share the student's goal setting sheet, reading goals update, benchmark results with plans to address skill deficits, behavioral concerns, socializing skills, and provide opportunities/ideas/websites for parents to help support their child's academics. If a student has an IEP or 504 plan, the ESE team is available to assist with prior notice.

CONFLICT OF INTEREST

No employee shall engage in any outside employment or activity which is in conflict with the employee's official duties and responsibilities. For example, teachers cannot tutor their own student.

COPY PROCEDURES

Each faculty member will be issued 4 reams of paper for the school year. Two will be issued in August and two in January. You may create "Teacher Needs List" and ask for additional copy paper from parents for volunteer hours.

DISCIPLINE, BEHAVIOR, AND RESPONSIBILITY OF STUDENTS

The basis of the discipline policy is respect for the individual. Discipline with dignity is required by all teachers. Management of student behavior is not a problem when rules are clearly stated and written along with the consequences. The key is consistency and building relationships. Teachers may never use physical means to discipline a child. Touching a child in anger is a form of abuse and is grounds for teacher dismissal. If you need to remove a child from a classroom who is out of control contact the main office. Teachers may assist each other when a student is being disruptive in class. Do not send a child to the office or another classroom without a written referral. Do not place a child in the hallway, unsupervised, for time-outs. Administration will ask for your documentation and/or referral when removing a student from your room. Teachers are expected to communicate with parents in a timely fashion regarding discipline concerns as well as returning phone calls/emails within 24-48 hours.

Students will:

- keep hands and feet to themselves
- walk in the hallways
- keep silent in the hallways
- raise their hand when they need something
- treat others with respect
- keep the school clean
- not damage school or personal property

Student Discipline Procedure

- Issue a verbal warning
- Initiate behavior modification strategies
- Note in the agenda
- Behavior modification strategies attempted, adjusted and documented
- Phone call to parents/conference
- Discuss strategies that have been implemented
- Develop a behavior modification plan with the parents input
- Detention
- Referral to administration

Students are expected to behave in a polite, courteous manner in the classroom and around the campus (teachers should teach and reinforce these social skills). Students should never move about the building unless supervised by a teacher/staff member or with the appropriate pass. As students go through the halls, they are to remain quiet so as not to disrupt the classrooms that they are passing. Teachers must also be aware of student behavior in the restroom. Sending a group often leads to problems. Remember-students will give you the behavior you accept!

Please see the Broward County Code of Student Conduct and the RCSCS Parent Handbook for additional information.

DRESS CODE

Students: All students will adhere to not only the Broward County Code of Conduct, but also to the RCSCS Parent Student Handbook. All faculty and staff play an active role in enforcing the RCSCS Dress Code for students. It's the teacher's responsibility to check each of their students uniforms throughout the day. If a student is out of uniform teachers must communicate with the parents and to issue the specific step consequence.

Teachers: All RCSCS Faculty and Staff will adhere to the *2015-2016 RCSCS Staff Uniform Policy*. RCSCS shirts/tops are sold at All Uniform Wear. If you are unable to obtain your uniform, you must communicate with administration so that we can assist. If teachers/faculty are not wearing uniforms to work then administration will work with you to find resolution.

ARRIVAL and DISMISSAL

MORNING DROP OFF and AFTERNOON DISMISSAL PROCEDURES (See Student Parent Handbook)

Staff and Teacher Parking: All faculty and staff must arrive by 7:30 am (unless specifically addressed with administration). Parking is available in the East Lot, Main North Lot, and the West Lot behind Publix Plaza. Do not park in the main parking lot of Baptist Health unless you park further back.

All teachers and staff will be assigned a safety duty position either before or after school to ensure a safe and orderly environment. Please be aware of the early release policy and help enforce this.

DRUG AND ALCOHOL-FREE WORKPLACE

No employee shall possess, use, be under the influence of, distribute, dispense or manufacture any alcoholic beverage or controlled substance or illegal substance on school property, during work time, or at any student activity, except that an employee may take a controlled substance lawfully prescribed by a physician. Any violation of this policy shall be grounds for discipline, including immediate discharge through the CSUSA Human Resources Department.

DUTY GUIDELINES

First, and foremost, thank you for your assistance in facilitating the duties for our school day. Please make sure that your duties are in your **sub plans**. If an emergency arises and you are unable to perform your duty it is your responsibility to find a replacement and notify administration of the change for that day. The following are some suggestions that we feel may assist you in carrying out your assigned duty. Please note that if you ever have difficulties in serving a duty; please inform the principal immediately.

General Overview

Though duties are not necessarily an exciting time of your day, it is a necessary component for a school to run efficiently and without incident. Supervision assists our student population in feeling supported, as the environment is a safe and structured one.

General Guidelines

1. Please be on time to your duty and stay throughout the duration of your scheduled duty.
2. You may want to utilize the disciplinary tools available while on your duty station to assist you with enforcement of rules (detention slips, referral forms, etc.*) Please bring them with you to your duty assignment.*
3. Remember that any serious disciplinary concerns should be directed to the administration through the use of a referral.
4. Stay focused on your duty. Socializing with other faculty members or students can detract from your attention. While distracted, subtle, and/or serious violations could be occurring.
5. Treat students humanely. Smile. Let them know you are glad they are here. Welcome and greet every child and parent you see! Customer Service 5/10 standards.

SPECIFIC AREA OR TIME DUTIES

Inside Building Duties

1. Keep students moving as blocked hallways create safety issues.
2. Do not allow the students to congregate in large groups as this can lead to escalation of events.
3. Reinforce to students the importance of being on time to class/dismissal post.
4. Be cognizant of bullying behavior, particularly around intersections/bathrooms.
5. All individuals must register at the front desk and must have a visitor's badge to be inside our school and walk in the halls. Please direct parent's to the front desk; if they do not have a visitor pass, they have not followed this procedure! **Please stop all individuals not wearing a visitor's pass and direct them to the main office or front desk.**

Outside Building Duties

1. Always attempt to ensure the safe passage of students entering or exiting the building.
2. If you witness a student leaving the campus unauthorized, get the student's name and report the incident to the office.
3. Students are not allowed to ride their bike or utilize skateboards while on school grounds.
4. Observe traffic patterns in the drop off and pick up area. Do not be afraid to inform a driver of inappropriate driving patterns so that we may ensure the safety of all students. Please inform administration when violations occur.
5. **Ask parents politely not to talk on their cell phones while dropping off or picking up students.**

Morning Duties

1. Non After Care Students should not enter the building for any reason prior to 7:20 am. Students may enter the building for breakfast at 7:20 am. Breakfast will be held in the dining room.
2. Keep the students moving in the hallways.
3. Greet all parents and students and welcome them to RCSCS. (Red Carpet Treatment)

Afternoon Duties

1. Attempt to get students to exit the building in a polite, effective manner. Look for congregating behavior that is not inclusive of after school activity.
2. Monitor students for escalating behaviors. Typically, this is the time of day when students vent frustrations, anger, etc, which may lead to confrontations with students and/or authority figures. In dismissal rooms, all students must be quietly seated so they can hear their name called.
3. As you become more familiar with our student population, watch for individuals who may not belong on our campus. Report those who trespass to administration.
4. Parents must register at the front desk and must have a visitor's pass to walk in the halls. Please kindly direct parents that have not followed this procedure to the Reception Desk.
5. Students are **never to be released to a parent who comes to your classroom**. All dismissals come from the office. If a parent comes to your classroom door, please direct them to the office.

Lunch and Dining Room Duties (If you are assigned)

1. It is extremely important to be at this duty when you are assigned, and on time!
2. Monitor student behavior in the dining room. Make sure students stay in the same seat throughout the lunch period and remain seated after getting their lunch. Also, monitor the lunch lines for inappropriate behavior. If you witness small infractions remind students of the rules. More severe infractions may require time out, detentions, or referrals. Walk around the cafeteria and make sure students are throwing away their trash in the appropriate receptacle. Administration will make every effort to be visible in the cafeteria. Students may not get up from the table, once seated.
3. Students may **not** use the bathroom when at lunch unless it is an extreme emergency.
4. Look out for bullying behavior in the dining room. Please inform administration if bullying occurs. No hitting, cutting in the lines or throwing of food will be tolerated.
5. Near the end of the period, it is essential that all students quiet down in order to be dismissed in an orderly fashion. Students are dismissed by table by the lunch monitor; they are to line up and wait to be dismissed.
6. If the table is not clean **do not** dismiss the table and move on to the next table. Teachers should assign two table washers each week. Please notify the lunch monitor of your weekly table washers.
7. If you wish, bring your lunch and eat with the students. Building rapport is a great way to gain their respect.

EMERGENCY CRISIS PLAN

You should have the following items readily available in your smoky mailbox attached to a clipboard near the main door in your classroom:

- The most current class roster

- Evacuation stations
- Code Definitions
- Emergency Procedure Guide

Emergency Codes and Definitions

Code Red: Full Lockdown

Absolutely *NO* movement in the building other than police/fire officials and persons designated by them.

Code Yellow: Lockdown, Crisis Response Team

No movement in the building other than CRT members and others specifically authorized.

In the event of a crisis, it may be extremely difficult to communicate with school staff during the incident. It is very important to keep the hallways clear and students confined until the **all-clear** is given.

STEP 1: Principal calls 911, Assistant Principal as back-up:
Business Operations Manager is second back-up.

STEP 2: Using the intercom the Principal or Assistant Principal announces:

"CODE RED" or **"CODE YELLOW"**

All staff with student responsibility will:

- Keep calm
- Keep the students calm
- Gather everyone for whom you are responsible inside an enclosed area and take attendance (if applicable/possible). Maintain the attendance list on your person.
- Quickly check halls for unsupervised students-gather them into your class.
- Lock all doors.
- Keep students away from doors and windows.
- Do NOT attempt to communicate with the office. Allow the administration or law enforcement to communicate with you.
- Do NOT allow anyone to enter or leave the room until an all-clear (**CODE GREEN)** is issued by the Principal, Assistant Principal or Law Enforcement. If evacuation is necessary, you will be notified.

If your students are in the Dining Hall and you are in the teacher's lounge:

- Report to the cafeteria and get students to move towards the interior walls.

If you are outside and a crisis occurs:

- Consider alternative safe haven or get all students into an enclosed area in the school building as quickly as possible (i.e., Dining Room)

Other Important information:

- All members of the administrative/secretarial/nurse/guidance staff should report immediately to the Principal in the main office/conference room if possible.
- Food Service Supervisor is responsible for all food service workers.

Once Law Enforcement Officers have arrived in our buildings, everyone will take instructions from them. Remember to keep calm and follow directions at all times. When the area is secure an announcement will be made giving the all clear signal: **"CODE GREEN"**

Code Orange: Evacuation

All persons leave the building according to established routes or according to specific instructions by command post coordinators.

If you are outside and a Code Orange occurs:

- Consider alternative safe haven or get all students into an enclosed area outside of the school

Other Important information:

- All members of the administrative/secretarial/volunteer/support staff should take posts and evacuate the building with the students.
- Food Service Supervisor is responsible for all food service workers.

Once Law Enforcement Officers have arrived in our buildings, everyone will take instructions from them. Remember to keep calm and follow directions at all times. When the area is secure an announcement will be made giving the all clear signal: **"CODE GREEN"**

CODE BLACK: BOMB THREAT

Key Issue: Electrical devices may trigger explosive devices

- **Turn off all Walkie Talkies**
- **Turn off all cell phones, radios, and pagers immediately**
- **Leave all lights, fans, etc. as they are, on or off.**

Depending on the situation, CODE BLACK: BOMB THREAT will be followed by one or more of the following:

- **Code Red: Full Lockdown**
- **Code Yellow: Lockdown, Crisis Response Team**
- **Code Orange: Evacuation**

SCHOOL TORNADO EMERGENCY CRISIS PROCEDURE

When a tornado has been sighted or weather conditions indicate that a tornado is eminent, a warning will be given and teachers and students are to take immediate steps to protect their lives.

PROCEDURES FOR ALL ROOMS:

- Teachers should immediately take students into the hallways in front of their classrooms.
- Students and teachers should take shelter against the wall in the hallway.
- Move as far away from windows, and outside doors as possible.
- All individuals should take a safe position referred to below as the "Tornado Position" (See below)
- If outside take steps to get all students into the school buildings as quickly as possible. Move students into the main hallway. Students and teachers should take shelter against the wall in the hallway.

TORNADO POSITION:

- Each individual should take shelter by sitting with their knees up and their head resting on their knees with their hands and arms covering their heads. Hold that position until the all clear is sounded.

SCHOOL BIO-CHEMICAL THREAT / SUSPICIOUS SUBSTANCE

When a suspicious substance is discovered the objective is to limit the number of people that are exposed to the unknown item.

When a suspicious substance is found:

- Keep calm.
- Keep students calm
- Remain in the room.
- Lock down the room as in a **CODE RED**. Keep everyone contained and isolated in the room.
- Keep the suspicious substance in the room, but move everyone away from it. **DO NOT TOUCH IT**. Avoid contact with the substance**. DO NOT** disturb the substance.
- Shut down the air conditioning system.
- Communicate by phone or intercom with the office. Do not send a student for help.
- DO NOT allow the room to be entered by anyone except Emergency Rescue Personnel.

School Administration shall:

- Lock down the entire school.
- Activate the school Crisis Plan.
- Standby for the arrival of fire/rescue.

EMPLOYEE COMPUTER AND INTERNET ACCESS AGREEMENT

Employees of RCSCS are required to sign the *Privacy Act Statement* for the use of Computers and Internet Access, in accordance to RCSCS policies. The Corporate office reserves the right to review all e-mails and Internet access of all employees per the appropriate process.

ESOL/ESE/RTI Process

If there are students in your class that are ESOL the following must be adhered to:

- Lesson plans must list ESOL and ESE strategies.
- Students must be identified on the report card as ESOL.
- ESOL level must be put on the report card.
- ESOL students must be identified in grade book and lesson plans (initials only).
- If you have students in the ESOL post program review, you must document the LEP plans properly.

If an ESOL student needs to be placed on a PMP the initial PMP meeting must be documented in the LEP committee section of the student's LEP plan and signed by parents. PMP's must be attached to the LEP Plan, and then given to the Student Services Coordinator for signature.

Teachers must be proactive in identifying students through the RTI process. The SSC and Admin team will help provide training and support for identifying students, communicating to stakeholders, and for implementing either behavioral and/or academic tiered interventions.

GRADE BOOKS

Teachers are required to follow the policies set forth for report cards and grade composition. All records and test results relating to individual student progress is to be treated as confidential matters and they should not be discussed with anyone other than the student and his/her parents or guardian. All teachers need to keep a hard copy of their grade book each quarter to be handed in at the end of the year. Keep these in your Teacher Binder. Teachers must use the PowerSchools computer generated grade book. A hard copy must be printed when interim progress reports are due and as well as when report cards are due.

GRADING

There must be a minimum of two academic grades per week in each subject and a minimum of 18 grades per quarter in Language Arts, Reading and Math. Science and Social Studies require a minimum of 12 grades per quarter. Special area classes are required to have minimum of 9 grades per quarter. Conduct, Effort & Participation should be included in at least 1 biweekly assignment. A minimum of one homework and one practice grade should be recorded biweekly. Teachers are required to input the grades weekly which helps give parents timely information. Middle School classes are required to have a minimum of 2 grades per week and 18 grades per subject per quarter. Requirements for homework & practice grades also apply for middle school. A list of ESOL and ESE students should be included in the mega binder.

In addition, teachers must communicate directly with the parent of a child who is in academic jeopardy. The development of an **AIP** (State Mandated Academic Improvement Plan) and **PMP**

(Progress Monitoring Plan) may be needed based on the child's deficiency level. Teachers are required to contact parents when a grade drops two letter grades. All students, 2nd-8th Grades, will also set *Personal Goal Setting* and these will be posted on PowerSchools and communicated home via email, copies, and/or conferences.

GRADING SCALE:

Grade K-1	Grades 2-8	
E (90 – 100) Excellent	90 - 100%	A- Outstanding
S (76 – 89) Satisfactory	80 - 89%	B- Above Average Progress
N (70 – 75) Needs Improvement	70 - 79%	C- Average Progress
U (00 – 69) Unsatisfactory	60 - 69%	D- Lowest Acceptable
	00 - 59%	F- Failure

Assessment

Students should be evaluated by using a variety of methods including portfolio assessment. In the case where a written test is given to students, the test must be typed or computer generated. Assessment Alternatives in the Classroom:

- Observations and anecdotal records
- Performance Assessments
- Holistic Scoring
- Journals and Student Writing Sample
- Interviews
- Student Self Evaluations
- Portfolios
- Projects and Oral Presentations

Assessments should be created during the planning stage of instruction. This will ensure that the content of your lesson matches what the students will be tested on. Providing students with a study guide prior to an assessment is also recommended. This way, students will be well prepared and successful.

HALLWAY POLICY

Students should have a designated hall pass to identify that they have teacher permission for either the bathroom, office, or other designated location. Students should never be placed in the hallway as a discipline consequence nor be allowed to work in the hallway unsupervised. Teachers are expected to monitor and enforce silent, organized student lines that also ensure that the school's walls are kept clean.

HOMEWORK

Teachers are required to give homework or homework packets every week.

PURPOSE AND REASONING:

RCSCS recognizes the important role that homework plays in the enhancement of a child's overall education. The following list identifies some of the main benefits of homework:

1. Practice and review of lessons learned in class;

2. Teachers the use of resources, such as the internet, reference materials, and the library;
3. Can provide an opportunity for the educator to present lessons in a more creative and interesting way than time permits in class;
4. Can be tailored to meet an individual's specific needs. For example, teachers can make the homework material harder or easier depending on the child's academic level. This benefit is also meets the goals of RCSCS to create a curriculum that meets each child's individual needs;
5. Helps provide children an opportunity to manage time, encourages good study habits, independence and self discipline;
6. Works as a bridge between the school and the parents in requiring parental involvement, and provides the parent a clear understanding of what the child is working on in class;
7. Allows further exploration of a subject than time allows in class;
8. Ensures that reading skills are being practiced, as well as other concepts, such as multiplication and division, that need to be reviewed over and over until mastered; and
9. Homework has the ability, when properly administered, to show a child the real life connection between the lessons or skills he or she is learning in class and the world in which they live.

RCSCS also recognizes that these benefits must be weighed against legitimate family concerns and desires to have their children participate in after school activities, religious and family events, as well as much needed leisure and downtime. Studies have shown that any activity, no matter how rewarding, can only be rewarding for a limited time. If a child spends too much time on academics, both in or out of school, they will become bored, frustrated, and the benefits of homework will be lost. Therefore, the RCSCS homework policy strives to create a balance between the need to give homework and the needs of the family. For these reasons, homework shall not be excessive, and the teacher shall take into account the overall amount of homework given each week, as well as whether the in class lessons are particularly challenging or difficult.

DEFINITION OF HOMEWORK: Homework is defined as specific tasks assigned by teachers to be completed during non-school hours. Homework assignments should be clearly connected to classroom lessons or calculated to enhance a specific skill designed to show the student a connection between the work taught in the classroom and real life situations. Homework should be age appropriate and, whenever possible, creative, so as to avoid boredom and to enhance the benefits listed above. In keeping with the RCSCS goal to tailor a curriculum that meets each child's specific needs, teachers are encouraged to vary homework assignments in degrees of difficulty and the specific tasks involved, in accordance with a child's level within the class.

EXAMPLES OF HOMEWORK ASSIGNMENTS:

Homework assignments can and should be varied and creative. Homework assignments can include:

1. Reading a book either independently or with a family member;
2. Reading a newspaper or specific magazine;
3. Looking something up on the computer or in a reference book;
4. Writing a book report, paragraph, poem, or creative story with spelling words;
5. Math handouts and problem practices;
6. Flash cards;
7. Or any specific skill the teacher feels the child or class needs to practice.

HOMEWORK GUIDELINES:

Teachers shall be given broad latitude in designing homework keeping in mind that each assignment should attempt to enhance one or more of the benefits listed above to achieve maximum results. In addition, the RCSCS homework policy expects and encourages parental involvement in the homework process. However, it is expected that the child will do their own work. Finally, homework has been found to be most beneficial to the learning process when checked and returned to the student. Therefore, homework shall be checked and returned regularly. The following suggested guidelines are offered:

KINDERGARTEN AND FIRST GRADE

K-1 Homework assignments should not exceed 15 minutes per day and may consist of the following:

a. Reading with a family member or guardian;
b. Handout of numbers, letters, sounds, or other class assignments;
c. Review of papers done in class for correction, reinforcement and practice, and sent home for parent or guardian review and signature.

SECOND THROUGH EIGHTH

In the second grade, and in order to foster independence and teach the skill of time management, whenever possible, weekly homework packets shall be sent home.

Packets may or may not be appropriate at the third through sixth grade level. Packets should be sent home on Fridays, but no later than Mondays, and should be due on the following Friday. At a minimum these packets should contain the spelling words for the week, and the spelling or reading assignments for the week. Any writing assignments known about in advance should also be included. It is contemplated that the packet may contain some material not yet covered in class, leaving the family unit free to decide whether to expose the child to the new material early, or wait until the material is taught in class. In addition, it is also contemplated that not all children will have identical homework assignments, as the assignment should be tailored to meet the needs of the child at that particular time. To that end, other homework assignments may be given out during the course of the week as needed. At all times, however, the child should be given a reasonable amount of time within which to return the assignment to the teacher, preferably, with the packet on Friday. Homework should not be given out on weekends, holidays, or during periods of state standardized testing. Teachers may provide “retention” packets for completion and practice over-extended breaks, however these packets will not be counted for grades. At all times any homework assignment should follow these recommended time guidelines, including time for reading:

Grades 2-3: 25-35 minutes per day
Grades 4-5: 35-60 minutes per day
Grades 6-8: 45-70 minutes per day

These guidelines may be altered or changed to take into account any special projects, book reports, research papers or other special assignment or event.

Students that do not complete assignments made during the school day will be required to take these assignments home and complete them within the given time IN ADDITION to their regular homework assignment. The incomplete class work will be clearly marked by the teacher so as to notify the parent that this work is incomplete, must be completed and is due in addition to the assigned homework. Incomplete class assignments are often the result of inappropriate behavior or off task behavior and must be completed at home. If this is a continuing concern, a parent teacher conference will be requested.

FAMILY PARTICIPATION

Studies have shown that homework is most beneficial overall when families are involved in the homework process. The RCSCS homework policy contemplates parental involvement in the process. Parents should be required to initial the homework packet prior to the child turning it in, in order to ensure parental involvement in the homework process, as well as to inform the parent about what lessons the child is working on in class. In addition, parents are encouraged to review homework with the child that has been checked by the teacher in order to note any corrected answers. Finally, parents are expected and encouraged to read to their children regularly, or have their older children read an age appropriate book as part of their daily homework routine.

The family unit is also expected to create and enforce a homework routine for their child. Children should be provided a desk, writing utensils, and a place to work that has few distractions. Parents and guardians should be on hand to answer questions, review the work, and provide support.

If the parent or guardian notices a problem with the homework process, or has an idea for improvement or any other concern about the child's performance, it is important that the parent or guardian immediately contact the teacher to discuss the situation and any remedies. If all parties work together, the benefits of homework can be achieved.

