

Ben Gamla Charter School (Broward)

Charter School Application

Submitted August 2, 2010

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Ben Gamla Charter School (Broward)

NAME OF FLORIDA NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER: The National Ben Gamla Charter School Foundation, Inc.

The Corporation has applied for 501-C3 Non-profit Status: Yes X No _____

Provide the name of the person who will serve as the **primary contact** for this Application. The **primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Debra Klein /Copy to: Adriana Lima

TITLE/RELATIONSHIP TO NONPROFIT: Governing Board Chair

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NAME OF EDUCATION SERVICE PROVIDER (if any): Academica Broward, LLC

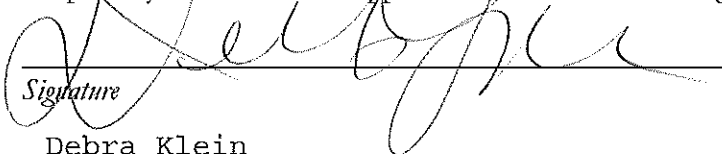
NAME OF PARTNER ORGANIZATION (if any):

Projected School Opening: Fall X Spring _____ **School Year** 2011-2012

Term of Charter Requested Five (5)

School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-8	up to 900
Second Year	K-8	up to 900
Third Year	K-8	up to 900
Fourth Year	K-8	up to 900
Fifth Year	K-8	up to 900

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

Signature


 Debra Klein

Printed Name

Governing Board Chair
Title

 7/22/10

Date

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I. EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

- Provide the mission statement for the proposed charter school.

The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

The mission of the Ben Gamla Charter School (Broward) is to deliver a first-class academic program that offers a unique bilingual, bi-literate, and bi-cultural curriculum, which prepares students for success in a global society through the study of Hebrew as a second language. The Ben Gamla Charter School (Broward) strives to create a community of learners that honors individual student needs, varied modalities of instruction, and nurtures character traits in an effort to cultivate in students a sense of responsibility and citizenship.

- Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*

The Ben Gamla Charter School strives to provide students with the highest quality public education. The School will offer a diverse group of parents and students an innovative educational opportunity through a successful dual language program.

- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*

The School will have the responsibility of determining students' educational needs and continuously monitoring their progress as detailed specifically in *Sections 4 – 5*. FAIR, FCAT scores or student records from previous schools (as applicable) will be used to gather baseline data on each student. The data may also include standardized test scores, report card grades, attendance records, and behavioral records, Individual Education Plans (IEP), Educational Plan (EP), and/or ELL Plans, as applicable. This data will be made available to teachers who, as stakeholders, will share the responsibility of providing appropriate services to promote student academic success.

Accessing data from the State's Accountability Reports, the School will measure its own progress in meeting the needs of its student population and will make the necessary accommodations, as applicable, in meeting its educational responsibilities. In the first year of operation, the School will gather varied data to develop a School Improvement Plan (SIP) as a method of accountability on an annual basis. This plan will detail specific goals and strategies to achieve academic success and fiscal efficiency (including budget projections and evaluations from internal audits). Financial controls - including an annual audit and regular board review of financial statements - will be employed to safeguard finances and promote financial efficiency as detailed in *Section 18 (Financial Management and Oversight)*. By communicating specific educational goals and financial responsibilities to its stakeholders - governing board, staff, students, and parents - the SIP will serve as a viable vehicle of promoting continuous academic success and financial efficiency.

- Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

The School's philosophy emphasizes parental involvement, as well as a commitment to ongoing parental communication regarding every child's progress throughout the school year. All Parents will be provided with performance information through mid-quarter progress reports, quarterly report cards, parent conferences, and parent involvement workshops. Additionally, Individual Education Plans (IEP) for Special Education (ESE) students including Educational Plans (EP) for the gifted, and IEP for English Language Learners (ELL), as applicable, will be utilized. The School will also provide parents with Adequate Yearly Progress (AYP) reports based on FCAT results indicating to the parent the child's reading learning gains for each year.

- Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

In accordance with the law, charter schools shall fulfill the following purposes:

- Improve student learning and academic achievement.

The proposed school is a replication of the Ben Gamla Charter School instructional model, which has proven successful through its current program in Broward County, FL. Ben Gamla Charter School has been able to implement unique and innovative teaching strategies aimed at increasing student achievement. The School's results on standardized tests and learning gains within all student populations, including Special Education students and English Language Learners, are evidence of this.

- Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

The School's curriculum will be performance-based in correlating with the Next Generation Sunshine State Standards (NGSSS), as adopted. A thematic approach will be used to integrate all subject areas including mathematics, reading, language arts, writing, science, social studies, foreign language, visual arts, music, drama, physical education, and technology. The School's educational philosophy and its core values and beliefs are grounded in the use of innovative learning methods intended to increase learning for all students. These values and beliefs have been aligned to specific instructional strategies that have proven to raise student learning and achievement. With regards to low-performing students and reading concerns, the School will use differentiated instruction and other diverse teaching techniques to ensure all students, regardless of level, receive the attention they deserve in order to successfully progress academically.

- Encourage the use of innovative learning methods.

The School will cultivate an environment where creativity and exploration are encouraged and success is expected. In recruiting teachers eager to try cutting-edge instructional techniques and methods, the School will create a learning experience in which all students, regardless of level or learning style, can succeed.

- Require the measurement of learning outcomes.

Existing Ben Gamla Charter Schools offer a well-rounded, innovative and rigorous educational program that holds the schools and their students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida. In keeping with the existing

program, the School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as other age-appropriate research-based assessments. Using data from the published FCAT Reports to measure its own progress in meeting the needs of its student population, the School will annually develop measurable learning objectives over the major subject areas, in an effort to target student learning and development needs in its annual SIP. Through this process, students not making adequate progress towards mastery of the Sunshine State Standards will be identified, and appropriate measures for remediation will be implemented.

- Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2)(c), F.S.

In accordance with the law, charter schools may fulfill the following purposes:

- Create innovative measurement tools.

The School believes that each student is unique, has a different learning style, and should be assessed in a variety of ways. For this reason, in addition to all required state and district assessments, the School will utilize other measurement tools, such as teacher-made assessments, projects, portfolios, computer-assisted assessments, expositions, fairs, etc. to measure student growth as is relevant to the coursework taught. These measurements will provide valid, reliable, and timely information, and some will be focused on allowing students to demonstrate what they do know and have learned, versus what they do not know and have not learned, as is often the norm. This innovative method reinforces knowledge and boosts student confidence. Based on these various measurements, teachers will modify their instruction, monitor student progress, select appropriate classroom activities, and use assessment results more effectively. These methods will inform teachers of the effectiveness of their instruction, as well as improvement made by students in order to ensure continuous progress.

Additionally, school climate surveys from parents, students, and teachers will be used to evaluate teaching and learning processes, and data gathered from these will be utilized to improve the school environment on a consistent basis.

- Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

The Ben Gamla Charter School (Broward) seeks to provide rigorous competition within the public school district to stimulate continual improvement in all public schools through the creation/replication of an innovative and unique dual language program. It is the goal of the Ben Gamla Charter School (Broward), as a Broward County Public Charter School, to provide students with a quality choice education that produces successful, high performing students.

- Create new professional opportunities for teachers, including ownership of the learning program at the school site.

The inception of the proposed school will not only yield much needed employment opportunities in the county, but will also allow educators to actively participate in an exciting and innovative choice program. The School will offer a nurturing environment combined with a

strong academic program where teachers will feel free to incorporate their unique teaching styles into the instructional framework. Teachers will be encouraged to try new and innovative methods, incorporate differentiated instruction, and integrate technology into the classroom whenever possible. Teachers will also be encouraged to communicate with their colleagues and share effective techniques used in the classroom. Administration at the School will facilitate this process by providing team planning and teaching opportunities as well as professional development workshops.

Furthermore, teachers and staff will be involved in the development and implementation of all programs, making them an integral part of the educational process. At the time of program review, teachers and staff will be invited to offer their comments, discuss findings with colleagues, and make the necessary modifications to ensure students' success.

2. Target Population and Student Body

The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

- Describe the anticipated target population to be served.
If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.

The School will be open to children in Kindergarten through 8th grade (approximately 5 to 14 years of age) who would qualify to attend a traditional public school in Broward County.

The School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Education Student population representative of the surrounding schools and community it will serve.

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. Any eligible student, as described in Fla.Stat.§1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Florida's charter school legislation, Fla. Stat. §1002.33(10)(e), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.

Additionally, in order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target

students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e).

In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a) the School will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student in its school admission process.

- Provide the following for each year of proposed operation: the grades that the school will serve, the number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

Projected enrollment for duration of the proposed application is as follows:

Years of Charter	Grades Served	Total Enrolled	# Students per grade	# Students in Each Class
Years 1-10 2011-2021	Kindergarten-8th	Up to 900 students	Approx. 100*	K-3rd Grade - up to 18 students
				4 th -8 th Grade - up to 22 students

* The numbers provided herein are estimates, and may fluctuate within each grade level depending on student enrollment and/or attrition in the respective grade levels.

** The projected student-to-teacher ratio shall be consistent with those required by Florida Law as applied to charter schools.

3. Educational Program Design

The School will be nonsectarian in its programs, admission policies, employment practices and operations.

- Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

The School will adopt the annual calendar set forth by Broward County Public Schools, requiring at least a minimum of 180 days of instruction per calendar year. The hours of instructional time are aligned with state and district requirements for elementary school grades, including the Sunshine State Standards.

Annual Calendar: The School will offer a minimum of 180 instructional days per year, and will mirror the calendar of the local public school district.

Daily Schedule: The instructional day at the School is expected to commence at 8:00 am and end at 2:15 pm for elementary students, and begin at 8:00 am and end at 3:00 pm each day for middle school students.

Grades K-5: The following is a sample schedule detailing the delivery of instructional hours based on State statute and the school district Student Progression Plan:

Reading / Language Arts: Grades K-5 daily schedule will consist of the required 90 minutes of consecutive and uninterrupted instructional time in reading along with the additional required 30 minutes of language arts.

Mathematics: Grades K-5 will receive mathematics instruction for the required 60 consecutive and uninterrupted minutes daily.

Science: Grades K-1 will receive science instruction for the required 90 minutes weekly. Grades 2-5 will receive science instructions for the required 150 minutes weekly.

Social Science: Grades K-1 will receive social science instruction for the required 90 minutes weekly. Grades 2-5 will receive social science instructions for the required 150 minutes weekly.

Art and Music: Both art and music will be delivered to all K-1 students for the required 40 minutes a week and all students in grades 2-5 for the required 60 consecutive minutes each week.

Physical Education: All students in grades K-5 will receive the required 150 minutes, on a weekly basis, of physical education instruction.

All Kindergarten through fifth grade students may receive instruction in a foreign language for up to the recommended 150 minutes a week.

*The schedule may vary for ELL and ESE students based on their needs; and for selected students, if further intervention is provided in reading based on student's individual needs.

