



# AGENDA REQUEST FORM

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:

L-6.

MEETING DATE 2019-05-07 10:05 - School Board Operational Meeting

AGENDA ITEM ITEMS

CATEGORY L. OFFICE OF PORTFOLIO SERVICES

DEPARTMENT Charter Schools/Management Support

Special Order Request

☐ Yes☒ No

Time

Open Agenda

☐ Yes☒ No

## TITLE:

Charter School Renewal Agreement - Renaissance Charter School, Inc., (Renaissance Charter at Pines - 5710)

## REQUESTED ACTION:

Approve the Charter School Renewal Agreement for Renaissance Charter School, Inc., on behalf of Renaissance Charter School at Pines - 5710.

## SUMMARY EXPLANATION AND BACKGROUND:

The terms and conditions for the operation of a charter school are set forth by the governing board of the charter school, and The School Board of Broward County, Florida, in a written contractual agreement that constitutes a school's charter.

A copy of all supporting documents is available at the Charter Schools Management/Support Department on the 12th floor of the K.C.W. Administration Center.

A copy of all supporting documents is available online via the Broward County Public Schools eAgenda.

See Supporting Docs for continuation of Summary Explanation and Background.

This Agreement has been reviewed and approved as to form and legal content by the Office of the General Counsel.

## SCHOOL BOARD GOALS:

☒ Goal 1: High Quality Instruction ☒ Goal 2: Continuous Improvement ☒ Goal 3: Effective Communication

## FINANCIAL IMPACT:

There is no financial impact to the District.

## EXHIBITS: (List)

(1) Continuation of Summary Explanation and Background (2) Renaissance Charter Schools at Pembroke Pines 5710 ES (3) Renaissance at Pines 5710 Agreement (4) 5710 Appendix 1 Renewal Program Review

## BOARD ACTION:

(For Official School Board Records Office Only)

## SOURCE OF ADDITIONAL INFORMATION:

Name: Donté Fulton-Collins

Phone: 754-321-2135

Name:

Phone:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
Senior Leader & Title

Leslie M. Brown - Chief Portfolio Services Officer

Signature

Leslie M. Brown

4/15/2019, 9:32:26 AM

Electronic Signature

Form #4189 Revised 08/04/2017

RWR/ LMB/DFC/BS:ac

Approved In Open  
Board Meeting On:

MAY 07 2019

By:

School Board Chair

Continuation of Summary Explanation and Background:

The terms and conditions for the operation of a charter school are set forth by the governing board of the charter school, and The School of Broward County, Florida, in a written contractual agreement that constitutes a school's charter. Pursuant to Section 1002.33(7)(c)1, Florida Statutes, a school's Charter School Agreement may be renewed subject to a program review and provided that none of the statutory grounds for non-renewal have been documented. The Superintendent's Charter School Review Committee reviewed and analyzed the charter renewal process from Renaissance Charter School, Inc., on behalf of Renaissance Charter School at Pines – 5710.

It is requested that The School Board of Broward County, Florida, approve the renewal of the Charter School Agreement for Renaissance Charter School, Inc., on behalf of Renaissance Charter School at Pines – 5710 for a five-year period. An Executive Summary is attached which specifies the grounds for the five-year renewal.

A copy of all supporting documents is available at the Charter Schools Management/Support Department on the 12<sup>th</sup> floor of the K.C.W. Administration Center.

A copy of all supporting documents is available online via the Broward County Public Schools eAgenda.

## **Executive Summary**

### **Renewal of Charter School Agreement Renaissance Charter School, Inc. Renaissance Charter Schools at Pembroke Pines – 5710**

School Name	Renaissance Charter Schools at Pembroke Pines
Implementation Year	2014 – 2015
Termination Date of Current Charter Agreement	June 30, 2019
Address	10501 Pines Boulevard Pembroke Pines, Florida 33026
Grades Approved to Serve	K-8
Grades Currently Serving	K-5
Current Enrollment	941
Target population	Neighborhoods surrounding the school
Curriculum Focus	Traditional
School Grade 2017 – 2018	B
School Grade 2016 – 2017	C
School Grade 2015 – 2016	C

On June 24, 2014, The School Board of Broward County, Florida, approved a Charter School Agreement authorizing Renaissance Charter School, Inc., to open Renaissance Charter Schools at Pembroke Pines – 5710. The original contract was effective for a five-year period, to conclude on June 30, 2019.

Pursuant to Section 1002.33(7)(c)1, Florida Statutes, a school's Charter School Agreement may be renewed subject to a program review and provided that none of the statutory grounds for non-renewal have been documented.

The Superintendent's Charter School Review Committee has reviewed and analyzed the Charter Renewal Process submitted by Renaissance Charter School, Inc., (Renaissance Charter Schools at Pembroke Pines – 5710) and has recommended a renewal of its Charter Agreement.

Pursuant to Section 1002.33(7)(c)1, Florida Statutes, a charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8)(a) has been documented. The Superintendent's Charter School Review Committee has thoroughly reviewed the Charter Renewal Process and determined that it meets the renewal criteria.

It is requested that The School Board of Broward County, Florida, approve the renewal of the Charter School Agreement for Renaissance Charter School, Inc. (Renaissance Charter Schools at Pembroke Pines – 5710), for a five-year period starting on July 1, 2019 and ending on June 30, 2024.

Renaissance Charter Schools at Pembroke Pines – 5710, is located at 10501 Pines Boulevard, Pembroke Pines, Florida 33026, which is located in District 2.

The governing board members of Renaissance Charter School, Inc., reside in Broward County, Fort Myers and Jenson Beach, Florida.



## **CHARTER SCHOOL AGREEMENT**

THIS CHARTER SCHOOL AGREEMENT is entered into as of the 7<sup>th</sup> day of May, 2019 by and between:

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA,**  
a body corporate operating and existing under the laws of the State of Florida  
[hereinafter referred to as "Sponsor"],  
and having its principal place of business located at  
600 Southeast Third Avenue, Fort Lauderdale, Florida 33301

and

**RENAISSANCE CHARTER SCHOOL, INC.,**  
a Florida not-for-profit organization [hereinafter referred to as "School"],  
and having its principal place of business located at  
6245 North Federal Highway, Ft. Lauderdale, Florida 33308.

**WHEREAS**, the Sponsor has the authority pursuant to Section 1002.33, Florida Statutes, to grant to a not-for-profit organization a charter to operate a K - 8 school within the school district; and

**WHEREAS**, the School is a Florida not-for-profit organization and desires to operate a charter school within the school district for the purposes set forth in Section 1002.33, Florida Statutes, and in the School's Charter School Renewal Application which is attached hereto as **Appendix 1** and incorporated herein by reference.

**WHEREAS**, the School is approved by the Sponsor to provide educational services in accordance with the terms of a charter school agreement; and

**WHEREAS**, it is the intent of the parties that this Charter School Agreement [hereinafter referred to as "Charter"] shall serve as the charter for the operation of the School.

**NOW, THEREFORE**, in consideration of the mutual covenants and terms herein set forth, the parties agree as follows:

### **ARTICLE 1: RECITALS**

Section 1.A: **Recitals:** The foregoing recitals are true and correct and are incorporated within this Charter by reference.

### **ARTICLE 2: GENERAL PROVISIONS**

Section 2.A: **Approved Application:** The School's approved renewal application to operate a charter school is appended hereto as **Appendix 1** and is incorporated herein

by reference. If any provision of this Charter is inconsistent with **Appendix 1**, the provisions of this Charter shall prevail.

Section 2.B: **Term of Charter:** Unless terminated earlier pursuant to Section 1002.33, Florida Statutes, or upon the terms contained herein, this charter shall cover a term of 5 years commencing on July 1, 2019 and ending on June 30, 2024.

Section 2.B.1: **Effective Date:** This Charter shall become effective on July 1, 2019 or upon signing by both parties, whichever date is later.

Section 2.B.2: **Start-Up Date:** The initial start-up of the School shall be consistent with the beginning of the Sponsor's public school calendar for each school year. In all years of operation, the School will follow the public school calendar adopted by the Sponsor unless otherwise stated and approved in the Application (**Appendix 1**) or by an amendment to this Charter. The School shall provide instruction for at least one hundred eighty (180) school days or the number of days required by law for other public schools, and may provide instruction for additional days.

Section 2.B.3: **Pre-Opening Deadline:** The School shall be eligible to receive FTE funding from the Sponsor once it has secured and has provided to the Sponsor evidence of at least temporary facility approval from the appropriate licensing or zoning authority, but in no event shall such funds be disbursed to the School any earlier than July 1 of the school year in which the School will open. If the School has not secured and provided to the Sponsor evidence of at least temporary facility approval from the appropriate licensing or zoning authority no later than fifteen (15) calendar days prior to the opening of the School, then this Charter will automatically expire without any notice, hearing, right to appeal or further action required of the Sponsor. If the School has not already utilized a planning year with regard to its approved application, the first year of this Charter shall automatically be a planning year if the School has not secured and provided to the Sponsor evidence of at least temporary facility approval from the appropriate licensing or zoning authority no later than fifteen (15) calendar days prior to the opening of the School. The School shall not be entitled to enroll any students during a planning year and shall not be eligible to receive any FTE funding from the Sponsor during such planning year. If the School has already utilized a planning year subsequent to approval of its application and thereafter fails to secure and provide to the Sponsor evidence of at least temporary facility approval from the appropriate licensing or zoning authority no later than fifteen (15) calendar days prior to the opening of the School, this Charter shall automatically expire without any notice hearing, right to appeal or further action required of the Sponsor. If the School automatically uses a planning year in the first year of the term of this Agreement pursuant to this section, the School shall secure and provide to the Sponsor evidence of at least temporary facility approval from the appropriate licensing or zoning authority no later than May 1<sup>st</sup> prior to the start of the school year following the conclusion of the planning year.

Section 2.B.4: **Charter Modification:** This Charter may be modified during its term by mutual agreement of the parties, provided such modifications are agreed to in writing and executed by both parties. Alteration of the grade levels served will require approval of a subsequent or supplemental charter school application to serve those additional grades.

Furthermore, no modifications may alter student eligibility for enrollment except as permitted by applicable law.

Section 2.B.4.a: **High Performing Charter School:** As per Section 1002.331 Florida Statutes, a State designated high-performing charter school may increase its student enrollment, contract capacity, not to exceed the current facility capacity and expand grade levels within kindergarten through grade 12 to add grade levels not already served if any annual enrollment increase resulting from grade level expansion is within the limits established above. A high-performing charter school shall notify the Sponsor in writing by March 1 if it intends to increase enrollment or expand grade levels the following year. The written notice shall specify the amount of the enrollment increase and the grade levels that will be added, as applicable.

Section 2.B.5: **Charter Renewal:** This Charter may be renewed pursuant to Section 1002.33(7)(c)(1), Florida Statutes, for such duration as may be established by mutual written agreement of the parties.

Section 2.C: **Educational Program and Curriculum:** The School shall deliver an educational program and curriculum as described in its Application which is attached hereto and incorporated herein as **Appendix 1**.

Section 2.D: **Non-Renewal/Cancellation and Termination:** Any non-renewal, cancellation or termination of the Charter shall be subject to Section 1002.33(8), Florida Statutes, and the terms of this Charter.

Section 2.D.1: **Non-Renewal Provisions:** At the end of the term of the Charter, the Sponsor may choose not to renew the School's Charter for any of the following reasons:

(a) a failure by the School to participate in the state's education accountability system created in Section 1008.31, Florida Statutes, or failure to meet requirements for student performance stated in this Charter;

(b) a failure by the School to meet generally accepted standards of fiscal management which includes, but is not limited to, a negative fund balance in any governmental fund as reported in a budget or audit report; negative net assets as reported in a budget or audit report; failure to timely file reports required by the Sponsor; improper expenditure of grant funds; failure to maintain required insurance; failure to correct audit findings within sixty (60) calendar days; spending in excess of approved appropriations; and material discrepancies (five percent (5%) or greater) between unaudited annual financial report and audited statements;

(c) a violation of federal, state or local law, or a material breach of the provisions of this Charter by the School;

(d) any action by the School that is detrimental to the health, safety, or welfare of its students and is not timely cured after notice;

(e) a failure by the School to achieve seventy-five percent (75%) of the goals and outcomes of any School Improvement Plan/Accountability Plan developed for the School;

(f) receipt by the School of a state-designated grade of "F" in any two (2) of four (4) years or in the instance of a School that is assigned a School Improvement Rating (SIR) rather than a letter grade; receipt of an Incomplete for failure to conform to student participation requirements to receive a state designation in any two (2) of four (4) years after the final determination of grade or rating by the Florida Department of Education (FLDOE). The equivalent of an "F" grade is defined as the School receiving thirty-one percent (31%) of the total application points or less on the Florida Grades issued by the FLDOE. Schools assigned a School Improvement Rating rather than a letter grade will be considered the equivalent of an "F" grade if their School Improvement Rating is "Unsatisfactory". The foregoing point designations or school improvement ratings shall be amended during the term of this Charter to conform to current state law or rules;

(g) any other good cause shown including, without limitation, any of the grounds specified in this Charter.

Section 2.D.1.a: **Grounds for Good Cause**: "Good cause" for termination or non-renewal shall include, but not be limited to, the following:

(1) a failure by the School to implement a reading curriculum that is consistent with effective teaching strategies grounded in scientifically-based reading research;

(2) receipt by the School of a state-designated grade of "F" in any two (2) of four (4) years or in the instance of a School that is assigned a School Improvement Rating (SIR) rather than a letter grade; receipt of an Incomplete for failure to conform to student participation requirements to receive a state designation in any two (2) of four (4) years after the final determination of grade or rating by the FLDOE. The equivalent of an "F" grade is defined as the School receiving thirty-one percent (31%) of the total application points or less on the Florida Grades issued by the FLDOE. Schools assigned an SIR rather than a letter grade will be considered the equivalent of an "F" grade if their SIR is "Unsatisfactory". The foregoing point designations or school improvement ratings shall be amended during the term of this Charter to conform to current state law or rules;

(3) a failure by the School to comply with a Corrective Action Plan;

(4) a failure by the School to make contributions to the Florida Retirement System (FRS), if the School has elected to participate in the FRS;

(5) a failure by the School to pay payroll taxes to the Internal Revenue Service;

(6) the School's filing for voluntary bankruptcy, adjudication of bankruptcy or of insolvency, or other state of financial impairment such that the School can no longer operate or is no longer economically viable;

(7) failure of the School's annual audit to comply with the requirements specified in this Charter or the School's failure to timely submit financial reports or other reports required by Section 1002.33(9), Florida Statutes, or by this Charter;

(8) the School's failure to meet generally accepted accounting principles;

(9) the School's failure to comply with the maximum class size requirements of Article IX, Sections (1) – (3), Florida Constitution, to the extent said requirements are applicable to charter schools;

(10) the School's failure to maintain insurance coverage as described in this Charter;

(11) the School's failure to provide the Sponsor with the required access to records in compliance with Section 119.01, Florida Statutes;

(12) the School's violation of any court order;

(13) a criminal conviction upon matters involving the School against either the School's governing board, its members (collectively or individually), or by the management company contracted by the School;

(14) the School's failure to submit to the Sponsor a Financial Recovery Plan and/or a Corrective Action Plan, as appropriate with the supporting documents that is determined by the Sponsor to be acceptable within thirty (30) calendar days following a determination of financial emergency pursuant to Section 218.503, Florida Statutes;

(15) the School's failure to implement any Financial Recovery Plan approved by the Commissioner of Education or a Corrective Action Plan pursuant to Section 218.503, Florida Statutes;

(16) a failure by the School to provide periodic progress reports as required by the Financial Recovery Plan or a Corrective Action Plan as determined by the Sponsor;

(17) the School's receipt of a finding of financial emergency, pursuant to Section 218.503, Florida Statutes, for two consecutive years or more than once during any one fiscal year;



(18) the School's failure to (1) cooperate with representatives of a financial emergency board or a Corrective Action Plan Committee seeking to inspect and review the School's records, information, reports and assets; (2) consult with representatives of a financial emergency board regarding any steps necessary to bring the School's books of account, accounting systems, financial procedures, and reports into compliance with state requirements; (3) permit the representatives of a financial emergency board to review the School's operations, management, efficiency, productivity, and financing of functions and operation; or (4) provide periodic progress reports as required by any financial recovery plan issued pursuant to Section 218.503, Florida Statutes;

(19) a finding that the School or its representative have perpetrated a material fraud upon the Sponsor or made material intentional misrepresentations in the Application (**Appendix 1**);

(20) a failure by the School to comply with background screening, including the payment of all associated costs, and other requirements set forth in Section 1002.33(12)(g), Florida Statutes;

(21) the School's failure to achieve and maintain the minimum student enrollment set forth in the application or as mutually agreed upon by the parties and provided for within the School's approved budget;

(22) any other good cause shown, which shall include, without limitation, any material breach or violation by the School of the standards, requirements, or procedures of this Charter such as:

(a) the School's failure to timely submit monthly and quarterly financial reports;

(b) the School's failure to timely submit all financial statements in the format specified by the Sponsor;

(c) the School's failure to fulfill all the requirements for highly qualified instructional personnel as redefined by the Every Student Succeeds Act (ESSA);

(d) the School's failure to comply with the conflict of interest provisions applicable to charter schools;

(e) the School's failure to timely submit the annual report to the Sponsor;

(f) the School's failure to timely submit the School Improvement Plan to the Sponsor, as required by State Statute;

(g) the School's failure to participate in all state assessment programs;

(h) the School's failure to allow the Sponsor reasonable access to facilities and records to review data sources, including collection and recording procedures;

(i) the School's failure to comply with the education goals established by Section 1000.03(5), Florida Statutes;

(j) if the School is a secondary charter school, its failure to comply with Section 1003.4282, Florida Statutes, or to the student progression standards set forth in Section 1008.25, Florida Statutes;

(k) the School's failure to use records and grade procedures that adequately provide the information required by the Sponsor;

(l) the School's failure to provide Exceptional Student Education (ESE) students and English Language Learners (ELL) with programs and services in accordance with federal, state and local school district policies;

(m) the School's failure to obtain proof of consent to enroll each student from the student's parent/guardian or from the student if the student is eighteen (18) years of age or older;

(n) the School's failure to timely submit the annual financial audit as required by Section 218.39, Florida Statutes;

(o) the School's failure to comply with the Florida Building Code, as it pertains to charter schools, and the Florida Fire Prevention Code, including reference documents, applicable state laws and rules, and federal laws and rules;

(p) the School's failure to comply with all applicable laws, ordinances and codes of federal, state and local governance including, without limitation, the Individuals with Disabilities Education Act (IDEA);

(q) the School's failure to obtain and maintain all necessary licenses, permits, zoning, use approval, facility certifications, and any other approval required by the local government or any other governmental authorities having jurisdiction at any time during the term of this Charter;

(r) the School's failure to maintain the required insurance at any time during the term of this Charter or provide evidence of that such insurance is in effect;

(s) the violation by a member of the School's governing board of Sections 112.313(2), (3), (7) or (12), or 112.3143, Florida Statutes, or any other applicable portion of the Code of Ethics for Public Officers and Employees that is not promptly remedied upon notification of the violation to the School's governing board;

(t) a failure by the School to fulfill all of the requirements for highly qualified instructional personnel as redefined by ESSA;

(u) the School's willful or reckless failure to manage public funds in accordance with the law;

(v) the School's failure to comply with the maximum class size requirements of Article IX, Sections (1) – (3), Florida Constitution, to the extent said requirements are applicable; or

(w) the School's violation of any court order.

Section 2.D.1.b: **Notice of Renewal/Non-Renewal from the Sponsor; Appeal:** Except when exercising its authority for the immediate termination of a charter school, the Sponsor shall provide written notification to the governing body of the School of the proposed renewal or non-renewal of its Charter at least ninety (90) calendar days in advance of the proposed action. In the event of a non-renewal, the notice shall state in reasonable detail the grounds for the proposed action. The notice shall state that the School's governing body may issue a request for a hearing. Said request must be made within fourteen (14) calendar days of receiving the notice. The hearing shall be conducted using the procedure selected by the Sponsor from those alternatives specified in Section 1002.33(8)(b), Florida Statutes.

Section 2.D.1.c: **Notice of Renewal/Non-Renewal from the School:** The School shall notify the Sponsor in writing at least ninety (90) calendar days prior to the expiration of the Charter as to the School's intent to renew or not to renew.

Section 2.D.2: **90-Day Termination:** This Charter may be terminated upon ninety (90) calendar days written notice pursuant to Section 1002.33(8)(b) Florida Statutes, for any of the grounds listed in the foregoing Non-Renewal Section, Grounds for Good Cause Section, or ground specified elsewhere in this Charter or provided under applicable law. This Charter may also be terminated by the Sponsor before the expiration of its term if the Sponsor determines, after due notice and opportunity to be heard, that insufficient progress has been made by the School in attaining certain achievement objectives agreed to by the parties hereto and contained in this Charter.

Section 2.D.2.a: **Notice from the Sponsor; Appeal:** Except when immediately terminated pursuant to this Charter, the Sponsor shall provide written notification to the governing body of the School of the proposed termination of a charter at least ninety (90) calendar days in advance of the proposed action. The notice shall state in reasonable detail the grounds for the proposed action. The notice shall state that the School's governing body may issue a request for an informal hearing before the Sponsor. Said request must be made within fourteen (14) calendar days of receiving the notice. The hearing shall be conducted using the procedure



selected by the Sponsor from those alternatives specified in Section 1002.33(8)(b), Florida Statutes.

Section 2.D.3: **Immediate Termination**: This Charter may be terminated immediately by the Sponsor pursuant to Section 1002.33(8)(c), Florida Statutes, if it determines that there is exigent good cause or if the health, safety or welfare of the students is threatened. In making the determination as to whether good cause exists for immediate termination, the Sponsor will consider whether the totality of the circumstances warrant a decision to forego the procedures for a ninety (90) day termination. The Sponsor shall notify in writing the School's governing body, the School's principal, and the FLDOE if the Charter is immediately terminated. The Sponsor shall clearly identify the specific issues that resulted in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination when appropriate.

Section 2.D.3.a: **Immediate Termination – Operations During Appeal**: Upon receipt of notice of immediate termination, the School shall immediately provide the Sponsor all of the keys to the School's facilities along with all security system access codes and access codes for all computers in the School's facilities, and shall immediately make accessible all educational and administrative records of the School so the Sponsor may immediately take any appropriate actions. Moreover, within two (2) business days, the School shall turn over to the Sponsor all records and information regarding the accounts of all of the public funds held by the School and shall turn over to the Sponsor all of the School's public property and public funds. If the School prevails in an appeal to the State Board of Education, the Sponsor shall, immediately, return to School all keys, security codes, all educational and administrative records of the School, and the School's facility. In that case, the School's governing board shall resume operation and oversight of the School.

Section 2.D.3.a.1: **Immediate Termination – Assets and Property During Appeal**: Any unencumbered public funds from the School, and district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the School, in the possession of any person, entity or holding company, other than the School, shall be held in trust upon the Sponsor's request, until any appeal status is resolved.

Section 2.D.3.a.2: **Immediate Termination – School Debts and Term of Lease During Appeal**: However, nothing herein shall be construed as an obligation on the part of the Sponsor to secure the extension of a lease term during the pendency of an appeal or to pay with Sponsor's fund any debts incurred by the School in order to avert a foreclosure or eviction.

Section 2.D.3.a.3: **Immediate Termination – Correspondence During Appeal**: During the pendency of any appeal, the Sponsor shall forward to the chair of School's governing board copies of any correspondence or other written communications related to the School's leases and mortgages or to the extension or termination of any of the School's contracts or business relationships.

Section 2.D.3.a.4: **Immediate Termination – Non-Renewal or Termination During Pendency of Appeal:** Since the issues on appeal shall be limited to whether there existed grounds for the immediate termination of the Charter, this Charter may still be terminated upon ninety (90) calendar days notice or non-renewed in accordance with its terms during the pendency of an appeal in accordance with Section 1002.33(8), Florida Statutes.

Section 2.D.3.a.5: **Immediate Termination – Retrieval of Personal Items by School Personnel:** If the School appeals to the State Board of Education and is unsuccessful in the appeal (or if the School fails to timely file an appeal), the School shall be dissolved pursuant to Section 1002.33(8), Florida Statutes. In such event, the Sponsor shall allow the School's governing body and its employees, agents and assigns to retrieve any of their respective personal belongings from the School's facility. However, all property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the Sponsor, subject to complete satisfaction of any lawful liens or encumbrances.

Section 2.D.3.b: **Hearing Process:** Pursuant to Section 1002.33(8)(c), Florida Statutes, the Sponsor's determination to immediately terminate the Charter for good cause shown or if the health, safety, or welfare of the students is threatened is not subject to the provision of an informal hearing described in Section 1002.33(8)(c), Florida Statutes, or pursuant to Chapter 120, Florida Statutes. The School's governing body may, within ten (10) calendar days after receiving the Sponsor's decision to immediately terminate the Charter, request a hearing in accordance with Section 1002.33(8)(b) and (c), Florida Statutes.

Section 2.D.3.c: **Sponsor Operation of School Pending Appeal:** Unless the School has already ceased operations, the Sponsor shall, if feasible, assume operation of the School upon immediate termination and shall continue operating the School throughout any timely appeal by the School to the State Board of Education or, if no appeal is filed, until the time for filing an appeal has expired. The feasibility of continuing the School's operations is a matter within the sole judgment of the Sponsor. The Sponsor shall hold and conserve all School property and assets, including cash and investments, in trust until the School has exhausted all appellate rights to the State Board of Education. The Sponsor shall only disburse School funds in order to pay the normal expenses of the School as they accrue in the ordinary course of business. Normal expenses shall include, but not be limited to, the payment of employee salaries and benefits.

Section 2.D.3.d: **School Employees After Immediate Termination:** The School's instructional and operational employees will be required to continue working in the charter school until such time as the School exhausts its appellate remedies. Notwithstanding the general policy of requiring such employees to continue serving in their regular capacities during that time, the Sponsor reserves the right to take any appropriate personnel action as to such employees if any cause for personnel discipline should arise or be discovered during the Sponsor's assumed operation of the charter school (after the Sponsor provides any required due process to such employees if they are not terminable at-will).

Section 2.D.4: **Post Termination Provisions:** In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor, the

disposition of financial and operational records, student records, property and assets, debts and leases shall be in accordance with the provisions of this Charter and applicable law.

Section 2.D.4.a: **Financial & Operational Records**: In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor, all administrative, operational and financial records of the School shall be turned over to the Sponsor along with all security system access codes and access codes for all computers in the School's facilities on the date the expiration, non-renewal or termination takes effect.

Section 2.D.4.b: **Student Records**: In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor, student records shall be turned over to Sponsor by the date of expiration, non-renewal or termination takes effect.