ILLNESS, INJURY, AND ACCIDENTS (STUDENT)

Any student that is sick or hurt must be sent to the Front Office. The Front Office will check to make sure that you have completed the CSUSA Incident Report Form and will send the student to the Clinic. The clinic or the administrative office will check the child for illness or accident (treat with band-aide, soap and water or ice only, as per state law), take the child's temperature and call the parent to notify them. If the parent is unavailable, the clinic or administration office will allow the student to rest for a short period of 10 minutes and if without fever, send the student back to class. The student that has been at the clinic must return to class with the accident/illness form. The accident/illness form must be sent home with the student that day with proof of parent contact.

INJURY AND ACCIDENTS

All on the job injuries should be reported to the Business Operations Manager/Human Resources liason immediately (the same day as the accident).

KEYS/SWIPE CARDS

Keys necessary for teacher use will be checked out at the beginning of the school year and checked back in at the close of the school year. Keys should be kept in a safe place. Do not lay keys on a desk or any place that might tempt an individual to take them. Do not let students use your keys. Should keys be lost or misplaced, please notify the administration immediately. There will be a $25.00 replacement fee for all lost keys and $50.00 for all lost Swipe Cards.

LATE/INCOMPLETE WORK

The expectation for students is to complete all assessments, projects, and home learning in accordance with the due dates determined by the classroom teachers. Work not turned in on time will be subject to penalties determined at the discretion of the classroom teacher.

LUNCH

Any teacher may purchase lunch from the RCSCS lunch vendor at the normal price. Per law, the school may not sale food or drinks that conflict with the National School Program. Teachers may not plan parties or special rewards that conflict with the scheduled lunch time. All birthday celebration must take place in the classroom. Parents must obtain permission from the teacher prior to the event.

LOST/DAMAGED TEXTBOOK/SCHOOL MATERIAL

Any lost/damaged textbooks and or school material must be reported immediately on the Lost/Damage Textbook/School Material Form. The cost of the damaged textbook or material can be obtained from the Business Operations Manager. Give the Business Operations Manager the original copy of the form and provide the Registrar with a copy of the form.

LOUNGE

The teacher's lounge exists for your comfort and a chance to "get away". It should be a **positive** place to relax or work during your prep time and lunch. Please remember that this is not a place to talk in a negative way about students or anyone else. **Keeping the staff lounge clean is the responsibility of everyone. The refrigerator will be emptied and cleaned every Friday afternoon. If anything is left, you will find it gone on Monday.** The teacher's lounge is for teachers, not students. The teacher's lounge door code is updated periodically, if you are in need of this code, please contact the Front Office.

MAIL

Mail service is provided through the office along with mail addressed to individual teachers from the regular postal service. Teacher mailboxes are provided. RCSCS will send and receive mail via the pony weekly. Please be certain to check your mailboxes and e-mail AT LEAST three times a day, in the morning upon arrival, at lunch, and afternoons before departure. Students should not be sent to pick up a teacher's mail.

MEDICATION PROCEDURES

Medication (prescription only) to be administered at school will be done under the supervision of a trained volunteer in the clinic or in the administration office.

The medication needs to be sent to school in its original or current prescription container stating the student's name, medication dosage, time to be given, date and the doctor's name.

The student's parent or guardian needs to sign an authorization form that will also be signed by the prescribing doctor to have the medication given at school by the trained clinic volunteer. The trained clinic volunteer will only dispense medication which has a written authorization from a parent/guardian with a doctor's signature. If you have any questions, please see the principal. If you find a student has brought any type of medication to school without doctor permission, notify administration immediately.

MONEY

Student debts are to be referred to the Business Operations Manager before the end of each semester. Report cards will not be issued until all obligations are fulfilled.

Any money collected from students for lost books, fines, etc. must be given to the Business Operations Manager. Do not leave money unattended or unsecured, do not keep money in your possession or in your room overnight for any reason. **All monies must be turned into the Business Operations Manager as soon as possible, but no later than the end of the day.**

NON-NEGOTIABLE GOALS

Each year, CSUSA sets forth our Non-Negotiable Goals for Achievement and Instruction. These goals will be covered during Pre-Planning Week and re-visited throughout the year.

Achievement Goals 2015-2016

1) 100% of high-performing students (those measuring above proficiency) will maintain or increase their level of proficiency on state assessments.

2) 100% of students will set, monitor, and achieve personal learning goals that are reported quarterly to stakeholders.

3) 100% of students will meet or exceed proficiency on state specific accountability assessments.

4) 100% of K-2 students will read on grade level by the end of the school year.

5) 100% of students will read the required number of books independently. (Grades K-8 = 50, CSUSA leaders and teachers = 30).

6) 100% of students will meet their individual NWEA growth targets for reading and math, as measured by NWEA results.

Instructional Goals 2015-2016

1) 100% of teachers will use formative and summative assessments to provide timely and specific feedback and drive instruction on a continuous basis as evidenced by the TFET.

2) 100% of teachers will implement a Guaranteed and Viable Curriculum using effective instructional techniques (as outlined by Marzano within The Art and Science of Teaching) as evidenced from classroom walk-throughs and Quest Visits.

3) 100% of teachers will provide academic opportunities to meet individual needs of students as measured by student data results and a minimum of bi-monthly data chats.

4) 100% of schools will implement a CSUSA approved positive or restorative program to ensure a safe and orderly learning environment, as evidenced by a decrease in referrals by 5% from the previous year.

5) 100% of teachers will set, monitor, and achieve goals within their Deliberate Practice Plan that are aligned with teacher self reflection and TFET feedback.

6) 100% of schools will create and implement a rigorous, inquiry based science program as evidenced by classroom walk-throughs and QUEST Visits.

7) 100% of schools will integrate standards based writing across the curriculum as evidenced by school based monthly and network-wide quarterly writing prompts.

TEACHER BINDER

Each teacher shall be provided with a Teacher Binder during Pre-Planning Week. Binders will be checked periodically by administration as an important teaching document.

REPORT CARDS AND PROGRESS REPORT CARDS

We follow the 2015-2016 Broward County calendar to distribute Progress Report Cards and Report Cards. RCSCS Administration will communicate in advance to all teachers the due dates for grades to be inputted into PowerSchools. Teachers are expected to double check their grades to make sure that there are no incomplete grades as well as comment sections completed. Report Cards and Progress Reports must correlate with standardized test scores.

Progress Reports

These reports will go home to parents/guardians four weeks into each quarter. However, you should not wait until mid-quarter if you see a problem surfacing. It is better to inform parents and students immediately of failing or declining grades as well as communicate with the CRT. All Progress Report cards will be monitored and checked by admin prior to being released to ensure the correct amount of grades per subject, comments completed by the classroom teacher(s), and for accuracy.

Report Cards

These are issued quarterly and must be completed by the homeroom teacher on the PowerSchools system for elementary school. In middle school each teacher is responsible for student grades for each class period taught. All Progress Report cards will be monitored and checked by admin prior to being released to ensure the correct amount of grades per subject, comments completed by the classroom teacher(s), and for accuracy. Special area teachers must input grades into the computer in a timely manner. No comments on report cards may have abbreviations.

Where appropriate, all report cards must include:

- ESOL Level
- In danger of academic failure/retention (document on Parent Conference Log)
- Working below grade level

PROGRESS MONITORING PLANS (PMP)

Students not progressing at an appropriate rate are required to have a PMP. It is the responsibility of the homeroom teacher in grades K – 8 to arrange this meeting or conference call with the parents and write the plan. Students must have a PMP if:

- The student received a Level 1 on the FSA.
- The student is receiving D's or F's in a core subject (grades 2 - 8) or U's or N's in a core subject (K – 1).
- Behavior of a student is impeding the learning process for that student.
- Students receiving below 45% on the SAT 10.
- PMP's are required by the State of Florida and all teachers at Renaissance Charter School at Coral Springs must adhere to this policy.

SMOKING POLICY

No smoking or use of smokeless tobacco products will be permitted in the building. No smoking or use of smokeless tobacco products will be permitted on school grounds during regular school, work hours, or after school. It shall be the responsibility of all school personnel to abide by this policy and to enforce this policy. If, after being asked to abide by this policy, a visitor fails to comply, the visitor will be asked to leave the school property.

SPECIAL AREA CLASSES: ELEMENTARY

Students are scheduled to receive instruction in art, music, physical education, Spanish and technology. Not all grade levels will receive each special listed. Please see final master schedule for specific specials assigned to you. Homeroom teachers must escort the students to and from the special classes. Students may not go unaccompanied. Special area teachers may not send students back to the homeroom teacher for disciplinary reasons. All Special Area teachers are expected to enforce the RCSCS Discipline Code.

STAFF MEETINGS

Staff meetings, as well as a variety of other meetings designed for Professional Development and Communication, are scheduled on the RCSCS Public Calendar. Teachers and staff are expected

to know how to access and read this calendar. The meetings are mapped out for the year to ensure that everyone knows the expectations and to be able to plan accordingly.

STUDENT PROGRESSION PLAN

According to the Pupil Progression Plan, the following criteria/procedure is established to identify and retain students:

- Report card reflects failure in any subject for two quarters
- The student is placed on a PMP
- Report card comments must reflect failure.
- Submit the "Possible Retention Students" worksheet during the 3rd quarter

Complete and submit all of the steps in the "Retention Procedures" packet to appropriate administrator.

Lesson Plans/Curriculum Maps

The CSUSA template for lesson plans must be used. Teachers are required to create lesson plans each week and they may be reviewed at any time by a member of administration. Mega binders should be on your desks so that your teaching is not interrupted.

Lesson plans and curriculum maps should show evidence of use (highlights, notes, etc.)

It is a teacher's responsibility to ensure that plans are clearly left for the substitute if the absence has been planned ahead of time. In an emergency situation, plans should be emailed, faxed or phoned into the office, CRT, or grade level colleague.

Lesson plans must include the objective/essential question, strategies, form of assessment and the ESOL/ESE strategies that will be used with the lesson if the class has these students.

Supervision of Students (At no time, should a child be left unattended in a classroom)

After School Activities

Students should not report to After Care until dismissal has concluded. Students in K and 1 attending after school activities must report to the sibling room and wait until dismissal has concluded. Students may not be released to aftercare, enrichment, tutoring, detention, etc. until the announcement has been made "dismissal has concluded".

Assemblies

Students are expected to behave in a courteous and quiet manner at all assemblies. Each teacher must supervise his/her class at assemblies. If an assembly is scheduled during a special area class the special area teacher is responsible for the class during that time.

Coverage

For safety and legal protection of all parties, all students must be supervised by an adult at all times. Each teacher is held responsible for this task. Failure to comply is an act of negligence and grounds for teacher dismissal. If a teacher must leave a classroom in an emergency, call the office so that coverage can be provided or get a neighbor's help. Parent volunteers may not be left alone to supervise students as per state mandate.

Faculty Members' Children

Faculty members must send their children to the Before and After Care Program. These children may not be left alone in a classroom to do homework, nor should they be wandering around the campus or following a parent on duty. No faculty member's child may be in a parent's

classroom while he/she is teaching. Failure to comply with this policy is grounds for dismissal. The school is liable for these children while on school grounds.

Release of Students

At dismissal, students may be released directly to a parent or guardian listed on the emergency card. They may not leave alone to meet a parent. If you do not know the person picking up the child, bring the child to the office for verification. Students who are dismissed early will be signed out in the office by a parent or guardian and the office will call for the child to be sent down to the lobby. No child will be dismissed directly from the classroom without notification from the office. If a parent arrives at your door please send them to the office.

Morning Duties are from 7:30 am – 7:55 am Classroom doors must be open at 7:55 am by all teachers. If a conference or other duties conflict with this, please notify an administrator. All teachers must be at their classroom doors from 7:55-8:00 am to assist in moving students along. Administrators and hall monitors will assist.

Afternoon Duties are from 2:30 pm until completed (K and 1st) and 3:00 pm until completed (2nd-8th). The goal is to be completed by 3:20 pm every day once we get the school year running smoothly. Duties are completed when all children are dismissed. When dismissal is complete, a team member from each grade must escort the remaining children to the dismissal coordinator who will call homes and/or put into After Care.

TECHNOLOGY EXPECTATIONS

All teachers are required to keep the following areas updated through PowerSchools (Student Information System for CSUSA):

- Grades
- Homework (as applicable)
- Units (as applicable)
- Parent Teacher Messages (24 hour policy)
- Classroom Discussion Boards

Discipline, attendance (tardies), and calendar will be maintained by RCSCS administration.

In addition, all faculty and staff will be required read and utilize the provided RCSCS Google Email and Public Calendar. The Gmail calendar is for RCSCS/CSUSA employees, not parents and outside stakeholders.

TUTORING

Student Assistance. All teachers should communicate to their parents of when they are available for additional help outside of class hours so that students can get assistance.

FSATutoring. The after school schedule, pay rate, and student groups will be arranged by RCSCS.

Saturday FSATutoring. The schedule, pay rate, and groups will be arranged by RCSCS. Teacher need will be communicated by the school to all employees.

Private Tutoring. Teachers can not require parents to send their child to tutoring. Teachers can not privately tutor their own current student as this is a conflict of interest. A teacher can privately tutor outside of school hours. In order to tutor on campus, a teacher will need to set up a Small Business Agreement which is a 75/25 financial split and requires that all finances flow through the Business Operations Manager's office.

WORK HOURS

Teachers are to report to work every day at 7:30 am. The work day ends at 3:30 pm unless for a staff meeting/professional development. Teacher Key Fobs will only work between the hours of 6:45 am to 6:00 pm, Monday – Friday.
Staff requesting to leave before 3:30 pm T-Fri, or 4pm on Mondays will require a doctor's note.
The teacher is to email Ms. Pellot or Mrs. Sierra to formally request to leave early. The following day, a doctor's note must be delivered to Ms. Pellot or Mrs. Sierra, otherwise PTO may be deducted.
The note does not need to say what you were seen for, as this would be a violation of HIPAA, but it should state that you were seeking medical attention.
This procedure also applies to appointments scheduled during a planning period.

Office Hours: 7:30 am to 4:00 pm. If you have a conference scheduled before or after those hours, you will need to ensure access into and out of the school through the front door.

Employee Signature Page

Please read the information contained in the teacher handbook carefully. Please sign the signature page and submit to the Assistant Principal. Thank you.

My signature indicates that I have read the staff handbook provided to me or have accessed the handbook on the One Drive. If a faculty handbook was distributed to me, I understand that I will be required to return this handbook at the end of the school year.

_____ _____

Staff Member's Printed Name **Staff Member's Signature**

_____

Date

Standards of Professional Practices for Teachers

For the purpose of standardizing certain practices, which must be followed, a list of basic criteria has been compiled. These items will be part of the staff evaluation process for faculty members of Renaissance Charter School at Coral Springs.

- All faculty members will conduct themselves in a professional manner at all times when on campus.
- All faculty members will arrive by 7:30 am and be ready at their doors by 7:55 am.
- All faculty members are to use their planning time for exactly that purpose. Leaving the building grounds should be kept to a minimum.
- All faculty members will enforce school policies in their classroom as well as on school grounds.
- All faculty members will be prepared to teach each and every day.
- All faculty members are required to submit weekly lesson plans that reflect the Sunshine State Standards, ESOL standards, ESE standards, and goals and objectives. **Plans must be done one week in advance.**
- All faculty members must vary their instructional methodology and testing/assessments of student performance.
- All faculty members will communicate with student's parent(s)/legal guardian **within 48 hours** following the initial call by the parent.
- All faculty members must report to their assigned duty stations on time.
- All faculty members must keep a hard copy of their grade book, attendance and plan book to be submitted at the end of the school year.
- All faculty members must meet any and all deadlines for reports, report cards, progress reports etc. as set forth by administration.
- All faculty members must put requests for field trips, guest speakers, fundraising activities etc. in writing to administration at least three weeks prior to the event. All funds must be collected a week prior to the trip.
- All faculty members must participate in the extracurricular aspect of the school.
- All faculty members must adhere to the Procedures and Best Practices for the use of Audiovisual Materials. The usage of audiovisual materials from inside or outside the school collection must:
    1. meet principal approval prior to use with students;
    2. exhibit a clear educational purpose;
    3. be previewed in their entirety prior to being shown to students by the teacher with special attention paid to assuring that language, theme, violence and content are consistent with the maturity level of students who will be viewing the material;
    4. be a legally acquired copy; and
    5. be Rated G for elementary students & Rated G or PG for middle school students.
- All faculty members will notify the school the evening prior to taking a sick day.

I have read the Standardized Professional Practices for Teachers and understand that I must comply with the above stated directives.

_____ _____

Teacher Name (Print) Teacher Signature

_____

Date

Appendix EE

Blank Copy of Teacher and Administrator Evaluation Tools

2015-2018

Instructional Evaluation System

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Revised 10/21/2015

Charter Schools USA's Family of Schools

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8. Appendix A – Checklist for Approval
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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

****Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

1. Performance of Students

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
- For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

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Student Performance Measures

For the term of this plan (2015-2018), student academic performance will be determined by the State's Value Added Model, based on students' prior performance on the Florida Standards Assessment (FSA). Including students who met Surveys 2 and 3, CSUSA will utilize all available three year aggregate teacher value-added model (VAM) scores and the assigned quality point of 4 (Highly effective), 3 (Effective), 2 (Developing/Needs Improvement), or 1 (Unsatisfactory) to all classroom teachers of students for courses assessed by statewide, standardized assessments, including those assigned to a combination of state-assessed and non- state-assessed courses. Beginning with the 2015-16 school year, CSUSA will use the state of Florida-provided final VAM ratings, Highly Effective to Unsatisfactory (1-4). In addition to the actual VAM estimation and standard error, Florida's 3-year aggregate teacher VAMs and ratings will incorporate school level growth (50%).

Student Assessments

Regardless of district and state opt-out policies, all students at the school are encouraged to participate in the Statewide, Standardized Assessments. The School will base 40 percent of the performance rating on data and indicators of student academic performance and learning growth assessed annually by statewide standardized assessments. To determine student growth for courses associated with prior year FSA scores and subsequent annual FSA comparisons, the School will use the state-adopted Value-added Model (VAM), which historically has considered up to three years of teacher specific student growth data. Beginning in 2015-2016, VAM estimates will also incorporate school growth data with a weighting of 50%. Growth for students with disabilities and English language learners will be incorporated per the specifications of the Florida value-added model.

For any full time instructional staff members in roles, grades or subjects without VAM estimates including "newly hired" teachers, those not assessed by the FCAT/FSA, the School, pursuant to Florida Statute 1012.34, section 7 (b), will utilize school-wide student learning growth (student growth measure) in math and ELA. The school-wide student learning growth measure for full-time instructional staff members without a personal VAM score will be measured by the three year aggregate school-wide VAM and rating provided by the state of Florida.

Roster Validation Procedures –Each school will use the processes and procedures required by the district for roster validation.

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2. Instructional Practice

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].
- Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
- For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].
- For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
- For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
- For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

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The TFET – Evaluating core effective practices and instructional strategies

Evaluative and non-evaluative versions of the Teacher Feedback and Evaluation Tool (TFET) are based on the research of Robert J. Marzano, with connections to the Florida Educator Accomplished Practices (FEAPs), and the State of Florida-adopted Marzano Evaluation Model. Specifically, the research base for the TFET includes:

- Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2003, 2013.
- Marzano, Robert J. *The Art and Science of Teaching*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2007.
- Marzano, Robert J. et.al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.* Upper Saddle River, New Jersey: Prentice Hall, 2004.
- Marzano, Robert J. et.al. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Upper Saddle River, New Jersey: Prentice Hall, 2008.
- Marzano, Robert J. *Classroom Assessment & Grading that Work*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2006.

The TFET is first organized by the strategies and behaviors observed inside and outside of the classroom. Additionally, it is aligned to Charter Schools USA's (CSUSA) 5 strategic priority areas – 1. Academic Excellence, 2. Financial Health, 3. Growth, 4. Operational Performance, and 5. Culture of Excellence – which reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David Norton's *The Balanced Scorecard* (1996). The 5 strategic priorities represent CSUSA's approach to addressing the unique challenges of charter schools, and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services required to increase student academic performance and foster student learning. The 5 strategic priorities align to the Marzano Evaluation Model as follows:

- **Academic Excellence:** An unwavering focus on implementing CSUSA's research-based Educational Model based on Marzano's research.
    - Domain 1: Inside the Classroom
        - Well-Managed Learning Environment
        - Equitable Learning Environment
        - High Expectations Environment
        - Supportive Learning Environment
        - Active Learning Environment
        - Progress Monitoring and Feedback
        - Digital Learning Environment
    - Domain 2: Outside of the Classroom
        - Planning and Preparing
        - Data-driven Instruction Results
- **Culture of Excellence:** The intangible quality that inspires team members to volunteer their best every day, commit to their professional growth, and maximize their effectiveness to increase student learning. It is also the component that supports team members in finding satisfaction and meaning in their work.

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  - Domain 3: Outside of the Classroom
    - Reflecting on Teaching
  - Domain 4: Outside of the Classroom
    - Collegiality and Professionalism
- **Financial Health:** A commitment to sound business practices to ensure financial viability and the ability of the school to invest in educational programs and resources to increase student learning growth.
  - Domain 4: Outside of the Classroom
    - Promoting District and School Development
- **Growth:** The unique challenges of a charter school to create and meet enrollment demands, which form the basis for the school's financial health.
  - Domain 4: Outside of the Classroom
    - Promoting District and School Development
- **Operational Performance:** The school-wide efforts to ensure a safe and orderly environment and the secure maintenance of student records.
  - Domain 4: Outside of the Classroom
    - Promoting District and School Development

Academic Excellence (All segments of **Inside the Classroom**, **Planning and Preparing**, and **Operational Performance**) constitutes 65% or, a majority, of the TFET.

In its entirety, the TFET will be used as an annual evaluative assessment of classroom and non-classroom full time instructional staff member performance and will constitute 35% of the final summative evaluation. The TFET will also be chunked into smaller non-evaluative segments (see below) to be used throughout the year to provide ongoing instructor feedback. The TFET informs teachers and school leaders on appropriate deliberate practice goals, please see the **Other Indicators of Performance** section below.

Segments and weighting of the TFET (evaluative weighting):

- **Inside of the Classroom (50%)**
  - Well-Managed Learning Environment
  - Equitable Learning Environment
  - High Expectations Environment
  - Supportive Learning Environment
  - Active Learning Environment
  - Progress Monitoring and Feedback
  - Digital Learning Environment
- **Outside of the Classroom (15%)**
  - Planning and Preparing
- **Outside of the Classroom (35%)**
  - Data-driven Instruction Results
  - Operational Performance
  - Culture of Excellence
  - Financial Health/ Growth

To ensure the integrity of the system and inter-rater reliability, all evaluators will utilize a common rubric, participate in extensive professional development, and use a common core of effective practices.

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Rating TFET Elements

Each indicator on the TFET utilizes a comprehensive, five-category scale, relative to observations and feedback inside and outside of the classroom.

Inside The Classroom					
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	Not Observed (No Value Given)
Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy)	Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes)	Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy.	Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc.)	Instructional strategy was appropriate, but the teacher did not know to use the strategy.	Instructional strategy was neither called for nor used during this portion of the lesson.
Outside The Classroom					
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	Not Observed (No Value Given)
Teacher is a network leader in this instructional area and has had positive impact on the CSUSA community at large	Teacher is seen as a leader in this instructional area and shares instructional practice within school community	Teacher focus on this instructional area is growing and teacher is able to achieve the intent for this instructional area.	Teacher was beginning to focus on this instructional area but efforts were not effective (pieces were missing, full extent of area not understood or realized)	This instructional area or goal was not focused on during this time period	Intended outcome not relevant to current teaching or case load

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The scale outlined above will be used for both evaluative and non-evaluative observations ensuring consistent, clear, and specific feedback to teachers throughout the year and on their end-year evaluative TFET.