Middle School Daily Schedule: The hours of instruction will be aligned with State of Florida requirements regarding the number of minutes and credits required for instruction. The School will implement 360 minutes of instructional time daily throughout seven periods of 45-minute sessions to meet the following requirement of credits. The following table serves as a sample schedule for the middle school program:

Middle School's Daily Schedule--Grade 6-8 (6.5 Hour Student Day)

Home Room	8:00	8:15
Period 1	8:15	9:00
Period 2	9:05	9:50
Period 3	9:55	10:40
Period 4	10:45	11:30

Lunch	11:30	12:00
Period 5	12:05	12:50
Period 6	12:55	1:40
Period 7	1:45	2:30

180 School Days; 55-Minute Periods; 135 Clock Hours per Class; 945 Hours Annually; 5 Minute Break Between Period

- Describe the proposed charter school's educational program and/or curriculum approach, emphasizing the innovative instructional methods or approaches to be used.

The Ben Gamla Charter School, named after Yehoshua ben Gamla, an ancient Israeli leader, who established the first system of compulsory public education in the first century, focuses on providing students with the highest quality bilingual language education possible. The Hebrew Language Component incorporated in the Ben Gamla Charter School curriculum is the first of its kind, taking the position of Hebrew as a conversational language. This approach will include the study of the historical roots of the communicative form of the Hebrew language in order to maximize learning of the language.

The School's regular curriculum, core subjects of Language Arts, Mathematics, Social Studies and Science, will be based on the NGSSS and will be enhanced by the teaching of the Hebrew language. Through the curricular emphasis on cultural/social studies and exposure to the Hebrew language, students will receive a world-class education and an excellent preparation for an advanced level high school curriculum. The School's mission is rooted in the belief that an education of the highest quality will steer students' lives toward a better future in a better society.

Instructional strategies are research-based tools that guide teachers in maximizing student achievement. Teachers at the School will consider learning goals and objectives in determining when/how to use a specific strategy/method. Teachers at Ben Gamla Charter School (Broward) will ensure that the instructional strategies implemented in the classroom are linked with measurable objectives.

Additionally, the School's educational program is specifically designed to:

- Improve the academic performance of all students, including at-risk students, by tailoring curriculum to individual learning styles, by focusing on strengths, by setting high academic expectations, by viewing differences as assets rather than liabilities (Oakes and Lipton), and by incorporating best educational practices into the classroom and the curriculum.
- Increase positive self-image by providing students with successful learning experiences.
- Extinguish inappropriate behavior patterns by utilizing a behavior management program that focuses on positive behaviors through a highly structured reward system.

The philosophy of Ben Gamla Charter School is to provide an environment where:

- Students have the opportunity to progress at their individual pace through grouping in small, multi-age classrooms
- Students and teachers are expected to live up to the high expectations which the school sets for them
- Character development of students is formed by increasing self-esteem
- Parents are actively involved in the school community
- Learning is fun and students are provided with joyful learning experiences
- There is no “one right way” to teach all students, as each student has a unique learning style, and therefore creative endeavors are encouraged

Additionally, the following instructional techniques will be incorporated throughout the curriculum in order to maximize learning and successful attainment of learning objectives:

Tutoring - Teaching one student or a small number with the same abilities and instructional needs can be remarkably effective (Cohen, Kulik, Ehly, Medway). Teachers, teacher assistants, and peers will provide tutoring at Ben Gamla Charter School. It will be offered during class time at the teachers' discretion, after school, and possibly on Saturdays. It will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning.

Cooperative Learning - Students in small, self-instructing groups can support and increase each other's learning. (Hertz, Miller, Johnson) Working in small groups, students learn teamwork, how to give and receive criticism, how to plan, monitor, and evaluate their individual performance and group activities. It is expected that teachers at the School will use cooperative learning effectively, building in interdependence, independent accountability, and the social and academic skills necessary for success. Formal designs of cooperative learning such as Sharan and Sharan's Group Investigation and Aronson's Jigsaw will be particularly effective in the School's climate. Like direct instruction and other techniques, cooperative learning will be one in a repertoire of instructional strategies.

Graded Homework - Students learn more when they complete homework that is graded, commented upon, and discussed by their teachers (Paschal, Weinstein, Walberg). A homework policy that includes attention to both quantity and quality of homework will be established at the School. Administrators, teachers, parents, and students will periodically review the policy in order to ensure its effectiveness in promoting student achievement.

Parent Involvement - Learning is enhanced when school encourages parents to stimulate their children's intellectual development (Graue, Weinstein, Walberg, Iverson). The School's parents will be informed of this research and encouraged to provide such stimulation by initiating informed conversations about school and everyday events; encouraging and discussing leisure reading; monitoring and reviewing television viewing and peer activities; encouraging students to defer immediate gratification to accomplish long-term goals; and expressing affection and interest in their son's or daughter's personal and academic progress.

Language immersion instruction - "Children in language immersion programs reach higher levels of language proficiency than those in other types of world language programs while also demonstrating increased English vocabulary and overall enhanced cognitive development." (Curtain and Dahlberg). The school will deliver Hebrew language immersion instruction. As a result, the School anticipates improved overall school performance and superior problem-solving skills will be developed, as a result of utilizing a language immersion process (Bamford and Mizokawa).

- Describe the research base for the educational program and/or curriculum approach. The School will employ various research-based approaches, in support of the educational mission, to deliver the quality curriculum students and parents deserve.

Studies have shown there are particular benefits to students learning a second language (Bamford, K.W., & Mizokawa, D.T.) including :

- The ability to shift easily between symbol systems—such as mathematics and literacy.
- Higher performance on divergent thinking tasks in comparison to students not learning another language.
- Meta-linguistic awareness - this includes phonemic awareness, awareness of language as a tool to communicate, and the understanding that words are arbitrary symbols.
- Higher scores on measures of verbal intelligence in some studies, when compared to non-immersion students.
- Improved overall school performance and superior problem-solving skills.
- Higher scores on standardized tests. Results from the Scholastic Aptitude Test (SAT) show that students who had studied a foreign language for four or more years outscored other students on the verbal and math portions of the test.
- Students who have already gained significant skills in a second language have the ability to learn other languages more quickly than students who have never had foreign language training.

There are elements of the educational practices and teaching methods at the School that are rooted in Dr. TheodoreSizer's Coalition of Essential Schools and the nine principles presented therein his research. Some of these principles will be incorporated as part of the educational philosophy of the School specifically with respect to commitment to Academic Excellence and Character Development. A sampling of the manner in which Dr. TheodoreSizer's nine principles may be implemented include:

- *Principle 1: Less is more (Guided research, integrating curriculum, "uncovering" curriculum)*

Integrating Curriculum: Separate subject areas will be blended into broad themes and concepts rather than isolated subjects and skills. Content areas covered into broad themes

will include social studies, math, art/music, science, writing, reading, listening, and speaking.

- *Principle 2: Intellectual Focus (Creative thinking, engaging minds, essential questions, alternative teaching strategies)*

Alternative Teaching Strategies: It will be a requirement of teachers at Ben Gamla Charter School to “break the mold” by coming up with alternative teaching strategies.

- *Principle 3: Universal goals (Themes, learning and mind styles, interdisciplinary approaches, inclusion)*

Learning and Mind Styles: It is the very foundation of Ben Gamla Charter School that each student must be viewed as an individual with unique learning and mind styles. Teachers will be required to take a constructivist approach, i.e., they will look at how each student learns and thinks and then use this information to expand on the student’s learning. Teachers at Ben Gamla Charter School will not be providers of information, but providers of opportunities for students to gather their own information.

- *Principle 4: Creative Administration Plan (Changing status of present structures and schedules, differentiated roles for all, staff development)*

The staff at Ben Gamla Charter School will be recognized for his or her individual learning style. Teachers will be required to recognize and teach to the strengths of each student, as such, students will experience success in the learning process. Success breeds positive self-esteem. Ben Gamla Charter School incorporates multi-grade classrooms throughout the program.

- *Principle 5: Personalization (Learning styles, student self-esteem, common planning time, teams and houses, cross-grading)*

Each student’s learning environment will be personalized to meet his/her potential. In that regard, Ben Gamla Charter School’s multi-age learning environment will allow each student the flexibility to work within a curriculum that more closely approximates his/her learning style and ability. Each class will be further broken down into small learning groups or teams. In that manner, each student will be an integral part of a learning team. Further, due to the multi-age program, each student may stay a greater number of years with a particular teacher. This will allow each student to develop a longer and more stable learning environment with a particular teacher.

- *Principle 6: Staff (Participatory management, teachers developing curriculum, changing teacher practices)*

Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest standards as reflected in the NGSSS. Curriculum development will reflect what and how best to present a core body of knowledge. When teachers can participate in the curriculum development, their buy-in to the process increases dramatically.

- *Principle 7: Student as Worker (Cooperative learning, student involvement, commitment, and responsibility empowered student/teacher as coach)*

Cooperative Learning: Especially in a multi-grade/age classroom setting, older students can take on a role as helper to younger students. Younger students learn how to work together with a diverse group.

Commitment and Responsibility: By signing the School's Honor Code, students acknowledge that they are making a commitment to and responsibility for their role as an active participant in the learning process.

- *Principle 8: Demonstration of Mastery (Performance assessments, planning backwards, exhibitions and portfolios)*

Performance Assessments: An integral part of the methods used to identify educational strengths of students at Ben Gamla Charter School will involve performance assessments. Namely, facilitator observation, peer and self-evaluations, projects, presentations, and portfolios will be used as performance assessments.

- *Principle 9: Attitude (Parent involvement, collegueship, comradeship, trust and decency, and cooperation)*

Parent Involvement: Parents will be expected to play an integral role in the school.

Other research based strategies the School will utilize include: hands on learning; inquiry-based research projects, science experimentation, hands-on technology that is integrated & problem driven, CRISS (Creating Independence through Student-owned Strategies), Reciprocal Teaching, Small learning communities, etc.

The school will utilize research based and state Adopted textbooks for all core curriculum subjects (e.g. Prentice Hall for Language Arts/Reading and Mathematics, Glencoe Holt, Winston, and Rinehart; and McGraw Hill for Science ,etc.) as well the school will utilize other textbooks and programs recommended by the College Board.