Section 2.D.4.c: **Property/Assets of the School**: The parties acknowledge that both the Sponsor and the School are public entities. In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor and except as otherwise provided by law; all assets, supplies and equipment purchased with public funds by the School or which would otherwise be due and payable to the School shall instead be delivered to, retained and owned by the Sponsor and all school property and improvements, furnishings and equipment and any unencumbered public funds shall automatically revert or transfer, as the case may be, to full ownership by the Sponsor (subject to any lawful liens and encumbrances) following the School's exhaustion of its appellate remedies. If the School's accounting records fail to clearly establish whether a particular asset was purchased with public funds or non-public funds, then it shall be presumed that it was purchased with public funds and ownership of the asset shall automatically revert to the Sponsor. Property and assets purchased with public funds shall be defined as all property, whether real or personal, purchased directly with grants and funds provided by a governmental entity. Funds provided by the School and used by an Education Services Provider (ESP) company to purchase property and assets for the School are considered public funds. Any property and improvements, furnishings and equipment purchased without Article 12.0 funds for the School which have not been reimbursed by public funds shall be the property of the School should the Charter terminate or not be renewed. Any assets existing at the time of expiration, termination or non-renewal of this Charter School Agreement, which have been funded by both Article 12.0 funds and non-public funds, shall be equitably divided between the parties. Any disputes concerning such equitable division of assets shall be addressed through the dispute resolution provisions available through Section 1002.33, Florida Statutes, or as specified in this Charter. Property and assets purchased by an educational management organization in conjunction with operating the School shall not be deemed to have been purchased with public funds. The financial and auditing personnel and staff of the Sponsor and the School shall cooperate in and coordinate the proper identification and sources of funding for the property and improvements, furnishings, and equipment purchased for the School and the appropriate record keeping of same, during the term hereof or any extensions of this Charter School Agreement.

Section 2.D.4.d: **Debts of the School**: In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor, the

Governing Board of the School shall be responsible for all the debts of the School. The parties acknowledge that the Sponsor may not assume the debt arising from any contract for services made between the governing body of the School, the management company (if applicable), and/or third parties, except for a debt that is previously detailed and agreed upon (in writing and executed with the same formalities as this Charter) by both the Sponsor, the governing body of the School and/or the management company (if applicable), and that may not reasonably be assumed to have been satisfied by the Sponsor.

Section 2.D.4.e: **Leases of the School:** In the event that the Charter expires or is terminated (other than immediate termination) or non-renewed by the Sponsor, any and all leases existing between the Sponsor and the School shall be automatically cancelled. However, in no event shall the Sponsor be responsible under any assignment of a lease for any debts or obligations of the School incurred prior to such assignment.

Section 2.D.4.f: **Dissolution of the School:** Upon expiration, non-renewal or termination of the Charter and exhaustion of any rights to appeal, the School shall be dissolved under the provisions of the statute under which the School was organized.

Section 2.D.4.g: **Student Enrollment Upon Non-Renewal:** Any student enrolled in the School at the time of the expiration, termination or non-renewal of this Charter may apply to and be enrolled in a public school operated by Sponsor or another charter school in accordance with the Sponsor's or the recipient charter school's normal application and enrollment procedures.

Section 2.D.5: **Voluntary Termination:** The School's governing board may elect to voluntarily terminate this Charter by sending to the Sponsor a written notice of voluntary termination executed by the chair of the governing board. In the event of a voluntary termination, the School shall be deemed to have waived any right to notice, hearing or appeal of the termination of its Charter. The school shall inform the Sponsor no later than 15 calendar days prior to the date specified in the notice of voluntary termination. Any such voluntary termination shall be effective as of the date specified in the governing board's notice. Upon receipt of notice of the intent to voluntarily terminate the contract, the governing board's right to notice, hearing or appeal shall cease. In the event of a voluntary termination, all post-termination provisions stated in this Charter shall apply other than the provisions for notice, hearing or appeal.

Section 2.E: **Non-Discrimination Policy:** The School agrees to adhere to a policy of non-discrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Section 2.E.1: Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion or national origin;

Section 2.E.2: Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination in employment on the basis of race, color, religion, gender or national origin;



Section 2.E.3: Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender;

Section 2.E.4: The Age Discrimination in Employment Act of 1967 (ADEA), as amended, which prohibits discrimination on the basis of age with respect to individuals who are at least forty (40) years of age;

Section 2.E.5: Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against the disabled;

Section 2.E.6: The Americans with Disabilities Act of 1990 (ADA) which prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications;

Section 2.E.7: The Family and Medical Leave Act of 1993 (FMLA) which required covered employers to provide up to twelve (12) weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons;

Section 2.E.8: The Florida Educational Equity Act which prohibits discrimination against a student or employee on the basis of race, gender, national origin, marital status, or handicap;

Section 2.E.9: The Florida Civil Rights Act of 1992 which secures freedom from discrimination on the basis of race, color, religion, gender, national origin, age, handicap or marital status for all individuals within the State;

Section 2.E.10: Public Law 93-508 (Federal Law) and Section 295.07, Florida Statutes, which provide categorical preferences for employment and re-employment rights to veterans; and

Section 2.E.11: Sponsor’s School Board Policy, which prohibits discrimination on the basis of sexual orientation.

Section 2.F: **Class Size:** To the extent applicable, the School will comply with Article IX, Section 1 of the Florida Constitution, and any applicable state law governing class size. If it is determined that the School was required to comply with Article IX, Section 1 of the Florida Constitution or any state law governing class size and failed to do so and such non-compliance adversely impacts Sponsor’s compliance with state law, such failure shall constitute good cause for the immediate termination of this Charter School Agreement. Furthermore, the School shall promptly reimburse the Sponsor for any penalties incurred by Sponsor as a result of the School’s non-compliance.

Section 2.G: **Additional Requirements:** The Sponsor reserves the right to require the School to adhere to School Board Policy 1163 and any additional requirements imposed upon charter schools by applicable law or rules or by the FLDOE. The performance of the Sponsor

of any of its obligations under this Charter shall be subject to and contingent upon the availability of moneys lawfully available for such purposes.

### **ARTICLE 3: ACADEMIC ACCOUNTABILITY**

Section 3.A: **Student Performance:** Student performance shall be assessed and evaluated in accordance with the School's governing laws and rules, the assessment and evaluation provisions of the School's Approved Application (**Appendix 1**) and the provisions of this Charter. In addition to evaluating the School's success in achieving the objectives stated in either the Application, the School Accountability Plan, or the School Improvement Plan, the School shall be held accountable for meeting federal and state student performance requirements, as provided in Sections 1001.02, 1008.33, and 1008.345, Florida Statutes. The School agrees to permit the Sponsor's personnel to observe the charter school's operations to assess student performance upon reasonable notice.

Section 3.A.1: **Initial Year Assessment and Evaluation:** The School will implement its educational program during the initial year as specified in the School's Approved Application (**Appendix 1**) setting forth the School's curriculum, instructional methods, any distinctive instructional techniques to be used, and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards. The School shall ensure in its initial year that reading is a primary focus of the curriculum and the necessary resources will be provided to identify and to provide specialized instruction for students who are reading below grade level. Further, the curriculum and instructional strategies for reading in the School's initial year shall be consistent the Florida Standards as determined by the FLDOE and be grounded in scientifically-based reading research. The School further agrees that its programs and operations shall be nonsectarian in the initial year. The School shall ensure that its program is innovative and consistent with the state education goals established by Section 1000.03(5), Florida Statutes.

Section 3.A.1.a: **Initial Year Expected Outcomes:** In the initial year, the School agrees to implement the current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the methods of measurement that have been mutually agreed upon and identified in the School's Approved Application (**Appendix 1**), in this Charter, and as specified in the School's applicable laws and rules

Section 3.A.1.b: **Initial Year Methods of Measurement:** The School's expected outcomes will be measured in the initial year as described in the School's Approved Application (**Appendix 1**), in this Charter, and as specified in the School's applicable laws and rules.

Section 3.A.1.c: **Initial Year Assessments:** The parties agree that the methods set forth in the School's Approved Application (**Appendix 1**), in this Charter, and as specified in the School's applicable laws and rules shall be used to identify the educational strengths and needs of students and the educational goals and performance standards in the School's initial year. This accountability criteria shall be based upon the School's assessment system, as agreed, and on statewide assessment programs. All initial year assessments shall be

conducted at the times specified in the School's Approved Application (**Appendix 1**) unless another time is required by the state.

Section 3.A.1.c.1: **State-Required Initial Year Assessments:**

Students attending the School in its initial year shall participate, at the Sponsor's expense, in the statewide assessment program and in all state-required assessments. In accordance with the provisions of Section 1002.33(7)(a)(4), the School will participate in all state assessment programs in which Sponsor's students enrolled in comparable grades/schools participate. To facilitate this participation, the Sponsor will provide consultation in the initial year by its applicable school district staff and those services/support activities, which are routinely provided to the Sponsor's school district staff regarding implementation of state-required assessment activities (e.g., staff training, dissemination and collection of materials, monitoring, scoring, analysis, and summary reporting). The School may not assess incoming students in the initial year using the same assessment instrument that the Sponsor uses in the spring. A different norm-referenced assessment must be used for this purpose.

Section 3.A.1.c.2: **Additional Initial Year Assessments:**

When the Sponsor requires the School to participate in any District-wide assessments during the School's initial year, the Sponsor shall bear the cost of the School's participation in those assessments. When the School opts to participate in District-wide assessments during the School's initial year, the School shall bear the costs associated with District-wide assessments. The School, at its discretion and own expense, may use other assessment tools during its initial year that are educationally relevant, sound and consistent with this Charter.

Section 3.A.2: **Annual Student Performance:** The School will annually implement its educational program as specified in the School's Approved Application (**Appendix 1**), setting forth the School's curriculum, instructional methods, any distinctive instructional techniques to be used, and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards. The School shall ensure that reading is a primary focus of its annual curriculum and the necessary resources are implemented to identify and to provide specialized instruction for students who are reading below grade level. The School's curriculum and instructional strategies for reading shall be consistent with Florida Standards and be grounded in scientifically-based reading research. The School further agrees that its programs and operations shall be nonsectarian and shall ensure that its program is innovative and consistent with the state education goals established by Section 1000.03(5), Florida Statutes.

Section 3.A.2.a: **School Improvement Plan (SIP):** The School's Governing Board shall approve a School Improvement Plan (SIP), as applicable, in each year of this Charter, as required by Section 1002.33(9)(n), Florida Statute. Furthermore, if the School is required to submit a SIP plan to the Sponsor as outlined in Rule 6A-1.099827, Florida Administrative Code, the School shall comply with all state and local requirements pertaining to said Rule.

Section 3.A.2.a.1: **Minimum Components of SIP:** During each year of the Charter, the School agrees to include in the SIP all requirements outlined in the plan based on the school's status under school grades, Title 1 status or and any other state or federal requirement as applicable to charter schools. The SIP shall also contain the baseline standard of achievement, the outcomes to be achieved, and the methods of measurement that have been mutually agreed upon in the School Accountability Plan submitted to the Sponsor. The SIP must require the clear identification of source documentation for data and, where applicable, reliance upon state generated disaggregated data. The SIP must require annual adequate progress toward Accountability Plan goals.

Section 3.A.2.a.2: **Deadline for Governing Board Approval:** The School's Governing Board shall approve a SIP each year concurrent with the District's SIP approval time frame.

Section 3.A.2.a.3: **Monitoring the SIP:** The School's Governing Board shall be responsible for monitoring the School's SIP. Furthermore, if the School is required to submit a SIP plan to the Sponsor as outlined in Rule 6A-1.099827, Florida Administrative Code, the School shall comply with all state and local requirements pertaining to said Rule.

Section 3.A.2.b: **Annual Assessments:** The School's student performance will be annually assessed as described in the School's Approved Application (**Appendix 1**), in this Charter, and as specified in the School's applicable laws and rules. The School will annually implement its educational program as specified in the School's Approved Application (**Appendix 1**) setting forth the School's curriculum, instructional methods, any distinctive instructional techniques to be used, and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards. The School shall ensure in each year that reading is a primary focus of the curriculum and the necessary resources will be implemented to identify and to provide specialized instruction for students who are reading below grade level. The School's annual curriculum shall be consistent with Florida Standards and be grounded in scientifically-based reading research. The School further agrees that its programs and operations shall be nonsectarian each year. The School shall ensure each year that its program is innovative and consistent with the state education goals established by Section 1000.03(5), Florida Statutes.

Section 3.A.2.b.1: **State-Required Annual Assessments:** The School will annually administer all state-required assessments to its students, at the Sponsor's expense, within the State timeframe during each year of the term of the Charter. In each year, the School shall administer to its students, at the Sponsor's expense, the statewide assessment program and all state-required assessments. In accordance with the provisions of Section 1002.33(7)(a)(4), the School will participate in all state assessment programs in which Sponsor's students enrolled in comparable grades/schools participate. To facilitate this participation, the Sponsor will provide consultation in each year by its applicable school district staff and those services/support activities, which are routinely provided to the Sponsor's school district staff regarding implementation of state-required assessment activities (e.g., staff training, dissemination and collection of materials, monitoring, scoring, analysis, and summary reporting). The School may not assess incoming



students in any year using the same assessment instrument that the Sponsor uses in the spring of that year. A different norm-referenced assessment must be used for this purpose.

Section 3.A.2.b.2: **Additional Annual Assessments:** The School will implement, at its own expense, any assessments specified in its Approved Application (**Appendix 1**). When the Sponsor requires the School to participate in any district-wide assessments during the term of this Charter, the Sponsor shall bear the cost of the School's participation in those assessments. When the School opts to participate in district-wide assessments during the term of this Charter, the School shall bear the costs associated with district-wide assessments. The School, at its discretion and own expense, may use other assessment tools during the term of this Charter that are educationally relevant, sound and consistent with this Charter.

Section 3.B: **Student Promotion:** The School's students shall be promoted in accordance with the Sponsor's Policy 6000.1, as amended from time to time.

Section 3.B.1: **Student Promotion Policy:** The School's student promotion policy shall be consistent with the provisions of the School's Approved Application (**Appendix 1**), the provisions of this Charter, and the School's applicable governing laws and rules, and shall comply with the Sponsor's Policy 6000.1, as amended from time to time.

Section 3.B.2: **Graduation Requirements:** The School shall comply with the method described in Sections 1003.4281 and 1008.25, Florida Statutes, and the Sponsor's policy for determining that a student has satisfied the requirements for graduation. Alternative Schools must comply with the requirements of Section 1003.435, Florida Statutes.

Section 3.B.3: **Other Assessment Tools:** In addition to those assessment tools identified in this Charter and in the School's governing laws and rules, the School will utilize all other assessment tools specified in the School's Approved Application (**Appendix 1**).

Section 3.C: **Data Access and Use:** The School agrees to allow the Sponsor access to its facilities and records to review data sources, including collection and recording procedures, in order to assist the Sponsor in making a valid determination as to whether student performance requirements have been met as stated in the Charter, and as required by Sections 1008.31 and 1008.345, Florida Statutes. The School must use the Sponsor's student information system and the Sponsor agrees to provide the School with sufficient access to such student information system. The School agrees to utilize data provided by the Sponsor in its electronic data processing systems pertaining to admissions, registration, and student records. The School shall also use records and grade procedures that adequately provide the information required by the Sponsor. If the School chooses to use an alternate grade book system other than the Sponsor's, the Sponsor will not be required to provide any technical support. The Sponsor will provide services/support activities which are routinely provided to the Sponsor's staff regarding implementation of state-required assessment activities (e.g., staff-training, dissemination and collection of materials, monitoring, scoring, analysis and summary reporting). Student performance data for each student in the School, including, but not limited to, state mandated assessment scores, standardized test scores, previous public school student report cards, and

student performance measures, shall be provided by the Sponsor to the School in the same manner provided to other public schools in the district. Any expense for the aforementioned services that is not included as part of the Sponsor's administration fee under Section 1002.33(20), Florida Statutes, will be the responsibility of the School.

Section 3.C.1: **Quarterly Reports:** The School agrees to provide quarterly reports on school operations and student performances. The School agrees to utilize data within its annual progress report provided through its participation with the Sponsor pertaining to admissions, registration and student records.

Section 3.D: **Accreditation:** The School, if a high school or a school providing high school courses, must obtain and maintain applicable certification/accreditation of its educational program within four (4) years in order to ensure transferability of courses completed by the students at the School.

Section 3.E: **Records and Grading Procedures:** Due to the possibility that students enrolled in the School may return to a district school or transfer to another charter school within the school district, the School will utilize a records and grading procedure that is consistent with the Sponsor's current records and grading procedures.

Section 3.F: **State System of Grading Schools:** If the School receives a state-designated grade of "F" in any two (2) of four (4) years or in the instance of a School that is assigned a School Improvement Rating (SIR) rather than a letter grade; receives an Incomplete for failure to conform to student participation requirements to receive a state designation in any two (2) of four (4) years after the final determination of grade or rating by FLDOE, such circumstances will constitute a material breach of this Charter and good cause for terminate or non-renewal of this Charter by the Sponsor. The equivalent of an "F" grade is defined as the School receiving thirty-one percent (31%) of the total application points or less on the Florida Grades issued by the FLDOE. Schools assigned a School Improvement Rating rather than a letter grade will be considered the equivalent of an "F" grade if their School Improvement Rating is "Unsatisfactory". The foregoing point designations or school improvement ratings shall be amended during the term of this Charter to conform to current state law or rules.

Section 3.F.1: **Student Achievement Deficiency Meetings:** In the event the School attains a school grade of "D" under Section 1008.34(2), Florida Statutes, the principal/director and a representative of the Governing Board of the School shall appear before the Sponsor at least once per year to present information concerning the School's state-identified deficiencies in student achievement. The Sponsor's staff shall provide the School a written description of the monitoring and support resources that will be provided by the Sponsor to assist the School to cure its deficiencies.

Section 3.F.2: **School Improvement Plans (SIPs):** In the event the School receives a school grade issued under Section 1008.34(2), Florida Statutes, of "D" or "F" in any year the School's director/principal and a representative of the School's Governing Board shall appear before the Sponsor in a publicly noticed meeting to submit a SIP for approval by the Sponsor. The Sponsor shall have the authority to approve and monitor the School's

development and implementation of any SIP during the following school year as outlined in Rule 6A-1.099827, Florida Administrative Code. The Sponsor may also consider any action recommended by the Florida Board of Education as part of any SIP.

Section 3.F.2.a: **Corrective Actions:** If the School fails to improve its student performance from that of the year preceding implementation of a SIP, the Sponsor shall require the School to take one or more of the corrective actions specified in Rule 6A-1.099827, Florida Administrative Code. Such corrective actions shall remain in effect until the School improves its student performance from the year prior to the implementation of the SIP. Correction actions may include:

Section 3.F.2.a.1: Contract for educational services to be provided directly to students, instructional personnel, and school administrators. The School may select an Education Management Organization or Academic Management Organization to provide services to the Schools students, teachers, and administrators, including services such as, but not limited to, instructional coaching, curriculum review and alignment, and data literacy.

Section 3.F.2.a.2: Contract with an outside entity that has a demonstrated record of effectiveness to operate the School;

Section 3.F.2.a.3: Reorganize the School under a new director or principal who is authorized to hire new staff;

Section 3.F.2.a.4: Voluntarily close; or

Section 3.F.2.a.5: any other action permitted by applicable law, rules or this Charter including, without limitation, the termination of this Charter pursuant to Section 1002.33(8), Florida Statutes.

Section 3.F.2.b: **School Improvement Plan Implementation Meetings:** When a SIP is under implementation, the School's principal/director and a representative of the School's Governing Board shall appear at a publicly noticed meeting before the Sponsor's at least once per year to present information regarding the corrective actions that are being implemented by the School in accordance with the school improvement plan.

Section 3.G: **State Student Performance Requirements:** The School will be accountable for meeting the state's student performance requirements as delineated in Rule 6A-1.09981, Florida Administrative Code, *School District Accountability*, based on Sections 1001.02, 1008.22, 1008.34, and 1008.345, Florida Statutes.

Section 3.H: **Annual Accountability Report:** The School shall submit an Annual Accountability Report to the Sponsor by the date specified by the State each year during the term of this Charter School Agreement as required by Section 1002.33, Florida Statutes. The Accountability Report will be in accordance with the School's governing laws and rules and any Accountability Plan Guidelines adopted by the Sponsor. This Annual Accountability Report shall be prepared pursuant to statutory requirements which shall include, but not be limited to,

comparative student performance data and information required by Section 1008.345, Florida Statutes. In preparing this report, the School agrees to utilize data provided through its participation with the Sponsor pertaining to admissions, registration and student records. After verification of the School's Annual Accountability Report, the Sponsor shall forward it to the Florida Commissioner of Education at the same time as other annual school accountability reports are submitted. The School's Annual Accountability Report shall include at least the following information:

Section 3.H.1: The School's progress toward achieving the goals outlined in this Charter School Agreement;

Section 3.H.2: Student achievement performance data, including the information required for the annual school report and education accountability pursuant to Sections 1008.31 and 1008.345, Florida Statutes;

Section 3.H.3: Financial records of the School, including, but not limited to, revenues and expenditures, at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt, and audited financial statements;

Section 3.H.4: Documentation of facilities in current use and any planned facilities for use by the School for instruction of students, administrative functions, or investment purposes; and

Section 3.H.5: Descriptive information about the charter school's personnel, including salary and benefit levels of the school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

Section 3.I: **Sponsor's Charter School Analysis:** Pursuant to law and upon verification of the School's Annual Accountability Report, the Sponsor will provide to the Florida Commissioner of Education an analysis and comparison of the overall performance of the School's students. The parties agree that the Sponsor will utilize results from the state and district required assessment programs referenced in this Charter and the data elements to be included in the aforementioned Annual Accountability Report required by law from the School.

Section 3.J: **Reading Plan:** The School agrees to adopt and implement, the Sponsor's K-12 Comprehensive Research-Based Reading Plan (CRRP) unless it has chosen to "opt-out" and use an alternate Sponsor-approved core reading plan. If the school chooses to opt-out of the Sponsor's K-12 CRRP, it shall provide to the Sponsor an alternative Research-Based Comprehensive Reading Plan in the format required by the Sponsor for review and approval no later than 90 calendar days prior to the first day of school. The School has not agreed to opt-into the Sponsor's K-12 CRRP. Any change of election shall require an amendment to the charter agreement



#### **ARTICLE 4: STUDENTS**

Section 4.A: **Eligible Students**: The School shall enroll all eligible students in accordance with Section 1002.33(10), Florida Statutes, up to the maximum school enrollment capacity approved by the Sponsor of 1,145 students through its approval of this Agreement or as outlined in the School's Application (**Appendix 1**). The School shall not be eligible for or receive funds for enrollment beyond the maximum enrollment capacity provided herein. The parties agree that 1,145 students is the approved school enrollment capacity is the minimum enrollment that will support the School's operations at an adequate level under its approved budget. If the School fails to achieve the minimum school enrollment capacity as provided herein by the October FTE reporting period, such shall be considered good cause for termination or non-renewal for failure to meet generally accepted standards of the school management as provided in Section 1002.33(8)(a)(2), Florida Statutes, unless the School provides the Sponsor a revised and balanced budget within sixty (60) calendar days of the October FTE reporting period. A student may not be transferred by the School to another charter school or district school except upon the prior written consent of the student's parent/guardian or of the student (if an adult). The School agrees that any transfer or withdrawal of students shall be conducted in accordance with the Sponsor's student transfer and withdrawal policies and procedures. Parents may withdraw a student from the School at any time. In such event, the student shall either return to the student's regularly assigned district school or to another school with an appropriate program.

Section 4.A.1: **School Community**: The parties agree that the community to be served by the School is described in the School's Application (**Appendix 1**). However, in no event shall any eligible student, as defined by Section 1002.33(10), Florida Statutes, be denied enrollment unless the School has attained its maximum school enrollment capacity.

Section 4.B: **Grades Served**: The School shall enroll students in those grades specified in its Approved Application (**Appendix 1**). A state designated high-performing charter school may expand grade levels as outlined in Section 1002.331 Florida Statutes.

Section 4.C: **Class Size**: To the extent that such provisions and laws are legally applicable to charter schools, the School shall comply with the requirements pertaining to what is commonly referred to as the "Class Size Amendment," which is presently codified at Section 1, Article IX of the Florida Constitution and at Section 1003.03, Florida Statutes, together with other related and applicable statutes and administrative regulations issued by the FLDOE, as amended from time to time. Noncompliance with this provision shall constitute good cause for the immediate termination of this Charter and the School shall immediately indemnify the Sponsor for any penalties imposed upon the Sponsor as a result of the School's noncompliance with this provision.

Section 4.D: **Annual Projected Enrollment**: The School shall provide to the Sponsor its projected FTE enrollment for the next school year by no later than March 31<sup>st</sup> of the current school year during the term of this Charter.

Section 4.E. **Annual Capacity Determination**: Any change in the School's approved maximum school enrollment capacity must be achieved through the amendment of this Charter. If a change in its maximum school enrollment capacity is desired for an upcoming school year

during the term of this Charter, the School must provide notice to the Sponsor of the proposed change in school enrollment capacity and the facts supporting that request no later than February 28 prior to the school year in which the increased capacity is requested. The Sponsor shall consider the provisions of Section 1002.33(10), Florida Statutes, when determining whether to approve a requested change in school enrollment capacity. Modification of the contract\_capacity shall not exceed fifteen percent (15%) of the capacity identified in the charter maximum school enrollment capacity shall not exceed the maximum capacity established by any applicable certificate of occupancy, certificate of use, fire permit or applicable provision of Article IX, Section 1 of the Florida Constitution or any other law or rule that is applicable to the School.

Section 4.F: **Admissions and Enrollment Plan:** The School will be responsible for its enrollment process and shall admit and enroll students residing in the school district in accordance with Section 13C of the School's Application (**Appendix 1**) and Section 1002.33(10), Florida Statutes. Students who are at-risk of academic failure, as defined in Florida Statutes, shall be an enrollment priority of the School. Informational meetings will be held by the School to inform interested parents/guardians of the mission of the School, the registration process, and required contractual obligations. The School will provide this information to parents/guardians in English as well as in other languages (e.g., Spanish, Haitian-Creole).

Section 4.F.1: **Student Eligibility and Enrollment Preferences:** The School agrees to enroll an eligible student by accepting a timely application, unless the number of applications exceed the stated capacity of the School, class, grade, level or building as agreed to in **Appendix 1**. In such case, all applicants shall have an equal chance of being admitted through a random selection process. In future years, the time frame for accepting applications shall be mutually agreed to by the Sponsor and the School. The School's enrollment plan shall comply with the following eligibility and enrollment considerations:

Section 4.F.1.a: **Equal Enrollment Opportunities:** Students requiring services from an Exceptional Student Education (ESE) program as well as students requiring services from English for Speakers of Other Languages (ESOL) programs shall have equal opportunities of being selected for enrollment in the School. The School agrees to enroll any eligible student who submits a timely and completed application. However, if the number of applications exceeds the capacity of a program, class, grade level, or building all eligible applicants shall have an equal chance of being admitted through a random selection process that complies with Florida law and all applicable desegregation court orders, and/or settlement stipulations, Sponsor assignment plan/policies, voluntary school choice plans, and conditions relating to maintenance of appropriate student population that reflects the diversity of the community in which the School is located;

Section 4.F.1.b: **Enrollment for Conversion Schools:** In the event the School is operating as a conversion charter school, the School agrees to give enrollment preference in accordance with Section 1002.33(10)I, Florida Statutes to students who would have otherwise attended that public school, however, parents or students may request non-participation and receive assignment to another public school through the Sponsor;

Section 4.F.1.c: **Community Diversity:** The School agrees that it will implement the strategies contained in **Appendix 1** to achieve and maintain a student population reflective of the diversity of the community the School serves, as defined above;

Section 4.F.1.d: **Enrollment Preferences – Siblings and Employees’ Children:** The School acknowledges that it may give enrollment preference to eligible siblings of students enrolled in the School, to the child of an employee of the School, to the child of a member of the governing board of the School or to any other student as authorized by Florida law; and

Section 4.F.1.e: **Enrollment Preferences – Same Household:** The School acknowledges that it may give enrollment preference to students living in the same household with an accepted/attending student (i.e., foster home, foreign exchange student) subject to the provision of appropriate documentation to support such student eligibility.