Scoring the TFET (Final)

The process to assign a final TFET score and rating is as follows:

- **Step 1:** Rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), Not Using (0) or Not Observed (no value given).
- **Step 2:** Count the number of ratings at each level for each of the 12 TFET segments.
- **Step 3:** Within each segment, determine the percentage of the total number of ratings, excluding Not Observed, each level represents.
- **Step 4:** Apply the results from Step 3 to the teacher category rules (based on teacher's years of experience) detailed in **Appendix B**[1]:
    - Category I: 1-3 years' experience
    - Category II: 4-7 years' experience
    - Category III: 8+ years' experience

  These segment ratings will range from 1 to 4.
- **Step 5:** Calculate the weighted average of the 12 TFET segment scores and place the resulting score on the TFET scale below. Please see **Segments and weighting of the TFET** above.

The final TFET rating scale is as follows:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

All observation results will be calculated electronically via the School's instructional improvement system, a process that will be overseen by the School's management company's Human Resources Department, and with final approval by the School's principal.

[1] The TFET evaluation tool has been updated for 2015-16 and includes a more rigorous evaluation scale. The category rules in Appendix B show a three year progression of scoring rubrics to ease the transition from one tool to another.

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Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	13-14; 30
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	7, 30-32;
c. Designs instruction for students to achieve mastery;	16, 31
d. Selects appropriate formative assessments to monitor learning;	34, 41
e. Uses diagnostic student data to plan lessons; and,	40, 41
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	4, 10, 31, 33
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	3, 7
b. Manages individual and class behaviors through a well-planned management system;	2, 5, 8, 46
c. Conveys high expectations to all students;	10-14; 16-17, 36-38; 53, 54
d. Respects students' cultural linguistic and family background;	9, 15
e. Models clear, acceptable oral and written communication skills;	18, 19
f. Maintains a climate of openness, inquiry, fairness and support;	1, 6-9; 15-18, 36-38
g. Integrates current information and communication technologies;	27-29, 39
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	4, 6, 9, 36-38;
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	27-29, 39
3. Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	16, 21
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	19, 20, 33, 44
c. Identify gaps in students' subject matter knowledge;	34-35;
d. Modify instruction to respond to preconceptions or misconceptions;	17, 22, 26, 33, 35
e. Relate and integrate the subject matter with other disciplines and life experiences;	20, 33, 44
f. Employ higher-order questioning techniques;	14
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	4, 11, 22, 33, 34
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	6, 11, 40, 41
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	16, 18, 22-26;
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	34-35;
4. Assessment The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	23, 24, 40, 41
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	34, 40-41;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	23, 24, 34, 35, 41
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	36-38;
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	25, 42
f. Applies technology to organize and integrate assessment information.	41, 42, 45

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5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	55, 58, 59, 61
b. Examines and uses data-informed research to improve instruction and student achievement;	33, 40, 58
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	22-26, 56, 58, 62, 63, 64
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	38, 42, 50, 56, 57, 63, 64, 65, 67, 68
e. Engages in targeted professional growth opportunities and reflective practices; and,	55, 59, 60, 61, 63
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	43, 59, 63
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	47, 48, 49, 51, 52, 53, 57, 62, 66

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3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Development Plan
- Other indicators, as selected by the district

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DPP – Deliberate Practice Plan: Instructional staff professional goals setting

The deliberate practice score is the second element in the instructional practice component of the Teacher Evaluation System and will account for 25% of a teacher's final rating.

All teachers will identify three TFET indicators to focus on and develop throughout the year. Each selected element will become a goal in the teacher's Deliberate Practice Plan (DPP). The DPP will be created, reviewed and monitored collaboratively with the school leadership team.

The school leadership team evaluates growth on each of the three goals. The annual baseline values are determined by the prior year TFET score[2], or mid-year TFET in the case of a new teacher. Growth from the baseline to end-year TFET is determined by the table below. The final DPP score is the average of all three goals' growth scores. For example a teacher whose growth scores were 3, 3, and 2 would receive a DPP score of 2.6. This final score is place on the same rating scale as the final TFET score. Thus a DPP of 2.6 is "Effective."

Highly Effective (4)	Effective (3)	Developing (2)	Beginning (1)	Unsatisfactory (0)
Grows 4 levels	Grows 3 levels	Grows 2 level	Grows 1 level	Achieves no growth
or grows to **Highly Effective**	or grows to **Effective**	or grows to **Developing**	or grows to **Beginning**	or scores **Unsatisfactory**

[2] For the first year of TFET implementation (2015-16), all teachers will receive a baseline TFET evaluation to drive DPP goals and baseline scores.

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4. Summative Evaluation Score

Directions:

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].

TES Evaluation Criteria

The TES evaluation criteria will be based on three years (when available[3]) of student academic growth, and current year instructional practice. The Teacher Feedback and Evaluation Tool (TFET) and Deliberate Practice Plan (DPP) comprise the Instructional Practice component.

Final Evaluation weighting [4]

The metrics used to determine the final TES rating, along with each metric's weight in the final rating, are as follows:

- Student Academic Performance:
  - Student Performance Measure: 40%
- Instructional Practice:
  - Teacher Feedback Evaluation Tool (TFET) Score: 35%
  - Deliberate Practice Plan (DPP) Score: 25%

Details of the scoring and evaluation of teacher performance on Student Performance Measures, the TFET and the DPP are presented above in sections 1, 2 and 3 respectively.

Once Student Performance, TFET and DPP scores (1-4) are determined, they are combined according to the weighting above and assigned a rating based on the scale below:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

The distinction between Needs Improvement and Developing is relative to the staff member's verifiable years of experience.

[3] For full time instructional staff members with less than 3 years of data, years available will be used. Please see section **1. Student Performance Measures**, for details on instructional staff members without student growth results.

[4] Pursuant to Florida statute 1012.01(3)(a).

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SCHOOL NAME HERE

Teacher Name: _____ **Teacher Signature:** _____ Date: _____

Teacher Category: _____ **Principal Signature:** _____ Date: _____

Teacher Evaluation Scores 2015-16

TFET

Priority Area	No. of Questions	Weight	[illegible] 4		Applying 3		Developing 2		Beginning 1		Not Using 0		Not Observed N/A	Score	Weighted Score
			Freq.	[illegible]	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.		
AE	29	45%	1	3%	27	90%	1	3%	0	0%	0	0%	0	3	1.36
OP	4	[illegible]	0	0%	3	75%	1	25%	0	0%	0	0%	0	3	0.19
CE	26	[illegible]%	0	0%	13	50%	8	31%	5	19%	0	0%	0	2	0.81
FH	2	3%	0	0%	2	100%	0	0%	0	0%	0	0%	1	3	0.09
G	3	5%	0	0%	3	1[illegible]	0	0%	0	0%	0	0%	0	3	0.14
														Total:	2.59

Final TFET S[illegible] [illegible]nal [illegible]ET Rating: Effective

DPP

Goal	Indicato[illegible]	Baseline Score		Final Score		Points Awarded
1	(3) Smooth and efficient transitions	3	Developing	3	Applying	3
2	(8) Fair, Clear and consistent expectations and consequences	1	Beginning	3	Applying	3
3	(20) Make connections between content and real-life experie[illegible]	1	Beginning	2	Developing	2
					Total:	2.67

Final DPP Score: 2.67 Final DPP R[illegible]g: Effe[illegible]e

Student Growth

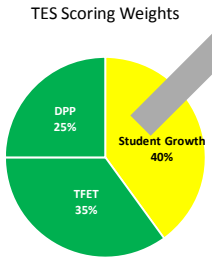
State Value-added estimate: 0.48220
State Value-added standard error: 0.17000
State Value-added classification: 2 Needs Improvement

Final Growth Score: 2.00 Final Growth Rati[illegible]g: Nee[illegible]mprov[illegible]nt

Final Evaluation Score

Instructional Practice
TFET: 2.59
DPP: 2.67

Student Performance
Value-added Score: 2.00



Teacher Comments:

Principal Comments:

DRAFT

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5. Additional Requirements

Directions:

The district shall provide:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].
- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

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1. **Roster Validation Procedures** –Each school will use the processes and procedures required by the district for roster validation.
2. Evaluation by Supervisor
    a. Teachers will be evaluated by their School Principal, Assistant Principal, or other supervisor. Non-evaluative observations can be conducted by staff other than the Principal or supervisor and the supervisor may consider this input.
    b. Trained personnel including, but not limited to, Assistant Principals, CSUSA Regional Directors and Curriculum Specialists, Deans, Curriculum Resource Teachers (CRT), Department Heads, Team Leaders, Mentors through Leading Edge (Leadership development program) and Teacher Learning Communities (TLC - for new teachers) programs etc., may provide feedback through non-evaluative TFETs including those indicators identified on the teacher's DPP, ultimately informing their evaluative TFET.
3. Evaluator Training
    a. Evaluators will attend a mandatory training on CSUSA's Teacher Evaluation System and tools. Training will include but not be limited to the research base, role modeling and practice for conducting evaluations and professional feedback discussions, and analysis of scoring consistency among Evaluators to ensure inter-rater reliability. Ongoing training and support will be provided by Charter Schools USA throughout the year. Additionally, annual refresher training will be required for all Evaluators and those who miss the initial training will be trained via Webinar. Charter Schools USA will monitor evaluation scores across all schools to ensure the reliability and consistency of observation ratings.
4. Process of Informing Teachers about the Evaluation Process
    a. Charter Schools USA recognizes that each school's learning environment is unique and must be supported in its quest for improved student learning growth. In *The Art & Science of Teaching* Robert J. Marzano (2007) details the benefits of unique learning environments focused on systemic goal setting to increase student achievement. Every school administrator and faculty member will be trained with Marzano's research and the CSUSA Education Model.
    b. Student and school performance data are collected throughout the year and are used by school leaders and teachers to monitor progress in achieving the School's goals. Administrators and faculty evaluate, create, and revise instructional goals based on the instructional calendar and progress made. Teacher evaluation indicators and evidences are incorporated into teacher trainings. In addition to pre-service training, teachers receive ongoing and continuous professional development (a minimum of monthly) as well as during their common planning meetings.
    c. New teachers and those newly hired to the School are informed of the Teacher Evaluation System at New Teacher Induction training, which is held prior to the beginning of each new school year. Teachers who miss the initial training will receive follow-up training. They also receive ongoing instruction on the evaluation system through Teacher Learning Communities, which are held at least four times a year with a mentor.
5. Timely Feedback and Professional Development
    a. After each evaluation, Evaluator/Teacher conferences are conducted to review the teacher's performance, provide written and verbal feedback, and engage in professional discussions around identified strengths and opportunities for growth. (Feedback will be given within three days of both evaluative and non-evaluative observations.) At a minimum, quarterly data summits are conducted by School Leadership to review student growth data. The evaluator will then work with the teacher to identify select goals to be articulated in the teacher's Deliberate Practice Plan), as well as recommend specific professional development opportunities to ensure the teacher's continuous professional improvement. Ongoing classroom walk-throughs and observations will

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provide additional feedback and support to the teachers. Annually, in quarter 4, Charter Schools USA (CSUSA) will solicit feedback from teachers and principals to ensure continuous improvement of the process.

b. Teachers identified as less than effective will be required to participate in specific professional development to help support their areas for growth.

6. Evaluation Platform

a. As a member of the Charter Schools USA (CSUSA) family of schools, the School will utilize an internal evaluation platform.

b. Data collection and analysis from evaluation results seamlessly provides actionable data to inform the School's, and CSUSA's Improvement/Strategic Plans. Approved observers conduct teacher evaluations electronically, with direct input into the evaluation platform. This system not only generates a score per the procedures outlined in a previous section, but also provides formative data aligned to the 5 strategic priority areas—1.) Academic Excellence, 2.) Financial Health, 3.) Growth, 4.) Operational Performance, and 5.) Culture of Excellence – outlined in School Improvement Plans/Strategic Plans, school-based professional development and individual Deliberate Practice Plans.

7. Minimum Requirements of observations and Evaluations

a. All classroom teachers will receive ongoing observations and feedback through classroom walkthroughs, non-evaluative TFET observations, and evaluative TFET. The evaluative TFET will be provided at least once per year.

b. All instructional personnel will receive a formal evaluation once per year, at a minimum.

8. Multiple Evaluations for First Year Teachers

a. First year teachers will be evaluated by their supervisor no fewer than two times annually on each TFET indicator. The process will include feedback specific to the improvements and the level of progress to be achieved to attain greater instructional effectiveness. Feedback will follow within three days of formal evaluations – which are reviews at 90 days and the end of the year – as well as ongoing informal observations. The evaluation will include consideration from multiple forms of observation and evaluation types, including classroom walkthroughs, classroom observations, student data reviews, Deliberate Practice Plan reviews, and participation in the Charter Schools USA Teacher Learning Community (TLC) for first year teachers.

b. Teachers new to Charter Schools USA will receive the same process of multiple evaluations and multiple types of observation methods. Newly hired teachers will also participate in the Teacher Learning Community (TLC).

c. In their first year, teachers new to the school will receive a minimum of four classroom observations by the School Leadership Team and four reviews of student performance. The observation tools will be the same as those used for existing teachers. Student performance data will be essential to the evaluation process and will include quarterly review of interim and benchmark assessments, ongoing formative classroom assessments, review of student generated learning goals in the Personalized Learning Plan, and available summative assessment data.

d. Members of the School Leadership Team, including the principal, assistant principal(s) and trained principal designees and mentors, will conduct observations and reviews of student performance data. The observations conducted by school leadership team-members are used to support the teacher on observed instructional practices, by providing timely feedback or improvement. These observations can be used as descriptions in the evaluation, but will not directly impact the final evaluation score.

e. Evaluations, which include formal observations, will be conducted by the school principal, assistant principals, or other trained supervisors. All evaluators are trained by Charter Schools USA.

9. Examining Performance Data from Multiple Sources

a. Parent input will not directly impact a teacher's evaluation, however different sources of

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data will be analyzed throughout the year to inform a teacher's final evaluation. This will include the following:

- Student performance data
- Stakeholder feedback
- Parent and staff surveys (twice annually)
- Student survey (once annually)
- Focus groups
- Strategic Planning

10. Teaching Fields Requiring Special Procedures

a. There are no identified teaching fields that require special procedures.

11. Peer Assistance

a. At this time, peer review will not contribute to teacher evaluations. However, additional opportunities are provided at the school level for peer review in order to provide feedback to ensure continuous improvement.

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6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
- The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

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1. Annual Evaluation

Based on teacher and principal feedback, the following outlines the process for conducting the annual evaluations:

- Setting expectations – teachers will be provided a copy of the revised teacher evaluation form at the beginning of the year. Moreover, training sessions will be held so they are aware of the process and the criteria.
- Non-evaluative feedback – teachers will receive ongoing, non-evaluative feedback in the form of classroom walk-throughs and non-evaluative TFETs as well as peer coaching at least 2 times per year. Non-evaluative feedback does not directly impact a teacher's final evaluation score.
- Evaluative feedback – teachers will receive a formal evaluation at the end of each year, with first year teachers and teachers new to CSUSA receiving at least two formal evaluations. Teachers will be asked to sign the evaluation form at the end of each evaluation process. The evaluation and score will be recorded in the internal electronic evaluation system. Teachers will receive their written report no more than 10 days after the evaluation takes place.
- The employee shall have the right to initiate a written response to the evaluation and the

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response shall become a permanent attachment to his or her personnel file.

**All evaluators will participate in training on conducting a formal evaluation.*

2. Improvement Plans

a. As a member of the Charter Schools USA (CSUSA) family of schools, the School will utilize an internal improvement plan, in conjunction with the Education Team and HR. The School will be in compliance with all applicable state statutes regarding instructional personnel who receive two consecutive unsatisfactory evaluations.

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7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

---

1. Annual Review

a. Annually, as a part of the strategic planning process, Charter Schools USA (CSUSA) will review the instructional personnel evaluation assessment system to monitor and evaluate its effectiveness in improving instruction and student learning. The annual review begins with teacher feedback via a staff survey in May, on the effectiveness of the evaluation system in improving their instruction. Principals review the teachers' feedback each June at the CSUSA hosted Principals' Institute, then provide input for overall revisions to the evaluation system.

b. When all Statewide, Standardized Assessments/student performance data becomes available, CSUSA will work with the School's leadership team to review assessment results (i.e. proficiency, learning gains, student growth model, etc.) correlated to teacher evaluation results (i.e. scores, deliberate practice scores, etc.). CSUSA's Human Resources and Education Departments will then take all input to revise the evaluation system as needed, set improvement goals for areas identified as opportunities for growth, and/or identify initiatives as needed to ensure continuous improvement. Goals at both the system and school level will be included in and tracked via the system and schools' Strategic Plans. When updates are made to the Teacher Evaluation System, they will be provided to the District.

c. The process for self-monitoring will also include:
   - ongoing training and support with evaluators to ensure evaluator accuracy and inter-rater reliability;
   - ensuring that evaluators are providing necessary and timely feedback to employees after being evaluated;
   - monitoring evaluators to ensure they are following policies and procedures in the implementation of the evaluation system;
   - use of evaluation data to identify professional development; and
   - use of evaluation data to inform school and network-wide improvement plans.

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Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

- ☐ The percentage of the evaluation that is based on the performance of students criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

- ☐ The student performance measure(s).
- ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- ☐ Documented that VAM results comprise at least one-third of the evaluation.
- ☐ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- ☐ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ☐ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

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Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

- ☐ The percentage of the evaluation system that is based on the instructional practice criterion.
- ☐ At least one-third of the evaluation is based on instructional practice.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- ☐ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- ☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- ☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

- ☐ Described the additional performance indicators, if any.
- ☐ The percentage of the final evaluation that is based upon the additional indicators.
- ☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- ☐ Summative evaluation form(s).
- ☐ Scoring method, including how it is calculated and combined.
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

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Additional Requirements

The district has provided and meets the following criteria:

- ☐ Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All instructional personnel must be evaluated at least once a year.
- ☐ All classroom teachers must be observed and evaluated at least once a year.
- ☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.
- ☐ Description of manner of inclusion of parental input.
- ☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ☐ Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's

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contract.
- That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
- That the evaluator must discuss the written evaluation report with the employee.
- That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.

☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.

☐ Evaluators provide necessary and timely feedback to employees being evaluated.

☐ Evaluators follow district policies and procedures in the implementation of evaluation system(s).

☐ The use of evaluation data to identify individual professional development.

☐ The use of evaluation data to inform school and district improvement plans.

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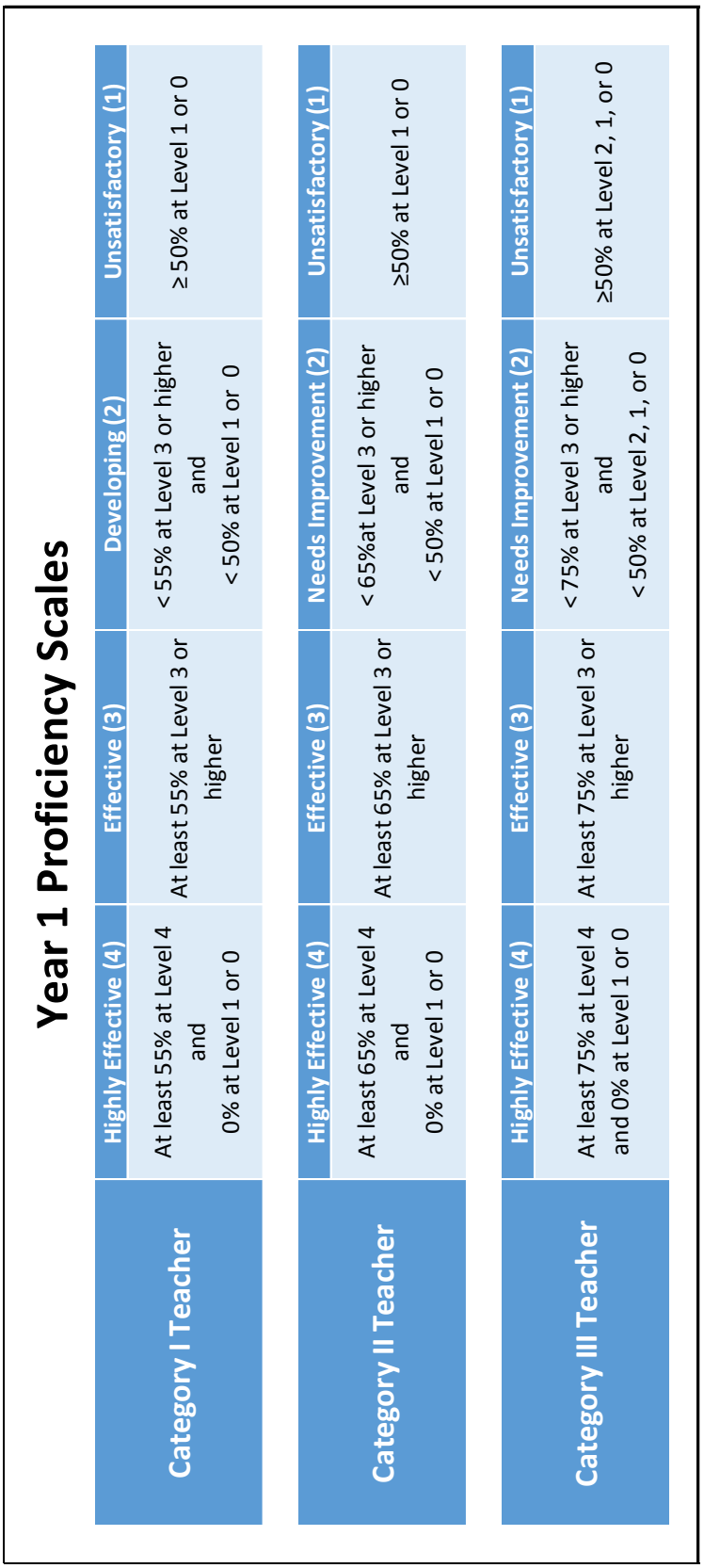
Appendix B – Three year transitional TFET scoring rubrics



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Year 2 Proficiency Scales

	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
Category I Teacher	At least 60% at Level 4 and 0% at Level 1 or 0	At least 60% at Level 3 or higher	< 60% at Level 3 or higher and < 50% at Level 1 or 0	≥ 50% at Level 1 or 0
Category II Teacher	At least 70% at Level 4 and 0% at Level 1 or 0	At least 70% at Level 3 or higher	< 70%at Level 3 or higher and < 50% at Level 1 or 0	≥50% at Level 1 or 0
Category III Teacher	At least 80% at Level 4 and 0% at Level 1	At least 80% at Level 3 or higher	< 80% at Level 3 or higher and < 50% at Level 2, 1, or 0	≥50% at Level 2, 1, or 0

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Year 3 Proficiency Scales

	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
Category I Teacher	At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	< 65% at Level 3 or higher and < 50% at Level 1 or 0	≥ 50% at Level 1 or 0
Category II Teacher	At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	< 75%at Level 3 or higher and < 50% at Level 1 or 0	≥50% at Level 1 or 0
Category III Teacher	At least 85% at Level 4 and 0% at Level 1	At least 85% at Level 3 or higher	< 85% at Level 3 or higher and < 50% at Level 2, 1, or 0	≥50% at Level 2, 1, or 0