Some of the research based programs which will be utilized include:

- K-12 Comprehensive Research-Based Reading Plan implemented by BCPS
- Jamestown Navigator (Glencoe/McGraw-Hill)
Jamestown Reading Navigator is a comprehensive research-based program developed specifically to raise reading competencies and test scores of struggling middle-school and high-school students. The program is targeted at middle school and high school students reading at least two levels below grade level. Jamestown Reading Navigator incorporates online and print-based student and teacher materials. The online component of Jamestown Reading Navigator improves students' comprehension by utilizing direct, explicit instruction and modeling of good reading practices. Students practice and apply these reading strategies and skills by reading content written specifically for secondary students, viewing interactive multimedia, and writing in response to reading. The print-based readings from the inTime magazines and the

inClass Reader Anthologies and Reader Audio Library give students an opportunity to extend their learning beyond the computer and encourage collaborative or independent learning. Teachers monitor student progress utilizing the online Learner Management System where scores from formative and summative assessments are recorded. Placement testing may be delivered online or on paper. The curriculum is comprised of four Treks. Trek 1: Reading levels 1.0-2.9 (including phonics and decoding skills), Trek 2: Reading levels 3.0-4.9, Trek 3: Reading levels 5.0-6.9, or Trek 4: Reading levels 7.0-9.9+. Jamestown Reading Navigator is designed for flexibility in its implementation, accommodating instructional blocks of 45 or 90 minutes.

www.readingnavigator.com/mkt/home.html

- Carnegie Cognitive Tutor

Carnegie Learning's Cognitive Tutors are the most extensively researched mathematics curricula on the market today. They are based on over 20 years of research on how students think, learn, and apply new knowledge in mathematics. The system is built on cognitive models which assess students' mathematical knowledge on a step-by-step basis and presents activities tailored to their individual skill levels.

Research shows that students using Carnegie Learning's Algebra I program:

- *Demonstrate an 85% better performance on assessments of complex mathematical problem solving and thinking*
- *Perform 30% better on questions from the TIMSS assessment*
- *Experience equivalent results for both minority and non-minority students*

A recent random-assignment study showed significant advantages for students using the Cognitive Tutor over a traditional curriculum, even when both groups of students had the same teacher instructor.

- Gizmos through explore learning -

In a meta-analysis (Marzano, 1998) that summarized findings from over 100 research studies involving 4,000+ experimental/control group comparisons, the following instructional techniques were all shown to have an average effect size greater than 1 [An effect size greater than 1 corresponds to a percentile gain of more than 34% in students' achievement.].

1. *Representing new knowledge in graphic/nonlinguistic formats*
2. *Using manipulatives to explore new knowledge and practice applying it*
3. *Generating and testing hypotheses about new knowledge*
4. *Direct presentation of new knowledge, followed by application*

- Explain how the educational program aligns with the school's mission.

In accordance with its mission, the School will promote a unique educational program that strives to create bilingual, bi-literate, and bi-cultural students prepared for success in a global society. The study of Hebrew as a second language is partnered with a challenging curriculum and enhanced by dedicated teachers committed to serving the needs of all students. The use of innovative instructional methods and techniques will be encouraged, ensuring curriculum is

effectively taught, even to students with varied learning styles. Additionally, the School will take care to promote good character traits in an effort to create students who are not only successful in the classroom, but also maintain a strong sense of honesty and responsibility.

Ultimately, the School strived to open “windows to the world” by creating biliterate students with expanded intellect. Through enriched learning experiences, the School will remain true to its mission by developing and empowering their students through the development of superior cognitive abilities.

- Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State Standards, as required by section 1002.33, F.S.

The School is committed to serving the needs of all its students, regardless of level, learning style(s), and/or special needs. Teachers will utilize differentiated instruction, as well as other modes of instruction including, but not limited to peer tutoring, individual instruction, and group work. Additionally, the School will ensure that students with special needs, such as ESE and ELL students, are effectively served in accordance with the policies and procedures of Broward County Public Schools.

All students will be monitored to ensure they are making adequate progress toward the NGSSS. In this way, students who are struggling and/or below-level students will be identified so that any problems can be effectively remediated. Teachers and other support staff will use data from all available assessments, including but not limited to state and district required assessments, to develop instruction that meets the needs of all students so that each child can realize his or her potential.

As deemed necessary according to student need, the School will employ Reading and/or Math coaches and ELL and ESE personnel to service students. Classroom teachers will utilize research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure students make progress toward the NGSSS as required.

If the school intends to replicate an existing school design¹:

- Provide evidence that the existing design has been effective and successful in raising student achievement. *The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.*

The School intends to replicate the design of the existing Ben Gamla Charter School in Broward County, FL. Since inception, the existing Ben Gamla Charter School in Broward County, FL, has demonstrated above the bar standings in all areas. As noted in the chart below, since the Schools aperture in August of 2008, the School has earned above average rankings/marks on the State level (as evidenced by earning a grade of B in 2007-2008 and a grade of A, respectively, for the 2008-2009 school year).

School	Level	Year	Grade	Points Earned	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	Free/Red Lunch	Minority Rate
Ben Gamla Charter School	K-5th	2008-09	A	553	72	75	88	46	52	20
		2007-08	B	501	72	72	74	26	94	15

Additionally, the School has earned exemplary rankings on the National Level, earning Adequate Yearly Progress (AYP) every year since inception for all its students, including ELL, ESE, and economically disadvantaged students.

School	Level	Year	AYP	% of Criteria Met
Ben Gamla Charter School	K-8	2008-2009	Yes	100%
		2008-2007	Yes	100%

As further evidence of the School's commitment to academic success, in 2008, the School sought and obtained SACS/CASI/AdvancED accreditation, a measurement tool of commitment to continuous improvement usually reserved for high schools.

- Describe the applicant's capacity to replicate an existing school design. *The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.*

The aforementioned factors are all indicators of the School's success and further, these indicate the Applicant's ability and capacity to be successfully replicated. As part of a successful network of high achieving, quality choice programs, the School intends to replicate the "best practices" of the existing model, which has yielded improved educational performance for the diverse student populations it serves. Furthermore, the committed support of the Applicant in this endeavor must be noted, as the National Ben Gamla Foundation brings the experience and resources necessary to replicate the design, having successfully done so in the past with Ben Gamla South Broward.

4. Curriculum Plan

The School will be nonsectarian in its programs, admission policies, employment practices and operations; adhere to all applicable provision of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990; and adhere to all applicable provisions of Federal law relating to students who are limited English

proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

- Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State Standards. If the curriculum has not been developed, describe how the plan for curriculum development shows how students will be prepared to attain the Next Generation Sunshine State Standards.

Ben Gamla focuses on providing students with the highest quality education possible. . The school will utilize the curriculum maps of BCPS available for download at http://www.broward.k12.fl.us/k12programs/ciss/documentdownload_1.asp, to assist teachers to meet all SSS within the specified timeframe. The School's regular curriculum, core subjects of Language Arts, Mathematics, Social Studies and Science, will be based on the Sunshine State Standards and will be enhanced through the teaching of the conversational language of Hebrew. The school's mission is rooted in the belief that an education of the highest quality will steer student's lives toward a better future in a better society.

Instructional strategies are research-based tools that guide teachers in maximizing student achievement. Teachers will consider learning goals and objectives in determining when/how to use a specific strategy/method. Teachers at the School will ensure that the instructional strategies implemented in the classroom are linked with measurable objectives.

The School's educational program is specifically designed to:

- Improve the academic performance of all students, including at-risk students, by tailoring curriculum to individual learning styles, by focusing on strengths, by setting high academic expectations, by viewing differences as assets rather than liabilities (Oakes and Lipton), and by incorporating best educational practices into the classroom and the curriculum.
- Increase positive self-image by providing students with successful learning experiences.
- Extinguish inappropriate behavior patterns by utilizing a behavior management program that focuses on positive behaviors through a highly structured reward system.

The philosophy of the School is to provide an environment where:

- students have the opportunity to progress at their individual pace by being grouped in small, multi-age classrooms
- students and teachers are expected to live up to the high expectations which the School sets for them
- character development of students is formed by increasing self-esteem
- parents are actively involved in the School community
- learning is fun and students are provided with joyful learning experiences
- there is no "one right way" to teach all students, as each student has a unique learning style, and therefore creative endeavors are encouraged

The following core subjects and subtopics will be covered by the Ben Gamla curriculum:

Reading/Language Arts

The School will use the state-approved leveled readers and Harcourt *Story Town* as the Elementary Comprehensive Core Reading and Language Arts program in 2011. Additionally, Macmillan/McGraw-Hill *Treasures* and/or Harcourt *Trophies* will be used to effectively remediate intensive reading students. The School's text selection will be modified as per the Sponsor's text adoption and modification to the CRRP throughout the duration of the charter.

The School's Language Arts program includes strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. The program emphasizes critical and creative thinking skills through instruction aligned to the N-G Sunshine State Standards. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy.

The Writing Process: All will be required to write on a daily basis across the curriculum (i.e. Informative, Persuasive, Creative Writing). Each class will be responsible for an on-going writing project that is appropriate to each grade level beginning in Kindergarten. The ongoing writing strategies such as Prewriting (LA.5.3.1, Drafting (LA.5.3.2), Revising (LA.5.3.3), Editing for Language Conventions (LA.5.3.4) and Publishing (LA.5.3.5.1) will help develop effective writers and enhance student performance on District and State writing assessments. Writing will also be stressed throughout the curriculum through projects such as daily journal entries and a school newspaper. The use of technology in the writing process further enhances the program, as students publish their work. Writing skills that enhance the students' ability to perform well on the FCAT Writing will be incorporated into the curriculum. Writing before, during, and after the main story selection from the state adopted text will provide systematic, explicit writing instruction and ample practice in spelling, grammar, usage, and mechanics daily.

Grades K-5 - At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards for Reading and Language Arts. The school will also include a strong language arts component with teachers using oral book lectures, poetry readings, roundtable discussions of novels, and creative and individualized writing instruction. Components of Dance, Art and Theater will be incorporated into Language Arts activities.

Book of the Month: The Language Arts Department will promote a new book every month that we will celebrate as Book of the Month. The title of the Book of the Month will be posted in the school office and serve as a vehicle for cross-curricular educational projects.

Principal's Book Club: In order to serve voracious readers who wish to engage in book discussion outside the classroom, the School principal may hold a Book Club. This group of students will meet with the principal once a week to discuss titles previously decided upon, in an effort to ensure the needs of students with a particular interest in reading are met.

Grades 6-8 - The School will follow the state course descriptions for the following courses to be offered in grades 6-8. These courses cover concepts and materials that are aligned to the NGSSS.

Grade	Course
6	M/J Language Arts I
6	M/J Language Arts I Advanced
6	M/J Language Arts I Advanced Gifted
6	M/J Language Arts I Through ESOL
6	M/J Reading Advanced
7	M/J Language Arts II
7	M/J Language Arts II Advanced
7	M/J Language Arts II Advanced Gifted
7	M/J Language Arts II Through ESOL
8	M/J Language Arts III
8	M/J Language Arts III Advanced
8	M/J Language Arts III Advanced Gifted
8	M/J Language Arts III Through ESOL
6th-8th	M/J Intensive Reading*
6th-8th	M/J Intensive Reading Plus*
	ESOL
6th-8th	M/J ESOL Developmental Language (L1)
6th-8th	M/J ESOL Developmental Language (L2)
6th-8th	M/J ESOL Developmental Language (L3)
6th-8th	M/J ESOL Developmental Language (L4)

*Advanced and Advanced Gifted courses may or may not be offered, depending on the needs and levels of students enrolled at the time.