Section 4.G: **Maintenance of Student Records:** The Sponsor agrees to cooperate with the School to provide cumulative folders and permanent records, including Individual Education Plans (IEPs) for Exceptional Students. The School shall maintain both active and archival records in Broward County, Florida, for current and former students in accordance with Florida Statutes. The School will maintain both active and archival records for current/former students in accordance with applicable federal and state laws. The Sponsor will assist the School in establishing appropriate record formats.

Section 4.G.1: **Cumulative Folders/Permanent Records:** All cumulative folders and permanent records of students leaving the School to attend a district school will be forwarded to the receiving school immediately upon request. The School shall not delay the transfer of records due to a pending parent/student exit conference;

Section 4.G.2: **Records Upon Out-of-District Transfer:** All cumulative folders and permanent records of students leaving the School to attend a school other than a district school will be copied and forwarded to the receiving school. The original cumulative folder and permanent record of the student will be filed with the School’s inactive student records and transferred to the Sponsor in accordance with applicable federal and state law.

Section 4.G.3: **Records Upon Other Transfers:** All cumulative folders and permanent records of students leaving the School for any reason, other than above, will be filed with the School’s inactive student records and transferred to the Sponsor in accordance with applicable federal and state law;

Section 4.G.4: **Records Transfer to Sponsor:** All permanent (Category A) records of students leaving the School, whether by graduation, transfer to Sponsor’s district schools, or withdrawal to attend another school, will be transferred to the Sponsor in accordance with applicable law. All records of student progress (Category B) will be immediately transferred to the appropriate recipient school, without exception, if a student withdraws to return to one of Sponsor’s district schools or to another school system. The School may retain copies of the academic records created during a departing student’s attendance at the School.

Section 4.G.5: **Inactive Student Records:** All inactive student records shall be maintained and archived by the school in accordance with Rule 6A-1.055, Florida Administrative Code. The School shall maintain pupil attendance records in the manner specified in Rule 6A-1.044, Florida Administrative Code; and

Section 4.G.6: **Annual Report of Student Records:** A report from the School will be forwarded to the Sponsor's Charter Schools Management/Support Department prior to July 1 of each year of the term of the Charter listing all students enrolled during the school year, and the disposition of each student's cumulative folder and permanent record, i.e., stored on site, transmitted to the Sponsor or other disposition, if appropriate.

Section 4.G.7: **Confidentiality of Student Records:** The School shall ensure that all student records are kept confidential as required by applicable federal and state laws including but not limited to the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g) and Florida Statutes 1002.22 and 1002.221. the Sponsor has the right with reasonable notice, if it has a legitimate educational interest to review any and all student records maintained by the School including, without limitation, records pertaining to students in the ESE or ESOL programs at the School.

Section 4.H **Exceptional Student Education:** Students enrolled in the School who are eligible to receive Exceptional Student Education services shall be provided a free appropriate public education by the School in accordance with this Charter, applicable federal and state laws and applicable administrative rules adopted by the Florida Board of Education. Students with disabilities will be educated in the least restrictive environment as outlined in the district's Special Policies and Procedures for Exceptional Students (SP&P).

Section 4.H.1: **Non-Discriminatory Policy:** The School shall adopt a policy providing that it will not discriminate against students with disabilities who are served in Exceptional Student Education (ESE) programs and students who are served in English for Speakers of Other Languages (ESOL) programs; and that it shall not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes (The Florida Education Equity Act). The School shall guarantee that its admissions policies shall be nonsectarian. The School shall adopt and implement a non-discriminatory policy regarding placement, assessment, identification, selection, and admission of disabled students. The School will not request a copy of a student's Individual Education Plan (IEP) nor any other student information from the parent or any other source prior to the student's completion of the application process, nor shall the School access such student information on the Sponsor's student information system prior to admission of the student. The School's enrollment application will not include questions concerning a student's IEP or need for special services. Upon receiving the application for enrollment of a student with a disability, the School will convene a meeting with individuals knowledgeable about the student to evaluate the student's individual needs and determine whether the student can be provided a free, appropriate public education by the School.

Section 4.H.2: **Sponsor's Responsibilities:** The Sponsor will have the responsibility of conducting the psychoeducational evaluation of students referred for potential placement within exceptional student education in accordance with federal and state mandates.



The School agrees that the Sponsor will perform psychoeducational evaluations of students initially referred for placement within exceptional student education. The School will be billed for those services not covered by the administrative fee at the actual cost of these services. The School may obtain independent evaluations of students at the School's expense. These evaluations may be considered in determining eligibility but will not necessarily substitute for an evaluation conducted by the Sponsor's district personnel in a manner and timeframe consistent with that of all other schools in the district. The Sponsor will monitor the School for ESE compliance with applicable federal, state and local policies and procedures.

Section 4.H.3: **The School's Responsibilities:** The School shall make a continuum of alternative placements available to students with disabilities. Students with disabilities enrolled in the School shall be provided, at the School's expense, with programs implemented in accordance with federal, state and local policies and procedures, (or other State approved procedures) and, specifically, the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, 1000.05, 1003.57, 1001.42(4)(l), and 1002.33, Florida Statutes, Chapter 6A-6 of the State Board of Education Administrative Rule and Sponsor's Special Policies and Procedures for Exceptional Students. The School will be responsible, at its expense, for the delivery of all educational and related services indicated on the student's Individual Education Plan (IEP). Related services (e.g., speech/language therapy, occupational therapy, physical therapy, and counseling) must be provided by the School's staff or paid for by the School through a separate contract. Gifted students shall be provided with programs implemented in accordance with state and local policies and procedures, federal and state laws, and Chapter 6A-6 of the Administrative Rules adopted by the Florida Board of Education. The School will be responsible for the delivery of all educational services indicated on a student's educational plan.

Section 4.H.3.a: **IEP Meetings.** The School will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled in the School. The School will utilize all of the Sponsor's forms and procedures related to ESE eligibility, IEP and placement process procedures. The School will invite the Sponsor to participate in all IEP meetings (including initial staffing and annual IEP review meetings) at the School and will provide the Sponsor at least two (2) weeks prior notice of such meetings accompanied by a copy of the Parent Participation Form, by mail or given in person. If it is determined by an IEP committee that the needs of a student with disabilities cannot be met at the School, the School will take steps to secure another placement for the student in accordance with federal and state mandates. The School's staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. The School's staff will work closely and as early as possible in the planning/development stages, with Sponsor staff to discuss the services needed by the School's students with disabilities.

Section 4.H.3.b: **Least Restrictive Environment:** Except as otherwise provided by the provisions of Section 2.E contained hereinabove, students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. As it is the School's goal to place students in an environment where they can best flourish, those students

whose needs cannot be adequately addressed at the School will be appropriately referred; and the School's staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. However, it is the School's obligation, and not that of the Sponsor or student's boundaried school, to provide all services to appropriately-placed ESE students.

Section 4.H.3.c: **Procedural Measures:** As early as possible in the planning/development stages, the School's staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the School's students with disabilities. Parents of students with disabilities will be afforded procedural safeguards in their native language, which safeguards will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents.

Section 4.H.3.d: **Federal and State Reports:** Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Sponsor and the State Department of Education.

Section 4.H.3.e: **504 Students:** The School will provide reasonable accommodations to students with a physical or mental impairment which substantially limits a major life activity, if and to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers. The School shall prepare a 504 Accommodation Plan for all such students who do not have an IEP, in accordance with Section 504 of the Rehabilitation Act and its implementing regulations.

Section 4.H.4: **Due Process Hearings:** The School shall be liable to Sponsor for all damages, attorney's fees and costs awarded against the Sponsor relating to an alleged violation by the School of federal and/or state laws related to the education of students with disabilities, including, without limitation, formal complaints, due process hearings, mediations or other court proceedings, relating to Section 615 of the Individuals with Disabilities Education Improvement Act or Section 504 of the Rehabilitation Act of 1973 and School shall be liable for all attorney's fees and costs incurred by the Sponsor in its defense of any claims. The School shall not be obligated to Sponsor under this subsection for any damages, attorney's fees and costs awarded in favor of a student with disabilities due to Sponsor's violation of federal and/or state laws related to the education of students with disabilities, including, without limitation, formal complaints, due process hearings, mediations or other court proceedings, relating to Section 615 of the Individuals with Disabilities Education Improvement Act or Section 504 of the Rehabilitation Act of 1973 or for any costs and attorney's fees incurred by Sponsor in defending a claim that resulted in such an award. All expenses, cost and attorney's fees owed to the Sponsor based on this Section shall be reimbursed by the School within thirty (30) calendar days of the submission of a written invoice to School by the Sponsor.

Section 4.H.5: **English Language Learners:** Students enrolled at the School who are identified as limited English proficient, will be provided with primary instruction in English by personnel who will follow the Sponsor's District Plan for English Language Learners and who either (a) hold a currently-valid State of Florida educator's certificate

showing the ESOL subject area or the ESOL endorsement or (b) hold a currently-valid State of Florida educator's certificate in another area of certification, have been approved by the School's Board of Directors to teach in this capacity, and who complete the required in-service training in ESOL in the prescribed time frame per the State Department of Education rules and regulations provided by the school district in compliance with the *LULAC, et al. v. State Board of Education* Consent Decree. The School will meet all the requirements of the Consent Decree entered in *LULAC, et al. v. State Board of Education* and related rules of the State Board of Education in Chapter 6A-6. The School will comply with the Sponsor's current ELL plan, as approved by the State Board of Education, including the utilization of all forms and documents in-both the Sponsor's current ELL plan, which may be amended from time to time, as well as any district department handbooks, manuals and guidelines used for the process of identifying and classifying ELL students and for the provision of implementation of ESOL services to meet the needs of English Language Learners (ELLs).

Section 4.I: **Dismissal Policies and Procedures:** The School agrees to dismiss students as described in Sponsor's School Board Policy, within this Charter, and in the appropriate Section of the School's Application (**Appendix 1**). The School agrees to maintain a safe learning environment at all times. The School shall comply with Florida state law and will adopt and follow the Sponsor's Code of Student Conduct, as may be modified by the Sponsor from time to time, for the School's students of the same grades promulgated by Sponsor. Any policies developed by the School to implement the Code of Student Conduct shall be in accordance with the Florida State Board of Administration Rules, federal and state laws and regulations, and federal and state court decisions. The School's board of directors shall recommend expulsions to the Sponsor. However, the Sponsor has the ultimate authority in cases of student expulsion. If the School is considering removal of a student from attendance, the School will inform the Sponsor of its intention and share information concerning the basis for considering removal. If the student's actions lead to recommendation for assignment to an alternative school or expulsion from the Sponsor's district, the School will cooperate in providing information and testimony needed in any legal proceeding. Students will be assigned to an alternative school only through the process established by the Sponsor's Board Policy, and will be expelled from the Sponsor's district only if approved by the Sponsor's School Board. Students with disabilities will be disciplined only in accordance with requirements of the Individuals with Disabilities Education Improvement Act and Rehabilitation Act and the Sponsor's Exceptional Student Education Policies and Procedures (SP&P). If a student has been recommended for expulsion for commission of an expellable act as defined by the Sponsor's policy and the student is withdrawn from the School by a parent/guardian, the student may be denied enrollment in a district school by Sponsor or may be assigned to an appropriate expulsion abeyance program in accordance with Sponsor's policies. The School may not withdraw or transfer a student involuntarily unless the withdrawal or transfer is accomplished through established procedures mutually agreed upon in this Charter or through the Sponsor's applicable policies for student withdrawal.

Section 4.I.1: **Corporal Punishment:** The School agrees that it will not engage in the corporal punishment of its students.

Section 4.J: **Extracurricular Student Activities:** Students at the School shall be eligible for participation in extracurricular activities and athletic opportunities at the School in

the same manner as other schools in the school district to the extent such programs or sports are offered. Nothing herein prohibits the School from imposing stricter requirements for participation in extracurricular activities. Students at the School will be eligible to participate in interscholastic extracurricular activity at the district school to which the student would be assigned according to Sponsor's policies and the rules of the Florida High School Athletic Association (FHSA), unless such activity is provided at the School, so long as the School student meets the requirements of Section 1006.15, Florida Statutes. All such students will be assigned to a district school for extracurricular activities through the Sponsor's student assignment office. The Sponsor agrees to support the School in its efforts to recognize student accomplishments. Such support shall include, but not be limited to, district competitions, district recognition programs and district scholarship programs. If there are any costs not paid for or reimbursed by the State, then the School shall pay its pro rata share of the costs of such recognition programs.

Section 4.K: **Enrollment – Health, Safety & Welfare:** Enrollment at the School is subject to compliance with the provisions of Section 1002.33, Florida Statutes, concerning school entry health examinations and immunizations. The School agrees to comply with the Federal Gun Free Schools Act of 1994 and any other applicable state and/or federal law pertaining to the health, safety and welfare of students.

#### **ARTICLE 5: FINANCIAL ACCOUNTABILITY**

Section 5.A: **Revenue – Basis for Student Funding:** The Sponsor agrees to fund the School for the students enrolled as if they are in a basic program or a special program in a school in the Sponsor's district. The basis for the funding shall be the sum of the Sponsor's operating funds from the Florida Education Finance Program (FEFP) as provided in Section 1011.62, Florida Statutes, and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the Sponsor's district current operating discretionary millage funds, divided by the total funded weighted full-time equivalent students (WFTE) in the Sponsor's district, multiplied by the WFTE of the School, less the statutory five percent (5%) administrative fee (unless the school is designated high-performing, at which time the administrative fee is two percent (2%). The School shall receive one hundred percent (100%) of the Merit Award Program funds awarded to the School pursuant to Section 1012.225, Florida Statutes.

Section 5.A.1: **Student Reporting:** The School agrees to report to the Sponsor its student enrollment as provided in Section 1011.62, Florida Statutes, and, in accordance with the definitions contained in Section 1011.61, Florida Statutes, at the agreed-upon intervals and using the method used by the Sponsor's district when recording and reporting cost data by program. The Sponsor agrees to include the School's enrollment in the Sponsor's district report of student enrollment. In addition, for each year of the term of this charter, the School will submit the projected full-time equivalent student membership of the School to the Sponsor by the last day of March prior to the new school year. The Sponsor will also provide training for the School's personnel in the use of designated district applications necessary to respond to the legislative requirements of Section 1008.345, Florida Statutes, including the annual report and the state required assessment program.



Section 5.A.2: **Distribution of Funds Schedule:** The Sponsor shall disperse the funds specified in this Article to the School in a timely and efficient manner. Timely distribution of funds to the School shall begin in July (insert year) on a monthly basis. Until the Sponsor has conducted an official enrollment count, the monthly payments will be based on the School's prior year FTE student membership. Thereafter, the results of student enrollment counts and FTE membership surveys will be used in adjusting the amount of funds distributed monthly to the School for the remainder of the fiscal year. The Sponsor shall pay the School one-twelfth of the available funds less administrative fee as defined in Section 1002.33(20)(a), Florida Statutes within ten (10) business days of receipt by the Sponsor of a distribution of State or local funds. If payment is not made within ten (10) business days after receipt of funding by the Sponsor, the Sponsor shall pay to the School, in addition to the amount of the scheduled disbursement, interest at the rate of one percent (1%) per month calculated on a daily basis on the unpaid balance from the expiration for the ten (10) business day period until such time as the payment is made.

Section 5.A.2.a: **Disbursement at Start of New Charter School**  
Pursuant to Section 1002.33(17), Florida Statutes: "For the first 2 years of a charter school's operation, if a minimum of seventy-five percent (75%) of the projected enrollment is entered into the sponsor's student information system by the first day of the current month, the district school board shall distribute funds to the school for the months of July through October based on the projected full-time equivalent student membership of the charter school as submitted in the approved application. If less than seventy-five percent (75%) of the projected enrollment is entered into the sponsor's student information system by the first day of the current month, the sponsor shall base payments on the actual number of student enrollment entered into the sponsor's student information system. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the charter school for the remainder of the fiscal year." In no event shall monthly payments begin until the School has secured at least temporary facility approval from the appropriate licensing authority and has presented the same to the Sponsor. The Sponsor will determine the School's actual state fundable FTE using FLDOE FTE reports and will make monthly payments to the School based on those reports and the most recent calculation of FEFP revenue, less payments received, less the district administrative fee, with the balance due divided by the remaining months in the fiscal year. Payment shall be on a monthly basis.

Section 5.A.3: **Adjustments:** Total funding for the School shall be recalculated during the year to reflect the revised calculations under the FEFP by the State and the *actual* unweighted and weighted FTE students reported by the School during the full-time equivalent survey periods designated by the Commissioner of Education. If the School submits data relevant to FTE funding that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the State arising as a result of any errors or omissions for which the School is responsible. Any deficit incurred by the School shall be the sole fiscal responsibility of the School and the Sponsor shall have no liability for the same. Should the Sponsor receive notice of an FTE funding adjustment which is attributable to error, misreporting or substantial noncompliance by the charter school, the sponsor shall deduct the amount of such adjustment from the charter school's FTE funding until the total amount of the FTE funding adjustment is recovered by the Sponsor. Such adjustment shall not exceed the fiscal year.

Section 5.A.4: **Millage Levy:** In accordance with the provisions of section 1002.33(9)(l), Florida Statutes, the School agrees that it shall not levy taxes or issue bonds secured by tax revenues. However, nothing in this provision shall preclude a municipality from levying municipal taxes during a period in which the municipality is operating a charter school.

Section 5.A.5: **Holdback/Proration:** In the event of a state holdback or a proration which reduces funding, the School's funding will be reduced proportionately. In the event that the Sponsor's district exceeds the state cap for WFTE for any expenditure category of programs established by the Legislature, resulting in unfunded WFTE for the Sponsor's district, then the School's funding shall be reduced to reflect its proportional share of any unfunded WFTE and the School's funding will be reduced to reflect its proportionate share of any unfunded WFTE. In addition, should the Sponsor receive notice of an FTE funding adjustment which is attributable to error or substantial noncompliance by the School, the Sponsor shall deduct such assessed amount from the next available payment otherwise due the School. In the event that the assessment is charged near the end of or after the term of this Charter where no further payments are due the School, the Sponsor shall provide prompt notice to the School which shall refund the Sponsor the amount of the assessment within thirty (30) calendar days. The School will be responsible for an additional fee of one percent (1%) per month on the unpaid balance after thirty (30) calendar days from the date of notice of such assessment.

Section 5.A.6: **Categorical Funding:** If the School's students or programs meet the eligibility criteria in law, the School shall be entitled to its proportionate share of the categorical program funds included in the total funds available in the FEFP by the Legislature, including transportation, the research-based reading allocation, less the administrative fee permitted under Section 1002.33(20)(a), Florida Statutes. The School shall provide the Sponsor with documentation that categorical funds received by the School were expended for purposes for which the categoricals were established by the Florida Legislature. The School shall reimburse the Sponsor for any impermissible expenditure, as established by State criteria, within thirty (30) calendar days of notice of such expenditures.

Section 5.A.7: **Federal Funding:** In any programs or services provided by the Sponsor which are funded by federal funds and for which federal funds follow the eligible student, the Sponsor agrees, upon adequate documentation that verifies student eligibility (e.g., approved free-and-reduced price meal applications) from the School, to provide the School with equivalent federal funds per eligible student if the same level of service is provided by the School, provided that no federal law or regulation prohibits this transfer of funds.

Section 5.A.7.a: **Title I:** Pursuant to provisions of 20 U.S.C. 8061 Section 10306, the Sponsor will always provide all federal funding for which the School is otherwise eligible, including Title I funding, not later than five (5) months after the School first opens or after a subsequent expansion of enrollment. Any Title I funds allocated to the School must be used to supplement the reading/language arts and mathematics services for eligible students participating in the Title I program and shall be spent in accordance with federal regulations. These students will be identified utilizing the Economic Survey conducted annually during the prior fiscal year. Any capital outlay item purchased with Title I funds must be identified and labeled for Title I property audits. Any equipment purchased with Title I funds, which is

classified as Capitalized Audio Visual or Equipment, remains the property of Title I, and must be identified and labeled for Title I property audits. If the School accepts Title I funds, at least one percent (1%) the Title I funds budget must be spent in support of parental involvement activities. The School will ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance standards. The district and regional Title I staff will provide technical assistance and support in order to ensure that Title I guidelines are being followed at the School and that students are meeting high content and performance standards. The Sponsor agrees to timely notify the School of all dates and other information regarding reporting of student data, calendar of district in-service opportunities, and other dates and information pertinent to the School's compliance with this Charter.

Section 5.A.7. b: **IDEA:** The IDEA portion of the IDEA appropriation will remain with the Sponsor to provide training as required by IDEA guidelines. The School may participate in IDEA training offered by the Sponsor at no cost. The Sponsor agrees to timely notify the School of all dates and other information regarding reporting of student data, calendar of district in-service opportunities, and other dates and information pertinent to the School's compliance with this Charter.

Section 5.A.8.c: **Federal or Other Grants:** The Sponsor agrees to support the School in its efforts to secure grants by timely processing and submitting all documentation prepared by the School and necessary for the Schools competition for grants and other monetary awards, including but not limited to Federal Start-up Grant and Dissemination Grant. When the funding source requires that the Sponsor serve as the fiscal agent for a grant, the School shall, prior to generating any paperwork to the funding agency, notify the Sponsor in writing of its intent to submit a grant application and attach grant application guidelines. If the Sponsor develops a district-wide grant, the School may be included in the district proposal, if mutually agreed to by the School and the Sponsor. The Sponsor shall not agree to such participation unless the School specifically agrees to all terms, conditions, and requirements of the grant. If the School fails in any material respect to comply with said terms, conditions, and requirements, the School shall be solely responsible and liable for any consequences. When a charter school elects to participate in a district-wide grant prepared by the Sponsor's staff or when grant proposals are developed by district staff using student or School counts that include the students of the School, dollars and/or services distributed via grant funds will be provided to charter schools in the same manner as traditional public schools.

Section 5.A.9: **Other Funding Sources:** The Charter School may secure funding from private foundations, corporations, businesses and/or individuals.

Section 5.A.10: **Charter School Capital Outlay Funds:** Section 1013.62, Florida Statutes, provides procedures and guidance for the distribution of capital outlay funds appropriated to Florida's public charter schools. Capital Outlay plans must be submitted to the FLDOE in the format and manner prescribed by the state. The Sponsor will review and verify the information uploaded to the FLDOE. The state determines approval of the School's Capital Outlay Plan. Each Capital Outlay plan must contain a written list specifically enumerating the proposed capital expenditures. Sales contracts, construction contracts, purchase orders, leases, lease-purchase agreements, rental agreements or bills of sale will be accepted by the Sponsor to

document the School's expenditure of capital outlay funds. A copy of the previous year's annual audited financials must be submitted with a Capital Outlay plan as well as any other supporting documentation that verifies that the charter school qualifies for capital outlay funds. Conversion charter schools are ineligible for capital outlay funding allocations. After the Sponsor's certification of a Capital Outlay plan submitted by the School, the Sponsor shall deliver any public capital outlay funds [hereafter "CO Funds"] that are allocated and prorated to the School by the Commissioner of Education within ten (10) days of the delivery of such funds to the Sponsor by the Commissioner of Education. The property and/or improvements purchased by the School using the CO Funds and any unencumbered CO Funds shall be subject to reversion to the Sponsor pursuant to Sections 1002.33(8)I and 1013.62(3), Florida Statutes, and shall automatically revert to full ownership by Sponsor, subject to complete satisfaction of any other lawful liens and encumbrances, upon: (a) the termination or non-renewal of this Charter, or (b) the material breach of this Charter by the School. Any property and improvements, furnishings and equipment purchased without CO Funds or public funds for the School which have not been reimbursed by CO Funds or public funds shall be property of the School should the Charter terminate or not be renewed. However, ownership of an asset shall revert to the Sponsor in the event of termination or non-renewal of this Charter if the School's accounting records fail to clearly establish whether a particular asset was purchased with CO Funds or public funds or from another funding source. Except as otherwise provided herein and except for any interest conferred upon the Sponsor by applicable law or this Charter and except for other lawful liens or encumbrances, the School shall not rent, hire, or lend any of the property and/or improvements purchased with CO Funds. The Sponsor acknowledges that the facilities leased with CO Funds may be leased by the School for community and educational services for use when School is not in session. If the School leases such facilities to third persons as provided herein, any funds paid pursuant to such lease shall be the property of the School. The parties agree that a failure to satisfy the obligations imposed by this section shall constitute a material breach of this Charter and good cause for its termination. The School shall provide Sponsor's Accounting Department copies of invoices for the property and/or improvements purchased with CO Funds. The School shall provide Sponsor's Accounting Department lists of any property and/or improvements purchased with CO Funds that the School may subsequently propose to dispose of as surplus property. The property and/or improvements purchased by the School using CO Funds shall not be sold, transferred or encumbered, other than as provided herein, or disposed of by the School without obtaining the prior written consent of the Sponsor.

Section 5.A.11: **Information:** The Sponsor shall be entitled to inspection of the School's financial and pupil records upon request and reasonable notice. The School agrees that it will submit in a timely manner to the Sponsor all information pertaining to the charter school that is necessary for Sponsor to comply with Section 1010.20, Florida Statutes.

Section 5.A.12: **General Fixed Assets and Tangible Personal Property:** The School shall comply with all the requirements set forth in Florida Statutes and in the Florida Commissioner of Education's publication entitled *Financial and Program Cost Accounting and Reporting for Florida Schools* pertaining to general fixed assets and tangible personal property.

Section 5.A.13: **Access to Inventory:** The School agrees to allow the SPONSOR reasonable access and the opportunity to review the inventory of public assets and



records of such inventory. The inventory records should include; at minimum, the date of purchase, description of purchase, serial number of assets, cost of asset, funding source and current location of item.

Section 5.B: **Sponsor Administrative Fee:** The administrative fee calculated by the Sponsor shall be as defined in Section 1002.33(20)(a), Florida Statutes, not including capital outlay funds, federal and state grants, or any other funds, unless explicitly provided by law. The Sponsor shall not withhold an administrative fee from federal or state grants unless explicitly authorized by law. Funds from the reimbursement of any portion of the administrative fee to the school shall be used only for capital outlay purposes as specified in Section 1013.62(2), Florida Statutes. The Sponsor shall not withhold an administrative fee from capital outlay funds unless explicitly authorized by Florida law. The Sponsor shall provide those administrative and educational services specified in Section 1002.33(20)(a), Florida Statutes, to the School at no additional fee. These services shall include contract management services, FTE and data reporting, exceptional student education administration services, services related to eligibility and reporting duties required to ensure that school lunch services under the federal lunch program, consistent with the needs of the School, are provided by the school district at the request of the School; test administration services, including payment of the costs of state-required or district required student assessments; processing of teacher certificate data services, and information services, including equal access to student information systems that are used by public schools in the district in which the charter school is located as provided in Section 1002.33(20)(a), Florida Statutes. Access by the School to other services not required in Section 1002.33(20)(a), Florida Statutes, but available through the Sponsor, may be negotiated separately by the parties. Services requiring separately negotiated contract with Sponsor are unique to each charter and must be negotiated between the School and the Sponsor. Charges for such services under those contracts will be assessed upon reasonable notice at the following rate:

*Hourly rate + proportional benefits of the Sponsor's personnel performing the service, times the number of actual hours beyond services that are regularly regarded as district level administrative services.*

The Sponsor will invoice the School monthly for these services. The School shall issue payment no later than thirty (30) calendar days after receipt of an invoice. If a warrant for payment of an invoice is not issued within thirty (30) calendar days after receipt by the School, the School shall pay to the Sponsor, in addition to the amount of the invoice, interest at a rate of one percent (1%) per month calculated on a daily basis on the unpaid balance from the expiration of the thirty (30) day period until such time as the warrant is issued.