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Appendix GG

Parental Surveys

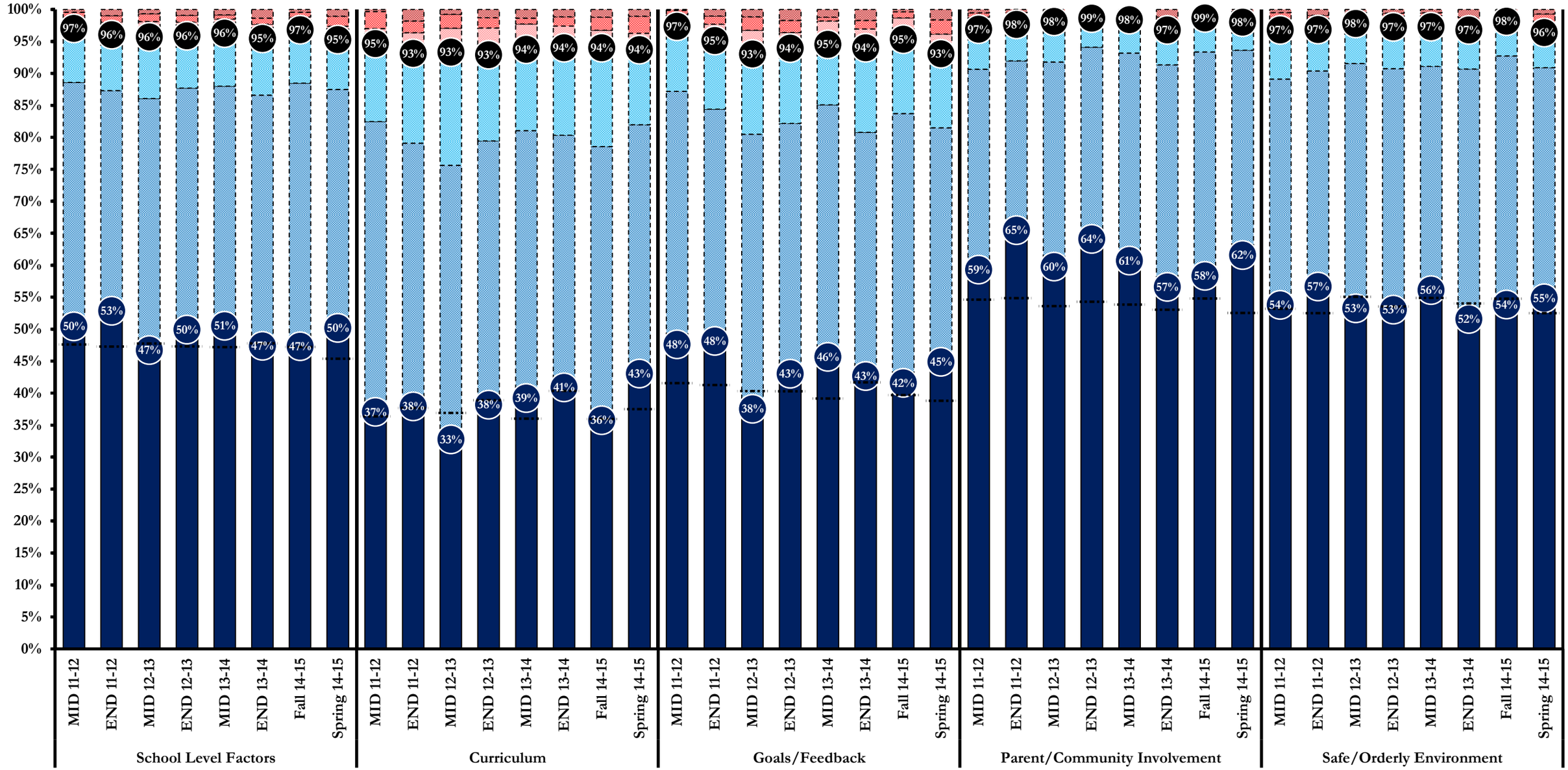
Renaissance Charter School at Coral Springs

2014-15 Surveys

School Time-Series

Parent Survey

Renaissance Charter School at Coral Springs

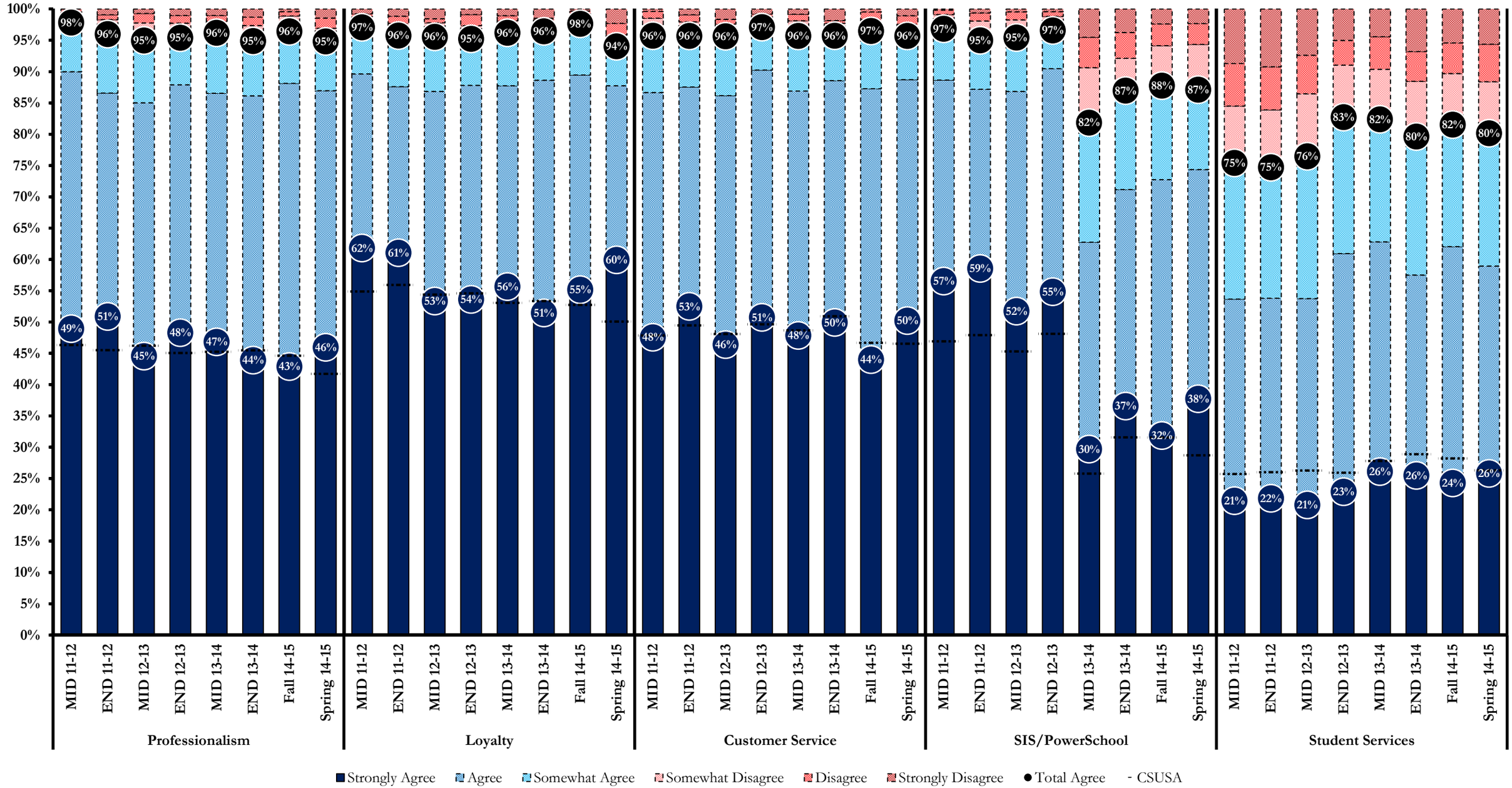


Time Series

MID 11-12	END 11-12	MID 12-13	END 12-13	MID 13-14	END 13-14	Fall 14-15	Spring 14-15
305	398	330	357	374	392	512	382

Parent Survey

Renaissance Charter School at Coral Springs



Time Series

MID 11-12	END 11-12	MID 12-13	END 12-13	MID 13-14	END 13-14	Fall 14-15	Spring 14-15
305	398	330	357	374	392	512	382

Parent Survey Questions

2014-15 Surveys

School Level Factors
The School Level Factors metrics is composed of multiple sub-metrics including:
Curriculum
Goals and Feedback
Parent and Community Involvement
Safe and Orderly Environment
Professionalism

Curriculum
The learning program adequately challenges students' capabilities.
Extra assistance with school work is available to students.

Goals/Feedback
My child is challenged to achieve learning goals.
I receive regular feedback on my child's progress.
I am fully aware of my child's academic strengths and opportunities for improvement.
Homework supports academic goals.

Parent/Community Involvement
Parents are informed of school events and activities.
Parents are encouraged to volunteer and be involved in school activities.
The Parent Organization at our school actively supports our school's mission.

Safe/Orderly Environment
The school buildings and grounds are clean and well maintained.
Students are disciplined in accordance with the Student Code of Conduct.
Parents and students have been thoroughly informed of school discipline practices.
Students feel safe at our school.
When I visit my child's school I am properly checked in and screened.
The process that is used for maintaining security makes me feel my child is safe.

Professionalism
An atmosphere of respect and trust exists between students and school personnel.
Social and cultural differences among students are respected.
Teachers have a positive attitude towards our school.
School faculty are responsive to questions and concerns.
School administrators are responsive to questions and concerns.
School support staff (clerical) are responsive to questions and concerns.

Loyalty
My child is happy at our school.
I would recommend our school to a friend.
I intend to re-enroll my child for the next academic year.

Customer Service
When visiting my child's school, signs clearly indicate: visitor parking area
When visiting my child's school, signs clearly indicate: front entrance
When visiting my child's school, signs clearly indicate: front office area and visitor instructions
When visiting my child's school, front office staff members: are helpful
When visiting my child's school, front office staff members: are genuinely concerned about my needs
When visiting my child's school, front office staff members: are knowledgeable about the school
When visiting my child's school, front office staff members: can direct me properly
When visiting my child's school, faculty members (teachers, administrators): are helpful
When visiting my child's school, faculty members (teachers, administrators): are genuinely concerned about my needs
When visiting my child's school, faculty members (teachers, administrators): are knowledgeable about the school
When visiting my child's school, faculty members (teachers, administrators): communicate openly and effectively with me

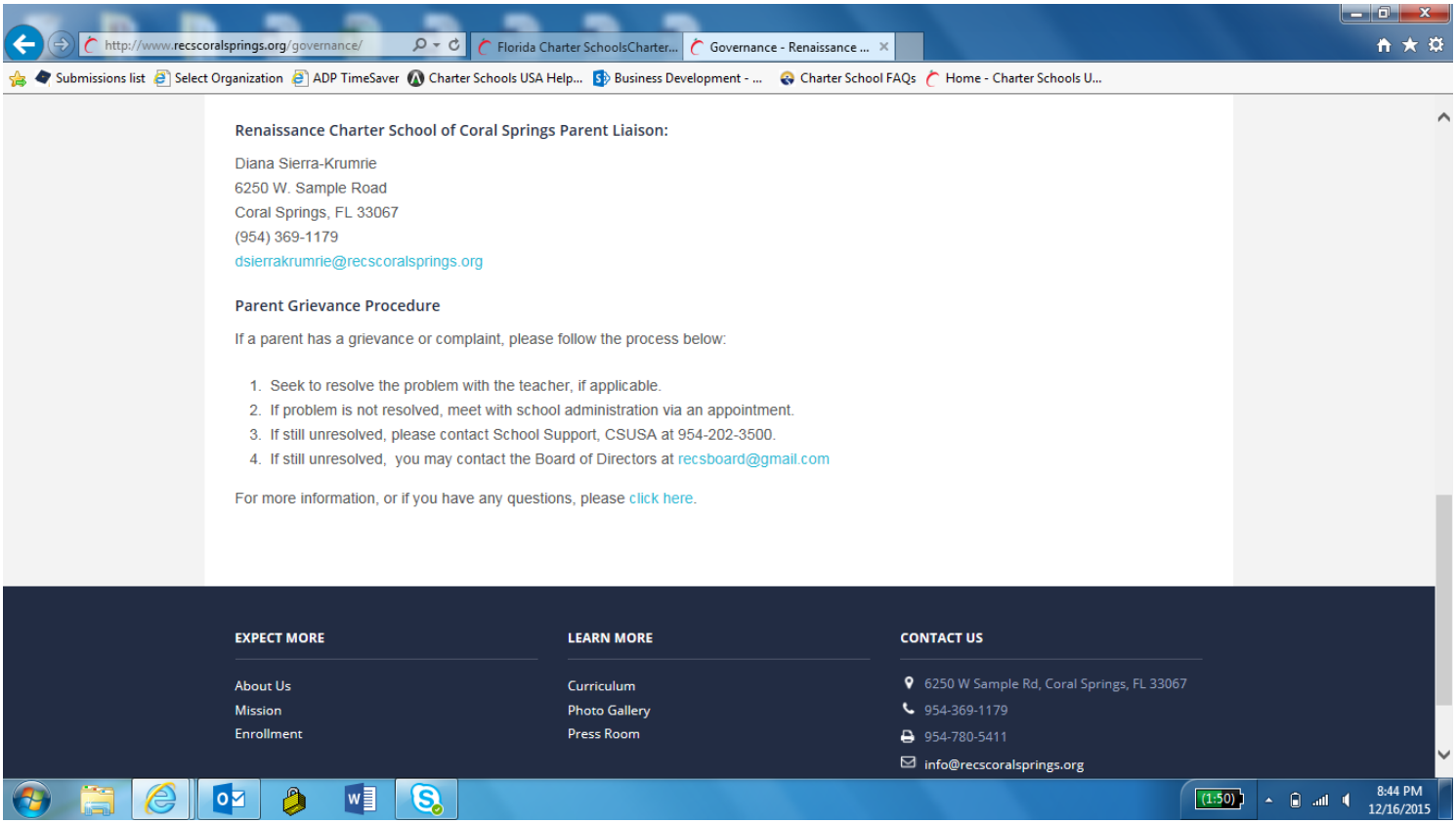
SIS/PowerSchool
I have the training necessary to use the PowerSchool system.
It is easy to access information in PowerSchool.
PowerSchool effectively provides information on my child's academic progress, strengths, and opportunities for improvement.
PowerSchool effectively provides up to date information on my child's homework assignments and tasks.
PowerSchool effectively provides up to date information on school events and activities.
PowerSchool helps me to effectively communicate with my child's teacher(s) in a timely manner.
PowerSchool is beneficial to me as a parent.

Student Services
The school lunch options provided taste good.
The school lunch options provided are nutritious.
The cost of the school lunch is reasonable.
The cafeteria personnel are friendly and courteous to my child.
I am satisfied with my child's bus assignment (bus stop location and pick-up/drop-off times).
I was notified in a timely manner of my child's bus assignment.
Overall, I am satisfied with the bus service at my child's school.
The parent pick-up and drop-off process is efficient.
I am satisfied with the quality of the school uniforms available at my child's school.
The cost of the uniforms is reasonable.
I was able to obtain the necessary items, sizes, and/or colors easily from the uniform supplier.

Appendix HH

Screen Shot of Parent Liaison Information in Website

Screen Shot of Parent Liaison Information



Appendix II

Student/Parent Contract

RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS PARENT CONTRACT

I (We) the parent(s)/guardian(s) of _____, grade_____ have read and agree to abide by the Code of Conduct and the Dress Code of the RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS.

WHEREAS, in order to provide my (our) child with a unique educational opportunity;
WHEREAS, by choosing to enroll my (our) child at the Renaissance Charter School at Coral Springs is a decision of my (our) personal choice and not a privilege;
WHEREAS, my (our) desire to enroll my (our) child at the Renaissance Charter School at Coral Springs is premised upon my (our) desire to become an active partner in the education of my (our) child;
NOW THEREFORE, in consideration of the foregoing:

As a parent of a student at the Renaissance Charter School at Coral Springs, my (our) commitment is to abide by the following resolutions:

A. To recognize and embrace my role as the primary educator of my child.

B. To attend all conferences scheduled with any member of the Renaissance Charter School at Coral Springs staff.

C. To complete the required 20 hours of volunteering for one attending child, 30 hours of volunteering for 2 or more attending children, through the Parent Volunteer Program. (I understand that *half the parent volunteer obligation must be met by **December 18, 2015**, or the Student Recommit for the following school year will be considered invalid. The full parent volunteer commitment must be completed by **May 13, 2016** for Grades K-7, or the Student Recommit will be considered invalid, forfeiting your child's seat.*

D. *Parents of 8th graders, total required volunteer hours MUST BE COMPLETED NO LATER THAN, **May 2, 2016**. If your total required volunteer hours are not fulfilled by this date, your child will not be able to participate in the end of the year 8th grade activities (field trips, dance, etc.).*

E. To provide transportation to and from school for my child. I understand that if I am late picking up my child, Renaissance Charter School at Coral Springs is not responsible for my child's safety.

F. To purchase uniforms for my child from the Renaissance Charter School at Coral Springs uniform provider.

G. To supply a lunch, either bagged or purchased from the Renaissance Charter School at Coral Springs approved vendor, each school day for my child.

H. To be responsible for timely payment of any fees accrued to my account at the Renaissance Charter School at Coral Springs.

I. To read and use information sent home by the school for the purpose of keeping parents informed of the academic topics to be introduced and studied in the classroom.

J. To abide by and support the Proactive Discipline Plan, which was adapted and approved by the RCSCS SAC governing board.

K. To be responsible for my child's behavior and abide by any behavior contract that is mutually agreed upon by parents and administration and to agree to dismissal from the school should my child not be able to meet the tenets of the upon behavior contract.

L. To be subject to immediate dismissal from the school or acceptance process for not being forthcoming or falsifying student/child documents.

M. I understand that by law my child is required to attend school. I agree to provide support to my child in correcting any attendance concerns. In addition, to monitoring my child's daily attendance by personally telephoning the school if needed, to verify my child's attendance.

I (we) understand that by not fulfilling my contractual obligation to RCSCS and to my (our) child, this may result in my (our) child having to stay after school, being suspended, losing the opportunity to recommit for placement for the following school year or being withdrawn and sent to a regular Public School at the sole discretion of the Principal as approved by the Renaissance Charter School at Coral Springs Governing Board.

_____ _____
Signature of Parent/Guardian Date

STUDENT

I certify that I have received a copy of the Renaissance Charter School at Coral Springs Parent Handbook and together, with my parents, we have read and discussed this document.

_____ _____
Signature- Student (2nd Grade and older) Date

PARENT

I am the parent/legal guardian of _____. I have had the opportunity to read the Renaissance Charter School at Coral Springs Parent Handbook and have discussed it with my child

_____ _____

Signature- Parent/Legal Guardian Date

Appendix JJ

Parent Handbook

PARENT STUDENT HANDBOOK 2015-2016

Mrs. Sierra-Krumrie, Principal

6250 W. Sample Road
Coral Springs, FL 33067
Tel. (954) 369-1179
Fax (954) 780-5411

www.recscoralsprings.org

SCHOOL HOURS:

Before School Care:	**6:30 – 7:30 am**
Campus Supervision:	**7:30 – 8:00 am**
Breakfast:	**7:20 – 7:50 am**
School Begins:	**8:00 am**

Student Dismissal:

2:30 pm—K – 1st (Back Car Loop)
3:00 pm—2nd-5th Grades (Front Car Loop)
3:00 pm—6th-8th Grades (Back Car Loop)

After School Care 2:30/3:00 pm – 6:00 pm

A Member of the Charter Schools USA Family of Schools

Dear RCSCS Parents and Students,

Welcome to the 2015-2016 school year at Renaissance Charter School at Coral Springs. Our faculty and staff have been diligently preparing for a successful school year. As the new Principal of RCSCS I want to personally thank you for choosing our school and for allowing us to motivate your child towards academic excellence. Our mission at RCSCS is to develop our students of today into our leaders of tomorrow. In an effort to prepare our students for the future, we have outlined our priorities below:

Student Achievement: Our purpose and focus is on the academic performance and success of every student. This year, RCSCS will be implementing an Intervention Block where students will receive targeted instruction based on individual strengths and deficiencies as well as enhancing our after school tutoring program with additional targeted instruction based on student needs. Our English/Language Arts and Math blocks are extended in order to provide additional learning opportunities through the use of the Common Core/Florida Standards.

Parental Involvement: As a parent at RCSCS we truly believe that your involvement in education contributes to the overall achievement of your child. We also believe that working together as a pro-active collaborative team is the most effective way to ensure we are meeting the individual needs of your child. Therefore, we encourage you to reach out to your child's teacher, stay connected and get involved. There are many ways to be actively involved and we will keep you informed throughout the year of our ongoing opportunities via Parent Link, SAC meetings, emails and newsletters.

Discipline/Procedures: We are committed to providing a safe and orderly environment at RCSCS. Both Faculty/Staff and students are required to adhere to their respective Dress Codes. The approved Student Dress Code is outlined in the Parent-Student Handbook. In addition, we have fully implemented Responsive Classroom (Elementary), Developmental Design (Middle School) and our Character Education (K-8) program to promote positive choices and behavior management systems.

The Parent Student Handbook contains a copy of your Parent Contract and a comprehensive list of school information, processes, and procedures. The Parent Contract is imperative, so please make sure to read through each component of responsibility for both you and your child. In order for your student to attend our charter school, you must sign and return the Parent Contract (separate copy will be provided to you). Our school also follows and complies with the Broward County Code of Student Conduct and follows the Matrix of Consequences as provided by the district (electronic copies found on our school's website: www.recscoralsprings.org).

We look forward to working with you this year to provide a safe and successful school year! Let's help our

Eagles soar to new heights!

Sincerely,

Mrs. Diana Sierra-Krumrie

Mrs. Diana Sierra-Krumrie

RCSCS Principal

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Additional Copy of Parent Student Contract
Note: This contract is a part of the 1st Day packet sent home with students.

RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS PARENT CONTRACT

I (We) the parent(s)/guardian(s) of _____, grade_____ have read and agree to abide by the Code of Conduct and the Dress Code of the RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS.

WHEREAS, in order to provide my (our) child with a unique educational opportunity;
WHEREAS, by choosing to enroll my (our) child at the Renaissance Charter School at Coral Springs is a decision of my (our) personal choice and not a privilege;
WHEREAS, my (our) desire to enroll my (our) child at the Renaissance Charter School at Coral Springs is premised upon my (our) desire to become an active partner in the education of my (our) child;
NOW THEREFORE, in consideration of the foregoing:

As a parent of a student at the Renaissance Charter School at Coral Springs, my (our) commitment is to abide by the following resolutions:

A. To recognize and embrace my role as the primary educator of my child.

B. To attend all conferences scheduled with any member of the Renaissance Charter School at Coral Springs staff.

C. To complete the required 20 hours of volunteering for one attending child, 30 hours of volunteering for 2 or more attending children, through the Parent Volunteer Program. (I understand that *half the parent volunteer obligation must be met by **December 18, 2015**, or the Student Recommit for the following school year will be considered invalid. The full parent volunteer commitment must be completed by **May 13, 2016** for Grades K-7, or the Student Recommit will be considered invalid, forfeiting your child's seat.*

D. *Parents of 8th graders, total required volunteer hours MUST BE COMPLETED NO LATER THAN, **May 2, 2016**. If your total required volunteer hours are not fulfilled by this date, your child will not be able to participate in the end of the year 8th grade activities (field trips, dance, etc.).*

E. To provide transportation to and from school for my child. I understand that if I am late picking up my child, Renaissance Charter School at Coral Springs is not responsible for my child's safety.