* Developmental instruction in reading may be required during grade 6 when student performance in grade 5 indicates a need for strengthening. These courses will be in addition to the regular language arts courses and may be offered as electives. Students scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in M/J Intensive Reading in addition to their required M/J Language Arts course in grades 6, 7, and 8. A daily double literacy block for all Level 1 FCAT reading students who have reading deficiencies in decoding and fluency (Intensive Reading Plus) will be instituted. All FCAT Level 1 students will be required to be enrolled in an Intensive Reading or Intensive Reading Plus course with the

exception of ELL students who are required to enroll in an M/J Developmental Language Arts through ESOL course.

The Schools Reading Plan is detailed in the subsequent section “Schools Reading Curriculum.”

Mathematics

The School will use the state-approved *Go Math* Harcourt Mathematics Series or other state-adopted text in the instruction of Mathematics. The School’s text selection will be modified as per the Sponsor’s text adoption and modifications throughout the duration of the charter. The Mathematics curriculum will be aligned with NCTM Principles, the new world-class Sunshine State Standards for Mathematics by grade level for grades K-8 (Big Ideas and Supporting Ideas) and the NEXT Generation SSS by 2011.

Additional resources, such as Measuring Up for FCAT Preparation and Carnegie Cognitive Tutor help supplement lessons. Mathematics activities will also include mental math, math stories, math games, and competitions.

Grades K-5 - At the completion of the course, students will have achieved a year’s worth of learning by mastering, at minimum, the objectives and concepts aligned to the NGSSS.

Grades 6-8 - The School will follow the state course descriptions for the following courses to be offered in grades 6-8. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning. The content will include, but not be limited to operations, numeration, whole numbers, fractions, decimals, percents, ratio and proportion, equations, inequalities, functions, expressions, properties, constructions, area, volume, proofs, limits derivatives, integrals and the development of logical reasoning skills. These skills and in preparation for the Florida Comprehensive Assessment Test, are essential for a student to succeed within the real world work environment. These courses cover concepts and materials that are aligned to the NGSSS.

GRADE	COURSE
6	M/J Mathematics I
6	M/J Mathematics I Advanced
6	M/J Mathematics I Advanced Gifted
6-8	M/J Intensive Mathematics
7	M/J Mathematics II*
7	M/J Mathematics II Advanced
8	M/J Mathematics III (Pre-Algebra)
8	Algebra I
8	Algebra I (Honors)**
8	Geometry (Honors)**

*Students requiring further strengthening in mathematics will be enrolled in M/J Intensive Mathematics.

**Senior High School Credit(s) for Students in Grades 6, 7, and 8 - Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study.

*Advanced and Advanced Gifted courses may or may not be offered, depending on the needs and levels of students enrolled at the time.

Science

The School will use the state-approved Harcourt Science Series or other state-adopted text in the instruction of Science. The Science curriculum will prepare students to achieve the N-G Sunshine State Standards by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. In addition, supplemental materials such as *Science Weekly* will be used. Teachers will utilize the Sunshine State Standards and the Next Generation Sunshine State Standards, while incorporating FCAT test item specifications from the state of Florida in their daily lesson plans. Additionally, students will participate in monthly hands-on science experiments. In grades 4-8, students will be encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method.

Additional Science instructional materials will be gathered for lesson plans using the following resources:

- Florida Association of Science Teachers
- Science FCAT Resources

- [National Institute for Science Education](#)
- [National Science Teachers Association](#)
- Technology: Safari Montage - computer-based programs will assist students visually in understanding science concepts.

Grades K-5 - At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards for Science.

Grades 6-8 - The purpose of the courses offered is to provide students with a broad knowledge of scientific concepts. All of the science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. The courses offer conceptual development in the earth, life, and physical sciences and will cover a gambit of topics therein. Earth and Space sciences focus on the relationships between the environment, our solar system, the universe, along with the structure of our own planet and how these factors influence life on Earth.

Grade	Course
6	M/J Comprehensive Science I
6	M/J Comprehensive Science I Advanced
7	M/J Comprehensive Science II
7	M/J Comprehensive Science II Advanced
8	M/J Comprehensive Science III
8	M/J Comprehensive Science III Advanced
8	Earth Space Science
8	Earth Space Science Honors*
8	Earth/Space Science Advanced Gifted*
8	Biology I
8	Biology I Honors*

*Senior High School Credit(s) for Students in Grades 6, 7, and 8 - Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study.

*Advanced and Advanced Gifted courses may or may not be offered, depending on the needs and levels of students enrolled at the time.

The life science courses deal with the living world, cells, relationships between plant and animal life, and the biotic and a-biotic factors that influence these relationships. Physical sciences approach the concepts of energy. The School will develop Professional Learning Communities of science teachers to help students:

- examine and explore student misconceptions and provide opportunities for students to apply concepts in the real world
- explore their surroundings for evidence of cause and effect relationships that exists in Earth/Space science.
- work on hands on interactive activities and write to compare and contrast biological and environmental concepts
- conduct laboratory investigations during and after school hours to increase scientific thinking.

Social Studies

The School will use the state-approved Harcourt Series or other state-adopted text in the instruction of Social Studies. The Social Studies curriculum includes the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.

Thematic units have been designed that integrate the various subjects and address key areas of social studies in alignment with Sunshine State Standards. Character Education components (respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation) will be emphasized individually through thematic lessons and group projects.

Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its component disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive social studies program will:

- emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- reflect a clear commitment to democratic beliefs and values;
- encourage civic responsibility and active participation;
- promote high expectations for all students;

- incorporate a multicultural perspective;
- reinforce the development of a global perspective;
- promote understanding of social, political, and economic institutions;
- encourage student involvement in community service;
- focus on the identification of the potential solutions to local, national, and world problems;
- involve students in their learning by using a variety of teaching strategies and instructional materials; and
- promote an interdisciplinary approach to learning.

Grades K-5 - At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Sunshine State Standards for Social Studies.

Grades 6-8 - The School will follow the state course descriptions for the following courses to be offered in grades 6-8. These courses cover concepts and materials that are aligned to the NGSSS. Students will be required to successfully complete three credits of Social Studies at the Middle School level in Global Geography, Civics, and U.S. History which will be offered through the school at the Regular, Advanced and Gifted Levels within the Middle School.

GRADE	COURSE
6	M/J World Geography
6	M/J World Geography Advanced
6	M/J World Geography Advanced Gifted
7	M/J Civics
7	M/J Civics Advanced
7	M/J Civics Advanced Gifted
8	M/J US History
8	M/J US History Advanced
8	M/J US History Advanced Gifted

*Advanced and Advanced Gifted courses may or may not be offered, depending on the needs and levels of students enrolled at the time.

Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. Thematic units will be designed to integrate the various subjects: Time, Continuity, and Change (History); People, Places, and Environments (Geography); Government and the Citizen (Civics and Government). Additionally, the School will include the following Social Studies topics in the Social Studies curriculum:

- African-American History Requirement
 - Holocaust Requirement
 - Hispanic Contributions to the United States Requirement
 - Women's Contributions to the United States Requirement
 - Veterans Contributions Recognition
 - "Celebrate Freedom Week" Instruction - shall be in accordance with Florida Statutes and district guidelines.
 - Character Education - Instruction in the nine core character education values (The nine core values are citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility).
- Describe the research base and foundation materials that were used or will be used to create the curriculum.

A tremendous amount of research has been conducted on effective practices for improving student learning to create the most effective curriculum possible. This research provides the basis for pedagogy at the School. In addition to utilizing BCPS approved curriculum, selected successful practices will be used in all of the academic courses. However, it will be expected that in addition to these practices, teachers will also implement research-based strategies as applicable through their own subjects.

The School's educational program is specifically designed to improve the academic performance of all students, including at-risk students, by tailoring curriculum to individual learning styles, by focusing on strengths, by setting high academic expectations, by viewing differences as assets rather than liabilities and by incorporating best educational practices into the classroom and the curriculum. Differentiated instruction throughout the curriculum will assist all students in reaching their highest potential.

The School will employ various research-based approaches, including the nine (9) principles set forth by Dr. Theodore Sizer's Coalition of Essential Schools detailed in *Section 3* of this application, in support of the educational mission. Effective strategies such as tutoring will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning. Additionally, high expectations will be set for all members of the School, creating a culture that encourages success. The curriculum of

the School will meet and in some cases exceed the requirements to be considered a rigorous program. The School will also implement hands on learning, inquiry-based research projects, science experimentation, hands-on technology that is integrated and problem driven, CRISS (Creating Independence through Student-owned Strategies), Reciprocal Teaching, and the Small learning communities philosophy. Additionally, the School has utilized a great deal of research conducted on learning a second language, which points to heightened success for students who engage in its study.

- Describe the school’s reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level *The reading curriculum must be consistent with effective teaching strategies and reading research. Information on reading requirements www.justreadflorida.com/docs/reading_programs.pdf.*

The School’s Reading Curriculum.

Reading is a critical portion of Florida’s education system and the law requires it be a “primary focus” of all school curricula. To assist in efficiently using the time dedicated to making reading the primary focus of the curriculum, the following objectives from Florida’s *Reading Program Specifications* will be practices implemented at the school:

3.2.1. Significant instructional time is dedicated to reading instruction.

3.2.2. Explicit systemic approach to instruction through skill scaffolding and monitoring of student learning gains.

3.2.3. Students actively engage in learning during instructional time.

3.3.3 Progress monitoring of skill acquisition will be periodically administered throughout the school year to detect and steer reading progress

The school will support the *Just Read, Florida!* initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the Broward County Public Schools Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction. Since certain text and assessments are currently being modified, the School will adopt the plan in effect during the 2011-2012 school year. The School’s text selection will be modified as per the Sponsor’s selection of state-adopted texts and modifications for 2011 and throughout the duration of the charter.

The reading program will cover the Florida’s Formula for Reading Success:

6 + 4 + ii + iii

6 Areas of Reading - Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

4 Assessments – Screening, Progress Monitoring, Diagnosis, Outcome measures

ii: Initial Instruction –

- ◆ Minimum 90-minute reading block
- ◆ Incorporates 6 instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
- ◆ use assessment data to plan for and provide instruction including
 - Explicit instructional strategies
 - Coordinated instructional sequences
 - Print-rich instruction
 - Whole group/small group/whole group
 - All students, using differentiated instruction

iii: Immediate Intensive Intervention of the 90-minute reading block

- ◆ Small group or one-on-one
- ◆ Students with reading deficiencies
- ◆ Minimum of 20 minutes/day until deficiency is remedied

Print Rich Environment - Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to reading materials during literacy center time within the daily reading block.