Section 5.C: **Restriction on Charging Tuition:** In accordance with the provisions of Section 1002.33(9)(d), Florida Statutes, the School agrees that it shall not charge any tuition or fees to students enrolled in an FEFP funded program in any grade through Grade 12.

Section 5.D: **Allowable Student Fees:** The School further agrees that it shall not charge fees except for those fees normally charged by other public schools.

Section 5.E: **Annual Budget:** The School shall provide the Sponsor with annual official budgets in the format prescribed by the Sponsor. The budgets must include a revenue projection sheet, a detailed budget worksheet, and a summary budget.

Section 5.E.1: **Governing Board Approval Required:** Pursuant to Section 1002.33(9)(h), Florida Statutes, the School's Governing Board shall annually adopt and maintain an operating budget.

Section 5.E.2: **Date to Submit Budget to Sponsor:** During each year of this Charter, the tentative budget must be submitted to the School's Governing Board during the preceding school year. The official approved budget is to be submitted to the Sponsor by month-end July of the preceding school year.

Section 5.E.3: **Amended Budget:** In the event that the School's Governing Board approves an amended budget, a copy of the amended budget shall be provided to the Sponsor within ten (10) calendar days of its approval by the School's Governing Board.

Section 5.F: **Financial Records, Reports and Monitoring:** The School shall utilize the standard state codification of accounts as contained in the most recent issue of the publication titled, *Financial and Program Cost Accounting and Reporting for Florida Schools* (the Red Book) as a means of codifying all transactions pertaining to its operations.

Section 5.F.1: **Access to Financial Records:** Upon reasonable request, the School will provide access to inspect and copy any and all financial records and supporting documentation including, but not limited to, the following items: monthly financial reports, cash receipts journals, cash disbursement journals, bank reconciliations, payroll records, general ledger account summaries and adjusting journal entries.

Section 5.F.2: **Fiscal Monitoring:** The parties agree that the Sponsor, upon ten (10) days notice, may request at any time and the School shall provide, documents, including releases, on the School's financial operations beyond the monthly reports required by this Charter. Such reports shall be in addition to those required elsewhere in this Charter and be signed and approved by the chair of the School's Governing Board.

Section 5.G: **Maintenance of Funds:** Federal, state, and local funds shall be maintained by the School according to existing federal and state mandates and practices including, without limitation, any FEFP Guidelines pursuant to 1011.62, Florida Statutes. Separate funds and bank accounts shall be maintained where required for federal funds and state and local funds.

Section 5.H: **Monthly Financial Reports:** Pursuant to Section 1002.33(5)(b)(1)(b), Florida Statutes, the School shall provide monthly financial reports to the Sponsor in the format as prescribed by the Sponsor, to be delivered to the Sponsor no later than the 25<sup>th</sup> day of the following month. Section 1002.33(5)(b)(1)(a) and (b) Florida Statutes, require the Sponsor to monitor the progress of the School towards meeting the goals established in the Charter and to monitor the revenues and expenditures of the School. The School shall provide a monthly financial statement to the Sponsor. The monthly financial statement shall be in a form prescribed by the Department of Education. The monthly financial statements shall be prepared

in accordance with Generally Accepted Accounting Principles (GAAP) in the same manner as the School's annual financial reports, and presented along with the function/object dimensions prescribed in the FLDOE publication titled, *Financial and Program Cost Accounting and Reporting for Florida Schools* (the Red Book.) The monthly reports shall include a Balance Sheet, Statement of Revenue, Expenditures and Fund Balance, and Budget to Actual Report. The monthly financial reports shall specifically include, but not be limited to, an accounting of all public funds received, and an inventory of the School's property purchased with such public funds as required by Sections 1002.33(9)(g), 274.02(1), and 69I-73.002, Florida Statutes, or successor statutes and rules. These monthly financial reports shall be cumulative. The statements shall have individual designations for each fund, including:

- Section 5.H.1: assets, liabilities, and fund balances for each fund type;
- Section 5.H.2: the original budget as approved by the School's Governing Board;
- Section 5.H.3: the current budget as approved by the School's Governing Board;
- Section 5.H.4: revenues and expenditures, year-to-date, vs. budget; and
- Section 5.H.5: budget to actual report.

Section 5.I: **Monthly Financial Data:** The School shall implement monthly reconciliation procedures of all bank accounts. A copy of each entire bank statement, copy of cancelled checks, detailed general ledger cash accounts and supporting documentation shall be available to the Sponsor for audit review, upon request.

Section 5.I.1: **High Performing Schools:** The School shall provide a monthly financial statement to the Sponsor unless the School is designated as a high-performing charter school pursuant to Section 1002.331, Florida Statutes, in which case the high-performing charter school may provide a quarterly financial statement.

Section 5.J: **Quarterly Financial Reports:** The School shall provide quarterly financial reports to the Sponsor within thirty (30) calendar days after the close of each quarter, which schedules shall include a balance sheet and a statement of revenues and expenditures and changes in fund balances prepared in accordance with GAAP. For the purposes of this section, the quarterly reporting periods will be July/August/September; October/November/December; January/February/March; and April/May/June.

Section 5.K: **Evidence of Start-Up Funding:** Except for instances in which an existing Charter is renewed, the School provide to the Sponsor evidence of sufficient funds for start-up costs no later than 90 calendar days prior to the start of the initial school year to assure prompt payment of operating expenses associated with the opening of the School including, but not limited to, the amount of any lease payments, teacher and other staff salaries and benefits, transportation costs, etc., for the beginning of the initial school year.

Section 5.L: **Property Inventories:** Pursuant to Rule 69I-73.002, Florida Administrative Code, the School will submit twice a year to the Sponsor a cumulative listing of all property valued over \$1,000 purchased with public funds (i.e., FEFP, grant and any other public-generated funds) and private funds. The report should clearly indicate what items were purchased with public funds and which ones with private funds. The format of this report will be provided by the Sponsor. Rule 69I-72, Florida Administrative Code, requires the custodian of public funds to ensure a complete physical inventory of all property. The School should maintain a subsidiary ledger of property purchased with public funds as outlined in Rule 69I-72.003, Florida Administrative Code, and have it available for review by the Sponsor. For the purpose of this section, the reporting periods will be December and June or upon written request of the sponsor.

Section 5.M: **Program Cost Report:** The School shall deliver to the Sponsor the School's Annual Program Cost Report for Charter Schools in the format as prescribed by the FLDOE no later than August 15<sup>th</sup> of each year.

Section 5.N: **Annual Financial Audit:** At the School's sole expense, an annual audit of the School shall be conducted by a qualified, independent certified public accountant licensed to practice public accounting in the State of Florida and selected pursuant to the provisions and through the process of Section 218.391, Florida Statutes, and approved by the School's governing board, which approval shall not be unreasonably withheld, and shall be paid for by the School. The annual audits shall be performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and the Rules of the Auditor General, State of Florida. The annual audit shall be conducted in a manner similar to that required of the Sponsor's school district by Section 218.39, Florida Statutes, in compliance with federal, state and school district regulations showing all revenues received from all sources and all direct expenditures for services rendered and shall be provided to the Sponsor's Charter Schools Support Office by no later than September 30<sup>th</sup> of each year of the term of this Charter. The School's independently audited financial statements shall be included in this annual audit report. The annual audit reports shall be a complete presentation in accordance with generally accepted accounting principles including Management, Discussion and Analysis (MD&A). MD&A may be omitted from the audit with the consent of the Sponsor. The School shall ensure that the annual audit reports are in compliance with Chapters 10.800 and 10.850, Rules of the Auditor General, as applicable. The independent financial auditor shall report on the expenditure of the categorical funds. The School must comply with all provisions related to the submission of its audit report to the Auditor General including the response/rebuttal and corrective actions.

Section 5.N.1: **Annual Financial Audit: Distribution of Copies:** The findings shall first be reported by the auditor to the principal or administrator of the School and all persons serving on the School's Governing Board during an exit interview conducted within seven (7) business days of the conclusion of the audit. Within fourteen (14) business days of the exit interview, the auditor shall provide a final report to the School's entire Governing Board, the Sponsor, and the FLDOE. If the audited financial statements reflect a deficit financial position, the auditor is required to notify the School's Governing Board, the Sponsor, and the Department of Education of such circumstances. The School shall ensure timely submission of its annual audit report to the Auditor General, pursuant to Section 218.39(1) and (8), Florida Statutes.



Section 5.N.2: **Additional Audits Required by Sponsor:** The Sponsor reserves the right to perform additional audits at Sponsor's expense as part of the Sponsor's financial monitoring responsibilities as it deems necessary and appropriate pursuant to Section 1002.33(5)(b), Florida Statutes. The Sponsor has the right to review upon request all documentation pertaining to children with disabilities at the School.

Section 5.N.3: **Audited Financial Statements:** During each year of the term of this Charter, the School agrees to provide the Sponsor with the School's audited financial statements for the year ending June 30<sup>th</sup>. The audited financial statements shall be prepared in the format required by Governmental Accounting Standards Board Statement No. 34 Basic Financial Statements and Management's Discussion & Analysis for State and Local Governments and presented in the Sponsor's Comprehensive Annual Financial Report (CAFR). The CAFR format should be provided no later than September 30<sup>th</sup> of each year. The annual audited financial reports shall include a complete set of financial statements, management's discussion & analysis, and notes thereto prepared in accordance with Generally Accepted Accounting Principles accepted in the United States of America and a management letter resulting from the financial statement audit. The audited financial statements and related management letter shall be provided no later than September 30<sup>th</sup> of each year. Municipal charters shall submit the annual audits no later than December 31<sup>st</sup> of each year.

Section 5.O: **School's Fiscal Year:** The School's fiscal year shall be the same as that of the Sponsor during the term of this Charter and shall commence on July 1 and conclude on June 30.

Section 5.P: **State of Financial Emergency:** Financial audits that reveal a state of financial emergency as defined in Section 218.503, Florida Statutes, and are conducted by a certified public accountant or auditor in accordance with Section 218.39, Florida Statutes, shall be provided to the Governing Body of the School within seven (7) business days after finding that a state of financial emergency exists. The School shall comply with the requirements of Section 218.501, Florida Statutes, regarding fiscal responsibility. The School's auditor shall report such findings in the form of an exit interview to the Chief Administrator/Principal of the School, and the Chair of the Governing Board, the Sponsor's Office of the Chief Auditor, and the Sponsor's Charter Schools Management/Support Department within seven (7) business days after finding the state of financial emergency or deficit position. Pursuant to Section 218.503, Florida Statutes, the final report shall be provided to the entire Governing Board, the Sponsor and the Department of Education within fourteen (14) business days after the exit interview.

Section 5.P.1: **Financial Recovery Plans:** If the School is found to be in a state of financial emergency by a certified public accountant or auditor, the School must file a detailed Financial Recovery Plan with the Sponsor within thirty (30) calendar days after receipt of the audit. Failure to timely submit a Financial Recovery Plan following a finding of financial emergency constitutes good cause to terminate this Charter. The Financial Recovery Plan submitted by the School to the Sponsor in response to a finding of financial emergency pursuant to Section 218.503, Florida Statutes, must address the specific audit findings and must also show how the School will meet its current and future obligations and be a financially viable entity within

the time period specified in the approved Financial Recovery Plan. Each financial recovery plan will be prepared in accordance with guidelines established by the FLDOE and shall prescribe actions that will resolve or prevent the condition(s) that constitute a financial emergency. The Financial Recovery Plan must specify dollar amounts or cost cuts, cost avoidance, and/or realistic revenue projections that will allow the School to correct the condition(s) that caused the School to be found in a state of financial emergency. The Financial Recovery Plan must include appropriate supporting documentation. The Financial Recovery Plan will be subject to review and oversight. The Commissioner of Education may require and approve a Financial Recovery Plan pursuant to Section 218.503, Florida Statutes. In such instances, the School's Governing Board shall be responsible for implementing any Financial Recovery Plan. In the event of a finding of financial emergency and submission of an acceptable Financial Recovery Plan pursuant to Section 218.503, Florida Statutes, the School shall provide periodic financial reports to the School's governing board and the Sponsor in a format sufficient to monitor progress toward achieving the Financial Recovery Plan. Failure to provide such periodic progress reports may constitute good cause for termination of this Charter. The Sponsor may choose to non-renew or terminate this Charter if the School fails to correct the deficiencies in a Financial Recovery Plan within one (1) year or if the School exhibits one (1) or more financial emergency conditions for two (2) consecutive years. If any Financial Recovery Plan submitted by the School is deemed unacceptable by the Sponsor or is not properly implemented, such conditions shall be a material violation of this Charter and constitute good cause for its termination by the Sponsor.

Section 5.Q: **Deteriorating Financial Condition:** In the event the School is identified as having a deteriorating financial condition as defined by Section 1002.345, Florida Statutes, the Sponsor shall conduct an expedited review of the School and the School and the Sponsor shall develop and file a Corrective Action Plan with the Florida Commissioner of Education in accordance with Section 1002.345, Florida Statutes.

Section 5.Q.1: **Corrective Action Plans:** The Governing Body of the School shall be responsible for performing the duties in Section 1002.345, Florida Statutes, including implementation of a Corrective Action Plan. If any Corrective Action Plan submitted by the School is deemed unacceptable by the Sponsor or is not properly implemented, such conditions shall be a material violation of this Charter and constitute good cause for its termination by the Sponsor. The Sponsor may choose to non-renew or terminate this Charter if the School fails to correct the deficiencies in a Corrective Action Plan within one (1) year. The School and Sponsor's Financial Recovery Committee will conduct meetings on an as needed basis as determined by the Sponsor to monitor progress upon any Corrective Action Plan.

Section 5.R: **Financial Management of School:** The School shall conduct fiscal management of the charter school's operations in accordance with the School's governing laws and rules, the provisions of this Charter, and all applicable federal, state and local policies.

Section 5.S: **Description of Internal Audit Procedures:** The School shall implement the internal audit procedures described in the School's governing laws and rules, the provisions of this Charter, and all applicable Sections of the School's approved Application (Appendix 1).

Section 5.T: **Other Government Reports:** The School shall provide the Sponsor with copies of all reports required to be filed with the Government of the United States and the State of Florida no later than one month after the due dates for such reports. Such reports shall include, but are not limited to, all payroll tax returns and any required filing related to the School's nonprofit status.

## **ARTICLE 6: FACILITIES**

Section 6.A: **Facility Notification and Inspection:** The School shall comply with the provisions of this section governing facility notification and inspection.

Section 6.A.1: **Facility Location:** The School will be located at: 10501 Pines Boulevard, Pembroke Pines, Florida 33026-6006. In the alternative, the School may submit a written request to Sponsor no less than sixty (60) calendar days before the initial opening day of classes to elect to use Year One (1) of this Charter as a planning year provided that the School has not already utilized a planning year subsequent to the approval of its application. If the first year of this Charter is used as a planning year, the School shall secure and provide to the Sponsor evidence of at least temporary facility approval from the appropriate licensing or zoning authority no later than May 1 prior to the start of the school year following the conclusion of the planning year. If the School fails to satisfy the requirement to provide such evidence by May 1 of the planning year, then this Charter will automatically expire without any notice, hearing, right to appeal or further action required of the Sponsor.

Section 6.A.2: **District Inspection of Facility:** The School will be responsible for providing or hiring companies to perform inspections as required and forwarding results to the Sponsor. All facilities, including leased facilities, must be inspected annually by the local Fire Authority having jurisdiction. The Sponsor shall conduct annual site visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include, without limitation: The Department of Children and Family Services to do inspections of the kitchens and related spaces; the Department of Labor and Employment to inspect for OSHA compliance. The School must show proof of the annual inspections at least ten (10) calendar days prior to the first day of each year of operation.

Section 6.B: **Compliance with Building and Zoning Requirements:** The School shall comply with all applicable laws, ordinances, and codes of federal, state, and local governance, including the IDEA, the ADA, and Section 504 of the Rehabilitation Act. The School shall obtain all necessary licenses, permits, zoning, use approval, facility certification, and other approvals required for use and continued occupancy of the facility as required by the local government or other governmental agencies, and copies shall be provided to the Sponsor.

Section 6.B.1: **Florida Building Code:** The School agrees to use facilities that comply with the Florida Building Code, as it pertains to charter schools, pursuant to Section 1013.37, Florida Statutes, or with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, as applicable to charter schools.

Section 6.B.2: **Florida Fire Prevention Code:** The School agrees to use facilities that comply with the state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located, including reference documents, applicable state and federal laws and rules.

Section 6.B.3: **Capacity of Facility:** At no time will the enrollment exceed the number of students approved in this Charter, the School's Application (**Appendix 1**) or permitted by zoning capacity and all applicable laws and regulations. The School shall not be entitled to monthly payments for students in excess of the School's enrollment capacity and the School facility's valid capacity as determined by the School's Certificate of Occupancy, Certificate of Use or Fire Permit (whichever is less). Payments may be withheld if the School's Certificate of Occupancy, Certificate of Use or Fire Permit has expired or has otherwise become invalid. In the event that the required county and/or municipality facility permits do not indicate a facility capacity, the School must submit a letter from the architect of record certifying the capacity of the facility.

Section 6.C: **Location:** The School agrees to provide the Sponsor with documentation regarding the School's property interest (owner or lessor) in the property and facility where the School will operate. If the School does not own the property and facility, the School must show proof of a signed lease before the initial opening day of class. For leased properties, the School shall obtain from the landlord, and provide to the Sponsor, an affidavit indicating the method by which the landlord is complying with the requirements of Section 196.1983, Florida Statutes, regarding charter school exemption from *ad valorem* taxes. Lessor and Lessee shall provide the Sponsor with a disclosure affidavit in accordance with Section 286.23, Florida Statutes.

Section 6.C.1: **Temporary Facility:** The School may only use a temporary facility when the facilities approved within this agreement are temporarily not suitable for student use under all applicable laws, ordinances, and codes of federal, state, and local governance. Approved use of a temporary facility for a period of more than sixty calendar (60) calendar days will require the amendment of this Charter by the parties.

Section 6.C.2: **Relocation:** The School shall notify the Sponsor no less than ninety (90) calendar days prior to any relocation. Any such relocation must be mutually agreed upon by both parties through the amendment of this Charter.

Section 6.C.3: **Additional Campuses:** The development by the School of additional campuses shall not be permitted under this Agreement. In the event that the School desires to construct and develop any additional campuses, the School shall be required to apply for and obtain a separate charter from Sponsor for each such new campus.

Section 6.C.4: **Shared Use of a Facility with Other Entities:** The School shall disclose to the Sponsor the identity of any entity with whom it will share the facility or space or share any temporary facility during the term of this Charter. The School shall disclose the names of the co-located entities to the parents of all students enrolled in the school annually in writing and will place the names of the other entities on its state mandated website.



Section 6.D: **Prohibition to Affix Religious or Partisan Political Symbols, Statues, Artifacts on or About the Facility:** The School agrees not to affix any religious or partisan political symbols, statues, artifacts, etc., on or about the property and facilities where the School will operate.

Section 6.E: **Specific Requirements for Conversion Charter Schools or Schools Using a District-Owned Facility:** This Section is not applicable to this Charter.

Section 6.F: **Additions, Changes & Renovations:** The School must provide notice to the Sponsor of any proposed material additions, changes and renovations to be made to the educational facilities described in the original proposal. Such additional changes or renovated facilities may not be utilized for student activities until the Sponsor is provided copies of certificates of occupancy issued for such facilities and [if applicable] written approval obtained from the Broward County Traffic Engineering Department as to traffic control and pedestrian travel associated with said facilities. A “material addition, change or renovation” is defined as any improvement to real property that alters the square footage of the educational facility.

Section 6.G: **Disaster Preparedness Plan:** The School shall adopt the Sponsor’s Disaster Preparedness Plan or submit the School’s plan to the Sponsor for approval.

## **ARTICLE 7: TRANSPORTATION**

Section 7.A: **Provision of Transportation by the School:** Transportation is the responsibility of the School and must be provided according to the district, state, and federal rules and regulations. The School agrees to provide for transportation of the School’s students consistent with the requirements of Chapter 1006, Florida Statutes. Any brochure, flyers or other multi-media and telecommunications information furnished/published by the School shall communicate that the School will provide transportation and the manner in which it will be made available to the School’s students. The School acknowledges that the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431, et. Seq.) requires that each child of a homeless individual and each homeless youth be afforded equal access to the same free, appropriate public education as provided to other children and youths. At the request of the parent or guardian, the School will provide transportation for a homeless student. The School shall provide transportation for students with disabilities enrolled in the School. The rate of reimbursement to the School by the Sponsor for transportation will be equivalent to the reimbursement rate provided by the State of Florida for all eligible transported students.

Section 7.B: **Cooperation between Sponsor and School:** The School agrees that transportation shall not be a barrier to equal access for any student in the attendance zone established by the Sponsor from time to time residing within a reasonable distance of the School as determined by the School’s transportation plan. The School may contract with the Sponsor for student transportation services or with a Sponsor-approved private transportation firm. If the School contracts with a Sponsor-approved private transportation firm, the School will provide the Sponsor the name of such firm as part of the School’s final transportation plan.

Section 7.C: **Reasonable Distance:** The School shall be responsible for transporting all students in a non-discriminatory manner to and from the School who reside two or more miles from the School and are within a reasonable distance of the School, or who otherwise are entitled to transportation by law. The term “reasonable distance” shall be defined in accordance with Chapters 1000 through 1013, Florida Statutes, as amended from time to time and the standards and guidelines provided by the State Department of Education.

Section 7.D: **Transportation Safety Compliance:** The School shall demonstrate compliance with all applicable transportation safety requirements. Unless it contracts with the Sponsor for the provision of student transportation, the School is required to ensure that each school bus transporting the School’s students meets applicable federal motor vehicle safety standards and other specifications. The School agrees to monitor the status of the commercial driver’s licenses of each school bus driver employed or hired by the School (hereafter “School Bus Drivers”) unless it contracts with Sponsor to provide such services. The School will provide the Sponsor, via the Transportation Department, with a copy to the Charter Schools Management/Support Department, an updated list each quarter of all School Bus Drivers providing commercial driver’s license numbers, current license status and license expiration dates.

Section 7.E: **Failure to Comply:** Failure to comply with any local, state or federal rule or regulation concerning school transportation shall constitute good cause for termination of this Charter School Agreement. Furthermore, the School shall promptly reimburse the Sponsor for any penalties incurred by the Sponsor as a result of the School’s non-compliance. If the School submits data relevant to FTE funding that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the State arising as a result of any errors or omissions for which the School is responsible. Any deficit incurred by the School shall be the sole fiscal responsibility of the School and the Sponsor shall have no liability for the same. Such adjustments shall not exceed the fiscal year.

## **ARTICLE 8: INSURANCE & INDEMNIFICATION**

Section 8.A: **Indemnification of Sponsor by School:** Nothing contained in this Charter is intended to serve as a waiver of sovereign immunity of any rights or limits to liability provided by Section 768.28, Florida Statutes. To the extent permitted by law under Section 768.28, Florida Statutes, the School agrees to indemnify and hold harmless the Sponsor, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney’s fees, arising out of, connected with or resulting from:

Section 8.A.1: the negligence, intentional wrongful act, misconduct or culpability of the School or of the School’s employees or other agents in connection with and arising out of their services within the scope of this Charter;

Section 8.A.2: the School’s material breach of this Charter or applicable federal or state law;

Section 8.A.3: any failure by the School to pay its employees, contractors, suppliers, subcontractors, or any other creditors;

Section 8.A.4: any failure by School to correct deficiencies found in casualty, safety, sanitation and fire safety inspections;

Section 8.A.5: the failure of the School's officers, directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the School or the providing of educational services set forth in this Charter. However, the School shall not be obligated to indemnify the Sponsor against claims, damages, expenses or liabilities to the extent these may result from the negligence of the Sponsor, its members, officers, employees, subcontractors or others acting on its behalf;

Section 8.A.6: any professional errors or omissions, or claims of errors or omissions, by the School employees, agents, or by the School's governing board;

Section 8.A.7: any actual or alleged infringement of patent or other proprietary rights in any material, process, machine or appliance used by the School; or

Section 8.A.8: any penalties incurred by the Sponsor as a result of the School's noncompliance with Article 7 or reimbursements to the State arising as a result of any errors or omissions in data relevant to FTE funding for which the School is responsible;

Section 8.A.9: However, the School shall not be obligated to indemnify the Sponsor against claims, damages, expenses or liabilities to the extent these may result from the negligence of the Sponsor, its directors, officers, employees, subcontractors, or others acting on its behalf other than the School, its directors, officers, employees, subcontractors and suppliers.

Section 8.B: **Defense of Claims against the Sponsor:** The School agrees to defend any and all such action using competent counsel, selected by the School, subject to Sponsor's approval, which shall not be unreasonably withheld.

Section 8.C: **Indemnity for Professional Liability:** The School's duty to indemnify the Sponsor for professional liability as insured by the School Leaders Errors and Omissions policy described in this Charter shall continue in full force and effect notwithstanding the expiration, non-renewal or early termination of this Charter with respect to any claims based on facts or conditions which occurred prior to termination. The School's Errors and Omissions limitation on post-termination claims of professional liability shall not impair the Sponsor's claims to indemnification with respect to a claim for which the School is insured or for which the School should have been insured under Commercial General Liability Insurance, Automobile Liability Insurance or Employer's Liability Insurance.

Section 8.D: **Indemnity for Certain Specified Claims:** The School shall also indemnify, defend and protect and hold the Sponsor harmless against all claims and actions brought against the Sponsor by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, software, machine or appliance used by the School, any failure of School to comply with provisions of the Individuals with Disabilities Education Act (IDEA), including failure to provide a Free Appropriate Public Education (FAPE) to an enrolled

student or failure to furnish services provided for in a student's individual education plan, and any violation by School of the state's public records or open meetings laws.

Section 8.E: **Indemnification of School by Sponsor:** Nothing contained in this Charter is intended to serve as a waiver of sovereign immunity of any rights or limits to liability provided by Section 768.28, Florida Statutes. To the extent permitted by law under Section 768.28, Florida Statutes, the Sponsor agrees to indemnify, defend and hold the School, its members, officers, employees and agents harmless from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

Section 8.E.1: the negligence, intentional wrongful act, misconduct or culpability of the Sponsor or of the Sponsor's employees or other agents in connection with and arising out of their services within the scope of this Charter;

Section 8.E.2: the Sponsor's material breach of this Charter or applicable federal or state law;

Section 8.E.3: any failure by the Sponsor to pay its suppliers or any subcontractors;

Section 8.E.4: the failure of the Sponsor's officers, directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the School or the providing of educational services set forth in this Charter. However, the Sponsor shall not be obligated to indemnify the School against claims, damages, expenses or liabilities to the extent these may result from the negligence of the School, the School's governing board members, officers, employees, subcontractors or others acting on the School's behalf; or

Section 8.E.5: any professional errors or omissions, or claims of errors or omissions, by the Sponsor's employees, agents, or School Board Members.

Section 8.F: **Defense of Claims against the School:** The Sponsor agrees to defend any and all such action using competent counsel, selected by the Sponsor, subject to School's approval, which shall not be unreasonably withheld.