F. To purchase uniforms for my child from the Renaissance Charter School at Coral Springs uniform provider.

G. To supply a lunch, either bagged or purchased from the Renaissance Charter School at Coral Springs approved vendor, each school day for my child.

H. To be responsible for timely payment of any fees accrued to my account at the Renaissance Charter School at Coral Springs.

I. To read and use information sent home by the school for the purpose of keeping parents informed of the academic topics to be introduced and studied in the classroom.

J. To abide by and support the Proactive Discipline Plan, which was adapted and approved by the RCSCS SAC governing board.

K. To be responsible for my child's behavior and abide by any behavior contract that is mutually agreed upon by parents and administration and to agree to dismissal from the school should my child not be able to meet the tenets of the upon behavior contract.

L. To be subject to immediate dismissal from the school or acceptance process for not being forthcoming or falsifying student/child documents.

M. I understand that by law my child is required to attend school. I agree to provide support to my child in correcting any attendance concerns. In addition, to monitoring my child's daily attendance by personally telephoning the school if needed, to verify my child's attendance.

I (we) understand that by not fulfilling my contractual obligation to RCSCS and to my (our) child, this may result in my (our) child having to stay after school, being suspended, losing the opportunity to recommit for placement for the following school year or being withdrawn and sent to a regular Public School at the sole discretion of the Principal as approved by the Renaissance Charter School at Coral Springs Governing Board.

_____ _____
Signature of Parent/Guardian Date

STUDENT

I certify that I have received a copy of the Renaissance Charter School at Coral Springs Parent Handbook and together, with my parents, we have read and discussed this document.

_____ _____
Signature- Student (2nd Grade and older) Date

PARENT

I am the parent/legal guardian of _____. I have had the opportunity to read the Renaissance Charter School at Coral Springs Parent Handbook and have discussed it with my child

_____ _____
Signature- Parent/Legal Guardian Date

AGENDA BOOK/ FOLDER:

Student agendas/folders are a great organizational tool for homework, and are a key tool to communication between teacher and parents. Students in grades 2-8 are ***required*** to purchase a student agenda. Student in grades K-1 are ***required*** to purchase a student folder. If a student loses his/her student agenda/folder during the school year, he/she is required to purchase a new one.

ARRIVAL:

6:30 – 7:20 am	Before Care
7:20 – 7:55 am	Breakfast (Cafeteria Supervision only)
7:30 – 7:00 am	Student Drop-Off and General Supervision
7:55 – 8:00 am	Classroom Doors Open
8:00 am	Class begins, Tardy Bell

Students need to learn the importance of regular school attendance. In addition, **it is important that students report to school on time.** There **is no supervision before 7:30 am** for students who are not enrolled in the Before Care program. Students should not be dropped off outside the school's gate prior to 7:30 am. If students are dropped off early, they can be placed into the Before Care program and the parents will be billed. Students eating breakfast may arrive at 7:20 am and will be supervised in the Cafeteria. Instruction begins promptly at 8:00 am with bell work and morning routines. It is suggested that students arrive between 7:30 and 7:55 am to avoid any tardy issues. **Per Coral Springs Police Department: IT IS AGAINST THE LAW TO DROP-OFF STUDENTS ON SAMPLE ROAD OR 62nd AVE.** This is a safety hazard for your child.

Student Drop-Off Traffic Pattern 7:30 – 8:00 am

As a commuter school, it is essential that all parents follow the legally approved traffic flow pattern for RCSCS to ensure the safest and most efficient drop-off for everyone. It is highly recommended that you arrive into our car loop prior to 7:50 am to ensure that your child is not tardy. The gym and cafeteria doors close at 8:00 am unless there is a rainstorm or accident on Sample Road.

K-4th Grade AM Front Car Loop. Vehicles will turn onto NW 62nd Avenue. Make a right into the school lot. Follow the current flow of traffic to ensure that the process runs smoothly. Parking in the east lot is not permitted, as this is designated for teachers. The car ride drop-off zone is directly in front of the school. Have your students exit all vehicles on the sidewalk side of the car (right). Please have your child ready to exit the vehicle (back pack, food, papers, and good-byes) before you reach the drop-off zone so that traffic can continue to flow. Students must walk directly into the school and are not permitted to walk off campus or hang-out on the side walk area. Vehicles will then exit the property via 62nd Avenue. Remember, U-turns are not permitted on school days on 62nd Avenue from 7:00--8:00am and 2:00--3:30pm.

5th-8th Grade AM Back Car Loop. Vehicles will turn into the back entry of the school via 62nd Avenue, single file, and down to the gym entry. After dropping off your child, vehicles can either take a U-turn to exit back onto 62nd Ave or exit through the Publix parking lot onto Sample Road.

The safety of your children is our first priority. Please follow drop-off procedures very carefully to keep all of our children safe. *Remember, cell phone use is strictly forbidden and stereos must be turned off while you are in the drop-off/pick-up line.*

Visitor Parking: Parent and visitor parking are located directly in front of the school. During the Arrival Process (7:30—8:00 am), only parents that are coming in for meetings, business items, or volunteer duties are allowed to park in the front lot (as this interrupts the Front Car loop traffic). If you

want to park for any other reason during Arrival Process, please park past the first row of parking spots in front of Baptist Health (do not park in their handicap spots or first row). As a courtesy, please do not park in front of Publix and surrounding businesses.

Walkers/Bikers: Students that walk/bike to RCSCS must use appropriate sidewalks and crosswalks (no crossing guard at Sample and 62nd). Students must not jaywalk as this is illegal and dangerous. Bikers must walk their bike in front of the school and may park their bike at the appropriate station in front of the school.

ATTENDANCE:

ABSENCES:

1. Your children must be in school on-time every day by state law.
2. When your child is absent from school please call the Main Number and select the Attendance option to report the absence at 954-369-1179 (ext. 1016) between 8:00 am and 9:00 am. If you do not report the absence, you will receive an automated *unexcused absence* call from our *Automated Attendance System.*
3. It is the parent's responsibility to touch base with the teacher to obtain missed work assignments.
4. Please see Broward County Code of Student Conduct, Section I: Attendance (pg 14-17), with detailed information regarding homework, excused absences, etc.

Excused Absences

Per the Broward County Code of Student Conduct, Section I (pg 14-17), there are only 8 legally allowable reasons for a student's absence. Please look at these in detail.
The school does not support students missing school for vacation purposes nor can we change the absence status to "excused". Any student missing school for vacation must notify the teacher and administration. Notification must be made in writing at least two weeks in advance so teachers can have the appropriate work ready for each student.

Unexcused Absences

Per the Broward County Code of Student Conduct, Section I (pg 14-17), If a student reaches 6 Unexcused Absences during any quarter, it will be deemed as excessive and the school will take the following steps to resolve the issue with the family:

1. If the 6th Unexcused Absence is reached during any single quarter, the Registrar's Office will send home the RCSCS Excessive Absence Form, Copy of Broward County Code of Student Conduct Absence Policy, Copy of RCSCS Parent Contract, and the student will be issued an Administrative Detention on the next available Thursday from 3:00 pm—4:00 pm.
2. If 8th Unexcused Absence is reached during any single quarter, the Registrar's Office will contact the Collaborative Problem Solving Team to determine if early patterns of truancy are developing and provide appropriate interventions, including a parent conference, teacher daily monitoring, documented RCSCS Excessive Absence Conference Form and Action Plan, and the student will be issued an Administrative Detention on the next available Thursday from 3:00 pm—4:00 pm.
3. If the 10th Unexcused Absence is reached during any single quarter, the Registrar's Office will refer the case to Broward Truancy Intervention Program (BTIP) and a School Social Worker.
4. If Unexcused Absences continue after this step, the Registrar's Office will notify the State Attorney's Office due to non-compulsory school attendance laws.

Students who have 20 or more absences exhibit a pattern of absences and risk the possibility of retention and not being invited back to RCSCS the next year.

TARDIES:

Tardiness is defined as a student not being in the classroom when classes are scheduled to begin. If a student is tardy (the Back Car Loop and Front Car Loop entry doors are closed):

1. Parents must drive through the Front Car Loop to the Main Office doors.
2. Parents must walk students to the Main Office and students must provide their RCSCS Student ID card to be scanned. If student does not have an ID Card, parents must walk students to the Front Desk. ($5 for replacements)
3. If you do not report the tardy, you will receive an automated *unexcused tardy* call from our *Automated Attendance System.*
4. It is the parent's responsibility to touch base with the teacher to attain any missed work assignments.
5. Please see Broward County Code of Student Conduct, Section I: Attendance (pg 14-17), with detailed information regarding homework, excused tardies, etc.

Excused Tardies

Per the Broward County Code of Student Conduct, Section I (pg 14-17), there are only 8 legally allowable reasons for a student's tardy. Please look at these in detail.

Unexcused Tardies

Per the Broward County Code of Student Conduct, Section I (pg 14-17), If a student reaches 6 Unexcused Tardies during any quarter, it will be deemed as excessive and the school will take the following steps to resolve the issue with the family:

1. If the 6th Unexcused Tardy is reached during any single quarter, the Registrar's Office will send home the RCSCS Excessive Tardy Form, Copy of Broward County Code of Student Conduct Tardy Policy, Copy of RCSCS Parent Contract, and student will be issued an Administrative Detention on the next available Thursday from 3:00 pm—4:00 pm.
2. If the 8th Unexcused Tardy is reached during any single quarter, the Registrar's Office will contact the Collaborative Problem Solving Team to determine if early patterns of truancy are developing and provide appropriate interventions (including a parent conference, teacher daily monitoring, documented RCSCS Excessive Tardy Conference Form and Action Plan, and the student will be issued an Administrative Detention on the next available Thursday from 3:00 pm—4:00 pm.
3. If the 10th Unexcused Tardy is reached during any single quarter, the Registrar's Office will refer the case to Broward Truancy Intervention Program (BTIP) and a School Social Worker.
4. If Unexcused Tardies continue after this step, the Registrar's Office will notify the State Attorney's Office due to non-compulsory school attendance laws.

Students who have 20 or more tardies exhibit a pattern of absences and risk the possibility of retention and not being invited back to RCSCS the next year.

BIRTHDAY PARTIES:

- **ELEMENTARY SCHOOL:** Classroom birthday parties can be observed, but must be planned for the last day of the week in the afternoons. Parents must get approval from the teacher at least a week in advance. Parents are responsible for checking with the teacher concerning the possibility of food allergies in the classroom and following the food guidelines for that student. Parents cannot bring in home cooked foods, but must purchase foods from a store with ingredients clearly marked on the packaging. Parents must also provide plates, napkins, utensils, and individual drinks (water or juice box only) for each student. *No minors (children/infants not attending the school) are legally allowed into the classrooms/school. No multiple family members/visitors are permitted either.*

- **MIDDLE SCHOOL:** Classroom birthday parties are not permitted nor should students bring anything that will cause distraction into the lunchrooms.

BUS TRANSPORTATION:

Renaissance Charter School at Coral Springs does **NOT** provide bus transportation. Parents are encouraged to carpool and observe the staggered drop off and pick up times.

CHILD ABUSE:

State law (FL Statute 39.201) requires that teachers, administrators and other school personnel must report suspected cases of abuse, abandonment, or neglect to the

DCF Hotline at 1 800 96-ABUSE

Child Abuse Reporting Procedures

1. The staff member will determine if the abuse is physical, emotional, sexual or neglect per the indicator guide (Child Abuse and Neglect Form 4002B).
2. If further consultation is needed before a decision is made to report, they will refer to the following:
    a. Child Abuse/Neglect Designee (Mark Hage, Principal)
    b. Guidance Counselor
    c. School Social Work and Attendance Office, Child Abuse Services (754 321-2492).
    d. School Psychologist
    e. Health Services
    f. School Resource Officer
3. The report will be made by the person who has the most first-hand knowledge of the situation. After the call is made to the HOTLINE, the child abuse designee must be notified.
4. A verbal report to the statewide toll-free hotline must be made. In making this report, the Child Abuse and Neglect Form (4002B) will be used as a guide.

COMMUNICATION:

Communication is absolutely essential for success in any human endeavor. The administration and staff recognize this and will strive to facilitate open and frequent communications with parents at all times.

1. Email. Parents must keep updated email information with the school as many announcements are posted via technology from administration/teachers.
2. Parent Link. Parents must keep updated phone numbers with the school in the case of necessary announcements for the good of the school body.
3. Agenda Book / ID Badges / Lanyards. Parents must purchase the student agenda book and ID Badges for parent/teacher contact as well as student organizational needs. They may be purchased together for $10.
4. Newsletters. Hard copies (front office) and electronic copies (emailed and posted on website) are published 2x / month.
5. Website. Updates, calendars, forms, and school events are kept current on the site: www.recscoralsprings.org.
6. Flyers. When necessary, hard copies will be sent home for fundraisers, events, and announcements.
7. PTC and SAC meetings. Both essential forums of information for parents. The monthly meetings are placed on the calendar and your participation will also get you volunteer hours.

8. SIS is now Power Schools. Power Schools is the computer system that gives all parents/students access to the school and teachers. The logins and passwords will be sent home at the beginning of the school year. You will have real time updates to all information.
9. Phone Calls. Every teacher has a voicemail and phone. If you call during instructional hours, you will be offered to leave a message or an email message with the front office staff. Remember that teachers have 48 work day hours to respond to parent phone calls or emails.
10. Personal Conferences. It is the desire of the faculty and administrators to be of service to both parents and student, and every teacher welcomes a conference with any parent. We do urge, however, that such visits be made by making an appointment with the teacher at a convenient before-school or after-school hour. Parents must attend at least 2 conferences with their child's teacher per our contract with you.
11. **Parents are asked not to meet with a teacher before or after class unless a conference has been scheduled.** Please do not have impromptu conferences with teachers at the classroom door before or after school. This distracts the teacher from supervision of the students during a crucial time of movement.

CAFETERIA PROCEDURES:

Breakfast = $1.50
Lunch = $2.85
Reduced Breakfast = $0.30
Reduced Lunch = $0.40

Meals will be provided by Preferred Meal System. The menus will support the National School Lunch Program. Breakfast and Lunch menus are located on the school's website on the **School Information Page *under* Breakfast and Lunch Information.** Breakfast and lunch will be served in the cafeteria for grades K-8. Breakfast will be served from 7:20 – 7:50 am. Students who bring lunch from home are able to purchase milk. **NO LUNCH CHARGES** can be made since public funds do not allow schools to extend credit***.*** *Students are not allowed to bring sodas to school.* Since we are trying to promote healthy eating habits, we request that fast food not be brought to school when a child forgets his/her lunch. Parents are not permitted to drop-off lunches on a regular basis. In addition, we discourage sugary foods, candy, cookies, gum, and foods heavy in red dye. These foods can lead to hyperactivity and interfere with the learning process. There is no microwave access for students.

Payment: All parents are encouraged to pre-pay for lunches on Friday so that money is always available for student purchases. Payments can be made in cash or money order only. Money orders should be made out to ***Renaissance Charter School at Coral Springs*** and include the **child's name** as well as **lunch number**. It is imperative that you pay for lunch on time. Students should not have to wait for a parent to bring money or a lunch to school. At the time of printing, there is no option for credit card payments.

Free/Reduced Price Lunches: An application for Free or Reduced Price meals will be sent home with students the first day of school. Parents must apply for this benefit *yearly*. It should be completed and returned to the office as soon as possible. Notification pertaining to qualification for free/reduced lunch will be sent directly to the home.

DISCIPLINE PROCEDURES:

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behavior; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a loving desire to

help the student to do what is right. Though few students desire discipline, they often need it in order to reach their full potential.

Each teacher will establish appropriate procedures for discipline in his/her classroom based on these guidelines. The following list is not all-inclusive.

1. Students are expected to respect the authority of teachers. All teachers and staff have authority over all students.
2. Malicious destruction of school property results in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.
3. Students shall help keep the school clean at all times. There is to be no gum chewing in any part of the school building or on the school grounds.
4. Items such as water pistols, matches/lighters, radios, cameras, CD players, I-pods, skateboards, combs or hair pics with metal teeth, toys, collectable trading cards, electronic handheld games, weapons of any kind, etc. are not permitted at school and will be confiscated.
5. No notebooks, albums, magazines, lunchboxes, etc. will be permitted that carry pictures or slogans referring to drug culture or alcohol, gang or violence.
6. No profane, abusive or slang language is to be used.
7. **Zero tolerance for name-calling, insults, or aggression-whether verbal or physical.**

LEVELS OF DISCIPLINARY ACTION

There are three (3) levels of disciplinary action. The levels are determined by the seriousness of the act. Level One represents student behaviors that only impact their own personal learning. When a child's behavior is distracting enough that it impacts another student's learning the behavior then represents a Level Two offense. The disciplinary actions are stronger when a child's behavior is taking away from another child's education. When a child's behavior distracts the entire classroom setting or the total school setting, the offense is a Level Three offense. When a child repeats an offense of the same nature, the action/discipline will be taken at the next highest level. The object of a disciplinary action is to teach the child to not repeat the same action. If a lower level consequence has not stopped the behavior, the next incident will require a higher level action/consequence from teacher/administrator.

Level I Actions- Student behavior only impacts his/her own personal learning. In order to resolve Level I discipline problems, the following options are available:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with Principal or designee
- Conference with counselor
- Time Out
- Behavioral Chart
- Detention (Teacher or Administrative)

Level II Actions- Student behavior impacts the education of another student. In order to resolve a Level II offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- Detention (After school teacher or school administrative)
- In school suspension
- Conference with Principal or designee
- Out of school suspension, if repeated offense

Level III Actions- Student behavior seriously disrupts the teaching environment of a classroom or a school setting, or puts child/children in danger/safety risk. In order to resolve Level III offenses, the options available are:

- Out of school suspension
- Dismissal from school
- Administrative review and reassignment
- Documentation of these offenses will be placed in the student's permanent record/file.

TIME OUT: Time out is a disciplinary action that allows the students time to reflect and refocus. The child is given time to sit quietly, to calm down and to refocus on the expected behaviors before returning to group instruction. It can be given in the classroom, in the office or in another classroom.

SUSPENSION: Suspension is a disciplinary sanction that temporarily removes a student from a class, or all classes, for a prescribed period of time not to exceed ten (10) school days. The Principal or the Principal's designee shall make every effort to employ parental assistance with alternative consequences for misconduct prior to suspending a student except in emergencies, disruptive conditions, or incidents involving serious misconduct.

Suspendable offenses include but are not limited to the following:

1. Fighting or other dangerous and/or disruptive behavior.
2. Smoking on school grounds.
3. Being under the influence or having alcoholic beverages and/or drugs on school grounds.
4. Possession, and/or use of a weapon or any object that can be used as a weapon, including but not limited to: knife, brass knuckles, Chinese stars, chains, mace, etc.
5. Defacing or vandalism of school property.
6. Igniting any flammable substance.
7. Repeated disruptive behaviors.

PERMANENT DISMISSAL: The Principal may recommend to the Board of Directors to dismiss a student for any of the following:

1. Possession, use of or transmission of a weapon including, but not limited to, a gun, knife, razor, explosive, ice pick or club.
2. Possession, use of or transmission of a substance capable of modifying mood or behavior. These include high caffeine/energy boost drinks such as Red Bull, Monster, etc. Over the counter medication are not permitted as well.
3. Using any article as a weapon or in a manner calculated to threaten any person.
4. Committing a serious breach of conduct including, but not limited to, an assault on school personnel or on another pupil, lewd or lascivious act, arson, vandalism or any other such act, which disrupts or tends to disrupt the orderly conduct of the school activity.
5. Engaging in less serious but continuing misconduct including, but not limited to, the use of profane, obscene or abusive language, or other acts that are detrimental to the educational function of the school.

Prior to suspension or dismissal, the student has the right to a fair hearing.

END OF THE SCHOOL DAY DISMISSAL PROCEDURES:

Students must leave the school grounds immediately after dismissal unless enrolled in the After Care Program or an after school activity (Tutoring/Sport/Club) supervised by a staff member. Parents must pick up their child at the designated dismissal time for each grade level.

Only individuals listed on the EMERGENCY CONTACT CARD and/or Power Schools (SIS) with pickup rights will be allowed to pick-up students from the school. Valid photo identification will be required of all individuals picking-up students. If someone arrives at the school to seek the release of a student and the person's name is not on EMERGENCY CONTACT CARD and/or Power Schools (SIS) with pickup rights or the person does not have valid photo identification, the student will not be released.

To avoid having the school become involved in personal family conflicts, parents or guardians should submit to school authorities a copy of any legal documents, which indicate who has legal access to the child and his/her records during school hours. In the absence of legal documentation, school officials will provide access only to those individuals whose names appear on the student's emergency contact card and custodial parents. Friends and strangers will be denied access to a student in the absence of verified parental consent. Dismissal begins at 2:30 pm and goes through 3:30 pm.

Students not picked up by 3:30 pm will be sent to After Care by school personnel and the parent will be assessed the daily After Care fee. Students designated as walkers must have a signed form on file in the main office.

All parents must remain outside the school at dismissal time. Students will be sent to the designated pick up area.

PLEASE OBSERVE THE PICK UP PROCEDURES:

Students will be dismissed from school by one of the following ways:

1. **Car Rider/Off-Site After Care Program**
2. **RCSCS After Care/RCSCS After School Program**
3. **Parent Walk-Up**
4. **Student Walker**

1. **Car Rider (and Off-Site After Care Programs)**
   2:30 – 2:45 PM Kindergarten and 1st Grades
   3:00 – 3:30 PM 2nd-5th Grades (Front Loop), 6th-8th Grades (Back Loop)

- All Siblings will report to their youngest sibling's dismissal area and wait as a group to be called. K, 1st, and 2nd Grade Students, which have an older sibling, will wait in a supervised area until the 3:00 pm dismissal time. Parents of multiple grade level students are asked to come at 3:00 pm as we will only dismiss as a family.
- If your child will be attending an off-site provider, you must notify the school with the specific information. You must contact the provider and give them our dismissal information. Students on buses/vans will meet in one designated classroom, supervised, and dismissed as a group when the vehicle arrives.
- Parents, Car Pool Cars and Vans will prepare a placard provided by the school with child's /children's names, teacher and grade level(s) written in large, clear print, last name included. Placard should be placed on the driver's side window so that staff can clearly read the name. These will be color coordinated to help us with our staggered dismissal process.

As a commuter school, it is essential that all parents follow the legally approved traffic flow pattern for RCSCS to ensure the safest and most efficient pick-up for everyone.

The safety of your children is our first priority. Please follow pick up procedures very carefully to keep all of our children safe. *Remember, cell phone use is strictly forbidden and stereo must be turned off while you are in the drop-off/pick-up line.*

PLEASE DO NOT TALK ON YOUR CELL PHONE WHILE IN THE PICK UP LINES. IT ENDANGERS THE STAFF AND STUDENTS. IT IS AGAINST STATE LAW AND WILL BE A TICKETED OFFENSE BY THE CORAL SPRINGS POLICE DEPARTMENT (CSPD).

2. **RCSCS After Care Program**

Parents must pay separately for this program which is run on-campus with RCSCS staff. Activities include snack/drink, homework assistance, recess, arts/crafts, and various pre-planned specials. Registration is $25. Cost for just Before Care is $50/month. Cost for just After Care is $160/month. If you sign up for both programs, the cost is only $200/month. See the school's website, under the School Information tab, for the registration form, payment schedule, and handbook. There will be no daily drop off for aftercare. Registration is required to utilize the aftercare program.