Word Walls - Teachers will create word walls that consist of high frequency words, word patterns or phonic elements, interesting, exciting words, and words from other subject areas, like science, social studies, etc. Students will use word wall activities to practice recognizing words quickly and accurately. Additionally, the School will ensure word walls are used interactively in conjunction with guided reading and writing by encouraging students to use the words in speech and writing.

Reading Stations - Reading stations will be set up throughout the room in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher.

Students practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.

Silent Sustained Reading - Increments of independent, sustained silent reading will be included in the reading classroom to help students build stamina for increasingly longer and more challenging text. Teachers will monitor for engagement. Reading logs, reaction journals, text talk, book passes or story summaries help students make connections to text. Additionally, the School may choose to make silent sustained reading a school-wide initiative, by choosing a designated time for all members of the School to engage in the activity.

The Comprehensive Core Reading Program (CCRP)

Grades k-5 – The School will use Harcourt *Story Town*, as well as Harcourt *Trophies* or Macmillan McGraw-Hill *Treasures* in alignment with Broward County’s Comprehensive Core Reading Program in 2011. The School’s text selection for the Core Reading program will be modified as per the Sponsor’s selection of state-adopted texts throughout the duration of the charter. Activities will meet the needs of on-level learners, advanced learners, below-level learners, and English-language learners. Aligned instructional materials, such as decodable books and leveled books, will be used for individual and group practice opportunities.

In Grades 6-8, the Developmental Reading Program for students on or above grade level may include:

- Junior Great Books- 6-8
- McDougal Littell – *The Language of Literature* (6-8)
- Novel Studies- 6-8
- Reading in the Content Area- 6-8

Supplemental Intervention Reading Programs (SIRP) will provide instruction that primarily focuses on one single essential component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension) intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP). The School may use the following approved research-based programs:

- Elements of Reading, Vocabulary (k-5)
- QuickReads-1-8
- Rigby Newcomer Kits (3-5 for ELL- Levels I, II, III)
- Soar to Success (3-8)
- Guided Leveled Readers K-5
- Word Wisdom by Zaner-Bloser (3-8)
- Accelerated Reader - to encourage independent reading

Comprehensive Intervention Reading Programs (CIRP) are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of

reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. This Intervention will provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. The school may use the following programs in providing targeted differentiated intervention support to meet the specific needs of struggling readers:

- Voyager Passport- K-5
- Jamestown Reading Series (6-8)
- Wilson Foundations (ESE)
- Measuring Up- 3-8
- FCAT Coach- 3-8
- Triumphs K-2

Technology Resources - Safari Montage (k-8), FCAT Explorer (3-8), Voyager (K-5) and Voyager Journeys (6-8)

Middle School Reading - The skills and strategies taught align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks that are assessed by the Florida Comprehensive Assessment Test (FCAT). Reading strategies in the content areas are to be provided to students in all grades in the middle schools. These strategies should be in addition to those taught during language arts classes.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency will have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. The intensive reading courses include:

M/J Intensive Reading

M/J Intensive Reading Plus

Developmental Language Arts through ESOL (for ELL)

Middle Grades Rigorous Reading Requirement - If the school has fewer than 75% of the student body scoring proficient on the FCAT reading, the school will follow the Middle Grades Rigorous Reading Requirement. Until students enroll, the school is unable to determine if it will be required to implement this intervention. If, upon student enrollment, the school determines that it is subject to this guideline, then it shall implement its stipulations which are beyond that of the reading instruction strategies noted earlier.

The Literacy Leadership Team - The school will establish a Literacy Leadership Team to collaboratively oversee the implementation of the CRRP, and monitor the use of instructional materials related to reading instruction, data analysis, professional development, and technology.

The Literacy Leadership Team may be comprised of the Principal, Assistant Principal of Curriculum, Reading Coordinator, Media Specialist, ESE Teacher, ESOL Coordinator, Testing Chair, Department Chairs, and Reading Teachers. The administrative team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. Teachers needing assistance will be supported by reading coordinators. In addition, all faculty members must address strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies must be constantly updated based on the results and analysis of progress monitoring in reading.

The Literacy Leadership Team will meet on a regular basis to:

- Review the school's implementation of the reading plan;
- Assess the professional development needs of staff related to reading instruction based on student performance data; and
- Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the reading plan.

Reading Coordinators will analyze progress monitoring data on a quarterly basis. As student data are collected and analyzed, these data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for laser-focused professional development (including site-based modeling and coaching).

Screening and Progress Monitoring- Assessments will be used to (1) monitor students progress in reading as well as mathematics, and science sunshine state standards; (2) Provide teachers with classroom assessment tools that will provide student-level benchmarks; and (3) Provide students with information on their progress on specific benchmarks. The assessments include but are not limited to:

Screening: Students will be screened using the Florida Assessments for Instruction in Reading (FAIR) in place of DIBELS in 2011 as per future modifications to the Sponsor's CRRP.

Progress Monitoring: Students will be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR). Currently all Level 1 and 2 students in grades six through 8th are monitored using FAIR three times per year. The school will use the progress monitoring tools designated by the Sponsor's CRRP for 2011 which may include the FAIR (grades K-8) or Macmillian *Treasure's* Oral Reading Fluency Probes (grades 1-5).

For ELL's - CELLA (administered each spring to all current ELL students in grades K-8 to measure proficiency and gains in reading, writing, listening, and speaking). Teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring.

Diagnostic Assessment: Wilson Foundations (6-8) and Florida Assessments for Instruction in Reading (FAIR).

Outcome Measures: FCAT(3-8) and FAIR (k-8) and SDT (grades 1-2).

Data Collection and Analysis: The school will compile progress monitoring data on a quarterly basis (or when available) and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom- assessment) will be used to measure effectiveness of such.

The Home Connection – The School believes learning continues beyond the classroom. For that reason, in addition to the efficient use of classroom time, the following objective from Florida’s *Reading Program Specifications* will be a practice implemented at the school:

3.3.5. Collaborative and coordinated efforts within the school and between the school and home.

Homework assigned will reinforce reading skills taught in the classroom. In addition, the School will promote parental and family involvement in teaching and encouraging reading, encourage family literacy practices, and communicate information regarding students’ reading progress to parents. The idea encouraged will be that reading should take place in the home as well as in the classroom, and parents will be encouraged to read with their children whenever possible.

Professional Development - The Reading Coordinator, in conjunction with the Literacy Leadership Team, will design workshops to address the needs of classroom instruction. The Reading Coordinator will meet with the literacy committee and grade levels/departments to review these results and share best practices. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty.

The literacy team will also provide classroom support and on-site teacher professional development in utilizing reading intervention programs. In addition to providing classroom support seminars, the school will participate in a series of instructional workshops to actively engage students:

- Differentiated Instruction (3 suggested sessions)
- Content-Area Classroom Libraries (1 suggested session)
- Vocabulary Strategies/ Word Walls (1 suggested session)
- Reciprocal Teaching (3 suggested sessions)

- Explain how exceptional students and student engaged in and benefit from the curriculum.

All students will be engaged in and benefit from the curriculum including ESE, ELL, and/or students who enter the school below grade level. The results of the most recent Florida Comprehensive Assessment Test, teacher-made tests, and screenings through the reading program will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

Apart from providing the specific services listed in a student's IEP, EP, and/or ELL plan as applicable, the School's faculty will differentiate instruction as necessary and will offer tutoring services or other such assistance to ensure all students remain successful. Student performance will be continuously assessed as described in the *Section 5* below. Students not making adequate progress towards the Sunshine State Standards will be identified and the following measures will be instituted:

- Each class will attend group sessions in the media center at least once a week wherein technology resources and supplements obtained at professional development workshops will be utilized.
- Early bird, Super Saturday, and daily pull-out tutoring may be required for those students consistently demonstrating non-mastery.
- All students not meeting standards will be placed on a Progress Monitoring Plan and specific strategies to remediate any learning deficiencies will be implemented.
- Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes
- Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention

Students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific Progress Monitoring Plan (PMP) targeting these deficiencies. This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understanding of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific, measurable, individualized goals for that student as well the strategies and services (tutoring/required additional classes, ELL services) to be implemented in order for the student to achieve the specified goals.

Grades 6-8 - Developmental Instruction in reading and mathematics may be required for students who enter the school below grade level in the middle grades. These courses will be in addition to the regular language arts/mathematics courses and may be offered as electives. Students scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in M/J Intensive Reading in addition to their required M/J Language Arts course in grades 6, 7, and 8. A daily double literacy block for all Level 1 FCAT reading students who have reading deficiencies in decoding and fluency (Intensive Reading Plus) will be instituted. All FCAT Level 1 students will be required to be enrolled in an Intensive Reading or Intensive Reading Plus course with the exception of ELL students who are required to enroll in an M/J Developmental Language Arts through ESOL course.

- Describe proposed curriculum areas to be included other than the core academic areas

Hebrew as a Communicative Language

The Ben Gamla Charter School will teach Hebrew, a foreign language, to students beginning in Kindergarten through the 8th grade. Students who begin foreign language instruction when they are young have time to develop the levels of proficiency Americans will need to participate effectively in the global economic and political arenas of the 21st century.

Research in schools also shows that children who begin a second language in the early years are successful academically and develop the ability to problem solve. Achievement test scores prove that these students do just as well in English as the foreign language being learned.

Students will learn the Hebrew language through the language immersion method, which is a student-centered method, where they are given many choices as it relates to implementing academic tasks.

For example, the Hebrew language teacher reinforces and enriches the basic curriculum using the immersion language, exclusively Hebrew in this instance. It is very important that the Hebrew teacher uses the language at all times so as not to convey to the children that when something important is discussed, English is used.

During the process of acquisition, the teachers will create an atmosphere in the classroom which fosters communication in Hebrew.

The Hebrew Language component incorporated in the Ben Gamla Charter School takes the position of Hebrew as a conversational language. This approach will include the study of the historical roots of the communicative form of the Hebrew language in order to maximize learning of the language. As per the NGSSS, when learning a foreign language, the culture of the language must be introduced.

Elementary School Grade Level Expectations

In the primary grades, listening and speaking skills are emphasized as Hebrew vocabulary is integrated into the social science curriculum. Throughout the school, students work with partners and in cooperative groups to develop and apply effective communication skills. The goal of the Hebrew program is to give students positive and successful experiences while they acquire Hebrew language skills.

The grade level expectations are based on Sunshine State Standards for the learning of a foreign language and will focus on the five core areas of foreign language instruction: Communication, Culture, Connections, Comparisons, and Experiences. The curriculum is designed to serve students of all ability levels. Remedial students and students with special needs (e.g., LEP and ESE students) will have access to supervised study time and tutoring after school (and possibly on Saturdays as well) to accelerate their progress.

In Kindergarten, students learn to

- Master letter recognition of Hebrew alphabet.

- Follow basic directions in Hebrew, e.g. please sit, time to get up, time to clean up, etc.
- Recognize basic vocabulary of classroom objects, e.g. chalkboard, pencil, pen, and table.
- Develop Hebrew phonics ability in letter and vowel blending.