Section 8.G: **Notice of Claims:** The School and the Sponsor shall notify each other of the existence of any third party claim, demand or other action giving rise to a claim for indemnification under this Charter (a Third Party Claim) and shall give each other a reasonable opportunity to defend the same at its own expense and with its own counsel, provided that if the School or Sponsor shall fail to undertake or to so defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the Third Party Claim for the account and at the risk and expense of the School or Sponsor, which they agree to assume. The School and Sponsor shall make available to each other, at their expense, such information and assistance as each shall request in connection with the defense of a Third-Party Claim.



Section 8.H: **Sovereign Immunity:** Notwithstanding anything herein to the contrary, neither party waives any of its sovereign immunity, and any obligation of one party to indemnify, defend or hold harmless the other party as stated above shall extend only to the limits, if any, permitted by Florida law, and shall be subject to the monetary limitations established by Section 768.28, Florida Statutes. Nothing herein shall be deemed to be a waiver of rights or limits to liability existing under Section 768.28, Florida Statutes.

Section 8.I: **Acceptable Insurers:** Insurers providing the insurance required of the School by this Charter must meet the following minimum requirements:

Section 8.I.1: Be authorized by certificates of authority from the Department of Insurance of the State of Florida, an eligible surplus lines insurer under Florida Statutes, or be an authorized insurance trust as approved by the Florida Office of Insurance Regulation with acceptable financials as defined in Section 163.01, Florida Statutes. In addition, the insurer must have a Best's Rating of "A-" or better and a Financial Size Category of "VI" or better according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company, within the last thirty (30) calendar days of certificate issuance; and

Section 8.I.2: If, during the period when an insurer is providing insurance required by this Charter, an insurer shall fail to comply with the foregoing minimum requirements, the School shall, as soon as it has knowledge of any such failure, immediately notify the Sponsor and immediately replace the insurance with new insurance from an insurer meeting the requirements. Such replacement insurance coverage must be obtained within twenty (20) days calendar of cancellation or lapse of coverage.

Section 8.J: **Commercial and General Liability Insurance:** The School shall, at its sole expense, procure, maintain and keep in force Commercial General Liability Insurance which shall conform to the following requirements:

Section 8.J.1: **Liabilities Covered:** The School's Commercial General Liability Insurance shall cover the School for those sources of liability (including, but not limited to, coverage for Premises Operations, Products/Completed Operations, Contractors, and Contractual Liability) which would be covered by the latest occurrence form edition of the standard Commercial General Liability Coverage Form (ISO form CG 00 01), as filed for use in the State of Florida by the Insurance Services Office.

Section 8.J.2: **Minimum Limits:** The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be One Million Dollars (\$1,000,000) per occurrence/Two Million Dollars (\$2,000,000) annual aggregate.

Section 8.J.3: **Deductible/Retention:** Except with respect to coverage for Property Damage Liability, the Commercial General Liability coverage shall apply on a first dollar basis without application of any deductible or self-insured retention unless the School is governed by a municipality. The coverage for Property Damage Liability may be subject to a maximum deductible or self-insured retention of One Thousand dollars (\$1,000) per occurrence. If the School

is governed by a municipality, then Sponsor's Risk Management Department can elect to accept program deductibles/Self-Insured Retentions. The municipality governing this school will be responsible for any outstanding deductibles/Self-Insured Retentions if the School is unable to meet its financial obligations.

Section 8.J.4: **Occurrence/Claims:** Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims made basis, the School shall maintain without interruption the Liability Insurance until four (4) years after termination of this Charter.

Section 8.J.5: **Additional Insureds:** The School shall include the Sponsor and its members, officers, employees and agents as "Additional Insureds" on the required Liability Insurance. The coverage afforded for such Additional Insureds shall be no more restrictive than that which would be afforded by adding the Sponsor as Additional Insureds using the latest Additional Insured – Owners, Lessees or Contractors (Form B) Endorsement (ISO Form CG 20 10). The certificate of insurance shall be clearly marked to reflect "The Sponsor, its members, officers, employees and agents as Additional Insureds (ISO Form CG 20 10)".

Section 8.K: **Automobile Liability Insurance:** The School shall, at its sole expense, procure, maintain and keep in force Automobile Liability Insurance which shall conform to the following requirements:

Section 8.K.1: **Liabilities covered:** The School's insurance shall cover the School for Automobile Liability which would be no less restrictive than the latest occurrence edition of the standard Business Auto Policy (ISO Form CA 00 001), which includes coverage for Contractual Liability, as filed for Sponsor in the State of Florida by the Insurance Services Office. Coverage shall be included on all Owned, Non-Owned and Hired automobiles, buses and other vehicles used in connection with this Charter. In the event the School does not own any vehicles, we will accept hired and non-owned coverage in the amounts listed above. In addition, we will require an affidavit signed by the School indicating the following:

*The School does not own any vehicles. In the event we acquire any vehicles throughout the term of this agreement, the School agrees to provide proof of "Owned Auto" coverage effective date of acquisition.*

If School is governed by a municipality, then Sponsor's Risk Management Department can elect to accept program deductibles/Self-Insured Retentions as long as the Sponsor receives prior written notice from the municipality that the municipality will be responsible for any loss payments within the deductible/Self-Insured Retentions. The municipality governing the School will be responsible for any outstanding deductibles/Self-Insured Retentions if the School is unable to meet its financial obligations.

Section 8.K.2: **Occurrence/Claims:** Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims made basis, the School shall

maintain, without interruption, the Automobile Liability Insurance until four (4) years after termination of this Charter.

Section 8.K.3: **Minimum Limits:** The minimum limits to be maintained by the School (inclusive of any amount provided by an umbrella or excess policy) shall be One Million Dollars (\$1,000,000) per occurrence, and if subject to an annual aggregate, Three Million Dollars (\$3,000,000) annual aggregate.

Section 8.K.4: **Coverage Form:** Such coverage shall not be any less restrictive than the standards ISO Business Auto Policy CA 00 01.

Section 8.L: **Workers Compensation/Employer's Liability:** The School shall, at its sole expense, provide, maintain and keep in force Workers' Compensation and Employer's Liability Insurance which shall conform to the following requirements:

Section 8.L.1: **Coverages:** The School's insurance shall cover the School (and to the extent its subcontractors and its sub-subcontractors) for those sources of liability which would be covered by the latest edition of the Standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Workers' Compensation Act, where appropriate, coverage is to be included for the Federal Employers' Liability Act and any other applicable federal and state law.

Section 8.L.2: **Minimum Limits:** Subject to the restrictions found in the standard Workers Compensation Policy, there shall be no maximum limit on the amount of coverage for statutory liability imposed by the Florida Workers' Compensation Act or any coverage customarily insured under Part One of the Standards Workers' Compensation Policy. The minimum amount of coverage for those coverages customarily insured under Part Two – Employer's Liability of the Standard Workers' Compensation Policy (inclusive of any amounts provided by any umbrella or excess policy) shall be One Million Dollars (\$1,000,000) per occurrence, and if subject to an annual aggregate, Two Million Dollars (\$2,000,000) annual aggregate. If the School is governed by a municipality, then Sponsor's Risk Management Department can elect to accept program deductibles/Self-Insured Retentions as long as the Sponsor receives prior written notice from the municipality that the municipality will be responsible for any loss payments within the deductible/Self-Insured Retentions. The municipality governing this school will be responsible for any outstanding deductibles/Self-Insured Retentions if the School is unable to meet its financial obligations. Otherwise, coverage is required to be first dollar with no deductible. In the event that the School leases employees, it shall provide certified proof that the corporation from which it leases service maintains appropriate Workers' Compensation coverage. In addition, we will require a signed Workers Compensation affidavit by the School.

Section 8.M: **School Leader's Errors and Omissions Insurance:** Subject to reasonable commercial availability, the School shall, at its sole expense, procure, maintain and keep in force the School Leader's Errors and Omissions Liability Insurance which shall conform to the following requirements:

Section 8.M.1: **Form of Coverage:** The School Leader's Errors and Omissions Liability Insurance maintained by the School shall be on a form acceptable to the Sponsor and shall cover the School for those sources of liability typically insured by School Leader's Errors & Omissions Insurance for claims arising out of the rendering of or failure to render professional services in the performance of this Charter, including all provisions of indemnification which are part of this Charter.

Section 8.M.2: **Coverage Limits:** The insurance shall be subject to a maximum deductible not to exceed twenty-five thousand dollars (\$25,000) per claim and the School shall be held responsible for any loss payments within the deductible. The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be one million dollars (\$1,000,000) per claim/annual aggregate.

Section 8.M.3: **Occurrence/Claims:** Subject to reasonable commercial availability, coverage shall be on a claims-made basis, the School shall maintain, without interruption, the Errors and Omissions Insurance until four (4) years after termination or non-renewal of this Contract.

Section 8.N: **Employees Dishonesty/Crime Insurance or Fidelity Bond:** The School shall purchase Employees Dishonesty /Crime Insurance for all governing board members and employees including Faithful Performance coverage for the School's administrators/principal and governing board with an insurance carrier authorized to do business in the State of Florida and shall be in the amount of no less than One Million Dollars (\$1,000,000) per occurrence/claim. In lieu of Employee Dishonesty /Crime Insurance, SPONSOR is willing to accept Fidelity Bond coverage of equal coverage amount.

Section 8.O: **Property Insurance:** The School agrees to obtain and maintain hazard insurance coverage for its own buildings and contents and agrees to provide proof of such insurance and its renewals to the Sponsor. The School agrees to insure any real property that it owns or leases at replacement cost coverage based on current total insured values. School's property insurance must include Hurricane and Windstorm coverage for real property. The deductible shall not be greater than five percent (5%) of the Total Insured Value (TIV). If the School is governed by a municipality, the Sponsor's Risk Management Department can elect to accept program deductibles/Self-Insured Retentions as long as the Sponsor receives prior written notice from the municipality that the municipality will be responsible for any loss payments within the deductible/SIR.

Section 8.P: **Applicable to Other Coverages:** The following provisions are applicable to all insurance coverages required under this Charter:

Section 8.P.1: **Other Coverages:** The insurance required under this contract shall be endorsed to be primary of all other valid and collectable coverages maintained by the Sponsor and indicated on such Certificate of Insurance. Any other insurance or self-insurance maintained by the Sponsor or its members, officers, employees or agents shall be in excess of the insurance provided by or on behalf of the School.



Section 8.P.2: **Deductibles/Retention:** Except as otherwise specified in this Charter, the insurance maintained by the School shall apply on a first dollar basis without application of a deductible or self-insurance retention. If the School is governed by a municipality, then Sponsor's Risk Management Department can elect to accept program deductibles/Self-Insured Retentions as long as the Sponsor receives prior written notice from the municipality that the municipality will be responsible for any loss payments within the deductible/SIR. The municipality governing this charter school will be responsible for any outstanding deductibles/SIR if the School is unable to meet its financial obligations.

Section 8.P.3: **Liability and Remedies:** Compliance with the insurance requirements of this Charter shall not limit the liability of the School, its subcontractors, its sub-subcontractors, its employees or its agents to the Sponsor or others. Any remedy provided to the Sponsor or its members, officers, employees or agents by the insurance shall be in addition to and not in lieu of any other remedy available under this Charter or otherwise.

Section 8.P.4: **Subcontractors:** The School shall require its subcontractors and sub-subcontractors to maintain any and all insurance required by law. Except to the extent required by law, this Charter does not establish minimum insurance requirements for subcontractors or sub-subcontractors. However, the Sponsor will rely on the School to monitor and notify its subcontractors and their sub-subcontractors to confirm coverage is in force for the duration of the subcontractor/sub-subcontractor contract and have certificates of insurance on file to provide historical documentation should a claim occur that has not yet been reported to the School.

Section 8.P.5: **Provision for Cure:** The School shall cure any non-compliance with this Article 8 of the Charter within ninety (90) calendar days of the School's receipt from the Sponsor of written notice of the non-compliance.

Section 8.P.6: **Default upon Non-Compliance:** The School shall be in default of this Charter should it fail to procure, maintain and keep in effect the insurance coverages required by this Charter. Lapse of insurance coverage as described in this Charter will be considered good cause for recommendation of termination of this Charter.

Section 8.P.7: **Approval by Sponsor:** Neither approval by the Sponsor nor failure to disapprove the insurance furnished by the School shall relieve the School of the School's full responsibility to provide the insurance as required by this Charter.

Section 8.P.8: **Combined Services Coverage:** Combined services coverage under this Charter shall be permitted subject to approval by the Sponsor's Insurance and Benefits Department.

Section 8.P.9: **Default upon Non-Compliance:** The School shall be in material default of this Charter for failure to procure, maintain and keep in effect the insurance as required by this Charter.

Section 8.P.10: **Changes in Insurance Coverage:** The School must notify Sponsor of any contemplated material changes in insurance coverage.

Section 8.Q: **Evidence of Insurance:** Without limiting any of the other obligations of the School, the School shall, at the School's sole expense, procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth in this Charter. The School shall provide evidence of such insurance in the following manner:

Section 8.Q.1: **Time to Submit:** The School shall furnish the Sponsor with fully completed Certificate(s) of Insurance signed by an authorized representative of the insurer(s) providing the coverages. Except as otherwise specified in this Charter, the insurance shall commence prior to the commencement of the opening of the School and shall be maintained in force, without interruption, until this Charter is terminated. Evidence of insurance shall be provided by the School to the Sponsor before the initial opening day of classes. The School shall furnish the Sponsor with fully completed Certificate(s) of Insurance, signed by an authorized representative of the insurer(s) providing the coverage, four (4) weeks prior to the initial opening day of classes for each school year. The certificates shall name the Sponsor as an Additional Insured if required by specific provisions of this contract addressing that form of insurance.

Section 8.Q.2: **Notice of Cancellation:** Each certificate of insurance shall contain a provision for written notification to the Sponsor in accordance with policy provisions as outlined in the current ISO Accord 25 (2009/09) form; or should older ISO versions be available provide a minimum of 30-days notice of material changes or cancellation to Sponsor.

Section 8.Q.3: **Renewal/Replacement:** Until such time as the insurance is no longer required to be maintained by the School, the School shall provide the Sponsor with evidence of the renewal or replacement of the insurance no less than thirty (30) calendar days before the expiration or termination of the required insurance for which evidence was provided.

Section 8.Q.4: **Pre-Charter Submission of Evidence:** Notwithstanding any other provision contained herein, the School may submit evidence of insurance prior to approval of this charter substantially similar to the insurance provisions set forth in this section and subject to Sponsor's approval.

## **ARTICLE 9: GOVERNANCE**

Section 9.A: **Public or Private Employer:** Pursuant to Section 1002.33(12)(i), Florida Statutes, the School is operating as a private employer. The employees have contracted their services directly to the School or its governing body or through an education services provider (ESP) company, and as such, are not public employees.

Section 9.B: **Governing Board Responsibilities:** The School's governing body shall be made up of its Governing Board. The Governing Board of the School shall be responsible for all fiduciary, legal and regulatory compliance issues and shall perform all duties set forth in the School's Approved Application (**Appendix 1**) and the following duties and responsibilities:

Section 9.B.1: annually adopt and maintain an operating budget and submit its approved budget to the Sponsor by July 1 of each year along with a copy of the draft minutes of the meeting showing approval of the budget by the Governing Board;

Section 9.B.2: retain the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the Governing Board;

Section 9.B.3: review and approve the audit report, including audit findings and recommendations for the financial recovery plan;

Section 9.B.4: monitor a financial recovery plan in order to ensure compliance, if applicable;

Section 9.B.5: establish, define, refine and oversee the School's educational philosophy, operational policies and procedures, academic accountability procedures, and financial accountability procedures and ensure that the School's student performance standards are met or exceeded;

Section 9.B.6: exercise continuing oversight of the School's operations;

Section 9.B.7: report its progress annually to the Sponsor, which shall forward the report to the Commissioner of Education at the same time as other school accountability reports, in accordance with Section 1002.33(9)(k), Florida Statutes;

Section 9.B.8: participate in governance training approved by the Department of Education that must include government in the sunshine, conflicts of interest, ethics, and financial responsibility;

Section 9.B.9: make full disclosure of the identity of all relatives employed by the School in accordance with Section 1002.33(7)(a)(18), Florida Statutes;

Section 9.B.10: adopt policies establishing standards of ethical conduct for instructional personnel and School administrator in accordance with Section 1002.33(12)(g)(3), Florida Statutes;

Section 9.B.11: make all required financial disclosure if the School is operated by a municipal corporation or other public entity under Section 112.3144, Florida Statutes;

Section 9.B.12: comply with the standards of conduct set out in Sections 112.313(2), (3), (7), and (12), and 112.3143(3), Florida Statutes;

Section 9.B.13: avoid all conflict of interest, including, but not limited to, being employed by, owning, or serving on the board of directors of any entity which contracts with the School;

Section 9.B.14: demonstrate financial competence and adequate professional experience;

Section 9.B.15: recommend student expulsions to the Sponsor;

Section 9.B.16: determine in conformance with law and the terms of this Charter the rules, and regulations needed for the effective operation and general improvement of the School;

Section 9.B.17: be held accountable to the School's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluation, and reporting as set forth in Florida's charter school laws;

Section 9.B.18: be responsible for the over-all policy decision making of the School, in consultations with the School's staff, including the approval of the curriculum and the annual budget;

Section 9.B.19: serve as the fiscal agent for the School and be involved from the School's inception in all policy matters pursuant to the provisions of the corporation's bylaws; and

Section 9.B.20: comply with Rule 6A-6.0784, Florida Administrative Code, relating to Governance Training and fulfill all applicable Governance Training requirements; and

Section 9.B.21: appoint a representative (liaison) to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. Liaison information shall be kept current at all times, and necessary changes shall be reported to the Sponsor immediately.

Section 9.C: **Public Records:** The School will comply with Section 1002.33(16)(b)(2), Florida Statutes, relating to public records. The public shall be provided reasonable access to the School's records in accordance with the provisions of this Charter and Section 119.07, Florida Statutes.

Section 9.D: **Reasonable Access to Records by Sponsor:** The School agrees to allow reasonable access to its facilities and records to duly authorized representatives of the Sponsor. Conversely, the Sponsor agrees to allow reasonable access to its records to duly authorized representatives of the School to the extent allowable by law. Failure to provide such access will constitute a material breach of this Charter and good cause for its termination.

Section 9.E: **The Sunshine Law:** To ensure that parents/guardians will have ready access to the governance of the School, meetings of the Governing Board will be open to the public in accordance with Section 286.011, Florida Statutes, unless confidentiality is required by law. The Governing Board will provide reasonable public notice of the date, time, and place of its meetings and will maintain at the School's site detailed minutes of its meetings, which shall be regularly scheduled. Such meetings will be open to the public, and the minutes shall be



available for public review. The School's Governing Board will publish a calendar on its website that contains a schedule of all Governing Board meetings for the school year, including the date and time of the meetings and the locations. The School agrees to hold meetings of its Governing Board within Broward County, Florida at least once a semester during the school year. A signed copy of the minutes will be on file at the School's site for review and a copy will be forwarded to the Sponsor.

Section 9.F: **Reasonable Notice to Sponsor of Governing Board Meetings:** The Governing Board will provide the Sponsor with reasonable notice of the date, time, and place of its meetings. The School will provide reasonable notice to the Sponsor of any changes or cancellation of scheduled meetings of its Governing Board, to the extent practical. The School will provide the Sponsor with draft minutes of each meeting of the School's Governing Board within ten (10) calendar days of each such meeting.

Section 9.G: **Identification of Governing Board Members:** The selection of the School's Governing Board Members and officers shall be as set forth in the School's approved Application (**Appendix 1**) or in School's by-laws if such are adopted subsequent to the submission of **Appendix 1**. No employee of the School, employee of one of the School's Education Services Provider (ESP) companies, or family member of an employee of one of the School's ESP companies may serve as a Member of the School's Governing Board. The Governing Board cannot delegate its responsibility to the Sponsor to any other agency, ESP company or other contracted service provider. The School shall provide the parents in writing the names of the members of the School's Governing Board and a means by which they may be contacted.

Section 9.H: **Changes in Governing Board:** The names of the Governing Board Members and the School's Chief Administrator/Principal must be held current at all times and the Sponsor shall be notified immediately of any changes. The procedures for the replacement of Governing Board Members shall be set forth in the Governing Board's By-Laws.

Section 9.I: **Background Screening of Governing Board Members and Chief Administrator:** Members of the Governing Board of the School and its Chief Administrator shall also be fingerprinted at their cost in a manner similar to that provided in Section 1012.32, Florida Statutes, within ten (10) calendar days of their appointment and, if initial members of the Governing Board, prior to approval of this Charter. Any person serving in any capacity with the School or its governing body must meet level 2 screening requirements as described in Section 1012.32, Florida Statutes. These fingerprints shall be submitted to the Florida Department of Law Enforcement for state processing and the Federal Bureau of Investigations for federal processing. The results of all fingerprint reports shall be provided to the Sponsor. All fees associated with the retention of fingerprints are the sole responsibility of the School. The School agrees that new Governing Board Members and its Chief Administrator shall be on probationary status pending fingerprint processing and determination of compliance with standards of good moral character. The School agrees not to appoint Governing Board Members or Chief Administrators whose fingerprint check results reveal non-compliance with standards of good moral character. The School shall not allow any person to serve on its Governing Board or as its Chief Administrator who has been convicted of a felony crime or moral turpitude.

Section 9.J: **Non-Profit Organization:** As stated in the School's Application (Appendix 1) and as required by Section 1002.33(12)(i), Florida Statutes, the School has been organized as a Florida non-profit organization, and shall maintain status as a Section 501(c)3 status under the Internal Revenue Code. Voting shall control the non-profit organization, and only the School's Governing Board shall vote. The School shall at all times operate as a non-profit corporation and shall annually provide proof to the Sponsor of the School's status as a non-profit organization. Such status shall not be permitted to lapse, be revoked or terminate. Failure to comply with this section will constitute a material violation of the Charter and good cause for its termination by the Sponsor.

Section 9.K: **Compliance with Applicable Ethical Requirements:** To the extent applicable, the officers and directors of the School will comply with Part III, Section 112, Florida Statutes (the Code of Ethics for Public Officers and Employees). The Sponsor shall be provided copies of any financial disclosure forms filed by the School's officers and directors. Members of the School's Governing Board cannot be employees of the School. Members of the School's Governing Board shall not receive financial benefit from the School's operations including, without limitation, the receipt of any grant funds. A violation of this provision shall constitute a material breach of the Charter. All members of the School's Governing Board shall comply with Sections 112.313(2), (3), (7) and (12), and 112.3143, Florida Statutes, and other applicable portion of the Code of Ethics for Public Officers and Employees. The Governing Board Chair shall annually provide to the District a statement confirming that:

Section 9.K.1: No member of the School's Governing Board, acting in his/her private capacity, has sold services directly or indirectly to the School;

Section 9.K.2: No spouse, parent, child, stepchild, sibling, or employee of any Board Member serves as a member of the School's Governing Board;

Section 9.K.3: No member of the School's Governing Board is an employee of the School or of the ESP company operating the School; and

Section 9.K.4: No member of the School's Governing Board has received compensation, directly or indirectly from the School's operations.

Section 9.K.5: A violation of any of the foregoing provisions shall constitute a material breach of this Charter and good cause for its termination.

Section 9.L: **Bonding of School Personnel:** The officers, directors, and employees of the School who have the authority to receive and expend funds on behalf of the School shall be bonded to the same degree as officers and employees of the Sponsor. All bonds shall run to the School, the not-for-profit organization, and the Sponsor and shall be on file for inspection at all times.

Section 9.M: **School's Chief Administrator/Principal:** The duties of the School Chief Administrator/Principal shall be as set forth in the School's approved Application (Appendix 1.) The teachers, support, and contractual staff of the School will be directly supervised by the Principal or other on-site administrator.

Section 9.N: **Notification of Proper Authorities:** If after adopting the budget, a Member of the Governing Board in his/her obligated diligence believes that any other member of the Governing Board or any vendor, vendor's employee, ESP company, or ESP company agent or employee is directly responsible or wrongfully advises the members of the Governing Board to expend monies not detailed in the budget or not available because of other necessary expenses or limitation of funds, that Governing Board Member should immediately notify the Sponsor, the FLDOE, and if deemed proper, the Attorney General, or any other proper authority.

Section 9.O: **Volunteer Advisory Committee:** The School shall have a Charter School Advisory Committee whose selection and duties shall be as set forth in the School's approved Application (Appendix 1).

#### **ARTICLE 10: EDUCATION SERVICES PROVIDERS**

Section 10.A: **Education Services Provider Agreement:** An Educational Services Provider (ESP) is an individual or organization that provides services to a charter school for which it receives compensation in excess of five percent (5%) of the charter school's FEFP operational revenue. For the purposes of this provision, "FEFP operational revenue" is defined as the General Fund revenue for operations received from the State of Florida based on FTE, including categorical revenues for such matters including, without limitation, instructional materials, FAI, and class size reduction, but shall not include any Federal or local revenues, or State funds for capital purposes. ESPs may be non-profit or for-profit entities. If any ESP company will be managing the School's operations, the contract between the ESP company and the School shall be submitted to the Sponsor prior to the approval of this Charter. In accordance with the responsibility of the School, contracts with management companies shall not usurp the authority of the School's Governing Board. The Sponsor will look to the Governing Board directly for accountability. The School will submit written documentation demonstrating due diligence in the selection process of any ESP prior to entering into a contract after the date of this Charter and must demonstrate a performance-based "arms-length" relationship between the School and any ESP. The contract between the School and the ESP company shall allow the School's governing board the ability to terminate the contract with the ESP company. Any contract between the School and an ESP company shall require that the ESP company operate the School in accordance with the terms specified in this Charter and with all applicable laws, ordinances, rules and regulations. In the event any ESP is retained by the School, the aggregate amounts paid to such entities shall not exceed fourteen and one-half percent (14.5%) FEFP operational revenues in any given school year and shall not accrue from year to year. Any default or breach of the terms of this Charter by the ESP company shall constitute a default or breach by the School under the terms of the Charter between the School and the Sponsor. Employees of the ESP company and family members of employees of ESP companies may not sit on the School's governing board or serve as officers of the School. For the purposes of this section, "family members" shall be defined to include spouses, mothers, fathers, sisters, brothers, mothers-in-law, fathers-in-law, sisters-in-law, brothers-in-law, daughters, sons, daughters-in-law and sons-in-law.

Section 10.B: **ESP Company Added After Charter:** If the School desires to contract with an ESP company subsequent to the execution of this Charter, the proposed contract

between the ESP company and the School shall be submitted to the Sponsor for review prior to its execution by the School and any finalized ESP contract shall be provided by the School to the Sponsor within five (5) business days of its execution.

Section 10.C: **Amendments:** All proposed amendments to the contract between an ESP company and the School shall be submitted in advance to the Sponsor for review. A copy of any amended ESP services agreement shall be provided to the Sponsor within five (5) business days of its execution.

Section 10.D: **ESP Contract Amendments that Result in Material Change to Charter:** Any proposed amendment within an ESP contract that would necessitate a material change to this Charter shall require a prior modification of this Charter.

Section 10.E: **Change of ESP Provider:** Unless exigent circumstances exist, the School shall give the Sponsor not less than thirty (30) calendar days notice prior to the termination of any ESP contract. In the event of an immediate termination of an ESP contract, the School will provide immediate notice to Sponsor of its decision. The change of an ESP provider shall require the approval of such change by the parties through a modification of this Charter.