- At dismissal, students will walk straight from their classroom to the designated After Care classroom. The After Care Counselor will greet them and run the group until the parent comes to check them out.

3. **Parent Walk-Up/Student Walkers**

If parents choose to allow their student(s) to walk out of the school, they must follow this process: 1) Complete and return the Walker Permission Form. 2) Communicate to your HR teacher about your choice. 3) Walker students will get a Walker Band to attach to their backpack. 4) Walker students will be dismissed from the East Doors (next to 62nd Ave). 5) Walker students must either walk directly off the property using the sidewalks and crosswalks. 6) If parent is meeting their child to walk off property, they must be at the location by 3:15 pm or your child will be placed into After Care.
The Front Office is not the location to pick-up your child as we are running normal dismissal from this location. The police department asks that parents do not park in front of the school (in the Front Car Loop), on 62nd Ave, or across the plaza in front of Baptist Medical Center.
There is a no loitering rule that will be strictly enforced. Students must be picked up and away from the neighboring businesses by 3:30.

DRESS CODE:

A higher standard of dress encourages greater respect for individuals, students and others, and results in a higher standard of behavior. As a result, the students at RCSCS will be expected to wear school uniforms and follow the dress code as set forth in this written policy and as agreed upon in your Parent Contract.

Furthermore, the faculty at RCSCS is mindful of the fact that the uniform needs for the Elementary school students may differ from those of the Middle School students in some respects. In addition, as times change, so may the policies and guidelines as they relate to the uniform requirements at RCSCS. Therefore, it is anticipated that this policy may be amended, altered and changed throughout the years. It is expected that any changes will be first addressed by interested members of both the faculty and parents, and then brought before the SAC for approval, with final approval being made at the RCSCS principal's discretion. This policy will attempt to distinguish between Elementary School students and Middle School students wherever differences are applicable. In the absence of a specific indication that a policy applies to either Elementary School students or Middle School students, it shall be assumed that the policy applies equally to both.

The following guidelines apply to all students at RCSCS, whether the students are in Elementary or Middle School, with appropriate indications where a policy differs slightly between Elementary and Middle School students. In the absence of a specific indication that a policy applies to either Elementary School students or Middle School students, it shall be assumed that the policy applies equally to both.

Shirts: All students must wear a RCSCS designated school shirt, which will be purchased through All Uniform Wear. The shirts will be emblazoned with a school logo. Shirts will be worn tucked in and must be in good condition.

- Elementary School: students will be required to wear the red polo shirt. Shirts must be tucked in and in good condition.
- Middle School Shirts: students will be required to wear the white or blue polo shirts. These shirts must be purchased from All Uniform Wear and have the emblazoned RCSCS school logo. Shirts must be tucked in and in good condition.
- P.E. t-shirts/gym shorts are only allowed on the class designated P.E. day per the rotation schedule on RCSCS Calendar.
- Undershirts: Students at RCSCS are permitted to wear white undershirts under their RCSCS approved polo shirt.

Slacks / Shorts/Skorts:

- All Elementary and Middle School students must wear the uniform short, skorts or long pants that are purchased from All Uniform Wear bearing the CSUSA logo.
- All shorts/slacks/skorts must be worn at the natural waist, with a belt through the belt loops, be appropriately sized for your child and be in good repair.
- NO: cargo pants, capris, zip off style pants or jeans of any color or style. No jeggings and no white or colored jeans. Colors: Navy and Khaki. Very light Khaki pants are not acceptable. Girls are also not permitted to wear skirts and jumpers.
- On authorized jeans day, only blue and black denim jeans are permitted. No jean shorts or capris.

Uniform procedures while waiting for your order: In the event that your child has to start school without the required uniform, please staple a copy of your uniform order receipt to the inside of your child's agenda book. By doing this we understand that your child's uniform has been ordered and is on the way very shortly. While waiting for the order students must wear a Red polo shirt in elementary grades or a Navy/White polo shirt in the middle school grades along with Khaki shorts/slacks/skort. No capris or skirts are allowed.

Belts: Belts must be worn on all pants. Belts can only be blue, black, khaki, white, or brown with no spikes, chains, or offensive pictures/words.

Jewelry: Jewelry at all times must be tasteful and tactful. Chains/necklaces must be tucked inside the shirt. Unusual body piercing (facial piercings other than ears) will not be permitted. Students are permitted to wear stud or small hoop earrings. The RCSCS Administration has the final word on what jewelry will be permitted.

- Elementary School students will not be permitted to wear large hoop earrings.
- Middle School students will be permitted to wear hoop earrings that are not dangerous or distracting according to the opinions of Administration.
-

Make-Up:

- Elementary School students are not permitted to wear make-up.
- Middle School students are permitted to wear tasteful and tactful make-up.
- Final decisions regarding tastefulness will rest with Administration.

Hair: Hair must be kept neat and clean with no "unnatural" colors, i.e. florescent, bright green. Middle School students may color their hair with blonde or subtle highlights. Final decisions regarding tastefulness will rest with Administration. No mohawks or fauxhawks are permitted.

Hats: No hats, bandanas, or hoods may be worn. Exceptions may be made for spirit type hats or head coverings as approved by CSUSA.

Purses: RCSCS students are permitted to carry purses; however, RCSCS is not responsible for the loss of any items brought to school in purses/like items.

Shoes: Students must wear closed heels and closed toes shoes at all times. Exceptions may be made for certain occasions of dress up, such as Honor Roll Assemblies and dances. No fluorescent colored shoes, heavy military boots or shoes with metal tips are permitted. "Heelys" (tennis shoes with wheels), Flip Flops, and shoes with blinking lights will not be permitted. The final word on the acceptance of any type of shoe permitted will be left up to the discretion of Administration.

Socks: Students must wear plain socks with their uniform. White, navy or gray solid color socks only.

Not complying/following school dress code policy (to include but not limited to, not tucking in clothes, no cargo pants, clothes too short/long, belt not worn with pants with belt loops, wearing "designer" labeled clothing, etc.):

a. First offense : Step one on form, phone call
b. Second Offense: Step two on form, Administrative Detention
c. Third Offense: Step three of form, Saturday School Detention
d. Repeated Offense: External Suspension

Sweatshirts/Outerwear: RCSCS students may only wear the navy blue sweatshirts, without hoodies, as sold by All Uniform Wear which includes the RCSCS logo.

Honor Roll Assemblies: Honor Roll Assemblies are special "dress up" days at RCSCS. Children receiving an award may wear the regulation uniform on that day, or choose to dress up to receive their award. It is NOT a dress down day.

PE T-Shirts/Gym Shorts/Pants: Students at RCSCS are permitted to wear the RCSCS t-shirt and RCSCS gym shorts/pants (as sold by the uniform store) on the specific days that student has physical education. PE clothing can only be worn on your child's designated PE Day.

General: At no time are students to wear anything offensive, immodest or deemed inappropriate by the faculty. ALL CLOTHING SHOULD BE LABELED WITH NAME. ***Parents of students in Kindergarten and First grades are required to leave a Ziploc bag labeled with the child's name with a spare change of uniform clothes in the classroom throughout the year.***

Jeans/Dress Down Days: Students may only participate in Jean Dress Down Day on designated days according to the school's calendar if they pay the $1 fee. Any student out of uniform on a school day that is not Jean Dress Down Day, will call home for a change of clothing and be held out of class.

If a student does not have their $1, they will be sent to the office, a call will be placed home, and parent must either make a payment plan or come bring the uniform instead.

- Shirt Tops: As approved by Broward County Student County Code of Conduct (does not have to be tucked in)
- Bottoms: Blue Jean pants, shorts, or skort (worn at natural waistline, no holes, or inappropriate sayings). No belt necessary unless pants are loose.
- All Other Items: all other dress items will be in accordance with RCSCS handbook.

Cold Weather Dress:

If the temperature drops to 50 degrees or below, students are permitted to wear non‐RCSCS outwear such as a winter jacket and boots. All hats, hoods, mittens, gloves, scarves, etc. must be removed while inside the building.

- Students are expected to wear the school uniform polo or PE shirt to school daily.
- Solid colored, long sleeves are allowed under RCSCS polo shirts in the school colors of: scarlet red, navy blue, white or grey.
- Solid color tights may be worn under the skorts/shorts in the colors of navy blue, white or grey.
- Students are expected to wear the school khaki or navy pants/shorts/skorts. No jeans are allowed to be worn at school unless it is authorized by administration.

EARLY DISMISSAL POLICY:

Excused early dismissals are given for doctor's appointments with notes from the doctor and extreme emergencies.

If you need to take your child out of school before the end of the school day, please call ahead. The cut off time for early dismissal for students in Grades K-2 is 1:30PM and for students in Grades 3-8 is 2:00PM). We cannot dismiss children 1 hour prior to the end of the school day due to our dismissal processes beginning and the parent must wait until normal dismissal time.

Any student leaving school prior to dismissal will have an early dismissal logged to his/her record. Early dismissal from a field trip site is not permitted unless prior approval through administration.

If excessive early dismissals continue throughout the year, the State Attorney's Office will be notified per Broward County School Board Policy and state law.
(See Absences and Tardies sections for step process)

After 20 early dismissals, a child may not be invited to return to Renaissance Charter School at Coral Springs the following school year.

ELECTRONIC DEVICE POLICY

SCHOOL PHONE USE

Students are not permitted to use school telephones unless it is an emergency and has been approved by a staff member. Calls originating from the school will be supervised. No student will be allowed to receive personal calls. A staff member will deliver emergency messages to the student. Cell phone usage by students is not permitted in the building or on school grounds. If a student is seen using a cell phone, it will be confiscated, the violation form completed, and the parent will be required to pick it up.

CELLPHONES/ELECTRONIC DEVICES/PERSONAL TECHNOLOGY

According to the Broward County School Board's Code of Conduct, "the possession of a cellular telephone which disrupts the educational process; the use of a cellular telephone during school hours and the possession or use of a cellular telephone which disrupts or interferes with safety-to-life issues would be a violation of the Code of Student Conduct, subjecting violators to progressive discipline. (Note: If students possess a cellular telephone, it should be kept out of sight inside a pocket, book bag, purse, or similar container, and it must be turned off in-order not to emit any ring tone or other noise on school grounds during school hours.)"

The Broward County School Board's Code of Conduct further states: "Possession of personal technology, including but not limited to iPods, MP3 players, laptops, etc. is a violation of the Code of Student Conduct. However, students possessing personal technology at the direction of a teacher will not be subject to discipline under this policy."

Students bringing cell phones/all electronic devices/personal technology to RCSCS, run the risk of having these items confiscated, or stolen, if they are visible and/or used during the school day (8:00AM –3:00PM). If students elect to carry these items with them they must be powered off and assume the risk of electronic devices being stolen.

First Offense:
The cell phone/all electronic devices/personal technology will be returned to the parent/guardian of the student after signing the cellular telephone policy form.

Second Offense:
The phone will be relinquished for the remainder of the current academic quarter. The cell phone/all electronic devices/personal technology will be returned to the parent/guardian of the student by signing in the space provided.

Third Offense:
The parent/guardian understands that if the student is cited with a third offense the phone will be relinquished for the remainder of the school year.

Failure to surrender items will result in an out-of-school suspension.

RCSCS is not responsible for lost, damaged, or stolen cell phones as well as all other electronic equipment and strongly recommends that these items be left home or placed in the student's backpack throughout school hours.

EMERGENCIES:

Illness: The importance of regular attendance cannot be over-emphasized, but **students should not be sent to school when they are ill. Children should be free of fever, vomiting and diarrhea for 24 hours before returning to school after being ill.** If a student becomes ill during the school day and it appears that they would be best cared for at home, the parent will be contacted. There are very limited facilities in the school, making it impossible to keep sick students for long periods of time. School personnel must be notified of any student's chronic illness (i.e. asthma, diabetes, heart conditions or seizures). This heightens awareness in case of an emergency.

PLEASE KEEP YOUR CHILD'S EMERGENCY CARD & POWERSCHOOL (SIS) CONTACT INFORMATION UPDATED.

SEE SECTION ON MEDICATION

Injury: The procedures listed below will be followed for an injured student:

1. Teachers will send the student to the office with an accident/illness form if the injury is minor.
2. Teachers will notify the office if the student is unable to be moved.
3. Trained personnel will administer basic first aid.
4. The parent(s) will be called and the injury described. For a minor injury, the parent will make the decision about removing the student from the school. Emergency contact persons will be called if the parent cannot be reached.
5. The Emergency Rescue Squad will be called for critical or serious injuries that require the type of care that school personnel cannot offer and the parent or emergency contact will be notified.
6. An accident report will be completed and filed for every accident.

FAMILY RIGHTS AND PRIVACY ACT:

The revised *Family Rights and Privacy Act* became a Federal law in November 1974.
The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interests will have access to your child's educational records. In special instances, you may waive this right of access in writing to allow other agencies working with your child to have access to those records.

FIELD TRIPS:

As a learning experience, teachers may plan field trips. Parents may be asked to assist the teacher as chaperones. Parents serving in this capacity may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours. Chaperones must be at least 21 years of age for all off-campus field trips and at least 18 years of age for any on-campus events.
NOTE: Parents accompanying students on overnight field trips, must be fingerprinted and background check per the Jessica Lunsford Act, in effect since September 2005.

1. Participation in field trips is a **privilege**, not a right.
2. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip for reasons relating to behavior or conduct.
3. **Students may also be excluded from attending a trip or activity if they**:
    a. Have received excessive referrals or major code violations
    b. Have excessive tardies or absences
    c. Have been suspended during the current semester of the field trip
4. If a student has been excluded from a trip or activity as a result of the above-mentioned items, **a refund will not be issued**.(Parents who were scheduled to chaperone may not receive a refund, but may put their money towards volunteer hours at the discretion of Administration)
5. Parent permission must be given for students to participate in field trips.
6. The teacher will send permission slips and information about each field trip 2-4 weeks prior to each field trip.
7. Payment form for field trips is cash or money order only. (please make money orders payable to RCSCS).
8. Money and permission slips must be turned in according to the teacher's instructions, prior to the field trip or the *student will not be permitted to take part in the field trip without a completed signed permission slip.*
9. Students are to be dressed in the appropriate designated uniform/outfit as communicated by RCSCS.

Early dismissal from a field trip site is not permitted.

GRADING SCALE:

Grades K-2	Grades 3-8	
E – Excellent	90-100%	A- Outstanding Performance
S – Satisfactory	80-89%	B- Above Average Progress
N – Needs Improvement	70-79%	C- Average Progress
U – Unsatisfactory	60-69%	D- Unsatisfactory Progress
	0-59%	F- Failure

GOVERNING BOARD COMMUNICATION PROCEDURE:

The Renaissance Charter School, Inc. Board of Directors:
Ken Haiko, Chairman
Denis Clark, Vice Chairman
Thomas Wheeler, Treasurer

If a student or his/her parents feel they have a grievance or complaint they should do the following:

1. Carefully analyze the problem - be sure you have ALL the FACTS.
2. Ascertain that you have a rational attitude about the problem.
3. Seek to resolve the problem with the teacher if applicable.
4. If there is no solution, meet with the School Administration.

After meeting with the principal, if you feel that the issue needs further attention, you should contact Charter Schools USA, (954) 202-3500, at which point you will be directed to one of the following:

Fernanda Gazmuri - Governing Board Liaison
or
Billie Miller – Senior Director of Education

HALLWAY BEHAVIOR:

Students should travel through the hallways quietly to avoid interrupting ongoing classes. Students should always arrive to class on time. Failure to do so could result in detention or in-school suspension. Students must not damage walls or bulletin boards.

HOME LEARNING PURPOSE AND REASONING:

RCSCS recognizes the important role that homework plays in the enhancement of a child's overall education.

The following list identifies some of the main benefits of homework:

1. Provides practice and review of lessons learned in class;
2. Teaches the use of resources, such as the internet, reference materials, and the library;
3. Provides an opportunity for the educator to present lessons in a more creative and interesting way than time permits in class;
4. Can be tailored to meet an individual's specific needs; for example, making the homework material harder or easier depending on the child's academic level. This benefit also meets the goals of RCSCS to create a curriculum that meets each child's individual needs;

5. Helps provide children an opportunity to manage time, encourages good study habits, independence and self discipline;
6. Works as a bridge between the school and the parents in requiring parental involvement, and provides the parent a clear understanding of what the child is working on in class;
7. Allows further exploration of a subject than time allows in class;
8. Ensures that reading skills are being practiced, as well as other concepts, such as multiplication and division, that need to be reviewed over and over until mastered; and
9. Homework has the ability, when properly administered, to show a child the real life connection between the lessons or skills he or she is learning in class and the world in which they live.

RCSCS also recognizes that these benefits must be weighed against legitimate family concerns and desires to have their children participate in after school activities, religious and family events, as well as much needed leisure and downtime. Studies have shown that any activity, no matter how rewarding, can only be rewarding for a limited time. If a child spends too much time on academics, both in or out of school, they will become bored, frustrated, and the benefits of homework will be lost. Therefore, the RCSCS homework policy strives to create a balance between the need to give homework and the needs of the family. For these reasons, homework shall not be excessive, and the teacher shall take into account the overall amount of homework given each week, as well as whether the in class lessons are particularly challenging or difficult.

DEFINITION OF HOMEWORK:

Homework is defined as specific tasks assigned by teachers to be completed during non-school hours. Homework assignments should be clearly connected to classroom lessons or calculated to enhance a specific skill designed to show the student a connection between the work taught in the classroom and real life situations. Homework should be age appropriate and, whenever possible, creative, so as to avoid boredom and to enhance the benefits listed above. In keeping with the RCSCS goal to tailor a curriculum that meets each child's specific needs, teachers are encouraged to vary homework assignments in degrees of difficulty and the specific tasks involved, in accordance with a child's level within the class.

EXAMPLES OF HOMEWORK ASSIGNMENTS:

Homework assignments can and should be varied and creative. Homework assignments can include however, not limited to:

1. Reading a book either independently or with a family member;
2. Reading a newspaper or specific magazine;
3. Looking something up on the computer or in a reference book;
4. Writing a book report, paragraph, poem, or creative story with spelling words;
5. Math handouts and problem practices;
6. Flash cards;
7. Or any specific skill the teacher feels the child or class needs to practice.

HOMEWORK GUIDELINES:

Teachers shall be given broad latitude in designing homework keeping in mind that each assignment should attempt to enhance one or more of the benefits listed above to achieve maximum results.

In addition, the RCSCS homework policy expects and encourages parental involvement in the homework process. However, it is expected that the child will do their own work.

Finally, homework has been found to be most beneficial to the learning process when checked and returned to the student.

Therefore, homework shall be checked and returned regularly. The following suggested guidelines are offered:

KINDERGARTEN AND FIRST GRADE

K-1 Homework assignments should not exceed 20 minutes a day and may consist of the following:

a. Reading with a family member or guardian;
b. Handout of numbers, letters, sounds, or other class assignments;
c. Math practice
d. Review of papers done in class for correction, reinforcement and practice, and sent home for parent or guardian review.

SECOND THROUGH EIGHTH

In the second grade, and in order to foster independence and teach the skill of time management, whenever possible, weekly homework packets shall be sent home.

Packets may or may not be appropriate at the third through eighth grade level.

Packets should be sent home on Fridays, but no later than Mondays, and should be due on the following Friday.

At a minimum these packets should contain the spelling words for the week, and the spelling or reading assignments for the week.

Any writing assignments known about in advance should also be included. It is contemplated that the packet may contain some material not yet covered in class, leaving the family unit free to decide whether to expose the child to the new material early, or wait until the material is taught in class.

In addition, it is also contemplated that not all children will have identical homework assignments, as the assignment should be tailored to meet the needs of the child at that particular time. To that end, other homework assignments may be given out during the course of the week as needed.

At all times, however, the child should be given a reasonable amount of time within which to return the assignment to the teacher, preferably, with the packet on Friday. Homework should not be given out on weekends, holidays, or during periods of state, benchmark or other standardized testing.

Teachers may provide “retention” packets for completion and practice over extended breaks; however these packets will not be counted for grades.

At all times any homework assignment should follow these recommended time guidelines, including time for reading:

- Grades 2-3 25-35 minutes per day
- Grades 4-5 35-60 minutes per day
- Grade 6-8 45-70 minutes per day

These guidelines may be altered or changed to take into account any special projects, book reports, research papers or other special assignment or event.

FAMILY PARTICIPATION: Studies have shown that homework is most beneficial overall when families are involved in the homework process. The RCSCS homework policy contemplates parental involvement in the process.

Parents should be required to initial the homework packet prior to the child turning it in, in order to ensure parental involvement in the homework process, as well as to inform the parent about what lessons the child is working on in class. In addition, parents are encouraged to review homework with the child that has been checked by the teacher in order to note any corrected answers.

Finally, parents are expected and encouraged to read to their children regularly, or have their older children read an age appropriate book as part of their daily homework routine.

The family unit is also expected to create and enforce a homework routine for their child. Children should be provided a desk, writing utensils, and a place to work that has few distractions.

Parents and guardians should be on hand to answer questions, review the work, and provide support. If the parent or guardian notices a problem with the homework process, or has an idea for improvement or any other concern about the child's performance, it is important that the parent or guardian immediately contact the teacher to discuss the situation and any remedies. If all parties work together, the benefits of homework can be achieved.

RCSCS Reading Challenge: Our challenge is for all students to read at least 50 books (novels above grade level may count as more than one book). All students will track their progress at the classroom level. All classrooms will report back so that we can track and post grade level progress outside the cafeteria wall. We will then report back to CSUSA to see if we met our Reading Challenge goal.

HONOR ROLL REQUIREMENT:

- **High Honor Roll** - All A's in all subjects. No N's or U's at all (includes electives).
- **Honor Roll** - All A's and B's in all subjects; no *"N's"* or *"U's"* at all (includes electives).

Students will be recognized at our quarterly Honor Roll Assemblies. Invitations for parents/guardians will be sent home with report cards.

ID BADGES:

RCSCS will require students to wear ID Badges in order to ensure the safety and security of our students. ID Badges are part of the Dress Code and are to be worn in school everyday. If a student comes to school without the ID Badge, he/she will be sent to the front office and remain there until a parent/guardian brings the ID Badge for the student. The ID Badges will be used for Tardies, Lunches, checking out of materials, etc. They cost $5. If you need to replace, call ahead and the Front Office will make one for your child.

INSTRUCTIONAL BOOKS, EQUIPMENT, MATERIALS AND SUPPLIES:

All textbooks and library books needed by students for school and homework assignments are furnished by the school. The school also provides the materials and equipment requested by teachers for classroom instruction.

Students need to realize that books and materials are expensive and that they should be cared for properly. Students are required to cover all books that are issued to them. A brown grocery bag makes an excellent book cover. At the beginning of the school year, some businesses offer free book covers to the students.

Students should print their names and room number on the front of each book cover. Books must not be written in or on, unless they are consumables**. Charges will be made for damaged or lost books and/or materials.** Students must learn to be responsible for the care of personal and school materials. Book checks will be conducted each nine weeks and letters will be sent home for reimbursement of lost/damaged books.

Supplies lists have been provided since the beginning of summer to provide parents adequate time to purchase. Every household is expected to provide all of these basic supplies. Parents will get 2 volunteer hours for completing this list (save your receipts). Please help your child come prepared for school by packing his/her homework and supplies in the evening to avoid the last minute morning rush. Ultimately, it is the student's responsibility to check and be sure that everything needed for the next day has been packed.

LABELS:
Please have your child's name on all personal property such as: lunch boxes, sweaters, raincoats, backpacks, etc.