In First Grade, students learn to

- Master phonics skills, e.g. letter and vowel sounds and blends.
- Develop reading skills.
- Develop Hebrew vocabulary and oral comprehension skills.
- Develop writing skills of alphabet in print and then build up to writing words.
- Begin to distinguish between singular and plural words.
- Begin to distinguish between masculine and feminine words.
- Begin basic conjugation of verbs, e.g. Galit *omer*, Gil *omeret*.
- Be introduced to the infinitive verb form, e.g. to write – *likhtov*

In Second Grade, students learn to

- Strengthen comprehension and verbal skills through class conversations and activities.
- Develop Hebrew writing skills in cursive letters.
- Strengthen reading skills through different units of study and independent reading.
- Expand Hebrew vocabulary.
- Write simple sentences, e.g. I go to school.
- Begin to recognize definite articles, e.g. to, the, in the.
- Distinguish between singular and plural nouns and adjectives.
- Distinguish between masculine and feminine nouns and adjectives.
- Conjugate the *pa'al* verb form in the present tense including the singular and plural form and the masculine and feminine form.

In Third Grade, students learn to

- Strengthen comprehension and verbal skills through class conversations and activities.
- Strengthen reading skills through different units of study and independent reading.
- Strengthen writing skills, including compound sentences and short paragraphs, e.g. I go to school and learn Hebrew.
- Expand Hebrew vocabulary.
- Identify and use question words, e.g. who, what, where, when, why.
- Begin to identify Hebrew roots of words, e.g. LoMeD.
- Conjugate the *pa'al* verb form in the present and past tense.
- Identify definite articles, e.g. to the, in the.
- Identify the infinitive verb form, e.g. TO walk, TO sit.
- Continue to distinguish between masculine and feminine, singular and plural, nouns and adjectives.

In Fourth Grade, students learn to:

- Strengthen comprehension and verbal skills through class conversations and activities e.g. in a Hebrew conversation students will be able to state the time, date, weather, and their age.
- Strengthen reading skills through the above-mentioned units of study and independent reading.
- Strengthen writing skills through compound sentences, usage of paragraphs, short stories, and descriptive themes.
- Learn the declension of possessive words e.g. MY school, HER school, HIS school.
- Conjugate verbs in the present and past tense in *pa'al* and *pi'el* verb forms.
- Expand Hebrew vocabulary.
- Continue to distinguish between masculine and feminine, singular and plural, nouns and adjectives.
- Continue to identify Hebrew root of words, e.g. LoMeD.
- Continue to identify the infinitive verb form, e.g. TO read.
- Easily identify the definite article, e.g. IN THE school.

In Fifth Grade, students learn to:

- Place a strong emphasis on conversational Hebrew through class conversations and activities.
- Continue strengthening reading skills through the units of study and independent reading listed below.
- Continue strengthening writing skills through compound sentences, paragraphs, short stories, and descriptive themes.
- Conjugate verbs in the present and past tense in the *pa'al* and *pi'el* verb forms.
- Conjugate verbs in future tense in the *pa'al* verb form only.
- Expand Hebrew vocabulary.
- Use a Hebrew/English dictionary.
- Continue to distinguish between masculine and feminine, singular and plural nouns, and adjectives.
- Easily identify Hebrew root of words, e.g. LoMeD.
- Easily identify the Infinitive verb form, e.g. TO read.
- Easily identify the definite article, e.g. IN THE school.

Grade Level Expectations 6-8:

Phonetics and Phonology:

- Recognizing and writing all 22 letters in block printing and cursive script
- Reading any Hebrew word with vowel pointing (*Nikud*)

Morphology:

- Forming masculine and feminine singulars and plurals in nouns, adjectives, and verbs in the present tense
- Infinitives and present tense of the following conjugations: *pa'al*, *pi'el*, *hiph'il*, *hitpa'el* (*shlemim*); *ayin-vav* and *lamed-yud* (in *pa'al*)
- Numbers
- Basic form of the construct (*smichut*)
- Past tense: *pa'al* (*shlemim* and *ayin-vav*)
- Declension of the preposition *l'* (*lamed*)
- Past tense of the following conjugations: *pa'al*, *hiph'il*, *hitpa'el* (*shlemim*); *ayin-vav* and *lamed-yud* (in *pa'al*)
- Declension of the prepositions *et*, *im*, *shel*
- Forming the masculine plural and the feminine singular construct and forming the construct with definite article
- Prefixes and suffixes of the future tense
- Normal formation of gerunds in the active conjugations and in the common paradigms; several irregular formations of gerunds
- Future tense in the conjugations *pa'al*, *pi'el*, *hiph'il*, *hitpa'el* (*shlemim*); *ayin-vav* and *lamed-yud* (in *pa'al*)
- Common paradigms in the active conjugations: *pay-yud*, *pay-nun*, *lamed-yud*, *lamed-aleph*, and *ayin-ayin*
- Declension of all prepositions with singular noun-suffixes (*etzel*, *bishvil*, *l'yad*)
- Declension of all prepositions with plural noun suffixes (*el,al*)
- Declension of prepositions with irregular suffixes (*beyn*, *m'*)
- Past participles of *pa'al* (*shlemim* and *lamed-yud*)
- All three tenses and the gerund of the conjugation *niphal* (*shlemim*)
- All three tenses of the conjugation *pu'al* (*shlemim*)
- All three tenses of the conjugation *huph'al* (*shlemim*)
- Completion of the common paradigms in the active conjugations: *pay-yud*, *pay-nun*, *lamed-yud*, *lamed-aleph*, and *ayin-ayin*
- Possessive with the construct (*smichut*)
- Declension of regular and irregular nouns in singular and plural

Syntax:

- Agreement of nouns and adjectives
- Agreement of nouns and verbs
- Use of the definite article with nouns and adjectives
- Three forms of nominal clauses in the present tense
- The prepositions *b'*, *l'*, *et*, *m'*, *shel*, and *im*
- Cardinal number adjectives with masculine and feminine nouns
- Expression of cause with *ki'*
- Placement of infinitives in sentences
- Word order in sentences
- Agreement of nouns and adjectives in number and gender and agreement using the definite article

- Three forms of nominal clauses in all three tenses
- Impersonal verbal clauses
- Impersonal nominal clauses
- Two kinds of object clauses: with the conjunction *sh'* (*shin*) and with interrogative adverbs
- Identifying parts of speech and word order
- Placement of constructs in sentences
- Placement of gerunds in sentences
- Formation of expressions and clauses of cause, time, purpose, result, comparison, contrast, concession
- Actual conditional clauses
- Copulas
- Summary of the formation of simple, compound, complex and compound-complex sentences of various kinds: cause, time, purpose, result, comparison, contrast, concession
- Expressions of negation
- Expressions of restriction
- Expressions of introduction, explanation, addition, and generalization
- Sentences of correlation
- Conditional sentences contrary to fact
- Formation of sentences with passive verbs

Skills:

- Writing:
 - Paragraph on a personal topic (description, information, impression): up to 5-6 sentences
 - Memo: 3-4 sentences
 - Assertion of opinion: 2-3 sentences
 - Short notes (greeting, apology, thanks, invitation)
 - Personal letter: 15 sentences
 - Impersonal letter (announcement, request, report): 10 sentences
 - Forming tables from text
 - Autobiographical report: 15 sentences
 - Theoretical analysis of reasons, results, and purposes: 20 sentences
 - Writing standard modern Hebrew in various forms of communication (memo, letter, essay on a theoretical subject): 50-70 sentences
- Reading:
 - Paragraph of information or description: 8 sentences
 - Paragraph of a folk tale: 10-12 sentences
 - Comprehension of informative paragraph in elementary Hebrew: 15 sentences
 - Comprehension of opinion supported by reasons in elementary Hebrew
 - Comprehension of short story in elementary Hebrew: 15 - 30 sentences

- Press releases and articles in journalistic style in elementary Hebrew: 30-35 sentences
- Short story partially adapted to elementary Hebrew: 70-100 sentences
- General comprehension -- based on key words, syntactic structures, and morphology
- Independent comprehension of a literary work in its original form: 100-150 pages
- Independent extensive reading of general news and short articles in a Hebrew newspaper
- Independent extensive reading of modern Hebrew poetry
- Speaking:
 - Short dialogue about daily life or customs (acquaintances, school, schedule of the days): 10 sentences per speaker
 - Dialogue about school, family, entertainment, personal preference, or place description: 8 sentences per speaker
 - Interview (questioning, answering, reporting): 8 sentences per speaker
 - Expression of opinion with supporting reasons: 3-4 sentences
 - Conversation on any topic: 20 sentences per speaker
 - General understanding of simple TV or radio news: 2 items
 - Comprehension of dialogue in standard Hebrew: 25 sentences per speaker
 - Comprehension of the main ideas of a simple song based on a single hearing
 - Conversation of any topic: 30 sentences per speaker
 - Short lecture on theoretical topic: 5 minutes
- Listening:
 - Comprehending a short dialogue about daily life: 16 sentences
 - Comprehending a short dialogue about daily life: up to 24 sentences
 - General comprehending of simple song
 - Comprehension of most components of a conversation on any topic among native speakers of Hebrew: 15-20 minutes
 - Comprehension of most of the particulars of a song based on a single hearing

Special Areas and Electives

Health, Physical Education, and Safety - The Physical Education courses impart knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests. The Physical Education program seeks to develop an appreciation for sports from the standpoint of a spectator, a reader of sports, as well as a participant. The health and safety competencies will focus on educating students to develop habits of health that contribute to the continued good functioning of the body.

The P.E. program will consist of a standards based, balanced, sequential and progressive program involving moderate to vigorous physical activity during the required 150 minutes per week (as per F.S. 1003.455). It always strives to be in step with the current practices and

procedures in education and to contribute to the all-around development and education of students. This course also focuses on Health. Students are taught not to take their health for granted, but rather to develop habits of health that contribute to the continued good functioning of the body. The School will be designated a “Drug Free School Zone” and a smoke-free worksite.

The health competencies will focus on educating students to develop habits of health that contribute to the continued good functioning of the body. The School will have a strong “Say No to Drugs” campaign and prevention curriculum which will be highlighted by units of study that focus on substance abuse across the grade levels and by Red Ribbon Week.

P.E. Grades K-5 The Physical Education program will consist of the required 150 minutes of PE per week for grades K-5, will incorporate these components and will communicate knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests. The program will strive to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students.

P.E. Grade 6-8 - In accordance with the “*Don Davis Physical Education Act*” in effect, the equivalent of one class period per day of physical education for one semester of each year is required. This requirement shall be waived for a student who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student’s parent indicates in writing to the school that: 1) The parent requests that the student enroll in another course from among those courses offered as options by the school district; i.e. art, music, language, etc OR 2) The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement; i.e. afterschool sports, dance classes, physical activity as part of an after school program, etc.