## **ARTICLE 11: HUMAN RESOURCES**

Section 11.A: **Hiring Practices:** The Parties to this Charter agree that the School shall select its own employees. The School agrees to implement the practices and procedures for hiring and dismissal, policies governing salaries, contracts, and benefit packages, and targeted staff size, staffing plan, and projected student-teacher ratio as described in the School's Application (**Appendix 1**). Criteria developed by the School for hiring administrative and support staff shall be in accordance with their educational and/or experiential backgrounds that correspond to the job responsibilities they will be expected to perform. The School must use thorough, consistent, and even-handed termination procedures. The School's governing board will determine salaries, benefits, and Position/Title classification, provided that the School's governing board may establish any additional positions it deems necessary.

Section 11.A.1: **Eligibility of Instructional Staff:** The School agrees to verify that applicants for instructional positions which require certification either hold or are eligible for an educational certificate prior to an offer of hire.

Section 11.B: **Reporting Staffing Changes:** The School agrees to provide written notice to Sponsor using the Sponsor's designated form within fourteen (14) calendar days of any new hires, leaves of absence, transfers and terminations. The School shall ensure the Total Educational Resources Management System (TERMS) data is updated upon the termination or hire of instructional staff and/or therapy service providers. The School shall also ensure course assignment changes are reflected as current in TERMS for all instructional staff. Teaching assignments for new hires must match the state course code directory numbers and teacher certification. The School will complete and submit all required personnel reports, including employee database surveys, in accordance with required due dates.



Section 11.C: **Non-Discriminatory Employment Practices:** The School shall be responsible for promoting diversity in its staff and agrees that its employment practices shall be nonsectarian and that it shall not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes (The Florida Education Equity Act).

Section 11.D: **Teacher Certification and Highly Qualified:** All teachers employed by or under contract to the School shall be certified and highly qualified as required by Chapter 1012, Florida Statutes and any other applicable state or federal law. If the School receives Title I funds, it will employ highly qualified staff. In compliance with those requirements, the School's teachers shall be certified, and teaching infield and the School's support staff shall have attained at least two (2) years of college education or have passed an equivalent exam. The School may employ or contract with skilled selected non-certified personnel to provide instructional services or to assist instructional staff members as education paraprofessionals in the same manner as defined in Chapter 1012 and as provided by State Board of Education rule for charter school governing boards; however, in order to comply with NCLB requirements, all teachers in core academic areas must be certified/qualified based on Florida Statutes and highly qualified as redefined by ESSA. The School agrees to disclose to the parents of its students the qualifications of instructional personnel hired by the School within thirty (30) calendar days of employment.

Section 11.D.1: **Remedy for Not Meeting Highly Qualified:** If the School fails to meet applicable requirements to employ certified and highly qualified staff, the School shall be responsible for reimbursement of any funding lost or other costs attributable as a result of the School's non-compliance.

Section 11.D.2: **General Knowledge Exam:** The School agrees to monitor and ensure all instructional staff that hold a temporary Florida certificate, who are required by the state to satisfy the General Knowledge Exam, in part or in full have satisfied the Exam requirement in accordance with the timelines established in Section 1012.56(2)(g)(7), Florida Statutes.

Section 11.E: **Fingerprinting and Background Screening:** The School shall, at the School's expense, require all employees to comply with the fingerprinting requirements of Section 1012.32, Florida Statutes. Members of the governing board of the charter school shall also be fingerprinted in a manner similar to that provided in Section 1012.32, Florida Statutes. Any person serving in any capacity with the School or its governing body must meet level 2 screening requirements as described in Section 1012.32, Florida Statutes. These fingerprints shall be submitted to the Florida Department of Law Enforcement for state processing and the Federal Bureau of Investigations for federal processing. The results of all fingerprint reports shall be provided to the Sponsor. The School agrees that new applicants shall be on probationary status pending fingerprint processing and determination of compliance with standards of good moral character. Potential employees of the School shall submit official court dispositions for criminal offenses of moral turpitude listed as part of their fingerprint results. The School agrees not to hire applicants whose fingerprint check results reveal non-compliance with standards of good moral character. The School shall not allow any person (whether employed directly by the School or its governing body or by a contractor) to serve in any position requiring or involving direct contact

with students who has been convicted of a felony crime or moral turpitude. All fees associated with the retention of fingerprints are the sole responsibility of the School.

Section 11.F: **Employment Practices:** The School's employment practices shall be in compliance with its Application (**Appendix 1**) and the requirements specified in sections 11.G through 11.R.2 inclusive.

Section 11.G: **Suspended or Revoked Certification or Licensure:** The School agrees not to knowingly employ an individual for instructional services if the individual's certification or licensure as an educator is suspended or revoked by this or any other state.

Section 11.H: **Resignation in Lieu of Disciplinary Action:** The School agrees not to knowingly employ an individual who has resigned in lieu of disciplinary action with respect to child welfare or safety or who has been dismissed for just cause by any school district with respect to child welfare or safety.

Section 11.I: **Codes and Principles of Conduct:** The School agrees that its employees will be required to abide by the guidelines set forth in Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida.

Section 11.J: **Employee Handbook:** The School will adopt an employee handbook and provide a copy of the same (and any amendments thereto) to the Sponsor.

Section 11.K: **Collective Bargaining:** Pursuant to Section 1002.33(12)(b), Florida Statutes, the School's employees shall have the option to bargain collectively and may collectively bargain as a separate unit or as part of the existing district collective bargaining unit as determined by the structure of the School.

Section 11.L: **Professional Group:** The School's instructional personnel may choose to be part of a professional group that subcontracts with the School to operate the instructional program under the auspices of a partnership or cooperative that they collectively own. Under this arrangement, the School's instructional personnel would not be public employees.

Section 11.M: **Payroll Services:** The School will provide payroll services for all of its employees.

Section 11.N: **Annual Employee Evaluations:** Each of the School's employees will be evaluated annually by the School.

Section 11.O: **Personnel Records:** The School shall maintain personnel files for all persons employed by the School. Such files shall be maintained by the School at a readily-accessible location in Broward County, Florida and shall be open to public inspection as provided by law. The School agrees to provide the Sponsor the names of all applicants for employment if requested.

Section 11.P: **Statutory Prohibitions and Restriction on Employment of Relatives:** The School's hiring practices shall at all times be in compliance with the requirements of Section 1002.33(12) and (24), Florida Statutes. Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in a exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member. For the purposes of this section, the following definitions shall be used:

Section 11.P.1: **"Charter school personnel"** means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

Section 11.P.2: **"Relative"** means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

Section 11.R: **Training of Employees:** The School's teachers may participate in training conducted by the Sponsor and the Sponsor's teachers may participate in training conducted by the School.

Section 11.R.1: **Participation and Cost for Training Activities:** Training activities shall be made available by the Sponsor, to School's employees, on a space available basis and, the School shall pay all of the additional costs associated with the participation of the School's employees in such training activities at the same rates and reimbursement methodologies currently charged to the Sponsor for the participation of the Sponsor's employees. Training activities shall be made available by the School to Sponsor's employees on a space available basis and, except in instances of federally funded training, the Sponsor shall pay all of the additional costs associated with the participation of the Sponsor's employees in such training activities at the same rates and reimbursement methodologies currently charged to the School for the participation of the School's employees.

Section 11.R.2: **Participation in Federally Funded Training:** Training activities that are federally funded that are provided by the Sponsor shall be made available to School's employees on a space available basis without any charge to the School other than any

charges that are also incurred by the Sponsor for the participation of the Sponsor's employees. Training activities that are federally funded that are provided by the School shall be made available to Sponsor's employees on a space available basis without any charge to the Sponsor other than any charges that are also incurred by the School for the participation of the School's employees.

#### **ARTICLE 12: REQUIRED REPORTS AND DOCUMENTS**

Section 12.A: **Required Reports and Documents:** The School will provide all documents required of it pursuant to the approved Application (**Appendix 1**), this Charter, or the School's governing laws and rules on the date(s) that the reports and documents are due to the sponsor.

#### **ARTICLE 13: SCHOOL FOOD SERVICE**

Section 13.A: **School Food Services; Extended Day Programs:** The provision of student food service at the charter school is the responsibility of the School and shall be provided according to applicable district, state and federal rules and regulations. The School shall make breakfast and lunch available to all students. Cafeteria services and extended day programs provided by the School shall be self-supporting. The School is solely responsible for funding any deficits it incurs in such services and programs and the Sponsor shall have no liability for same. Meals will be distributed to students using a point of sale accountability procedure. If applicable, the School shall distribute Information Letters and the Multi-Child Application for Free and Reduced Price Meal Benefits to students and shall certify student eligibility for such programs using required federal rules and procedures.

Section 13.B: **Meal Service Options and Definitions:** The School shall provide food service to the charter school by one of the following means:

Section 13.B.1: Enter into an agreement with the Florida Department of Agriculture, Division of Food, Nutrition, and Wellness, to administer the National School Lunch and National Breakfast Program at the charter school; and determine if the meals are to be hot or cold, bulk serving or individually packed. Under this option, the School shall complete and submit reimbursement claims to the Florida Department of Agriculture;

Section 13.B.2: Enter into an agreement with a third-party vendor to have food service provided either to the site of the charter school or pick-up, and determine if the meals are to be hot or cold, bulk serving or individually packed. Under this option, the School shall complete and submit reimbursement claims to the Florida Department of Agriculture;

Section 13.B.3: Enter into a separate agreement with the Sponsor to have food service provided to the charter school. Under such an agreement, the Sponsor would define and provide the menu pattern (breakfast, lunch or both; hot or cold); the Sponsor would define the delivery system (satellite or pick-up); the Sponsor would establish the per meal charges to the School and, if applicable, establish the delivery charges to the School; the Sponsor would provide Information Letters and the Multi-Child Application for Free and Reduced Price Meal Benefits to the School for distribution by the School to households for completion after the School's



representatives attend a required application approval training program; the School would provide to Sponsor, and keep current, a master list of students and their eligibility status for free, reduced or full paid meals; the Sponsor would approve a point of sale meal accountability procedure to be used by the School; the Sponsor would provide types of meal service, the costs and a delivery or pick-up system as agreed upon by the parties; the Sponsor would complete and submit reimbursement claims to the Florida Department of Agriculture; and the School would pay the Sponsor's Food Service Department for meals served on a monthly basis by the fifth day of each month; or

Section 13.B.4: Enter into an agreement with a third party vendor to have food service provided either to the site of the charter school or by pick-up, to determine if the meals are to be hot or cold, bulk serving or individually packed, and to provide any legally mandated breakfast and lunch assistance programs without participating in any government subsidized school breakfast and lunch programs.

Section 13.C: **Applicable Regulations:** The School shall comply with all USDA and FLDOE regulations that are applicable to its child nutrition program.

#### **ARTICLE 14: MISCELLANEOUS PROVISIONS**

Section 14.A: **Impossibility:** Neither party shall be considered in default of this Charter if the performance of any section or all of this Charter is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without extraordinary expense.

Section 14.B: **Drug-Free Workplace:** The School is a Drug-Free Work Place. The School shall provide the Sponsor with a copy of the School's applicable Drug-Free Work Place policy and any amendments thereto.

Section 14.C: **Entire Agreement:** This Charter and the appendices hereto shall constitute the full, entire, and complete agreement between the parties hereto. All prior representations, understandings, and agreements whether written or oral are superseded and replaced by this Charter. This Charter may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in writing. Any substantial amendment to this Charter School Agreement shall require approval of the Sponsor.

Section 14.D: **No Assignment without Consent:** This Charter shall not be assigned by either Party without the prior written consent of the other party, provided that the School may enter into contracts for services with an individual or group of individuals organized as a partnership or cooperative without the consent of the Sponsor.

Section 14.E: **No Waiver:** No waiver of any provision of this Charter shall be deemed to be or shall constitute a waiver of any other provision, unless expressly stated.

Section 14.F: **Default:** Except under circumstances that present a threat to health, safety or welfare or that constitute good cause for the immediate termination of this Charter, notice of a default of a material provision of this Charter will be furnished to the defaulting party by the non-defaulting party. Except under circumstances that present a threat to health, safety or welfare or that constitute good cause for the immediate termination of this Charter or when a shorter period of time to effect compliance is required by applicable law or rules, the defaulting party will be permitted thirty (30) calendar days to remedy the identified default.

Section 14.G: **Survival Including Post-Termination of Charter:** All representations and warranties made herein, indemnification obligations, obligations to reimburse the Sponsor, obligations to maintain and allow inspection and audit of records and property, reporting requirements and obligations to return public funds or property purchased with public funds shall survive the termination of this Charter.

Section 14.H: **Severability:** If any provision or any section of this Charter is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any section of any other provision of this Charter and all such remaining provisions shall continue in full force and effect, notwithstanding.

Section 14.I: **Third-Party Beneficiary:** This Charter is not intended to create any rights of a third-party beneficiary. This clause shall not be construed, however, as contrary to any statutory or constitutional right possessed by a member of the community, a student, or parent/guardian of a student of the School.

Section 14.J: **Choice of Laws and Venue:** This Contract is made and entered into in the State of Florida and shall be interpreted according to the laws of Florida, with venue in Broward County, Florida. The parties mutually agree that the language and all parts of this Contract shall in all cases be construed as a whole according to its fair meaning, and not strictly for or against any of the parties. This Charter shall be interpreted and construed according to the laws of the State of Florida. The School shall adhere to any additional requirements applicable to charter schools under state law or as mandated by the FLDOE or any other agencies regulating the School.

Section 14.K: **Notice Provision:** All notices to be given hereunder shall be in writing, and all payments to be made hereunder shall be by check, and may be served by hand delivery, express delivery or by depositing the same in the United States mail addressed to the party to be notified, postpaid, and registered or certified with return receipt requested. Notice given in any manner shall be effective only if and when received by the party to be notified. All notices to be given to the parties hereto shall be sent to or delivered at the address set forth below:

THE SPONSOR: Superintendent of Schools  
The School Board of Broward County, Florida  
Kathleen C. Wright Administrative Building  
600 Southeast Third Avenue - 10<sup>th</sup> Floor

Fort Lauderdale, Florida 33301

WITH COPY TO: Office of the General Counsel  
Kathleen C. Wright Administrative Building  
600 Southeast Third Avenue - 11<sup>th</sup> Floor  
Fort Lauderdale, Florida 33301

THE SCHOOL: Renaissance Charter School, Inc.  
10501 Pines Boulevard  
Pembroke Pines, Florida 33026

By giving the other party at least fifteen (15) calendar days written notice thereof, a party may change its address and specify its new address for the purposes stated herein, and/or to notify the change of attorney.

Section 14.K.1: **Routine Communication:** For the purposes of day-to-day communication pertaining to the operations of the School, the Sponsor and School shall communicate via general electronic mail, (email), school specific email, verbal communication, US Postal service or via uploads of required documentation and comments on Charter.Tools or other like electronic document management system.

Section 14.L: **Authority:** Each of the persons executing this Charter represent and warrant that they have the full power and authority to execute the Charter on behalf of the party for whom he or she signs and to bind and obligate such party with respect to all provisions contained in this Charter and that he or she enters into this Charter of his or her own free will and accord and in accordance with his or her own judgment, and after consulting with anyone of his or her own choosing, including but not limited to his or her attorney.

Section 14.M: **Conflict:** In the event of any conflict between the provisions of this Charter and any Appendix, this Charter shall prevail.

Section 14.N: **Dispute Resolution:** Subject to the applicable provisions of Section 1002.33, Florida Statutes, as amended from time to time, all disagreements and disputes relating to or arising out of this Charter which the parties are unable to resolve informally, may be resolved according to the following dispute resolution process, unless otherwise directed or provided for in the aforementioned statute. Nothing herein shall be construed to limit the Sponsor's ability to immediately terminate this Charter in accordance with Section 1002.33(8)(d), Florida Statutes. It is anticipated that a continuing policy of open communication between the Sponsor and the School will prevent the need for implementing a conflict/dispute resolution procedure.

Section 14.N.1: The following dispute resolution process, not otherwise preempted by Section 1002.33, Florida Statutes, shall be equally applicable to both parties to this Charter in the event of a dispute.

Section 14.N.2: Notwithstanding this provision, either party may seek any and all legal remedies available to it including, without limitation, mediation through the FLDOE or those additional remedies set forth in Section 1002.33(6)(i), Florida Statutes.

Section 14.N.3: The dispute resolution procedure is as follows:

**STEP 1:** As a first step, informal discussion occurs between representatives of the School and the Sponsor regarding the particular issue(s) in question. If the matter is not resolved at Step One, either party may elect to forward the issue(s) to the next step.

**STEP 2:** Written notice by the Sponsor or the School outlining the nature of an identified problem in performance or operations not being met or completed to the satisfaction of either party. If the matter is not resolved at Step 2, either party may elect to forward the issue(s) to the next step.

**STEP 3:** Meeting between the governing board of the School and the Sponsor's staff or representative to discuss the issue(s) and attempt resolution of same, and propose modifications or amendments to the terms and conditions of the Charter. If the matter is not resolved at Step 3, either party may elect to forward the issue(s) to the next step.

**STEP 4:** An item will be placed upon the agenda of the Sponsor's regular school board meeting to enable the Sponsor to render a final decision regarding the issue(s) which are in dispute.

Section 14.O: **Citations:** All Florida Statutes, State Board of Education Rules, or School Board Policies cited herein shall refer to the edition in effect when this Charter is executed or extended, subject to subsequent amendment of such statutes.

Section 14.P: **Headings:** The headings in the Charter are for convenience and reference only and in no way define, limit, or describe the scope of the Charter and shall not be considered in the interpretation of the Charter or any provision hereof.

Section 14.Q: **Advice of Counsel:** The School and the Sponsor both state that they have been represented by legal counsel in connection with the negotiation and execution of this Charter and each is satisfied with the legal representation it received.

Section 14.R: **Counterparts:** This Charter may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Charter.

**IN WITNESS WHEREOF,** the Parties hereto have executed this Charter School Agreement as of the day and year first above written.



FOR THE SCHOOL

(Corporate Seal)

Renaissance Charter School, Inc.  
Name of Governing Entity (Not for Profit)

Attest: \_\_\_\_\_

Secretary

- or -

[Signature]  
Witness

[Signature]  
Witness

by: [Signature]  
Name and Title Ken Haiko, Chair

STATE OF FL

COUNTY OF Broward

The foregoing instrument was acknowledged before me this 4 day of April 2019 by  
Ken Haiko of Renaissance Charter School, Inc.  
Name of Person on behalf of the Governing Entity Name of Governing Entity (Not for Profit)

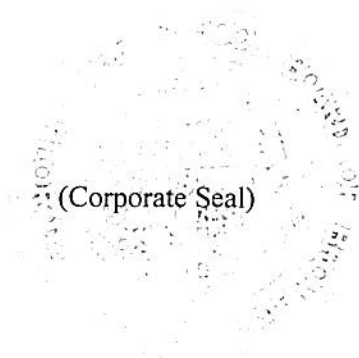
He/She took an oath and is personally known to me or has produced \_\_\_\_\_ as  
identification.



My commission expires:  
6/27/20

[Signature]  
Signature - Notary Public  
Veronica Lisicki  
Printed Name of Notary Public

FOR THE SPONSOR

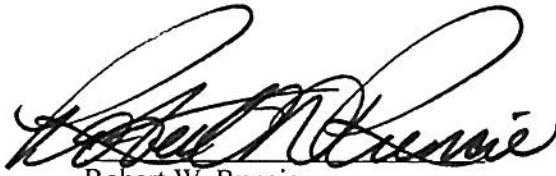


(Corporate Seal)

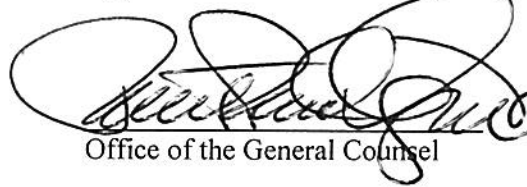
THE SCHOOL BOARD OF BROWARD  
COUNTY, FLORIDA

ATTEST:

By   
Heather P. Brinkworth, Chair

  
Robert W. Runcie  
Superintendent of Schools

Approved as to Form and Legal Content:

 04/10/19  
Office of the General Counsel

# **2018 Charter Renewal Program Review**

**Charter Renewal Application #000354**

**Renaissance Charter Schools At Pines**

**Location Code: 5710**

**Submitted To:**

Broward County Public Schools  
Broward County Public Schools  
600 SE 3rd Ave.  
Fort Lauderdale, FL 33301

Phone: 754-321-2135  
Fax: 754-321-2138

**Submitted By:**

Daniel Verdier  
10501 Pines Blvd Pembroke Pines, Florida 33026

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## **ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE**

### **1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE**

Open Date:	
Proposed Name:	<b>Renaissance Charter Schools At Pines</b>
School Type:	<b>Elementary / Middle</b>
Grade Levels:	<b>[K, 1, 2, 3, 4, 5, 6, 7, 8]</b>
School District:	
Neighborhood / Community:	
Organization Type:	<b>Non-profit Corporation</b>
Sponsoring Entity:	<b>Non-profit Organization</b>
Address:	<b>10501 Pines Blvd Pembroke Pines, Florida 33026</b>
Phone:	<b>(954) 862-1283</b>
Fax:	<b>(954) 862-1284</b>
Web Site:	<b>recspines.org</b>
Calendar Type:	<b>Standard - 180 instructional days</b>
Educational Service Provider:	<b>Renaissance Charter School, Inc. (EMO)</b>

Name: Daniel Verdier  
Mailing Address: 10501 Pines Blvd Pembroke Pines, Florida 33026  
Mobile Phone: 305-987-1936  
Alternate Phone: 954-862-1283  
Email: dverdier87@gmail.com  
Current Employer: Charter Schools USA

[illegible]

## D. Board Members

Name	Title	Contact Information	Current Employer
Clark, Dennis	Board Vice Chairperson	P: 9542602695 M: 9542602695 E: clar1318@bellsouth.net	
Haiko, Ken	Board Chairperson	P: 9545621671 M: 9545621671 E: kenh618@aol.com	
Miller, Billie	Board Member	P: M: E: Mardo6725@gmail.com	
O'Brien, John	Board Director	P: 2393226501 M: 2393226501 E: obiejp@comcast.net	
Strum, Shane	Board Director	P: 9546688721 M: 9546688721 E: shanestrums@hotmail.com	
Verdier, Daniel	Emergency Contact	P: 954-862-1283 M: 305-987-1936 E: dverdier87@gmail.com	Charter Schools USA
Wheeler, Thomas	Board Director	P: 9547039044 M: 9547039044 E: twheel_2000@hotmail.com	

# **CHARTER SCHOOL RENEWAL INSTRUCTIONS**

## **1. CHARTER SCHOOL RENEWAL INSTRUCTIONS**

N/A

### **Attachments**

#### **Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS**

– No Attachments –



# CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

## 1. COVER SHEET

See attached.

### Attachments

#### Section 1: COVER SHEET

1.1 [Cover Sheet](#)

Verdier, Daniel, 11/16/18 6:25 PM

PDF / 29.361 KB

# **SECTION BREAKDOWN**

## **1. SECTION BREAKDOWN**

N/A

### **Attachments**

#### **Section 1: SECTION BREAKDOWN**

– No Attachments –

# **EXECUTIVE SUMMARY**

## **1. Executive Summary**

### **Attachments**

#### **Section 1: Executive Summary**

– No Attachments –

# **EDUCATIONAL PERFORMANCE**

## **1. FEDERAL AND STATE ACCOUNTABILITY**

### **A.**

PINES is not required to implement a School Improvement Plan (SIP) due to low academic performance. However, we do implement a Title 1 SIP as required by the State of Florida since we are designated a Title 1 school.

### **B.**

Targeting support for AMO subgroups begins with data chats that drive our strategic use of resources and scheduling to meet students' academic needs. We place students in groups for differentiated instruction based on analysis of NWEA MAP and unit assessment data. Prior to the start of the school year, grade level teams are developed based on strengths of the teachers and needs of students based on the previous year's data. All teachers are provided with data chat facilitation support and instructional coaching to ensure all appropriate learning resources, such as McGraw-Hill Wonders English Language Learner (ELL) supplemental materials and leveled readers, are used with fidelity. PINES places an emphasis on supporting teachers in the planning and delivery of effective, and data-driven instruction. Standards-based reteaching takes place as part of our Instructional Focus Plan (IFP) after each unit of instruction. IFP instruction takes place daily in each classroom, in a small-group format that allows teachers to provide explicit reteaching and administer posttests to determine if students have demonstrated mastery of priority standards or need further targeted instruction for catch up growth. IFP time is also used strategically to frontload new information for students who require additional time and practice with new concepts. We track class and individual student mastery of standards and monitor progress towards meeting established goals throughout each benchmarking period and curricular unit. In addition to ongoing small group instruction and IFP sessions, classroom teachers and team captains deliver tiered interventions in alignment with our RtI approach. We ensure that students are provided with appropriate accommodations during testing and support teachers in matching appropriate accommodations to instructional plans throughout the year. Additionally, we are focused on maximizing the use of adaptive instructional software, which is designed to reach students at varying proficiencies, by ensuring teachers are well versed in program monitoring tools and accompanying teacher-led lessons.

Outside of the regular school day, we provide an academic and enrichment program to 150 at-risk students in all grades, free of cost, as recipients of a 21st Century Community Learning Center Grant Program. Our program, PINES Future Citizens, allows us to provide extended learning opportunities designed to enhance academic growth. Students who participate in the program receive tutoring/homework help, academic project-based learning activities, and attend personal enrichment programs. Certified classroom teachers provide tutoring in English Language Arts and Math, with Science tutoring offered to students in Grades 5 & 8. Project-based learning activities will have students participating in hands-on assignments that will supplement the Florida Standards that they are currently working on in their classrooms. Each student can select a personal enrichment class, such as Robotics, Cooking, or Journalism, to work on daily at the end of their schedule. Additionally, students participate in a physical education period every week to promote a healthy and activity lifestyle.

### **C.**



Students have made significant improvements annually, especially in the most recent year, in ELA, math, and science. In ELA, Black students scored 59% and Hispanic students 57%, which is the lowest performing racial subgroup and is tied to decreasing (ELL) subgroup performance in ELA. Economically disadvantaged students and Students with Disabilities (SWD) saw significant improvements in ELA for the 2017-18 school year, scoring 55% and 32%, respectively.

To increase ELA proficiency among our ELL students, we are using more visual aids for learning, increasing the amount of group work, encouraging visitation to the ELA classroom by ELL teachers, utilizing pre-teaching techniques, and incorporating culturally unique vocabulary.

In math, Hispanic students scored 68% and Black students scored 61%. ELL students improved their performance almost 15 percentage points from the previous school year to 43%, and SWD improved by more than 20 percentage points to 47%. Economically disadvantaged students also improved by 15 percentage points to 63%.

In science, subgroups achieved their highest performance levels yet in 2017-18. Hispanic students scored 61% and Black students scored 41%. SWD scored 31% while economically disadvantaged students scored 52%. There were less than 10 ELL students tested, and as such, data for that subgroup is not available.

#### **D.**

Every year since opening for the 2014-15 school year, our students have improved their proficiencies in ELA, math, and science. In our first year, students were performing below the average elementary school statewide. Since then, our students have improved their proficiencies in ELA, math, and science by over 20 percentage points each, now exceeding the average elementary school statewide. For detailed information regarding FSA proficiency data, please see **Attachment B**.