LOST AND FOUND:
Throughout the school year, items that have been lost are turned into the cafeteria, a location that can easily be accessed by all of our students. Many of our problems would be solved if clothing and personal belongings were labeled with the student's name. Anytime a student loses an item, he/she may go to the designated area to claim it. There are many items lost and never claimed each year. These items are donated to charitable institutions each quarter. Please label your child's personal belongings.

MEDICATION:
The administering or dispensing of any medicines (including non-prescription medication) to students by employees of **Renaissance Charter School at Coral Springs** without specific written authorization by a medical doctor of the student is forbidden.
If it is absolutely necessary that the child take any medication while he/she is in school, the medical doctor must sign an authorization form. You can download this form off the school's website, www.recscoralsprings.org on the *School Information Page* under *Student Medications*, or obtain this form from the school's Front Office.
The medication, including over the counter medication, will be kept in the clinic and will be administered by certified office personnel. Students are not allowed to carry any kind of medication while on school grounds (this includes aspirin, cough drops, eye drops). Students that need inhalers must have a medical authorization form on file.

MONEY COLLECTION:
All money that is sent into the school for Cafeteria Balances, Aftercare, Agenda Books, ID Badges, School T-Shirts, Fundraisers, Field trips, etc., **MUST BE CASH OR MONEY ORDER ONLY.** Money orders must be made to Renaissance Charter School at Coral Springs, and be sure to write your child's name. RCSCS will not accept personal or business checks.

PEDICULOSIS: (HEAD LICE)

Students will be checked periodically for head lice. Students will be sent home if school personnel detect lice and/or nits (lice eggs) in his/her hair. The entire class will be checked for any head lice if it is detected on a student in the class.

The students **MAY NOT** return to school until treatment has been administered and all nits have been removed from the hair. *Upon returning to school, the student and parent must report to the office and the student will be checked to determine if any nits are still present before admission to class.* If a child has a reoccurring case of lice, a doctor's note may be required.

To prevent an outbreak of head lice, parents are asked to examine the hair of their children weekly. Lice do not like hair products such as gels, mousse, hair spray, leave in conditioners, etc. If lice are found at home, parents are asked to notify the school so we can take the proper precautions in the classroom.

PUPIL PROGRESSION:
RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS will follow the Broward County School's Pupil Progression requirements and procedures for K – 8 students.

REWARDS PROGRAMS:
RCSCS participates in the following "rewards" programs that donate money to our school.

- ***Box Tops for Education*** (each top is worth 10 Cents)
- ***Target***

Monies generated by fundraising events will be used to purchase materials and equipment for the students (such as computer lab, smartboards, and FCAT Incentive Plans).

SCHOOL ADVISORY COUNCIL: (SAC)
The School Advisory Council works with the Administration regarding issues related to the overall academics and school wide concerns. This council has monthly meetings and represents all grade levels within the school. Attendance at SAC meetings will earn the family 2 volunteer hours.

SCHOOL HOURS: (Elementary and Middle)

Before School Care	6:30 – 7:20 am
Breakfast Hours	7:20 – 7:50 am
Cafeteria Supervision	7:20 – 7:55 am
Hallway Supervision	7:45 – 7:55 am
Classroom Doors Open	7:55 – 8:00 am
Class Instruction Begins	8:00 am
Student Dismissal	2:30 pm Grades K-1
	3:00 pm Grades 2nd-8th
After School Care	2:30 – 6:00pm

SCREENINGS:

Type of screening	Grades
Vision	K, 1ST, and ESE and all new to county K-6.
Height/Weight	K, 1, 2, 3rd and all new to county K-6.
Hearing	K, 1st, and all new to county K-6.
Scoliosis	(7th grade)

SEVERE WEATHER INFORMATION:

RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS will follow the same instructions as Broward County Public Schools in case of severe weather emergencies. Parents should watch the local news for information about school closings.

STUDENT RECORDS:
Student records and grades cannot be released until property and textbooks have been returned or paid for. All accounts must be brought up to date from the media room, cafeteria, textbooks, fundraisers, and aftercare program, etc. prior to any records being released. The final report card will be held until all account balances are cleared with the business administrator.

STUDENTS' RIGHTS:
Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time out, exclusion from participation in class activities, suspension or expulsion.

Parents who have a conflict with a student other than their own child are requested to speak to the Administration. **At no time may parents approach the student or other parents directly**.

All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence or other verbal or physical conduct against a student, parent or employee **will NOT be tolerated.**

TEACHER CONFERENCES:
All parents should meet with their child's teacher a minimum of twice during the school year. We encourage you to have conferences more often as effective communication is one of the cornerstones of education. Please call your child's teacher to schedule conferences during 1st and 3rd quarters.

TEACHER GIFTS:
Parents that would be interested in supplying a teacher with a gift may hand it to the teacher. Gift cards can be given as long as it is of $50.00 value or less.
These gifts cards **WILL NOT** be counted as volunteer hours. If parents are looking for volunteer hours for a gift card donation, it MUST be turned in to the front office.

TELEPHONE:
The school has a business telephone to help transact the business of the school and the lines must be kept open. Students may not use the telephone without permission and only for emergencies. Every teacher has a classroom telephone that is set to silent. You may leave messages and their goal is to call back within 48 hours.

Students who sign out as walkers, may keep a cell phone in their back pack or on their person to be used off campus *only*. **(All cell phones must be OFF at all times while on school grounds and may not be set to silent or vibrate.)** If a student is found with his/her cell phone openly visible, the phone will be taken and sent to the Main Office. A parent will be required to pick up the phone from the Main Office in person. Please see proactive discipline plans for consequences of having cell phones and other electronic devices visible and on during school hours.

All phone calls made to family members during school hours must be made from a school telephone with a staff member present. Failure of any child to follow this policy will result in consequences from the school.

It is difficult to deliver a personal message to an individual student without interrupting the instructional program. Only emergency messages will be delivered to the student in the classroom.

VISITORS:
VISITORS, **INCLUDING PARENTS,** ARE **NOT** PERMITTED TO GO TO THEIR CHILD'S CLASS UNANNOUNCED DURING SCHOOL HOURS BECAUSE THIS DISRUPTS NORMAL ROUTINE AND INSTRUCTION. **For the safety and protection of all students, visitors (including parents), must present their drivers license at the front desk, state who they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom.** Classroom parent volunteers must communicate with the teacher prior to coming to help (or by mutual agreement of repetition on certain dates/times) so that they can be prepared. Classroom parent volunteers role is to support the teacher with hand-on tasks and in the clear supervision of the professional at all times.

Per the Jessica Lunsford Act, all visitors must have photo identification and will be scanned using the Raptor system linked to the FDLE database. Cooperation will enable the school to provide a safe and orderly learning environment for all students.

VOLUNTEER HOURS:
Parents have many opportunities to volunteer their time both at school and at home. Volunteer opportunities will be available throughout the school year, based on the school's needs. Parents are required to log the volunteer hours in the Parent Volunteer Log as well as enter them on PowerSchools (SIS). Name badges will be given out at the front desk in order to volunteer in a designated location. All volunteers will be screened every time they visit the school. Volunteer opportunities can be found on PowerSchools (SIS) and/or the school website at www.recscoralsprings.org.

Please be sure to turn in your approved completed Parent Volunteer Log to the front office and enter your volunteer hours on PowerSchools (SIS) so the hours can be approved and accounted for. A statement of hours completed will be sent home quarterly so that parents know how many hours they have completed. Parents are required to volunteer 20 hours for the first child and 10 hours per sibling for the school year.

Half of all volunteer hours need to be completed by December 18, 2014, prior to the re-enrollment period (Student Recommit), for your child to be eligible for re-enrollment. All volunteer hours must be completed by May 22, 2015, OR this will result in your child being withdrawn from the school.

VOLUNTEER GUIDELINES:
- The safety and education of students must be the main concern of volunteers while engaged in school activities.
- Individual student's grade records and abilities are personal and confidential information. Students have the right to confidentiality under Florida Statutes 1002.22 that covers academic work completed, standardized test scores, health data, interest inventory reports, reports of serious or recurrent behavior patterns, family background information, attendance records, grades and teacher or counselor rating and observations.
- Students may not be given medication by volunteers.
- Volunteers will not contact parents regarding student performance or behavior.
- Classroom supervision and student discipline are the responsibilities of the teacher and school.
- Permission for a student to leave the classroom must always be given by the teacher.

- Volunteers are required to sign in and out. The office will determine where and when a volunteer is needed within the school.
- For identification, volunteers are required to wear a name badge when helping with school activities.
- **Volunteers will be assigned only to staff members requesting assistance.**
- Punctuality and reliability are expected since teachers plan for volunteer assistance.
- **Comparing and criticizing teachers and students is not acceptable volunteer behavior.**
- Volunteers should be in good physical and mental health.
- Volunteers are expected to be well groomed and dressed appropriately.
- Volunteers should set a good example for students by their manner, appearance, and behavior.
- Volunteers will be allowed in the classrooms during instructional time ONLY when scheduled by the teacher in writing at the front office.

WITHDRAWAL PROCEDURES:

Parents/Guardians must complete a withdrawal form with the registrar when a child leaves the school during the school year. Be sure that the child has turned in all school property before he/she leaves the school. All obligations and debts must be paid prior to records being released.

Appendix KK

Samples of School Newsletter Requesting Parental Involvement

RENAISSANCE CHARTER SCHOOL at Coral Springs

Responsible Caring Students Committed to Success

August, 2015

The Eagles' Nest

Renaissance Charter School at Coral Springs is committed to developing our students of today into our leaders of tomorrow

Calendar of Upcoming Events

August 20th Meet The Teachers

- Kindergarten 8:30 am to 9:15am
- Grade 1 9:30 am to 10:15am
- Grade 2 10:30 am to 11:15am
- Grade 3 11:30 am to 12:15pm
- Grade 4 12:30 pm to 1:15 pm
- Grade 5 1:30 pm to 2:15 pm
- Middle School 2:30 pm to 3:30 pm

August 24th 1st day of School

Classes start promptly at 8:00 am

2015 - 2016 School Year Supplies

School supplies are required for all students in Grades K - 8. All school supplies may be brought during Meet the Teacher day and turned in to the homeroom teacher.

Please note that 2 volunteer hours (per child) will be given when ALL supplies are handed in the first week of school.

For a list of 2015-16 school supplies by grade, please

School Breakfast & Lunch

School breakfast and lunch menus will be sent as an attachment to the RCSCS Newsletter each month. Students who had free or reduced lunch last year, must re-apply this year.

Parents can find an application on the school's website on the School Information page www.recscoralsprings.org or in the bins in the school lobby. Parents of new students should send students with money or a packed lunch until they receive a response on their application.

Parents also can access the menus online at www.preferredmealsmenu.com

Student Agendas/ Folders ID Badges Sale

All RCSCS students are required to purchase a Student Agenda/ Folder and have a Student ID Badge. If you did not purchased it yet, all of these items will be available for purchase at Orientation Day.

Grade Level	Items	Price per child
Kindergarten	2 ID Badges 2 Car Placards 1 Folder	$10.00
1st Grade	1 ID Badge 2 Car Placards 1 Folder	$10.00
2nd Grade - 8th Grade	1 ID Badge 2 Car Placards 1 Agenda	$10.00

If a student loses his/her Folder, Agenda or ID Badge during the school year, he/she is required to purchase a new one.
The student folders/agendas are key to communication between parents and teachers as well as an organizational tool for homework.

School Uniforms

All students must be in appropriate uniform every day of school as we believe it's important to dress for success. A detailed
outline of the school's uniform policy can be found in the Parent Student Handbook.

Some of the basic uniform items include:

- RCSCS approved shirt with logo
- Uniform bottom with logo (khaki or navy blue)
- Belt
- Closed-toe and closed back shoes
- Navy blue sweater with logo (no hoodies)
- Navy blue fleece jacket with logo (no hoodies)

All uniform shirts, bottoms, jackets, sweaters and PE attire must be purchased from our approved uniform vendor.

All Uniform Wear
10120 W Oakland Park Blvd., Sunrise, FL 3335
Tel. 954-741-1314

Store Hours
Monday - Friday - 9:00 am - 7:00 pm
Saturday 10:00 am - 4:00 pm

Thank you for supporting our philosophy in adhering to higher standards of dress so that we can stay focused on academic success!

Drop Off and Pick Up

Kindergarten Parents will be allowed to walk-in their child to class only on Monday 08/24/15 and Tuesday 08/2515. Regular drop-off after these dates.

Parents of students in Grades 1-8 MUST drop students at the drop off locations. **No walk-in to class will be permitted**.

READ CAREFULLY

ARRIVAL AND DISMISSAL LOCATIONS:

ARRIVAL

Kindergarten - 4th Grade	**Front Car Loop**
5th Grade - 8th Grade (with no younger siblings)	**Back Car Loop**

DISMISSAL

Kindergarten - 1st Grade (with no older siblings)	2:30 pm	**Back Car Loop**
2nd Grade - 5th Grade	3:00 pm	**Front Car Loop**
6th Grade - 8th Grade (with no younger siblings)	3:00 pm	**Back Car Loop**

Daily Starting Time

Students must be on-time to school every day. School starts at 8:00 am. If your child is late, you must come inside the school to sign him/her in at the tardy table.

Early Pick Up Policy

In the event that your child needs to be picked up before the regular dismissal time, please be sure to make arrangements to be at the school prior :

(K and 1st grade – 1:30 pm)

(2nd thru 8th grade – 2:00 pm)

It is the policy of RCSCS that students are not to be released for early pick-up after 2:00 PM.

To Report your Child's Absence

Attendance Line 954-369-1179 ext. 1016

You will need the following information:

- Child's Name
- Grade Level
- Date of the absence
- Name of the person calling
- Reason for the absence

Information about Volunteer Hours

RCSCS requires parents to complete 20 hours of volunteering for one attending child, 30 hours of volunteering for 2 or more attending children, through the Parent Volunteer Program:

Grades K- 8: December 18, 2015

Half of the required parent volunteer obligation must be met by the above date or your re-commit for the 2015-2016 school year will not be processed.

Rainy Day Dismissal

Parents, please follow these procedures for carline pickup on rainy days:

- If there is no thunder and lightning, the children will come out as usual and wait under the overhang.
- In the case of a thunderstorm, children will be kept in their assigned holding area (cafeteria for grades 2-5 and siblings, gymnasium for grades k-1, 6-8) until the extreme weather passes. Car line will then resume as normal.

Our students who are walkers will be not released from the gymnasium until the weather has passed.

In order for us to ensure the safety of our students, we will not dismiss children to parents from the front office. Please remain in your car until the weather clears and it is deemed safe for you, your children, and our staff members to resume dismissal.

Please understand that the dismissal process on a rainy day will be slower than usual.

We thank you for your patience and for partnering with us to keep our students safe.

Volunteer Opportunities

Dear Parents,

There are always Volunteer Opportunities on a daily basis; you can volunteer at the following:

- **Student Arrival:** Assisting students exiting cars in the morning; 7:30 am – 8:30 am
- **Student Dismissal:** Assist parent traffic and students entering cars; 2:30 pm – 3:30 pm
- **Cafeteria:** Monitoring students, cleaning tables, discarding empty/finished lunch trays and sweeping under the tables. School lunch hours: 10:00 am-1:00 pm.

First, please check in with your valid ID at the Front Office on the time of your arrival for volunteering and we will direct you from here.

Birthday Party Policy

RCSCS Parent-Student Handbook states:

BIRTHDAY PARTIES:

ELEMENTARY SCHOOL: Classroom birthday parties can be observed, but must be planned for the last day of the week in the afternoons. Parents must get approval from the teacher at least a week in advance. Parents are responsible for checking with the teacher concerning the possibility of food allergies in the classroom and following the food guidelines for that student. Parents cannot bring in home cooked foods, but must purchase foods from a store with ingredients clearly marked on the packaging. Parents must also provide plates, napkins, utensils, and individual drinks (water or juice box only) for each student. No minors (children/infants not attending the school) are legally allowed into the classrooms/school. No multiple family members/visitors are permitted either.

MIDDLE SCHOOL: Classroom birthday parties are not permitted nor should students bring anything that will cause distraction into the lunchrooms.

School Advisory Council (SAC) Meetings:

SAC meets once a month during the school year. We invite our parents to come to the monthly meetings listed below and to be a part of the RCSCS SAC team. All meetings will start promptly at 5:00 pm in the Cafeteria. See below for a list of the year's meeting dates.

For more information, or to join the School Advisory Council, please contact Ms. Pellot mpellot@recscoralsprings.org

- September 8, 2015
- October 5, 2015
- November 2, 2015
- December 7, 2015
- January 11, 2016
- February 1, 2016
- March 7, 2016
- April 4, 2016
- May 2, 2016

Top 5 Teacher Tips for Parents to Jump-Start the Best First Day of School

When we asked teachers on Scholastic's Teachers Facebook page to share tips with parents about what can help make the first day of school a great start to the new school year, this is what they unanimously shared:

Adjust Routines Early

Try getting your kids back into a routine at least a week ahead of time. Kids need time to adjust to new morning and bedtime routines and a goodnight's sleep makes all the difference in the classroom – especially on the first day!

Be Positive!

The first day of school can be exciting for some kids, but anxiety-filled for others. Keep an enthusiastic spirit about the new year and share stories with your kids about your first days of school and what you loved about the grade they'll be going into.

Pack Supplies

Even if you haven't received a supply list from your kids' teachers yet, pack a few sharpened pencils, a notebook, and a folder. They'll be ready for day one and you can fill in the rest when the list comes home.

Plan a Short Goodbye Ritual

Before you drop your kids off on day one, plan out a ritual for saying goodbye so they know what to expect. Keep it personal, positive, and short. Kids have a harder time with lingering goodbyes.

Be on Time

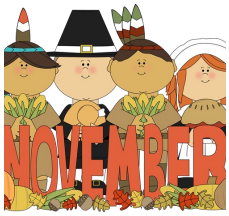
Racing up the school steps after the bell rings will heighten kids' anxiety. Give yourself plenty of time to get to school. Arriving a few minutes early, especially on day one, will give kids a moment to adjust and reduces first-day jitters. Article from scholastic.com

RENAISSANCE CHARTER SCHOOL at Coral Springs

Responsible Caring Students Committed to Success

November, 2015

The Eagles' Nest



Renaissance Charter School at Coral Springs is committed to developing our students of today into our leaders of tomorrow

Calendar of Upcoming Events

November 1– December 11th

RCSCS & Childnet

Angel Tree Project

November 2nd– 16th

Domino's Pizza Fundraiser

November 9th-13th

Scholastic Book Fair

November 9th

Scholastic Book Fair Family Night

November 11th

No School– Veterans Day

November 12th

Report Cards

November 19th

Progress Reports

November 25th– November 27th

No School- Thanksgiving Break

Angel Tree

ChildNet
Leading abused children to safety and stability

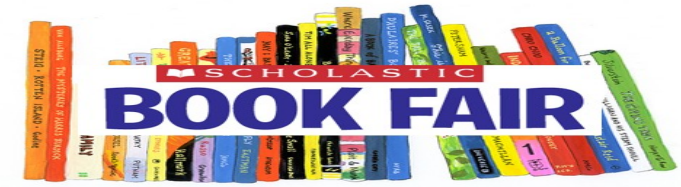
Now – December 11th RCSCS wants to be involved in our community in every way we can. We are asking for your help in making this year's holiday a special one for the children.

Please use the Sign up link.
http://www.signupgenius.com/go/10c0e4baeac2aa4fb6-rcscs1

Scholastic Book Fair

November 9th– November 13th

Book Fair Volunteer Sign up.
www.SignUpGenius.com/go/10C0E4BAEAC2AA4FB6-book



Domino's Fundraiser

With your help, this program will be a great success! Please support our school by purchasing a Slice the Price card for only $10.00.

Fundraiser Dates:
November 2nd– 16th

School Clinic Request

The school clinic is looking for donations of underwear for boys: Sizes 4,6,8,10. For every $10.00 you spend, you will receive one volunteer hour. Please submit donations and receipts to Gail Pettit. Thank you for your cooperation.

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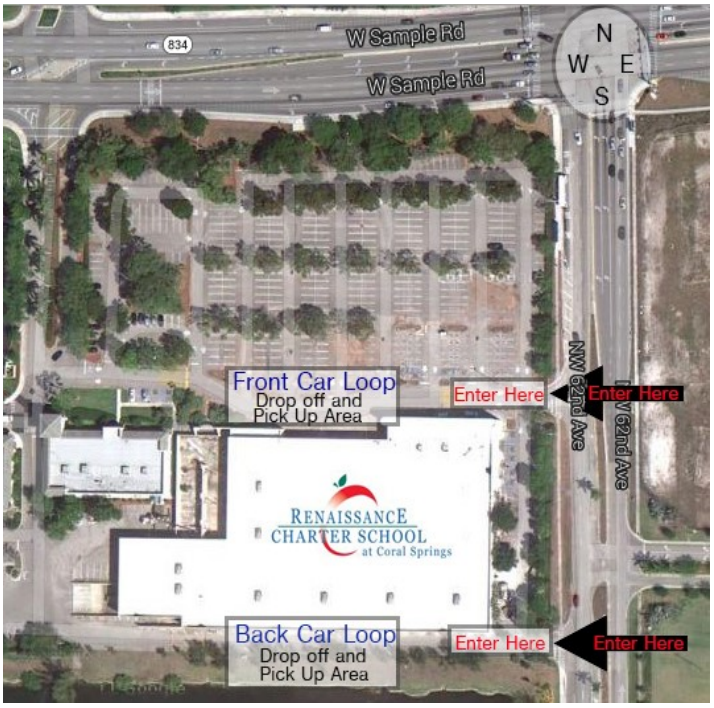

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- April 4, 2016
- May 2, 2016

Principal's Message Board

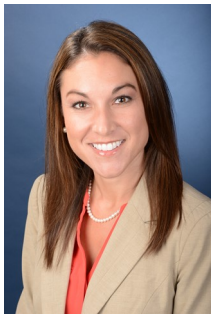
Dear RCSCS Parents,

We want to thank our RCSCS families for the continued support throughout the first quarter of the year. As you know, we are rapidly approaching the half-way point and would like to remind and encourage you to fulfill your half-way point volunteer hours. For volunteer opportunities, please reach out to Ms. Ludwig in the front office.

This week is the Scholastic Book Fair where students are able to purchase age-appropriate books and novels to read and keep at home. If you are interested in receiving further information, please reach out to Ms. Garcia.

The last few weeks have been a very busy time for our RCSCS Eagles with the Basketball season beginning, the Character Parade and Trunk-or-Treat events, our targeted tutoring program was implemented, the second quarter after school Enrichments commenced and students participated in the second Common Monthly Assessment. As we move into this week, we will honor and celebrate November 11th as Veteran's Day (No School), we encourage you and your family to take some time to reflect on the purpose of the day and find a way to thank an active or retired serviceman.

We wish you a wonderful November and a soon-to-be Happy Thanksgiving season.



Sincerely,

Mrs. Diana Sierra-Krumrie

RCSCS Principal

Information about Volunteer Hours

ONLY ONE MONTH LEFT!

RCSCS requires parents to complete **20** hours of volunteering for one attending child, **30** hours of volunteering for 2 or more attending children, through the Parent Volunteer Program:

Grades K- 8: December 18, 2015

Half of the required parent volunteer obligation must be met by the above date or your re-commit for the 2015-2016 school year will not be processed.