Grades 6-8 Courses for Physical Education

M/J Comp PE I (0.5) Sem 1 and 2

M/J Comp PE II (0.5) Sem. 1 and 2

M/J Comp PE III (0.5) Sem. 1 and 2

M/J Dance I

M/J Dance II

M/J Dance III

Foreign Language - The School recognizes that there is a growing international interdependence among nations which demands that the United States develop citizens with a sound understanding of international and cross-cultural issues and the ability to communicate in more than one language. The School intends to develop students’ understanding of

international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as a foreign language program for both non-speaking and Spanish-speaking students.

Foreign Language K - 5 – The School will focus on developing students’ understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as a foreign language program for both non-speaking and Spanish-speaking students in grades K-5.

Grades 6-8 – *Middle School Spanish for Spanish Speakers* - The school will implement the Spanish for Spanish Speakers course if it has a 10% or more Hispanic Population. Hispanic students will be tested for Spanish Language Level using a placement test as determined by the Sponsor. The essential content of this Spanish for Spanish Speakers course will be to reinforce and build grammar, vocabulary, comprehension and critical thinking skills that will be transferred to the English language and better FCAT scores. This course at the middle school level will significantly increase students’ opportunities to enroll in Spanish Advanced Placement Language and Literature courses in high school.

Art--K-5 The primary goal in art education is to provide all students an opportunity to develop and explore their creative potentials. The Art curriculum includes planning, developing, and implementing the fine arts as outlined in the NGSSS. Visual Art is a required subject in grades K – 5, where students will be exposed to the many components of art, including production, history, criticism and aesthetics. Moreover, the School will emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community based art experiences, festivals and art exhibitions.

Music – K-5 The music curriculum includes both vocal and instrumental music. Following the NGSSS, specialists will introduce students to both skills and knowledge of various literature. Skills and techniques will be developed throughout all grade levels and will focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression.

Grades 6-8 - There will be two annual elective courses at each grade level. For ELL students, only one elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL. The School may establish appropriate requirements greater than prescribed district requirements, subject to the approval of the Governing Board.

- Describe how the effectiveness of the curriculum will be evaluate

The effectiveness of the curriculum will be measured by the student achievement of the specific measurable objectives for the first year of operation (described in Section 5 below). Expectations are that students will progress as well or better than they did before attending the charter school, and that the specific measurable objectives for the school are achieved from year to year.

In years 2 and beyond, effectiveness of the curriculum will be evaluated based on achievement of the objectives in the School Improvement Plan, wherein students will be expected to make annual learning gains toward achieving the Sunshine State Standards.

Ongoing monitoring and analysis of school-wide assessment data (as described in *Section 5* below) will assist the School in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help assess the effectiveness of the curriculum throughout the school year. Ongoing internal audits of student progress, such as progress reports, report cards, beginning year, mid-year, and end-year assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students.

Additionally, through the school's commitment to pursue and obtain accreditation from the *Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI)*, within specific timelines will also serve as a means to evaluate not only of the effectiveness of the curriculum but also the entire school program. Through the Accreditation process, the School will: validate compliance with numerous SACS/CASI learning standards; demonstrate engagement in Continuous Improvement, including the development and implementation of foundations for continuous improvement; provide for quality assurance; and participate in a peer review process.

Within the first trimester of the school's first year, the School will invite two representatives from the Florida Committee to perform a readiness visit as a first step to apply for candidacy as a new applicant. It is anticipated that within three years of opening, the school will complete a SACS self-study, host a peer-review visiting team, and comply with all SACS standards.

5. Student Performance, Assessment and Evaluation

The School will participate in the statewide assessment program created under s. 1003.43, Florida Statutes.

- State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student success will be evaluated, and the specific results to be attained.

1. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards* in Language Arts, at least 80% of students will demonstrate grade level reading proficiency as evidenced by students in grades K-2 achieving 85% or higher on the BS/PMT (Green Success Zone) and:

- **For Kinder** – Responding to 4 or 5 out of 5 questions correctly on the Listening Comprehension or Reading Comprehension task; and/or If Vocabulary was administered, scoring in the average range (40th-60th percentile).
- **For 1st Grade** – Read the target passage for AP3 with fluency (60 wcpm) and accuracy (95% or above), and responded to most (4 or 5 out of 5) questions correctly; and/or If

Vocabulary was administered, scored in the average range (40th-60th percentile)

- **For 2nd Grade** – Read the target passage for AP3 with fluency (90 wcpm) and accuracy (95% or above) and responded to most (4 or 5 out of 5) questions correctly; and/or If Vocabulary was administered, scored in the average range (40th–60th percentile) Consider Spelling percentile – scored in the average range (40th–60th percentile)

2. Given school-wide emphasis on instruction of the Next Generation Sunshine State Standards* in Language Arts, at least 80 percent of students in grades K-2 will demonstrate on-grade reading proficiency, evidenced by their performance on the Reading Basal text examination.

3. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards* in Language Arts, the average score of students in grades 3 through 8 will meet or exceed the State and/or District average (whichever is higher) on the 2011 Florida Comprehensive Assessment Test of Reading 2.0.

4. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards* in Language Arts, the average score for all tested subgroups will meet or exceed the State and/or District average (whichever is higher) on the 2011 Florida Comprehensive Assessment Test of Reading 2.0.

5. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards* in Mathematics, the average score of students in grades 3 through 8 will meet or exceed the State and/or District average (whichever is higher) on the 2011 Florida Comprehensive Assessment Test of Mathematics 2.0.

6. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards* in Mathematics, the average score for all tested subgroups will meet or exceed the State and/or District average (whichever is higher) on the 2011 Florida Comprehensive Assessment Test of Mathematics 2.0.

7. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards* in Language Arts, with an emphasis in writing, the average score of students in grades 4 and 8 will meet or exceed the State and/or District average on the 2011 FCAT Writing Test.

8. Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards*, at least 50 percent of the lowest quartile of students will make learning gains in Reading and Mathematics as evidenced by:

- demonstrating improvement in one or more achievement levels; or
- maintaining FCAT achievement level 3, 4, or 5; or
- demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level for any student who maintained an achievement level of 1 or 2 from the previous year FCAT administration .

9. Given school-wide emphasis on instruction of the Next Generation Sunshine State Standards in Science, 75 percent of students in grades 5 and 8 will earn at least 70 percent proficiency score on a district and/or internal benchmark post-test assessment.

The following instructional activities may be integrated into the school program as a vehicle to achieve performance standards and to increase learning opportunities:

- Schedule parent workshops that will assist with the implementation of effective strategies at home
- Facilitate student participation in essay, poetry, and book writing contest in order to promote writing success
- Utilize assessment data, writing pretest, and other ongoing assessments to drive instruction and target remediation.
- Utilize assessment data to drive instruction and target remediation in order to maximize student achievement
- Implement FCAT Super Saturdays and Early Bird tutoring program to maximize student performance
- Utilize state-adopted supplemental material in order to increase reading critical thinking skills.

- Describe the school's student placement procedures and promotion standards.

Each student must meet specific levels of performance in reading, writing, mathematics, and science in order to be promoted. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the School will implement a school-wide Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. In consultation with the parent/guardian, student performance will be evaluated and reported based on mastery of standards to determine a student's eligibility for promotion.

Instructional staff members will utilize such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. The academic grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject. The determination of the specific grade a student receives will be based on careful consideration of all aspects of each student's performance during a grading period: Class work, observations, tests, portfolios, district and state assessments, and written progress reports and report cards (at the end of every nine weeks of school) should serve as the primary means of communicating student progress and achievement of the standards for promotion. The student's mastery of the content of the course, in which the student is enrolled, as determined by the teacher, is a further condition for passing the course.

FCAT Performance - In compliance with Section 1008.25, F.S., The specific levels of performance on the FCAT required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Grade 3 students who do not score at Level 2 or higher on the Grade

3 FCAT SSS Reading portion *must* be retained unless exempt from mandatory retention for good cause as specified in paragraph 6(b) of 1008.25, F.S. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion as per state legislation.

Reading and Mathematics - For each year in which a student scores at Level I on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

English Language Learners - Promotion for an ELL student and an ELL student with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of an ELL student requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL requires the review and recommendation of the IEP team. Language Arts Through ESOL instructional time for ELL students must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program. The courses M/J Language Arts (1, 2, and 3) Through ESOL mirror the course descriptions for regular middle school Language Arts. In addition, all secondary ELL students, i.e., ESOL Levels I-IV are required to take a second period of Developmental Language Arts through ESOL.

Middle School Promotion – Students who pass less than 4 courses are retained in the same grade, interventions are continued, and progress must be monitored as specified in the school-wide PMP. Prior to a recommendation for a second retention, a student is to be referred for evaluation in case an alternative program or an exceptional student education program is needed.

Promotion to senior high school requires that the student successfully complete the following academic courses:

- Three middle school annual courses in English.
 - These courses are to emphasize literature, composition, and technical text. (M/J Language Arts through ESOL must be taken by ELL students).
 - Three middle school annual courses in mathematics.
 - Three middle school annual courses in science.
 - Three middle school annual courses in social studies.
 - One semester course, Career Exploration and Decision Making, to be completed in 7th grade.
- Describe how baseline achievement data will be established, collected, and used. Describe

the methods used to identify the educational strengths and needs of students and how these compared to the academic progress of the same students attending the charter school.

Pre- and post-testing in Year 1, as well as reports from previous school records (including, but not limited to student grades and scores, IEPs for ESE students, EPs for gifted students, and LEP plans for ELL students), will be collected as baseline to measure progress in Years 1, 2, 3, and beyond, and as an integral part of the planning and refinement of instructional strategies.

Baseline data will include standardized test scores, report card grades, attendance reports, behavioral records, and IEP /EP and/or LEP Plans (as applicable). This data will be compared to current data at the end of each school year. For example, FCAT Scores from 2013 will be compared to FCAT Scores from 2012.

Based on the School's philosophy of providing each child with a personalized instruction, the School will use data (state and district requirements, report cards, testing scores, past performance and comportment) as factors for placement in the appropriate classes which best suit each child. Ongoing internal audits (Report Cards, FAIR Ongoing Assessments, etc.) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools for course placement.

- Identify the types and frequency of assessments that the school will use to measure and monitor student performance. Include a description of how students will participate in program and what other assessments will be used to document student progress.