In addition to taking state-mandated assessments, students are assessed using NWEA MAP assessments 3 times a year, Unit assessments 6-9 times per year (depending on grade/subject), and MAP Skills assessments intermittently throughout the year for progress monitoring. These assessments provide school leadership and teachers with the data necessary to plan instruction and determine student progress toward standards mastery. Students receiving tiered interventions are progress monitored at regular intervals in specific skill development, as determined by diagnostic assessments, to track the rate of student improvement and effectiveness of instruction. Data chats focused on NWEA data disaggregation take place three times annually, in alignment with our benchmarking periods, to measure progress toward meeting standards and goals. More frequent progress monitoring takes place after the delivery of each unit of instruction. We have moved from conducting curriculum focused data chats every quarter in previous years, to conducting data chats after each curricular unit of instruction. This provides teachers more frequent opportunities to disaggregate data, self-assess instructional planning, share best practices in instructional delivery, and design more effective instructional focus plans (IFP). IFPs provide an outline of high priority standards (based on FSA specifications) that need to be retaught and practiced in the next 2-4 weeks before being reassessed. IFP lessons are in addition to, and separate from, the delivery of the next unit of instruction and are delivered in a small-group format to ensure students are receiving the targeted support necessary to demonstrate standards mastery. Teachers track standards in each classroom to provide a visual reminder of the alignment between standards-based instruction and the level of student understanding attained.

#### **E.**

In our second year, our students' growth was below the average elementary schools' performance statewide. As of 2017-18, our students significantly outperform the average elementary school

statewide, with 63% making at least a year's worth of growth in ELA and 68% in math, which is almost 10 percentage points above the state average in both subjects.

For detailed information regarding student learning gains, please see **Attachment E**.

**F.**

Among our lowest 25% of students, more than 50% have made a year's worth of growth for the past two years in ELA (63% in 2017-18 and 56% in 2016-17). In math, gains among the lowest 25% dropped from 45% in 2015-16 to 29% in 2016-17. However, gains significantly improved to 44% for 2017-18, and we are ensuring that students among the lowest 25% continue to grow in math by providing them with more centers-based learning and small-group pullouts to remediate foundational math skills, as well as instituting math labs and emphasizing hands-on learning activities.

For detailed information regarding performance of the lowest 25% of students, please see **Attachment E**.

**G.**

We have administered state-mandated assessments to over 98% of eligible students each year, and 100% in the 2017-18 school year.

**H.**

The schools listed below are elementary schools located within a 5-mile radius of PINES that serve comparable student populations:

- Sea Castle Elementary School
- Pines Lakes Elementary School
- Boulevard Heights Elementary School
- Palm Cove Elementary School

Among these schools, PINES ranked first in 2017-18 among school grade categories in ELA and math proficiency, math learning gains, and science proficiency. PINES ranked second in ELA gains and gains among the lowest 25%.

For detailed information regarding relative performance, please see Tables 1 and 2.

**I.**

As shown in Table 3, PINES has earned a school grade of "C" or above since the 2015-16 school year, and recently raised its grade to "B" for the 2017-18 school year.

In our opening year (2014-15), the school did obtain a grade of "D." As a result, numerous operational changes and improvements were made to better serve students. We instituted a simplified approach towards implementing a Response to Intervention (RtI) schedule to better identify and serve struggling students. An emphasis was placed on small-group instruction to focus the staff on serving the specific needs of all students, especially those who struggled to attain grade-level standards. All classrooms now heavily concentrate on student centers, which has included staff training and professional development regarding effective implementation. This has resulted in significant improvement regarding student growth each year.

Our focus on differentiation also applied to professional development for staff by giving teachers a

list of offerings and letting them choose what they felt they needed most. Teachers were also placed in classrooms based on skill and where they were best suited as opposed to simply meeting staffing needs. More thought was also put into the placement of staff and the layout of classrooms. Areas were repurposed and shifted to create better spaces for teachers and students based on need. For example, science teachers permanently moved their classrooms into labs, and flexible seating/furniture was placed in intervention rooms and collaborative learning spaces. We have also expanded our science program by investing \$90,000 to purchase additional science resources including all-inclusive FOSS lab kits for all grades, which has resulted in increased science achievement.

During the past two school years, we have appointed team captains for each grade level. The team captains lead their grade-level teams in disaggregating data in order to determine which benchmarks and standards need to be a primary focus. Strategies are then devised on the best way to differentiate instruction to more effectively teach those standards, which includes utilizing instructional software with fidelity. This implementation of team captains and this process has helped the school improve from a "C" to be a "B" for the 2017-18 school year.

We use NWEA, Running Records, and FLKRS to assess students in grades K – 2.

**J.**

PINES is not required to implement a SIP due to low academic performance. However, we do implement a Title 1 SIP as required by the State of Florida since we are designated a Title 1 school.

**K.**

The school has not been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.

**L.**

N/A

**M.**

N/A

**N.**

N/A

## **Attachments**

### **Section 1: FEDERAL AND STATE ACCOUNTABILITY**

1.1 <a href="#">Table 3</a>	Verdier, Daniel, 11/16/18 6:20 PM	PDF / 59.719 KB
1.2 <a href="#">Tables 1 &amp; 2</a>	Verdier, Daniel, 11/16/18 6:20 PM	PDF / 69.386 KB

## **2. MISSION-SPECIFIC ACCOUNTABILITY**



**A.**

**Old Mission:** 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 student engagement.

Before the start of our second year, our staff conducted a 3-hour working session to develop a mission that was more indicative of what we wanted to achieve and the school culture we wanted to create. Together, we identified the following core values: high expectations, a passion for teaching and learning, and the determination to push through adversity. The mission was kept clear and concise in order to be easily understood, and teachers exemplify these values daily so students see it as actions instead of just words.

**New Mission:** We, the Patriots, achieve greatness through high expectations, passion, and perseverance.

The school-specific academic goals outlined in the charter agreement are no longer relevant, as those goals were developed in 2012 based on FCAT performance data and future projections. However, we have made significant progress towards our mission of achieving greatness through high expectations, passion, and perseverance.

Our students and teachers know the high standards expected of them and have exemplified this through FSA proficiency data, which has increased every year since opening in the 2014-15 school year. In our first year, students were performing below the average elementary school statewide. Since then, our students have improved their proficiencies in ELA, math, and science by over 20 percentage points each, now exceeding the average elementary school statewide. This shows that teachers are setting high expectations and students are meeting those expectations in order to achieve greatness.

Our students are now instilled with a passion for learning, which all starts with teachers' passion for teaching, and this has been exemplified through learning gains on the FSA. In our second year, student growth was below the average elementary schools' performance statewide. As of the most recent year, our students now significantly outperform the average elementary school statewide, with 63% making at least a year's worth of growth in ELA and 68% in math, which is almost 10 percentage points above the state average. This proves that PINES's culture has nurtured a passion for learning in its students and that they are dedicated to achieving greatness by learning each year.

Our students and teachers also possess a drive to persevere on our path to greatness. Together, the school collectively pushes through times of adversity that require the "extra mile," specifically during state assessments. We prepare each student and afford them the highest chance of success, execute the proper processes and procedures efficiently and effectively during actual assessment times, and use the data from those assessments to improve instruction and better target each individual student needs. Teachers are dedicated to this demanding work and our students reciprocate that by doing their part to prepare for the assessments, following the rules and procedures during assessment times, and being receptive to the feedback they receive in light of their assessment results. Furthermore, our gains among the lowest 25% of students (those who deal with academic adversity on a daily basis) are the ultimate embodiment of PINES's perseverance. Among our lowest 25% of students, more than 50% have made a year's worth of growth for the past two years in ELA (63% in 2017-18 and 56% in 2016-17). In math, gains among the lowest 25% dropped from 45% in 2015-16 to 29% in 2016-17. However, gains significantly improved to 44% for 2017-18, which again shows our school's ability to persevere in the face of adversity on our journey toward greatness.



## **Attachments**

### **Section 2: MISSION-SPECIFIC ACCOUNTABILITY**

– No Attachments –

## **3. EDUCATIONAL PROGRAM IMPLEMENTATION**

### **A.**

In our opening year (2014-15), the school did obtain a grade of "D." As a result, our mission was changed to reflect our new focus on achieving greatness through high expectations, passion, and perseverance. Numerous operational changes and improvements were instituted in order to better serve students and align with our new mission.

One of the barriers to achieving greatness in our first year was analyzing and leveraging student data to better inform instruction. As such, we have instituted team captains for each grade level. The team captains lead their grade-level teams in disaggregating data in order to determine which benchmarks and standards need to be a primary focus. Strategies are then devised on the best way to differentiate instruction to more effectively teach those standards, which includes utilizing instructional software with fidelity. This process has allowed us to more accurately analyze current data and determine what individual student, classroom, and grade level goals are realistic, and the instructional techniques needed to achieve them. To foster data ownership among students, all students are supported in setting their own goals based on individual NWEA data targets. Students set learning goals, confirm NWEA growth targets, and plan action items for meeting these goals. This process ensures that goals are realistic and that students fully understand the academic expectations to which they will be held accountable.

To create behavioral expectations and foster a passion for learning, we implemented our positive behavior plan using our behavioral reward tracking system, HERO. HERO allowed us to establish consistent behavioral rules, procedures, and consequences. Consistency in discipline and positive behavior reinforcement helped to build both cultural behavioral expectations as well a passion for learning amongst our students, which in turn helps fuel our staff's passion for teaching.

Another weakness in our first year was a lack of personalized instruction. As such, small-group instruction became the staff's primary focus to better serve the specific needs of all students, especially those who struggled to attain grade-level standards. All classrooms leverage small-group student centers, which has included staff training and professional development regarding effective implementation. We also provide an academic and enrichment program to 150 at-risk students in Grades K-5, free of cost, as recipients of a 21st Century Community Learning Center (CCLC) Grant Program. Our program, PINES Future Citizens, allows us to provide extended learning opportunities designed to enhance individual student academic growth. Teachers were also placed in classrooms based on skill and where they were best suited as opposed to simply meeting staffing needs. These initiatives have resulted in significant improvement regarding student growth on both state assessments and NWEA assessments, helping further instill a passion for learning within our school's culture.

As a result of these implementations, we were able to institute a solid cultural foundation based on high expectations and passion. This cultural shift has allowed our school to collectively persevere through the "growing pains" of change to improve from a "C" grade in both the 2015-16 and 2016-17 school years to a "B" for the 2017-18 school year.

**B.**

The CSUSA Education Model provides the framework for our standards-based instructional approach. The core of the Education Model is the Guaranteed and Viable Curriculum (GVC), which ensures an academic focus in every classroom that encourages steady academic progress toward mastery of the Florida Standards and the Next Generation Sunshine State Standards (NGSSS). School leadership actively monitors teaching and learning so that instructional content necessary for achievement within each grade or subject area is not disregarded or replaced. Recently, we have focused on enhancing three core areas that support full and effective implementation of the Education Model. Our work in each of these three areas is detailed below.

### **School Climate**

School climate reflects the way PINES feels to visitors, teachers, students, and parents. Since year one, we have implemented Responsive Classroom as an evidence-based approach to developing students into responsible citizens and conscientious academic decision-makers. Guiding principles of Responsive Classroom include:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

In addition to Responsive Classroom, we have developed a schoolwide behavior plan that includes a social-emotional learning (SEL) focus, a behavior tracking and incentives system, an emphasis schoolwide values, and implementation of a character education program.

- **HERO:** Our discipline and behavioral reward tracking system, HERO, is used to establish consistent rules, procedures, and consequences throughout the school community. Consistency in discipline and positive behavior reinforcement encourages students to make good choices each day within the classroom, at recess, in the cafeteria, and during passing periods. Students earn positive behavior points through HERO which are redeemable at the student store or can be used to attend quarterly HERO reward celebrations, such as school dances and access to the student recreation room. HERO is an online program and the HERO app allows parents to receive regular alerts regarding their student's behavior. Our student of the month ceremonies and morning announcement spotlights are other ways that students who earn positive behavior points are recognized.
- **SEL:** Students are guided in identifying, understanding, and managing their feelings, and the feelings of those around them. As a way of developing empathy among students, the student store offers donations to charitable causes as an incentive choice. Students can work toward a class donation by combining HERO points which are then converted to monetary donations to the selected charity.
- **Character Education Program:** We have adopted schoolwide values that staff work to integrate into every aspect of our school community. Purpose, passion, integrity, and grit represent what PINES hopes to instill in each student and is embodied by staff, many of whom have worked their way from teaching to leadership positions. One example of how we build intrinsic motivation necessary for displaying purpose and passion is through

designated dress days, such as Formal Mondays when students wear Oxford shirts with ties or sashes with the mindful intention of starting the week off with success in mind.

Furthermore, we are in the third year of implementing our schoolwide behavior plan, and suspension rates have decreased each year. This is a testament to our students' increased awareness of school culture expectations and the behavioral standards to which they are held accountable.

Another manner in which we develop our school climate is through professional development (PD). Our professional development plans incorporate a mixture of small-group, grade-level specific, and all staff training, as well as one-one-one instructional coaching opportunities. Our goal for all PD experiences is to encourage growth mindsets among all teachers and create an environment where innovations are generated from the classroom level up. As previously mentioned, we offer teachers a choice in PD offerings, which are based in part by teacher self-assessment and observed needs as determined by school leadership. PD takes place throughout the year, based on the schedule below:

- **Team Meetings:** Held weekly on Tuesdays and facilitated by Curriculum Resource Teachers (CRTs) and administration. Expectations include arriving on time and prepared, bringing classroom playbooks which detail student data and IFP lessons, and demonstrating preparedness to discuss plans, standards, ideas, activities, and instructional software usage.
- **Professional Development:** Held during the summer, on designated no-student days as indicated on the instructional calendar, and on select afternoons throughout the year. PD sessions are based around the needs of specific grade levels and teachers. All teachers are expected to actively participate.
- **Data Chats:** Held quarterly and facilitated by team captains, CRTs, and administrators based on NWEA, unit assessments, instructional software reports, and any pertinent data related to student standards-based performance.

In addition to the PD opportunities listed above, we are piloting the use of Nearpod, an online tool for creating blended and flipped learning experiences. Implementation of Nearpod is intended to sharpen teacher technology integration skills and strengthen teacher ability to engage students as 21<sup>st</sup> century learners. Additionally, Nearpod provides another tool for differentiating student learning experiences. All teachers received initial training in the platform from Nearpod representatives, with ongoing technical support provided by CRTs.

### **Curriculum and Instruction**

Curriculum and Instruction refers to the work that takes place in our classrooms and the critical elements necessary to meet student needs and create meaningful learning experiences. CRTs support teachers in developing standards-based lessons and provide instructional coaching to support effective delivery of lessons. Teachers utilize CHALK, an online platform for curriculum map management and instructional planning, which PINES piloted for the CSUSA network of schools. Through CHALK, lessons are easily linked to daily standards and shareable with colleagues and school leadership. A lesson planning template, suggested resources, and all NGSSS and Florida Standards as outlined in the GVC are pre-populated in CHALK for ease of use. CRTs and administrators conduct targeted weekly walkthroughs to observe lesson delivery and design support for teachers as needed. This practice supports our ongoing focus on the use of effective instructional strategies, including planning for centers and small-group instruction.

We began utilizing team captains, teachers assigned as grade level leads and instructional coaches, as additional supports to enhance curriculum planning and instruction. Team captains facilitate data disaggregation, lesson planning, and deliver small-group, tiered-interventions. This structure allows expertise to be developed at each grade level and ensures teachers and students



are receiving targeted support. Team captains also support the development of Instructional Focus Plans (IFPs), an outline of previously taught standards that require reteaching to individuals or groups of students. IFP instruction takes place each day in the morning in each classroom with the exception of one grade level. This year, a walk-to-read model has been implemented for reading in 2<sup>nd</sup> grade, with plans to expand to other grades in the future.

Departmentalization in grades 3-5 has also supported our focus on strengthening instructional delivery of grade level standards. Students in 3<sup>rd</sup> and 4<sup>th</sup> grades have one teacher for ELA and one teacher for math. Students in 5<sup>th</sup> grade have three teachers who each focus on delivery of ELA, math, and science standards. This not only supports teachers in developing subject area expertise, but supports students in the transition to middle school scheduling. The development of collaborative learning spaces has aided PINES in implementing a centers-based approach across subject areas. Purposeful centers support students in skill development and maximize use of instructional resources. Additionally, we have added a Capstone Lab that provides students with project-based learning opportunities and science labs utilizing repurposed spaces around campus to provide additional hands-on learning experiences outside of the school's two dedicated lab spaces.

Our tutoring program provides students with additional time outside of the school day to practice high-priority, grade-level standards. Our program begins in the first quarter of the school year and aims to support students in developing standards mastery and FSA preparedness. Tutoring is offered four times weekly, for 75 minutes, beginning in the first quarter of the school year.

Participation in the tutoring program is based on NWEA data, with 3<sup>rd</sup>-5<sup>th</sup> grade students in the lowest 25<sup>th</sup> percentile receiving invitations to participate in math or ELA. Science tutoring is offered to 5<sup>th</sup> grade students as well in preparation for FCAT 2.0. Teachers oversee lesson planning and student grouping to ensure a data-driven approach to standards-based tutoring. In addition to weekly tutoring, we operate a Winter Break Camp for three hours, four times a week over the winter holiday that operates as an open lab for students to receive extra academic support. Lunch is provided during camp and parents are informed of this opportunity well in advance.

We place special emphasis on reading success in 3<sup>rd</sup> grade by placing teachers strategically in the grade level and developing the team's expertise in teaching reading. Currently, there are two students previously retained in 3<sup>rd</sup> grade who are placed with a highly effective teacher. The majority of teachers on the 3<sup>rd</sup> grade team have completed CRT training through CSUSA as well, which also contributes to the team's ability to plan effective reading instruction. Our most recent FSA data reflects 3<sup>rd</sup> grade reading proficiency at 70%.

We provide teachers with instructional software training to ensure programs are fully implemented and student opportunities for targeted practice are maximized. Adaptive software, such as Reading Plus and Imagine Math, offer proven resources for the leveled practice required to progress toward standards mastery. Other instructional software resources, such as Lexia, provide teachers with small-group lesson plans aligned with students' leveled practice. Other instructional software utilized includes Lexia Core for grades K – 2, Reading Plus for grades 3-5, Imagine Math for grades 3-5, and Study Island for grades 3 – 5.

### **Data Literacy**

Data Literacy ensures all stakeholders can access and interpret data related to our school, students, and teacher effectiveness, which helps determine next steps for our school's growth and opportunity. Data chats occur throughout the year and are a primary vehicle for ensuring teachers understand how to disaggregate data and make data-driven grouping and instructional decisions.

Team captains facilitate grade level data chats related to and work closely with CRTs and administrators to communicate needs, plans, and additional requests for support. Weekly team meetings are facilitated by the CRTs and Assistant Principal and are held with teachers by grade bands K-2 and 3-5. This supports consistent messaging in setting expectations for planning and grading, and provides time for teachers to bring up specific challenges they are experiencing. Additionally, data trend analysis takes place during this time which allows teachers to see the impact of instructional practices across the grade levels.

Another way we develop data literacy is through the development of each student's Personalized Learning Plan (PLP). The PLP is paramount to ensuring ownership of learning through deep understanding of progress towards standards mastery and personal goal attainment. Students work collaboratively with teachers to review NWEA data and class grades, set learning targets, and record specific next steps to reaching individual goals. In support of student data ownership, students in grades 3-5 are trained in PowerSchool Gradebook to understand their current progress and grades. By ensuring students understand how to monitor their grades, students develop their own data literacy and learn to action plan in support of meeting PLP goals.

Parents are supported in understanding student progress and standards mastery through conferences and trainings throughout the year. Parent-teacher conferences are conducted three times annually across all grade levels and offer a one-on-one setting for teachers to share information on grades, behavior, and PLP goals. Parents are also invited to attend trainings, which include two PowerSchool focused sessions that encourage active monitoring of student grades, FSA nights specific to grade level demands, and curriculum information sessions intended to highlight core instruction in ELA, math, and science. Additionally, teachers ensure parents understand the use of Edmodo, a private learning network that allows teachers, students, and parents to interact in a seamless manner that blends social networking tools with traditional school communications tools. Parents are supported in the use of Edmodo to ensure this communication and learning tool is maximized in monitoring their student's assignments and classroom contributions. Instructional software training is also made available to parents to ensure full and effective use of programs at home.

### C.

We focus on building student intrinsic motivation and a positive school culture over the past three years has aided in addressing struggling students' academic needs. Our efforts around positive reinforcement and social emotional learning needs has helped create an environment where students own their data and understand personal learning goals. This has helped participation in the tutoring program as struggling students have a better understanding of areas in need of improvement and see the connection between standards-based tutoring and personal goal fulfillment. Teachers benefit from team captains that provide guidance in designing effective lessons for small-group tutoring sessions and provide instructional coaching as needed to ensure tutoring sessions are as impactful as possible.

We continue to focus on enhancing our planning and delivery of high-quality and engaging instructional strategies as outlined in *The NEW Art and Science of Teaching* (Marzano, 2017). Teachers chunk information and incorporate periodic checks for understanding and mini-assessments as a regular part of instruction, and work in teams to determine which instructional strategy is most effective for each lesson. Our focus strategies, which are used during small-group and whole-group instruction, include: using scales and rubrics for providing specific feedback, examining similarities and differences, previewing information, and incorporating academic games. Our teachers also plan for small-group instruction and centers regularly to ensure the time necessary to meet individual student needs. Small-group instruction is flexible and based on data or specific to introducing content or learning activities. Teachers work with CRTs and grade-level team captains to plan differentiation based on grade-level content,



process, product, or learning environment. To support teachers in conducting daily small-group instruction and centers-based learning, the leadership team conducts regular walkthroughs and instructional coaching is monitored. Our goal is to support the development of each student's ability to be self-directed, work independently, and practice collaboration skills while teachers conduct small-group instruction.

Student PLPs are utilized to track and monitor progress in meeting standards-based, grade-level goals as well as personal learning objectives. Teachers partner with students to practice tracking progress and data chat facilitation skills. This helps nurture the data ownership among students needed to participate in tri-annual conferences. Additionally, teachers participate in ongoing PD opportunities focused on instructional software and data analysis that help them make strategic decisions about which resources to utilize, such as NWEA Learning Continuum which breaks down specific skills students are ready to practice or require remediation in.

#### D.

Through regularly scheduled data chats, teachers are guided through the use of data to plan for student reteaching and enrichment needs. Team captains and school leadership facilitate data chats throughout the year at the end of each instructional unit and at the three benchmarking periods. As active participants in the data chat process, teachers use anecdotal records and classroom-based formative assessments to track student learning between data chats and make adjustments to lesson plans and student groupings as necessary. CRTs for grades K-2 and 3-5 also support teachers in checking for standards mastery and using all instructional resources appropriately. CRTs are critical in developing individualized PD opportunities for teachers to ensure planned data-driven instruction is delivered effectively and instructional strategies are employed flexibly to target specific student needs.

To support students in data ownership, all students are supported in setting their own goals based on individual NWEA data targets. Analysis of NWEA data and performance in core classes allows students to self-assess with the support of classroom teachers. Students set learning goals, confirm NWEA growth targets, and plan action items for ensuring goals are met.

#### E.

We provide quality Exceptional Student Education (ESE) services for eligible students as defined in the school's charter 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 (IDEA), Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act (ADA), to ensure that the educational goals for each student are addressed.

We currently serve 62 students in our ESE program, which includes three students with a gifted exceptionality and two students who are twice exceptional (gifted and speech impaired). The ESE student body consists of students with a diverse group of needs. At this time, we are serving students with primary exceptionalities of Speech Impaired (40%), Language Impaired (8%), Specific Learning Disability (26%), Autism Spectrum Disorder (6%), Developmental Delay (5%), Other Health Impairment (10%), and Gifted (5%). Currently, our ESE Department is comprised of three ESE Teachers, one of whom oversees ESE compliance and contracted service providers in various disciplines who work at PINES on a part-time basis. Based on the needs of the current ESE student population, these contracted services are provided in the areas of speech/language therapy, occupational therapy and mental health counseling. One of our team captains is gifted endorsed and one of her responsibilities is to serve the school's gifted population.

PINES is an appropriate placement for ESE students whose needs can be met 80% or more of the time in the general education setting. We provide services to students with disabilities by providing a continuum of services within this Regular placement level. Based on the needs of our current ESE student population, this continuum currently includes consultation, collaboration, specialized instruction, speech therapy, language therapy, occupational therapy and counseling services. We continually collaborate with Broward County Public Schools to ensure that students are placed in the least restrictive environment appropriate to meet their needs. Should a student's IEP Team determine that we cannot adequately address his or her needs, we will partner with Broward County Public Schools to refer the student to an appropriate placement within the school district.

Our 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 child's present levels of educational performance; 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 2<sup>nd</sup> grade students to determine gifted education eligibility. Students in 3<sup>rd</sup> – 5<sup>th</sup> grades are assessed using the Kaufman Brief Intelligence Test (KBIT). In addition, when a child performs well above average in an academic area, the team collaborates with its district assigned school psychologist related to the child's academic performance to determine if further evaluation is recommended.

Each quarter, our gifted teacher works in conjunction with the teachers of record to analyze the 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 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 weaknesses. Students who are eligible for gifted services are placed in a high achiever classroom in the elementary school grade levels. Our gifted provider consults with the students' general education teachers to ensure that the students' gifted needs are being met.

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

At the present time, we have 15 students enrolled with 504 Plans. The Student Services Coordinator ensures that we remain compliant with Section 504 of the Rehabilitation Act of 1973. If it is determined that a student is disabled under Section 504, then we develop and implement the delivery of needed related services and/or accommodations. The determination of what accommodations and/or related services are needed is made by a group of people knowledgeable about the student. Appropriate accommodations for 504 Plan-eligible students are implemented in general education classes and throughout the school building to meet the student's needs.

## F.

The mission of the ESOL program is to prepare and successfully equip ELLs with different levels of limited English proficiency with the academic and communication skills needed to meet the same curriculum standards as non-ELLs. Staff with ESOL certification/endorsement, in

accordance with the policies and procedures of the State of Florida and the Broward County School District, serve students identified as having limited proficiency in English. At the present time, we currently educate 145 ELL students (15% of total student enrollment).

ELLs are identified through the registration process. At the time of registration, parents are given a Home Language Survey to identify potential ELLs. 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 all identified students in grades K – 5.
- 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.

We educate our ELL students through mainstream/inclusion instruction. Instruction is provided to ELL students in amounts, sequence and scope equal to the instruction provided to non-ELL students at the same grade levels. Students are provided accommodations such as extended time on tests and assignments, small group testing, and ability to use a dictionary/google translate, during the school day. These ESOL strategies are documented in the teacher's lesson plan, and in the student's 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 World-Class Instructional Design and Assessment (WIDA) Access for ELLs 2.0 which is in accordance with guidelines provided by the FLDOE Bureau for Student Achievement through Language Acquisition. We ensure that all ELL students participate in the FSA. They are also 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.

## **G.**

Please see **Attachment H** for Early Warning System data.

Below is an outline of our RtI Model, which we use as behavioral intervention to support vulnerable student populations as identified by the EWS.

Our RtI model outlines a multi-tiered approach to providing services and interventions to students not meeting grade level expectations academically and behaviorally. RtI is essential to ensuring all students are given the additional support they need to succeed. Our multi-tier approach supports students in making the necessary catch-up growth to be successful in grade-level content and behavioral expectations.