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There are always Volunteer Opportunities on a daily basis; you can volunteer at the following:

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- **Student Dismissal:** Assist parent traffic and students entering cars; 2:30 pm – 3:30 pm
- **Cafeteria:** Monitoring students, cleaning tables, discarding empty/finished lunch trays and sweeping under the tables. School lunch hours: 10:00 am-1:00 pm.

First, please check in with your **valid ID** at the Front

November Grade Level News

Kindergarten

The Kindergarten classes will be very busy the month of November learning about the Pilgrims and Native Americans !

We will be reading stories, exploring how the holiday was celebrated long ago, making crafts, as well as comparing and contrasting life then and now!

On November 24th we will celebrate this special day with our Thanksgiving "Feast" from 12:00 to 1:00.

We hope you are able to join us !!

First Grade

Dear Parents,
Check out all that is going on in November!

HOUSEKEEPING
Please do not allow children to bring toys to school.

Please be sure to keep children home when they are ill.

This month first grade will be focusing on some more Social Studies. We will have a military personnel come and speak to the students about Veterans' Day. We will also be focusing on the Pilgrams' voyage and then of course what led to the firstThanksgiving

FUNDRAISING EVENTS

Nov. 2-16 Domino Fundraiser

Nov.9-13 Scholastic Book Fair
(Family Night is the 9th)

November 24th is our classroom feast. $3-5 donations by November 20th would be appreciated. This money will not count for hours

NO SCHOOL
Nov. 11th Veterans' Day
Nov. 25th-27th Thanksgiving

More Important Dates
Nov. 2 SAC Meeting 5 pm
Nov. 11 Ms. DiPierro's b-day

Second Grade

Super second graders will learn about the life cycle of a pumpkin. Our young scientists/ mathematicians will observe and record the pumpkin seeds as they sprout into young plants. Students will measure the plants and use the data to create graphs.

Third Grade

In 3rd grade we have a lot to be thankful for! This month we have a lot of exciting things happening.

We will have our first field trip on 11/18 to the South Florida Science Museum. The students are so excited to dive deep into science and to visit the planetarium.

On 11/20, we will have our annual 3rd grade pie feast. Yes, that's right a pie feast! Students will have an opportunity to try a variety of different pies. Students then will put their math skills to work as we learn to collect data, and graph our tasty results.

We would like to take this opportunity to say "THANK YOU" to all of our parents. Your cooperation, and support continues to help make our 3rd graders SHINE!
-3rd Grade Team

November Grade Level News

Fourth Grade

Hello 4th Grade Parents and Students,

We can't believe 1/4 of the school year is done! The students are working hard and have learned the routines, procedures of the classroom.

Please remember to work on Learn2Earn nightly and have Reading Plus and Think Through Math completed by Sunday night. Teachers are keeping track of their progress and are happy to see the students striving for success.

This school year we are working on a wonderful program called Soar. Soar is a character education program that promotes positive behaviors in school.

October Soar Students for Kindness are:
Ms. Alfano-Sean M.
Mrs. Quintana-Neveah J.
Ms. Fischer-Alexandria S.
Ms. Spasiano-Hygor B.
Mrs. Moonilal-Alexsaundra S.E.
Ms. Johnson-Isabella L.
Dr. Dantas-Isabella R.
Mrs. Polacheck-Jordan W.

Reminders:
St. Augustine will be Wednesday, March 16th-Thursday, March 17th. Please make to have your deposit turned in.
No School:
Veterans Day-Wednesday, November 11th
Thanksgiving Break- Wednesday -Friday, November 25-27th.

ESG Elections will be taking place in November.
If families have any veterans, please email Ms. Fischer with their names. ESG will be working on a special wall for them.

Museum of Discovery and Science field trip will be Friday, January 15th. This is an overnight field trip.
Please keep communication with your child's teacher.

Fifth Grade

Wow! First Quarter is already over and we are quickly moving into the second half of our first semester.

In our Reading classes, we are learning about Non Fiction Text Structures. While mastering our Listening and Speaking skills. The students will be learning about Literature Circles using the novel, "Who is George Washington?"

In our Math classes, students will be multiplying decimals and dividing whole numbers & decimals. In Science, the new topic we will be studying is weather.

Our G.R.A.D.E. program will be completed shortly. More information will be sent home about the upcoming graduation.

All of our classes will be celebrating the fall season with a Harvest Party. We will be updating parents on supplies needed with a SignUp Genius closer to the date.

Sixth Grade

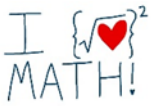
With Quarter 1 being over, please take the time to look over your child's grades and set some goals for Quarter 2 with them. If you would like a conference please get with your child's homeroom teacher and request for either individual or group conferences. Should you need access to Power School, please send Ms. Leon an email at: aleon@recscoralsprings.org.

Thank you,
6th grade

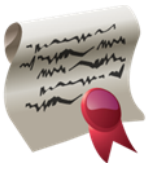
November Grade Level News

Seventh Grade

The students in Mr. Culbertson's Science Lab have been studying viruses and how they affect the human body. With the recent outbreak of norovirus in Coral Springs, the subject has been really exciting. Students have been exploring a hypothetical outbreak in Brazil of a new viral infection. They have learned how viruses are transmitted from one host to another, how they replicate within the host's cells, and how symptoms can be the result of viral infection. His students have tied their understanding of cells and reproduction to the methods viruses can use to replicate, despite not being alive!



October to early November, we will be looking at Rational Numbers. This mainly unit includes: adding and subtracting integers, decimals, and fractions, and multiplying and dividing integers, decimals and fractions.
Algebra students continue to work on the Relationships between Quantities and Reasoning with Equations and Their Graphs unit. Major topics include: equations and inequalities, and polynomials and trinomials.



Math requires constant practicing. Please encourage your child to complete a minimum of 5 questions on worksheets. They will be equipped with independent practice exercises, handouts and worksheets. Please also encourage your child to practice on tutorial websites; Buzzmath, Khanacademy, and ThinkThroughMath.

This past month the students learned about the different systems of governments and economic systems. They used gummy bears to create different forms of government. They used Hershey Kisses to demonstrate how capitalism and socialism work. If you want to review these concepts with your students please have then recreate the gummy bear model and the Hershey Kiss game.

7th grade ZAP procedures: For students to retake a test they need to schedule an appointment with their teacher. These appointments can be made before and after school. Please see the specific teacher for the specific test you need to retake. Retakes must be done within two weeks of the original grade being entered into the grade book.

Eighth Grade

Science Fair will be in full swing for quarter 2. Students will be working on the written report in class with Ms. Wadsworth. Please make sure you have your flash drive with you each day. Students will be informed when they should start performing their experiments. Ms. Wadsworth will send a notice out to parents as well to inform them when experiments should begin. Please do not move ahead in Science Fair, our focus is to ensure Students are working and understanding the process with fidelity.

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For more information please contact Ms. Garcia
vgarcia@recscoralsprings.org

RCSCS Reading Challenge Information

Definition: Reading Challenge

The CSUSA Reading Challenge is to encourage and promote reading across students and staff, as well as check for comprehension.

Purpose: Reading Challenge

1) Encourage reading daily
2) Explore a variety of genres
3) Set personal and school-wide goals
4) Increase comprehension skills

Reading Challenge: In Practice

Number of Books per Grade Level	
Grade Levels	**Number of Books**
Kindergarten	100 books
1st-5th Grade	50 books
6th-12th Grade	30 books
Staff	30 books (no children's books)

By Pages	
Grade Level	**# of Pages = 1 Book**
K-2 picture books (with words)	1 book
K-2 chapter books	50 pages
3rd-5th Grade	75 pages
6th-12th Grade	100 pages
Staff	100 pages

By Article *Could be an educational magazine or online article	
Grade Level	**# of Articles = 1 Book**
K-2nd Grade	2 articles
3rd-5th Grade	3 articles
6th-12th Grade	5 articles
Staff	5 articles

Reading Plus
3 combos = 1 book

RENAISSANCE CHARTER SCHOOL at Coral Springs

Responsible Caring Students Committed to Success

December, 2015

The Eagles' Nest

Renaissance Charter School at Coral Springs is committed to developing our students of today into our leaders of tomorrow.

Calendar of Upcoming Events

November 1– December 11th

RCSCS & Childnet

Angel Tree Project

November 30th– December 4th

Holiday Gift Shop

December 2nd

5th Grade "G.R.A.D.E. ceremony

December 10th

Multicultural Night of the Arts

December 11th

Parent Night Out

December 21-January 1

No School

Half of Your Volunteer Hours Must be Completed by: December 18

RCSCS requires parents to complete **20** hours of volunteering for one attending child, **30** hours of volunteering for 2 or more attending children, through the Parent Volunteer Program.

Half of the required parent volunteer obligation must be met by the above date or your re-commit for the 2015-2016 school year will not be processed.

There are always Volunteer Opportunities on a daily basis; you can volunteer at the following:

- **Student Arrival:** Assisting students exiting cars in the morning; 7:30 am – 8:30 am
- **Student Dismissal:** Assist parent traffic and students entering cars; 2:30 pm – 3:30 pm
- **Cafeteria:** Monitoring students, cleaning tables, discarding empty/finished lunch trays and sweeping under the tables. School lunch hours: 10:00 am-1:00 pm.

First, please check in with your **valid ID** at the Front Office on the time of your arrival for volunteering and we will direct you from here.

To Report your Child's Absence

Attendance Line 954-369-1179 ext. 1016

You will need the following information:

- Child's Name
- Grade Level
- Date of the absence
- Name of the person calling
- Reason for the absence

Rainy Day Dismissal

Parents, please follow these procedures for carline pickup on rainy days:

- If there is no thunder and lightning, the children will come out as usual and wait under the overhang.

- In the case of a thunderstorm, children will be kept in their assigned holding area (cafeteria Grades K-1, classrooms Grades 2-8) until the extreme weather passes. Car line will then resume as normal.

Our students who are walkers will be not released from the gymnasium until the weather has passed.

In order for us to ensure the safety of our students, we will not dismiss children to parents from the front office. Please remain in your car until the weather clears and it is deemed safe for you, your children, and our staff members to resume dismissal. Please understand that the dismissal process on a rainy day will be slower than usual.

We thank you for your patience and for partnering with us to keep our students safe.

Happy Holidays

School Uniforms

All students must be in appropriate uniform every day of school as we believe it's important to dress for success. A detailed outline of the school's uniform policy can be found in the Parent Student Handbook.

Some of the basic uniform items include:

- RCSCS approved shirt with logo
- Uniform bottom with logo (khaki or navy blue)
- Belt
- Closed-toe and closed back shoes
- Navy blue sweater with logo (no hoodies)
- Navy blue fleece jacket with logo (no hoodies)

All uniform shirts, bottoms, jackets, sweaters and PE attire must be purchased from our approved uniform vendor.

Thank you for supporting our philosophy in adhering to higher standards of dress so that we can stay focused on academic success!

Birthday Party Policy

RCSCS Parent-Student Handbook states:

ELEMENTARY SCHOOL: Classroom birthday parties can be observed, but must be planned for the last day of the week in the afternoons. Parents must get approval from the teacher at least a week in advance. Parents are responsible for checking with the teacher concerning the possibility of food allergies in the classroom and following the food guidelines for that student. Parents cannot bring in home cooked foods, but must purchase foods from a store with ingredients clearly marked on the packaging. Parents must also provide plates, napkins, utensils, and individual drinks (water or juice box only) for each student. No minors (children/infants not attending the school) are legally allowed into the classrooms/school. No multiple family members/visitors are permitted either.

MIDDLE SCHOOL: Classroom birthday parties are not permitted nor should students bring anything that will cause distraction into the lunchrooms.

Drop Off and Pick Up

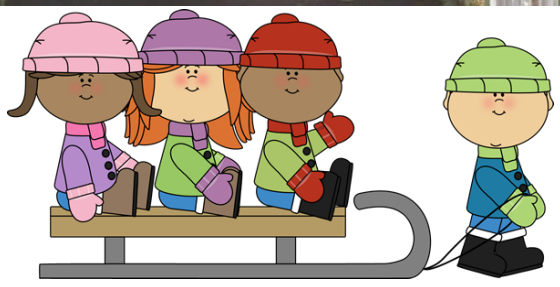
READ CAREFULLY
ARRIVAL AND DISMISSAL LOCATIONS:

ARRIVAL

Kindergarten - 4th Grade	**Front Car Loop**
5th Grade - 8th Grade (with no younger siblings)	**Back Car Loop**

DISMISSAL

Kindergarten - 1st Grade (with no older siblings)	2:30 pm	**Back Car Loop**
2nd Grade - 5th Grade	3:00 pm	**Front Car Loop**
6th Grade - 8th Grade (with no younger siblings)	3:00 pm	**Back Car Loop**



Daily Starting Time

Students must be on-time to school every day. School starts at 8:00 am. If your child is late, you must come inside the school to sign him/her in at the tardy table.

Early Pick Up Policy

In the event that your child needs to be picked up before the regular dismissal time, please be sure to make arrangements to be at the school prior :

(K and 1st grade – 1:30 pm)
(2nd thru 8th grade – 2:00 pm)

It is the policy of RCSCS that students are not to be released for early pick-up after 2:00 PM.

School Advisory Council (SAC) Meetings:

SAC meets once a month during the school year. We invite our parents to come to the monthly meetings listed below and to be a part of the RCSCS SAC team. All meetings will start promptly at 5:00 pm in the Cafeteria. See below for a list of the year's meeting dates.
For more information, or to join the School Advisory Council, please contact Ms. Pellot.
mpellot@recscoralsprings.org

- September 8, 2015
- October 5, 2015
- November 2, 2015
- December 7, 2015
- January 11, 2016
- February 1, 2016
- March 7, 2016
- April 4, 2016
- May 2, 2016

Principal's Message Board

Dear RCSCS Parents,

With great joy I send you season's greetings. This has been a wonderful school year so far at RCSCS. Our students are diligently working towards meeting their achievement goals. Our teachers are committed to ensuring students are engaged with rigorous instruction. Our support staff members are dedicated to supporting our mission and goals. Our parents have wholeheartedly rallied behind the students, teachers and support staff to encourage and create a 'community' atmosphere. I feel privileged and honored to be able to work in this supportive and positive educational community. I am grateful for your help, trust, input and desire to make RCSCS the best environment for our children.

This is certainly the time of year for giving and receiving. As we move into the holiday season and break, we ask that you review the upcoming volunteer and donation opportunities available. We are currently supporting the Child Net organization with the Angel Tree gift donation; we're supporting our sister school in Haiti with the Shoe Drive; the Holiday Gift Shop is set up and open for business; and the Teacher Holiday Raffle Donations are currently being collected.

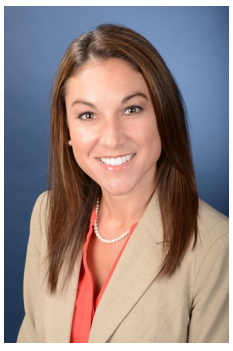
I want to personally thank you for your continued support of our students and faculty. During this holiday season, we hope that you will take some time to spend it with those who are most important and enrich your life.

We wish you a happy and healthy holiday season.

Sincerely,

Mrs. Diana Sierra-Krumrie

RCSCS Principal



Angel Tree

Now – December 11th

RCSCS wants to be involved in our community in every way we can. We are asking for your help in making this year's holiday a special one for the children.

Please use the Sign up link.
http://www.signupgenius.com/go/10c0e4baeac2aa4fb6-rcscs1

School Clinic Request

The school clinic is looking for donations of underwear for boys: Sizes 4,6,8,10. For every $10.00 you spend, you will receive one volunteer hour. Please submit donations and receipts to Gail Pettit.

Holiday Bazaar at RCSCS

November 30th– December 4th

Students can buy presents for their entire family, even pets right here at school.

Each child will bring home a money envelpe . Parents may fill in the amount of money their child can spend per category.

Parents are welcome too! Come and see our exciting display and purchase gifts after the child buying is complete.

December Grade Level News

Kindergarten

During the month of December, Kindergarten will be learning how to celebrate Holidays around the world! We will be having a Polar Express celebration in our PJs with popcorn as we compare the book to the movie!

We will also be reading and comparing many different versions of the Gingerbread Man!

First Grade

Parents,
We can't believe it's nearly halfway through the year. With winter break approaching we have a lot going on. Here is what is happening this month!

1st grade will be rotating classes to start their curriculum on Holidays Around the World. We will learn about Hanukkah, Kwanza, Diwali, and different Christmases around the world. We will be studying reindeer, and incorporating different reading strategies through a Polar Express novel study!

Holiday Shop
Nov. 30-Dec.-4th

Please help raise funds by having your child purchase gifts for family and friends for the holidays!

1ST Grade Holiday Performance

December 16th 6:30-7:30 in the cafeteria

Cookies and juice will be served.

POLAR EXPRESS DAY!!!
DECEMBER 17TH

STUDENTS MAY WAR THEIR PJs TO SCHOOL. WE WILL BE DRINKING HOT COCOA, MAKING CRAFTS, AND WATCHING POLAR EXPRESS!!!

WINTER BREAK
Dec. 21st-Jan. 3rd

Classes resume Jan 4th

In case you are wondering what to buy your child's teacher for the holidays: gift cards to restaurants, coffee shops, spas, or generic AMEX, MasterCard, or Visa would be greatly appreciated

Second Grade

Second graders are flying in Math this year. Our students are learning strategies to add and subtract two and three digit numbers. Students are using mental math, partial sums, hundreds chart, models, and more to calculate numbers and word problems. Emphasis is on the ability to explain what it is they are doing to solve problems rather than just getting the right answer. This is challenging for the students and we have seen so much progress already this year!

Third Grade

December is a busy, but FUN month in 3rd grade!

On **December 14th & 15th** our third graders will be traveling around the "world" learning about all of the different holidays and traditions celebrated throughout the world. Each third grade teacher will take students on an exciting journey into their specific holiday.

This month our students will also be reading <u>The Polar Express</u> while reviewing and practicing sequencing and fact and opinion. On **December 16th** our classes will be watching <u>The Polar Express</u>. Students may wear school appropriate pajamas. We will also be making S'mores trail mix. A few items we are asking for to make this day even better are: Mini Marshmallows, Golden Graham Cereal, and Chocolate Chips.

We would like to wish all of our families a wonderful winter break and a very happy New Year!

December Grade Level News

Fourth Grade

Hello 4th Grade Parents and Students,

*What a busy and fun filled 1st quarter. As we are halfway through 2nd quarter please remember to continue checking emails and PowerSchool daily.

*We have a couple activities planned for December. The students will be going around the world to learn about their holiday traditions. It is a fun and educational experience. On December 18th we will be having a Polar Express breakfast. Please look out for the sign up genius to donate items for this.

*It is that time of the year. We are diligently working on our science fair projects. By now we have all chosen our project and written our testable question. The project is mandatory and is due January 20, 2016. It will count as 50 points and has to be an experiment, which means there has to be variables and data that can be collected. While students are working on this project at home, they will be asked to submit certain portions for their teacher's review. This will allow them to ask the teacher questions and ensure that they receive additional guidance through the process. Below are some informational links:

http://www.sciencebuddies.org/science-fair-projects/science-fairs.shtml?gclid=CILviO3GnckCFdc2gQodOFUP4g

http://www.education.com/science-fair/fourth-grade/

http://www.mpmschoolsupplies.com/ideas/science-fair-projects/grade-4/

http://www.sciencekids.co.nz/projects.html

http://www.scholastic.com/teachers/article/40-cool-science-experiments-web

Reminders:

Learn2Earn is in place of the paper Reading Log. We are all striving for 50 books this year.

Think Through Math and Reading Plus should be done weekly.

Fifth Grade

2015 is almost over and we are already halfway through the 2nd Quarter!

We will be starting a new novel in our Reading classes this month as well as learning about the different holidays and celebrations that are held around the world during this time of year.

In Science, the students are working on their science fair projects.

We would like to congratulate our students on successfully completing the G.R.A.D.E. program. Our graduation ceremony will be held on Wednesday, December 2, 2015 in the cafeteria.

All of our classes will be ending the month with a holiday celebration on December 18th. Please be on the look out for our Sign Up Genius links if you would like to help support our classes with supplies.

Sixth Grade

Happy Holidays RCSCS Parents!

As 2015 comes to an end, we would like to say "Thank You" for a great year thus far! Please continue to work diligently with your child at home with Reading Plus and Think Through Math during the holiday break.

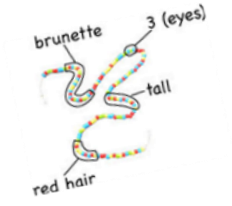
Rest up and enjoy your the holidays with loved ones! Once the New Year begins, so will the preparations for us to work harder towards the end of the year testing.

Please advise your child to be ready and willing to work towards the end of the school year goals.

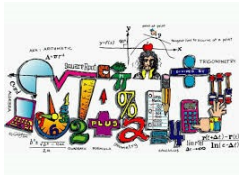
Thank you,
6th Grade Team

December Grade Level News

Seventh Grade



Mr. Culbertson's lab classes have been studying heredity and genetics. They have explored the structure and coding of DNA and have learned to calculate the probability of trait expression using Punnett squares. His young scientists have also explored trait dominance, selective breeding, and genetic modification. Learning about the basic building blocks of all organisms and applying that understanding to modern medical problems have resulted in deep and meaningful class discussions.



This month, our 7th Grade Math and Pre-Algebra students will be focus on Expressions and Equations unit. This unit will expand students' previous work with generating equivalent expressions and solving equations, using number properties and combining like terms. Students will solve real-life and mathematical problems using numerical and algebraic expressions, inequalities and equations. Their work with expressions and equations is applied to finding unknown angles and problems involving area, volume, and surface area for 2-D and 3-D figures and composite figures (more than one figure together). Students will be given worksheets that review major concepts and have practice questions. They are encouraged to complete at least five (5) practice questions. They will also be given homework from the Glencoe Math Volume 2 workbook.

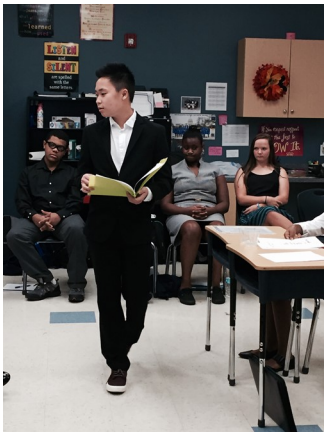
Our algebra students will be looking at Unit 2 – Descriptive Statistics. This unit builds upon students' prior experience with data (from 6th Grade), providing students with more formal means assessing how a model fits data. Students display and interpret graphical representations of data, and if appropriate, choose regression techniques when building a model that that approximates a linear relationship between quantities. Some of the graphical representations of data included box plot, dot plot, histogram, scatter plot and two way frequency tables. They will also analyze their knowledge of the context of a situation to justify their choice of a linear model. Students were given online book code and were asked to return the book if they are not using them. Tutoring is on Tuesdays between 3:00 and 4:30pm.

Please remember that, learning Math requires practice. Students are encouraged to use their time wisely and be prepared for Common Monthly Assessment (starting December 7, 2015) and NWEA (starting November 30, 2015). If students have questions about assignments or grades they should contact me directly as they will learn to become their biggest advocate. Also please be aware of the ZAP policies. Thank you again and contact me if you have any questions. My email is sejohnson@recscoralsprings.org

Hello parents. The students have begun learning about the U.S. Constitution. Starting in December they will need to know the Bill of Rights (the first ten amendments to the U.S. Constitution).

Quarter 2 ends on January 7th please make sure to be checking Power Schools regularly. No late work will be accepted for Quarter 2 after December 15th for my class.

Eighth Grade



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