Our Problem Solving Team (PST) ensures our multi-tiered approach is followed and the PST Facilitator coordinates teacher support as needed. Intervention plans, which include evidence-based resources aligned to a student's focus area, are documented and progress monitored. ESE, 504, and ELL students are included in the Rtl process. Our Rtl process is detailed below:

- Tier 1 – Standards-Based Classroom Learning

All students participate in core instructional programs and 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. We maximize resources included core instructional materials, such as McGraw-Hill Wonders, and use NWEA as a universal screener. If a student is not making sufficient progress or has been identified through NWEA as being "at risk," students are placed in Tier 2 interventions.

- Tier 2 – Needs-Based Learning

In addition to Tier 1, targeted students participate in the appropriate Tier 2 intervention delivered within the classroom. Students are progress monitored and data is collected over a 6-8 week intervention period. If a student is not responding to the intervention after this period, teachers complete the "PST 1: Student Data Collection: Cumulative Review and Teacher Input" form. During the first PST meeting, the team identifies/revises a new intervention that the teacher will implement in the classroom. The team also identifies a progress monitoring tool to collect student data for a minimum of 6-8 weeks. Teachers collect data based on the specific interventions implemented and complete the Progress Monitoring Plan provided during the PST Meeting. At the conclusion of the 6-8 weeks, the PST meets again to discuss the data collected on the Tier 2 intervention and determines if students need to be placed in a Tier 3 intervention, or if they require extended time receiving Tier 2 interventions. An example of a Tier 2 intervention is Lexia Core 5 Skill Builders.

- Tier 3 – SST-Driven Learning

If the PST determines a Tier 3 intervention is needed, the identified intervention teacher delivers instruction and collects data on the intervention for a period of 8 weeks. The PST Facilitator provides specific data-collection forms that must be completed. At the conclusion of the eight weeks, the PST meets again to discuss the data collected on the Tier 3 intervention. Tier 3 interventions are in addition to Tier 1 and Tier 2 supports. An example of a Tier 3 intervention used includes Leveled Literacy Intervention kits. The PST team determines the next steps after the conclusion of the eight weeks.

## **Attachments**

### **Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION**

– No Attachments –

## Notes



# FINANCIAL PERFORMANCE

## 1. FINANCIAL MANAGEMENT

### A.

In addition to being a "B" rated school, PINES 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.

We continue 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 as shown in the 5-Year Projected Budget included as **Attachment Q**. The June 2018 audit resulted in a total fund balance of \$97,591. This represents approximately 1.24% of total revenues and 1.20% of total expenditures for FY 2018. 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.

The governing board, Renaissance Charter School, Inc., entered into a management agreement with CSUSA to provide educational and financial management services to PINES. CSUSA has well established processes and procedures that we have adopted to safeguard assets, ensure fiscal responsibility, and maintain sound internal controls. 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 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.

### B.

PINES has had unmodified opinions in all of its audits since inception. The school's financial statements are prepared on a monthly basis by CSUSA's accounting team and are distributed to both 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.

### C.

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 **Attachment N** for our Fixed Assets Report dated September 30, 2018. 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.

## Attachments

### Section 1: FINANCIAL MANAGEMENT

– No Attachments –

## 2. FINANCIAL VIABILITY

### A.

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, a projected 5-Year Budget is provided as **Attachment Q**.

In addition to preparing a conservative budget, the governing board, in conjunction with PINES and CSUSA, has a rigorous budget management process to ensure that the school achieves the desired positive financial results. 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 PINES's 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 via quarterly meetings, at a minimum. These trainings focus on current developments in industry best practices.

**B.**

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

**C.**

As requested, a projected 5-Year Budget is provided in as **Attachment Q.** The 2018-2019 Revenue Estimate Worksheet is provided as **Attachment R.**

## **Attachments**

### **Section 2: FINANCIAL VIABILITY**

– No Attachments –

# ORGANIZATIONAL PERFORMANCE

## 1. STUDENT ENROLLMENT AND CONDUCT

### A.

Throughout the term of the charter, PINES has had steady enrollment that has increased every year consistent with projections with the exception of a slight drop off from the 2016-17 to 2017-18 school year. This slight decrease was due to the transiency of our student population. Currently, we are fully enrolled with 956 students and we currently have a waiting list of 150 students. Sixty-seven percent of our students are receiving either free or reduced priced lunch and we serve a student population that is 97% minority. Please see **Attachment S** for Student Enrollment Reports.

### B.

Since our enrollment is based on applicants throughout Broward County, we have a student demographic that is more diverse than our surrounding community and representative of the county as a whole. This is based on PINES's historical student enrollment by ethnicity as listed in Table 4. Please note that this data is from the FLDOE database and current year data is not yet available.

### Similar Schools' Demographics

Table 5 shows our current free and reduced lunch (FRL) and minority populations compared to that of the local community (the average FRL and minority populations of public schools that serve grades K – 5 within a 3-mile radius of PINES). According to the most current available data on the FLDOE database (2017-2018), the average FRL percentage for public schools within 3 miles is 55%, while at PINES we serve an FRL population of 67%. The average minority population within 3 miles is 86%, while PINES serves a 97%% minority population. These numbers show that PINES serves a more diverse population than that of the local community.

### C.

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, ethnicity, national origin, gender, disability, or marital status. Enrollment registration forms are available in a wide variety of languages, including English, Spanish, Haitian Creole, and Portuguese.

We admit students of any race, ethnicity, national origin, gender, disability, or marital status. Pursuant to § 1002.33(10)(b), Fla. Stat. – Eligible Students, we enroll 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 § 1002.33 (7)(a)8, Fla. Stat., which includes enrolling students according to racial/ethnic balance provisions. In accordance with § 1022.33 (10)(d), Fla. Stat., we give enrollment preference to populations denoted in Florida statutes and our charter contract. We also comply with the Controlled Open Enrollment statute (§ 1002.31(2)(a), Fla. Stat.), which allows a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to PINES, as long as the school has not reached capacity.



We continuously accept applications through our online enrollment system, ACE. Applicants may apply via the ACE Parent Dashboard using their computer, smartphone, or tablet. If applicants do not have access to the internet or need assistance completing their application, they may contact the school and a staff member will assist them in completing the application.

Open Enrollment for the following school year typically begins in early January and ends in late February. All applications submitted within the Open Enrollment period have an equal opportunity for admission, regardless of whether they are submitted on the first day or the last day of Open Enrollment. If the number of applications submitted within the Open Enrollment period exceeds the number of seats available for any grade level, a system-generated random lottery is processed to determine who is offered a seat at the school. The number of seats available is determined by the capacity minus the number of students who recommit. All applications received within the Open Enrollment period are randomly scheduled for enrollment or placed on a numerical waiting list based on the school's available preferences. 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. Parents are notified by email of their child's acceptance and will have a specific timeline to respond using the ACE Enrollment System of their decision to attend. If an accepted applicant decides not to attend, the slot will be given to the next eligible person on the waiting list.

Each applicant selected in the lottery receives an email containing a confirmation code specific only to that applicant. This confirmation code is linked to the applicant's file in ACE, which makes tracking and confirming each applicant's plans for attendance more expedient. An applicant has five business days, starting from the date the offer was made, to respond to the offer online via ACE. They have the opportunity to confirm their plans for attendance at the school, by either accepting or declining the offer in ACE. If the applicant fails to respond to the offer, in either the affirmative or the negative, the offered seat is rescinded and offered to an applicant on the waiting list.

Should the applicant decide to accept the offered seat, they receive a confirmation email within 24 – 48 hours of their response. The email contains instructions for completing the enrollment and registration process. Starting from the day of the applicant's acceptance, the applicant has 10 business days to complete the online registration form and provide the required documents. If these specified registration items are not submitted within 10 business days, the applicant loses their seat.

Related to students with disabilities, we follow an enrollment process that was developed through collaboration with CSUSA and Broward County Public Schools. In accordance with federal, state and district policies, we do not request any information related to a student's disability status until after that student's family accepts an offered seat and is designated as an enrollee.

During the enrollment process, after a seat has been accepted, parents complete a Special Programs Information form which asks the parent for information regarding student ESE status. If the parent indicates that the student has an IEP, a copy is requested from the family as well as from the student's prior school. Once we are provided access to the student's IEP, the ESE Lead reviews it to identify service needs and begins making preparations to allow for services to be implemented. At that time, should it be discovered that a student has enrolled who requires services in an ESE setting for more than 20% of the time, we will contact the family by phone to explain the level of service provided at the school and to advise the family that the student can return to the prior school or their boundaried home school for more information on where the student's IEP can be implemented. As a courtesy, the ESE Lead may notify the district program specialist that this conversation has occurred. As we do not unilaterally decide to withdraw a student, if the parent is not in agreement with the school's enrollment position, the ESE Lead then



contacts the district assigned program specialist as well as the ESE program specialist in the charter school office to allow for a collaborative decision to be made based on the student's needs as identified in the current IEP. At no time during this process is a student's IEP changed based upon the school's placement level. Services on an IEP are only changed by an IEP Team if there is student level data to support this.

#### D.

A safe and secure learning environment is one of our primary concerns. We strive to provide an environment that is safe, orderly, and nurturing. We use positive reinforcement via a school-wide behavior plan and a behavioral RtI team to minimize negative behavior and create positive school culture. There is a School Resource Officer (SRO) dedicated to ensuring student safety on campus at all times and two additional Law Enforcement details (one in the morning and one in the afternoon) to help direct traffic and ensure student safety during drop-off and pick-up. Through partnership with CLPS Consultancy Group (CLPS), a security, protection, and emergency management consulting company, PINES complies with the Marjory Stoneman Douglas High School Public Safety Act requirements. CLPS provides us with online resources to train our staff in responding to a wide variety of threats. This has allowed us to establish an internal threat assessment team and mental health assessment team. Our partnership also gives us access to the TAP App, a cutting-edge hazard and threat management communications application that provides our staff and other key stakeholders with the ability to effectively communicate during emergencies in real-time from their smart phones, iPads, and other mobile devices.

In combination with the schoolwide behavior plan, the Responsive Classroom program is built into the morning routine and supports our character education program, which is infused into school-wide lessons on a daily basis. Our teachers and staff consistently model and teach appropriate behaviors, focusing on positive reinforcement and social-emotional building in students.

The impact of the school-wide behavior plan, which is in its third year of implementation, on student discipline is supported through the decrease in student suspensions annually. For detailed discipline reporting, please see **Attachment T**.

Our Mental Health Plan, in alignment with FL SB 7026, utilizes the school's share of state appropriated funding to help address student mental health needs. The Mental Health Plan utilizes a tiered approach to its identification and treatment of students with mental health needs.

- **Tier 1 – Low Risk:** Full school and classroom level interventions
- **Tier 2 – Moderate Risk:** Family referred for services through a private provider or community mental health agency. We request that authorization be provided to allow for collaboration between the school and treatment provider. We then collaborate with the provider to allow for services to be provided on campus, if desired by the family/clinician.
- **Tier 3 – High Risk:** Our Mental Health Liaison refers students to the contracted mental health clinician. The clinician develops a treatment plan and works to secure parent consent if services are recommended. Tier 3 interventions are provided by the contracted mental health provider with available support from a Board-Certified Behavior Analyst (BCBA), if warranted.

We have contracted with an external agency to bring mental health services into the school, utilizing an evidence-based framework developed in collaboration with Clemson University's Center for Behavior Analysis. We have also designated a school mental health liaison who is tasked with coordinating the components of the plan. The Mental Health Team, which meets regularly to review student data and monitor program implementation, is comprised of the Principal, Dean of Students, Assistant Principal, and the mental health liaison.

The Mental Health Plan consists of the following components:

- **Planning and Screening:** Completion and analysis of MSD Public Safety Act Disclosure Forms for all students and screening based on at-risk student indicators. Data is then reviewed by the Mental Health Team.
- **Assessment and Intake:** Administration of Adverse Childhood Experiences (ACEs) Assessments, multidisciplinary assessments, and identification of tiered interventions described further below.
- **Treatment Plans and Roll Out:** Treatment plans developed by contracted clinician. Student reviews conducted by the Mental Health Team.
- **Intervention:** Individual and group sessions conducted, parent empowerment meetings held, and Classroom Functional Behavior Assessments implemented. Student reviews conducted and data analyzed by the Mental Health Team.
- **Evaluation and Transition:** Treatment plans regularly revisited, progress monitoring, and identification of students for transition.

For safety information regarding our facility, please refer to the Facilities section of this application.

## Attachments

### Section 1: STUDENT ENROLLMENT AND CONDUCT

1.1 [Tables 4 & 5](#)

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## Notes

## 2. FACILITIES

### A.

PINES is located at 10501 Pines Blvd., Pembroke Pines, Florida 33026.

We comply with facility requirements as stated in § 1002.33(18), Fla. Stat. Our facility was built to Florida Building Code standards and satisfies all State and County requirements for educational purposes. The facility receives all 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 supervisor.

We've had minor renovations done to help improve building safety, such as installing gym pads as well as an exterior fence rail to keep students safe during arrival and dismissal.

### B.

Evidence that we have complied with applicable health and safety laws are provided in the

documents **on file** with the district, including fire drills, tornado drills, and Emergency/Evacuation Plans. In addition, we conduct active shooter drills as required by state law.

The school facility meets all commercial and life safety codes required for a school. All local and state policies related to health and safety are met through rigorous oversight of facility maintenance by a CSUSA Facilities Maintenance Supervisor based at PINES with additional oversight from the principal and the CSUSA Facilities Superintendent. Preventative maintenance and inspection calendars are developed using CSUSA's tools and templates and all facility repair items are tracked via CSUSA's web-based facility help ticket system. PINES will continue to meet state and federal requirements for student immunization, food inspections, hazardous chemicals, and other health and safety issues. The facility is also equipped with security cameras throughout the hallways, stairwells, and entrances.

### **Visitors**

To provide for the safety and security of employees and the facility, only authorized visitors are allowed in the workplace and school building. Restricting unauthorized visitors helps maintain safety standards; ensures the security of our students, confidential information, and equipment; protects against theft; safeguards employee welfare; and avoids potential distractions and disturbances. The front doors remain locked at all times from the outside. Per the Jessica Lunsford Act, all visitors must have photo identification and are scanned using the Raptor system. All visitors must enter the office through the reception area and check in with the receptionist or front office. All visitors are required to wear a visitor badge, and all volunteers are required to wear a brightly-colored volunteer vest. Authorized visitors receive directions or are escorted to their destination. Employees are responsible for the conduct and safety of their visitors. If an unauthorized individual is observed on school premises, employees should immediately direct the individual to the reception area, or if necessary notify their administrator. Cooperation enables us the ability to provide a safe and orderly learning environment for all students.

### **Operations**

It is the governing board's policy to manage and conduct its operations in such a manner as to eliminate or minimize all potential hazards and avoid accidents involving injury to personnel or damage to property. The school will continue to follow all applicable federal and/or state run Occupational Safety and Health programs. All employees are charged with personal responsibility for constant adherence to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee takes an active interest in safe work practices and must take responsibility for following any safety rules or recommendations. Supervisors are not authorized to change the duties of an employee's job function to something that they are not trained to safely perform.

## **Attachments**

### **Section 2: FACILITIES**

– No Attachments –

## **3. GOVERNANCE, STAFF AND PARENTS**

**A.**



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.

### **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 ESP and manage the day-to-day operations of the school.
- CSUSA is accountable to the governing board.
- The principal is an employee of CSUSA.
- The principal is responsible for managing all staff.

Figure 1 depicts the organizational structure between the governing board and PINES.

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. 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 PINES's mission and ensures that the school's programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. The governing board will continue to uphold PINES's mission and vision through visible leadership and stewardship of the school, including the following:

- Communicating PINES's mission and vision to the community.
- Recruiting and mentoring future members to ensure they have shared values.
- Holding CSUSA accountable for achieving PINES's 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 PINES 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.

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's Biography: Mr. Daniel Verdier grew up in South Deerfield, Massachusetts where he attended Frontier Regional High School. He later received his Bachelor of Science in Elementary Education from Fitchburg State College in Massachusetts. In 2001, Mr. Verdier began teaching for Miami-Dade County Public Schools as a 5th grade teacher. While serving in this role, he received his Masters of Science in Educational Leadership from Florida International University. Since 2008, Mr. Verdier has been with Charter Schools USA where he has held the role of Assistant Principal for Aventura City of Excellence School, as well as Curriculum Specialist and Principal for Renaissance Charter School at Cooper City. Currently, he is the Principal at Renaissance Charter Schools at Pines.

**B.**

Governing board procedures 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 school website and displayed at the school in a visible area where parents are able to view. The meetings are open to the public and are easily accessible by all persons, and are attended by the 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.

**C.**

**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 PINES 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 § 1012.56 (2)(d), Fla. Stat. We contract with Broward County Public Schools to process fingerprinting and background checks.



To help address teacher certification concerns, CSUSA's new partnership with Florida Teachers presents a flexible, online, state-approved alternative to educator certification for recent college graduates and career changers. Available to eligible faculty beginning this school year, the CSUSA Teacher Certification Program aims to develop career professionals and aid in teacher retention. Certification areas include Elementary Certifications, Middle Level Certifications, Secondary Level Certifications, Exceptional Students Education Areas, Degree Career and Technical Education, World Language Certifications, and all K-12 Level Certifications. Advisors from Florida Teachers met with PINES staff earlier this year to share program information and review eligibility potential with individuals.

Upon admission to the program, teaching candidates may apply for a Statement of Eligibility and begin working through Part I – Classroom Readiness Training, which consists of 86 clock-hours of coursework and field experiences. Concurrently, program participants may begin preparation for the General Knowledge Test. After completing Part I, participants may apply for a Temporary Certificate and begin Part II – Excellence in Teaching and Learning Training, which consists of 190 clock-hours of coursework and field experience. During Part II, teachers have access to the Professional Education Test review, are evaluated by administration and a Field Supervisor, complete the Florida Educator Accomplished Practices portfolio, and take all Florida Teacher Certification Exams.

To date, 4 of our teachers have enrolled in the CSUSA Teacher Certification Program. We plan to offer reimbursements and stipends to teachers participating in the program.

### **Instructional Staff Certification Monitoring**

Teachers' certification statuses are actively monitored throughout their careers with PINES. 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 **Attachment U**, and the Certification Self-Audits can be found in **Attachment V**.

### **Evaluation System**

Our instructional and administrator evaluation systems can be found in **Attachment X**. In addition, details regarding PINES's participation in a pay-for-performance plan and salary schedule is provided in **Attachment Y**.

### Instructional Evaluation System (IES)

The purpose of the IES is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services. The IES is a comprehensive, multi-component assessment of a teacher's instructional practice and professional growth, and the academic growth of their students. Instructional practice and professional growth have the largest impact on a teacher's score (55%) with student performance (growth) accounting for 45% of the final evaluation. Pursuant to § 1012.34(3)(a)2., Fla. Stat., at least one-third of the evaluation is

based upon instructional practice. The instructional practice component of the IES is comprised of two tools: (1) the Teacher Feedback and Evaluation Tool (TFET) (35%); and (2) a teacher's Deliberate Practice Plan (DPP) (20%). All teacher evaluations are conducted by the school leader.

### The Teacher Feedback Evaluation Tool

The TFET is first organized by the strategies and behaviors observed inside and outside of the classroom. Additionally, it is aligned to CSUSA's five strategic priority areas – 1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Excellence, and 5. World Class Team and Culture. These focuses reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David Norton's *The Balanced Scorecard* (1996). The five 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. For detailed information regarding TFET scoring, please see **Attachment X**.

### Deliberate Practice Plan

All teachers identify 3 TFET indicators to focus on and develop throughout the year. Each selected element becomes a goal in the teacher's DPP. The DPP is created, reviewed, and monitored collaboratively with the school leadership team. For detailed information regarding DPP scoring, please see **Attachment X**.

### Student Performance Measures

We base 45% of the overall performance rating on data and indicators of student academic performance and learning growth assessed annually by nationally normed NWEA MAP assessments. For all full-time staff members in instructional roles, including "newly hired" teachers, pursuant to § 1012.34 (7)(b), Fla. Stat., we utilize three years of nationally normed growth data from NWEA MAP assessments in math and ELA. Students are monitored and assessed at least two times per year with MAP, which are aligned to the FSA as well as college and career readiness standards (ACT/SAT). MAP assessments for all grade levels are adaptive and computer-based. They also provide audio support for beginning readers.

Growth ratings are assigned according to normative growth trends across both math and ELA for a teacher's students. After each MAP administration, each student receives a RIT (scale score) growth target provided by NWEA. A student's grade and instructional level impact their projected growth target. Each spring, on the Achievement Status and Growth Report, NWEA calculates the total percentage of students meeting their RIT growth targets. Three years of ratings are used when available, with the most recent year carrying the most weight. Growth for students with disabilities and ELLS are incorporated per the specifications outlined in Florida statute. Preliminary value ratings associated with performance on this metric are presented in Table 6. These values are subject to change pending the schools' distribution of growth scores and updates to the normative distributions from NWEA.

For staff members that have a school-wide impact, pursuant to § 1012.34 (7)(b), Fla. Stat., we utilize the school-wide student growth measure in math and ELA.

### Leader Evaluation System

The Leader Evaluation System (LES) is used for all school administrators and is based on sound educational principles and contemporary research in effective educational practices. The LES contains two components: (1) the Leadership Performance (LPE) instrument (55%) and Student

Performance Measures. (45%). Evaluations of administrators are conducted by the school leader, and the school leader is evaluated by the regional director.

### Leader Performance Evaluation (LPE)

The LPE is based on the research of Robert J. Marzano and aligned to the Florida Leadership Principal Standards. The LPE is designed to draw on and incorporate educational leadership practices, including the 21 responsibilities of a school leader, the precepts of continuous improvement, and others developed from Marzano's 35 years of research. These educational best practices are the foundation for the 119 elements within the LPE that measure administrator proficiency on the host of skills and tasks necessary to lead a school, its faculty, and students. The LPE's domains are organized according to CSUSA 5 strategic priorities: 1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Performance, and 5. World Class Team and Culture. The LPE's evaluation criteria reflect the comprehensive range of instructional leadership practices expected of each CSUSA administrator and a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David P. Norton's *The Balanced Scorecard* (1996). For detailed information regarding LPE scoring, please see **Attachment X**.

### Performance of Students

Forty-five percent of an administrator's overall performance rating is based on data and indicators of student academic performance and learning growth assessed annually by nationally normed NWEA MAP assessments. Three years of nationally normed growth data from NWEA MAP assessments in math and ELA are utilized. Students are monitored and assessed at least two times per year with MAP, which are aligned to the FSA as well as college and career readiness standards (ACT/SAT). MAP assessments for all grade levels are adaptive and computer-based. They also provide audio support for beginning readers.

Growth ratings are assigned according to normative growth trends across both math and ELA for all students. After each MAP administration, each student receives a RIT (scale score) growth target provided by NWEA. A student's grade and instructional level impact their projected growth target. Each spring, on the Achievement Status and Growth Report, NWEA calculates the total percentage of students meeting their RIT growth targets. Three years of ratings are used when available, with the most recent year carrying the most weight. Growth for students with disabilities and ELLs will be incorporated per the specifications outlined in Florida statute. Preliminary value ratings associated with performance on this metric are presented in Table 6. These values are subject to change pending the schools' distribution of growth scores and updates to the normative distributions from NWEA.

### **D.**

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 school community. Parents are encouraged to volunteer in in our school, on fundraisers, and during special activities. Per § 1002.33, Fla. Stat., the parent liaison's contact information is located on the school's website.

Active parental participation is required at PINES per our Parent-Student handbook. Parent participation is the key to the success of the overall program and is solicited for the development of our goals and objectives. Parents 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 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



their 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.

We communicate via email with parents regarding school-wide events using Edmodo as well as weekly Parent Links. Parents use PowerSchool to inform them of the daily activities of their child. Parents can communicate with teachers via email and Edmodo, and view their child's assignments in PowerSchool. In addition to this, a weekly newsletter is sent to inform parents of the various activities taking place at PINES. 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.

School events are organized and led by a teacher-based committee with parental support. Committees are established at the start of each school year and led by committee chairpersons. Parents actively participate in the planning and execution of school events and are involved in the culture of the school. They extend learning beyond the classroom by helping students with personalized goal setting and challenging students academically at home. Our sense of passion within the school has reverberated beyond our walls into the local community, increasing the involvement of stakeholders such as parents, local businesses, and city leaders.

Examples of events include FSA Nights, Curriculum Nights, Instructional Software Nights, Grandparent Breakfast, Book Fairs, Trunk or Treat, Fall Festival, an annual 7k Walk for Breast Cancer, Family Nights at local restaurants, and more. Parents receive monthly newsletters (**Attachment W**) that highlight upcoming volunteer opportunities, curriculum focuses, school events, and important dates.

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

- A parental contract between the parent, student, and PINES.
- 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.

Semi-annual surveys distributed to parents to receive input for school improvement and satisfaction.

## Attachments

### Section 3: GOVERNANCE, STAFF AND PARENTS

3.1 <a href="#">Table 6</a>	Verdier, Daniel, 11/16/18 10:03 PM	PDF / 11.631 KB
3.2 <a href="#">Figure 1</a>	Verdier, Daniel, 11/16/18 9:59 PM	PDF / 107.048 KB



# ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

## 1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

See attached.

### Attachments

#### Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	<u>Q. Projected 5-Year Budget for 2019-2024</u>	Verdier, Daniel, 11/16/18 10:43 PM	PDF / 1.353 MB
1.2	<u>W. Sample of School Newsletters Requesting Parental Involvement</u>	Verdier, Daniel, 11/16/18 9:44 PM	PDF / 1.634 MB
1.3	<u>I. Summary of Progress Monitoring Reports</u>	Verdier, Daniel, 11/16/18 9:44 PM	PDF / 8.262 MB
1.4	<u>Y. Pay for Performance Plan and Salary Schedule</u>	Verdier, Daniel, 11/16/18 4:35 PM	PDF / 2.235 MB
1.5	<u>X. Teacher and Administrator Evaluation Tools</u>	Verdier, Daniel, 11/16/18 4:35 PM	PDF / 3.535 MB
1.6	<u>V. Certification Self-Audits</u>	Verdier, Daniel, 11/16/18 4:34 PM	PDF / 1.606 MB
1.7	<u>U. Staffing Reports</u>	Verdier, Daniel, 11/16/18 4:33 PM	PDF / 1.659 MB
1.8	<u>T. Discipline Reporting</u>	Verdier, Daniel, 11/16/18 4:33 PM	PDF / 1.498 MB
1.9	<u>S. Student Enrollment Reports</u>	Verdier, Daniel, 11/16/18 4:32 PM	PDF / 1.42 MB
1.10	<u>N. Fixed Assets Report Reconciled with General Ledger</u>	Verdier, Daniel, 11/16/18 4:32 PM	PDF / 1.425 MB
1.11	<u>R. 2018-19 Revenue Estimate Worksheet</u>	Verdier, Daniel, 11/16/18 4:29 PM	PDF / 1.482 MB
1.12	<u>H. Early Warning System Data</u>	Verdier, Daniel, 11/16/18 4:05 PM	PDF / 1.111 MB
1.13	<u>F. FLDOE Report Card</u>	Verdier, Daniel, 11/16/18 4:04 PM	PDF / 1.387 MB
1.14	<u>E. FLDOE School Grade</u>	Verdier, Daniel, 11/16/18 4:03 PM	PDF / 2.375 MB
1.15	<u>D. AMO Standards</u>	Verdier, Daniel, 11/16/18 4:02 PM	PDF / 1.775 MB
1.16	<u>B. FSA</u>	Verdier, Daniel, 11/16/18 4:02 PM	PDF / 1.619 MB

1.17 A. FCAT 2.0

Verdier, Daniel, 11/16/18 4:01 PM

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