In accordance with s. 1003.43., the School will participate in all state-wide assessment program. The school will use state standardized assessment scores, district and school-based assessments to measure student progress toward mastery of the Sunshine State Standards in all grade levels. These include:

State and District Assessments:

1. Florida Comprehensive Assessment Test (FCAT) - Reading and Mathematics (Grades 3-8)
2. Florida Comprehensive Assessment Test (FCAT) - Science (Grades 5 and 8)
3. Florida Comprehensive Assessment Test (FCAT) – Writing (Grades 4 and 8)
4. Florida Assessment for Instruction in Reading (FAIR)* - Reading (Kindergarten)
5. District Benchmark Assessment (BAT) - Grades 3-8
6. Comprehensive English Learning Language Assessment (For ELL)**
7. Florida End-of-Course Exams as per FL-DOE requirements beginning in 2010-11 (as applicable by course/grade level)

* FAIR assessments will be administered three times per year to provide an ongoing measure of reading fluency and comprehension, predict FCAT performance, and serve as a progress monitoring device for teachers and students.

**English Language Learners will be assessed and served by ESOL-certified personnel and in accordance with the Sponsor's ELL Plan and the requirements of the *LULAC et.al. vs. State*

Board of Education Consent Decree (1990).

Additionally, the School will use a variety of other assessments, such as teacher-made tests, textbook exams, alternate assessments, pre-and post-assessments, benchmark tests, midterm and final exams, etc. as needed to monitor student progress. The School may also choose to purchase research-based assessments such as STAR and SAT 10.

As stakeholders in the educational process, students and their parents will be an active part of the assessment program. The School will develop a testing calendar aligned to the School's scope and sequence plans which will be posted throughout the school, published on the School's website, and sent home. Additionally, the School will encourage and promote positive test prep strategies such as eating a balanced breakfast and getting at least eight full hours of sleep. Following the release of assessment results, school personnel will disseminate the information to parents and engage students in data chats. A data chat serves as an effective instructional tool because it allows the student to see where exactly he/she made progress and where improvement is still needed, resulting in increased motivation and understanding.

School-Based Assessments in all Courses:

- Weekly teacher-generated quizzes (K-8)
- Monthly teacher-generated chapter tests (K-8)
- Quarterly projects and/or investigations based on focus lessons (K-8)
- Midterm and Final Examinations (6-8)
- End of Year Examinations (K-5)
- Portfolios and presentations (K-8)
- Class participation rubrics (K-8)

- Describe how student assessment and performance data will be used to evaluate and inform instruction.

Administrators and faculty will collaboratively develop an instructional calendar with a timeline for addressing targeted strands as denoted in assessed benchmarks. The calendar will reflect item specification formats and the percentage of students who attained proficiency during prior year assessment. Through the use of the calendar, student assessment data will drive decisions for continuous improvement of teaching and the learning process. Data will be used to understand and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific grade level skills.

The School Instructional Leadership team -- consisting of the principal, assistant principal, grade level chairs, ESE and ESOL teachers, Reading and/or Math Coach and Media Specialist --- will monitor and analyze data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The leadership team will meet weekly to:

- *Evaluate* data and correlate to instructional decisions;

- *Review* progress monitoring data at the grade level and classroom level to identify students and their academic levels.
- *Identify* professional development to enhance students' achievement levels.
- *Collaborate* regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.
- *Facilitate* the process of building consensus, increasing infrastructure, and making decisions about implementation.

Grade level chairs will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Each teacher will use data to determine the instructional focus of whole group lessons. An Item-Analysis of FCAT benchmarks and chapter tests will be used to re-teach questions that students missed most frequently. Level 1 or 2 students and/or students referred by teachers will be targeted for Early Bird tutoring, Super Saturday tutoring, and daily pull-out tutoring. Similarly, students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments which will reinforce the mastery of benchmarks, in order to ensure each student is reaching his or her potential.

On an individual level, teachers will use assessment data to target individual students' weaknesses in order to decide how best to remediate them. Depending on the student and situation, teachers may implement techniques like peer tutoring, reciprocal teaching, and/or individual instruction to encourage progress in a certain area.

- Describe how student assessment and performance information will be shared with students and parents.

The School will participate in all state and district mandated assessments, including the Florida Comprehensive Assessment Test (FCAT) and other age-appropriate tests that may be required or recommended. In accordance with the School's aim of developing self-directed leaders, students will have an active role in their education by learning to monitor and evaluate their work. FCAT Student and Parent Reports received from the FL-DOE will be sent to parents and shared with students in planning said student's academic program and services for the following school year. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results

If a child's performance is below target (not making adequate progress towards the NGSSS), a parent/guardian will be advised in a special conference if need be, and remedial strategies will be communicated. The School values parents' input and views this step as an essential step in working together toward student success.

If a child's performance is on target for his or her immediate stage of development, the School will also so advise the parents. Assessment and performance information will be shared with parents and evidence by parental contact logs for every teacher.

If a child's performance is above target for his immediate stage of development, the School may recommend to the parent advanced level placement such as multi-age setting in elementary or honor and advanced or high-school level courses in the middle grades, as applicable by subject.

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and/or excessive absences. Should the School be equipped with an automated system for record keeping and grading, interims will be provided for all students. Additionally, ongoing communication will occur through progress reports, report cards, parent/student conferences, and other forms of written and oral communication. Additionally, progress reports shall be signed by the parent and are expected to be returned to the teacher. Conferencing will also be a highly effective way to keep parents apprised of their child's progress in all grade levels.

- Describe, to the extent possible, how student progress will be evaluated and compared to closely comparable student populations.

While it is very important to work toward self-imposed goals and objectives, the School intends to also make it a priority to monitor its students' progress in comparison with that of similar populations. This practice will serve as a safeguard to ensure students at the School are progressing just as well, if not better, than their peers. This will be accomplished by conferring with members of other schools whenever possible, for example: through data chats, email correspondence, etc. Additionally, the School will utilize assessment data from comparable schools released by the state and/or district, such as yearly FCAT and school grade results, and AYP results. Members of the School will gather and analyze the data, identifying areas in which the School can improve and adopting best practices, as needed, from other schools in an effort to encourage positive collaboration.

This information can allow the School to compare their results with their neighboring schools. The data available will allow the school to disaggregate information and compare percentages based on content clusters, subgroups as well as ELL and ESE populations.

The leadership team, alongside instructional personnel, will review available data and when needed make data driven instructional changes. The information will encourage teachers to tailor instruction through differentiated instruction, provide intervention strategies as well as tutoring when necessary.

6. Exceptional Students

The School will adhere to all applicable provision of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

- Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying

students with special needs, developing Individualized Education Plans and 504 plans, and providing a full range of services.

The Broward County Public Schools ESE Plan, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the ESE Plan, as amended from time to time. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code). The educational program for exceptional students will include the following:

- **A Non-discriminatory policy** regarding the eligibility, identification, location, placement and evaluation process
- **Free appropriate public education (FAPE)** will be provided to every exceptional student enrolled in the School
- **Child Find Services** – Child Find is the entry point for ESE services for birth-to-five-year-old children and their families in Broward County. The school will use Child Find Services to assure that all children who need special education and related services, receive a free appropriate education by locating, identifying, and obtaining services for children who have disabilities or special needs. Child Find also provides free screenings for children ages 3-5 who may have special needs to determine if they need to be formally evaluated.
- **Individual Education Plans (IEP)** and Educational Plans (EP) for gifted
- **Extended Year Services (EYS)**- for students needing specialized services as required by students IEP
- **Least Restrictive Environment:** students with disabilities 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.
- **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.

Response to Intervention (RTI): In accordance with the policies of BCPS, the School will follow the RTI process, including the following three (3) tiers of intervention that must be followed before ESE testing can commence:

Tier 1: During this stage, students will be provided academic and/or behavioral support aimed at serving their needs.

Tier 2: At this point in the process, students will be provided with targeted instruction through the following means: small groups, one-on-one instruction, and twice a week pull-out tutoring with six to eight students.

Tier 3: During this stage, students will be provided with intense intervention through pull-out tutoring conducted three to five times a week with two or three students, or one-on-one tutoring.

Identifying Exceptional Education (ESE) Students - The School will follow the School Board of Broward County's Special Programs and Procedures for Exceptional Students and Collaborative Problem Solving (CPST) and Comprehensive Evaluation. In summary the school will identify students as follows:

Step 1: The teacher confers with staff for informal assistance with the problem - data is gathered on instructional performance and behavioral/social functioning; the teacher advises parents about the concerns and plan ways they can collaborate in addressing the issues; interventions are identified and implemented.

Step 2: Teacher makes request for assistance from the School Support Team – the principal or support leader selects a school-based case manager; the case manager conducts a structured teacher interview which will focus on the students learning and behavioral characteristics to clarify problems and collaboratively identify additional interventions for the teacher and, if appropriate, other school personnel.

Step 3: Teacher and case manager seek assistance from the team – present problem clarification data, interventions and results, and pertinent information obtained from records review and data gathering activities and determines if there is a need for additional data.

Step 4: Parent Conference is held to discuss student needs.

Step 5: Additional interventions are identified and implemented.

Step 6: Need for a psycho-educational evaluation is determined and evaluation is conducted Parent signs consent for comprehensive evaluation; all referral procedures are completed; report is written and sent to the school

Step 7: Evaluation results are discussed with parents – ESE eligibility is determined The school convenes an Eligibility and Instructional Program (EIP) committee to determine the most appropriate educational setting to provide for the students identified needs.

Step 8: Appropriate educational support is determined; IEP is developed if student is ESE eligible

- If Student is **not** ESE eligible: Regular education services including such things as specialized tutorial programs or the Behavior Change Program may be implemented. In this case, the student may be eligible for a 504 Accommodation Plan. If a 504 Plan is established, the plan will clearly detail the accommodations or modifications that will be needed for the student to have an opportunity to perform at the same level as their peers.

- If Student is ESE eligible, an IEP is developed

Individual Education Plans (IEPs): The School will utilize all of the Sponsor's procedures (Easy IEP) and forms related to IEP and placement process procedures. 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 invite the Sponsor to any and all parent conferences, staffings and IEP meetings, by giving at least two (2) weeks prior notice, with a copy of the Parent Participation Form, by mail or given in person. The school will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP.

Students will be guaranteed a free appropriate education through aforementioned identification and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals. Supplementary and Related Services will also be identified as well as necessary accommodations and modifications which will be clearly delineated in this written plan.

The IEP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's IEP. The school will offer various services to meet the needs of the students with disabilities based on the Individual Educational Plan. These services include specialized gifted courses (as detailed in the curriculum section of this application), acceleration, modifications of content through differentiated curriculum, curriculum compacting, and enrichment. Other services may include social skills development and/or counseling.

The ESE Specialist – Confirm that students have current assessment data and are receiving the type of supports they need in general education. These may include:

- Collaborating with the Reading and/or Math Coaches to confirm proper reading placement.
- Reviewing all schedules prior to the start of the school year and make necessary changes.
- Reviewing progress monitoring data on students in Intensive Reading Classes with Reading Coach and Support Facilitators and adjust as necessary.

Least Restrictive Environment: 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 mission to place students in an environment where they can develop to their highest potential, those students whose needs cannot be adequately addressed at the School will be appropriately referred; and

staff will work together with the Sponsor's personnel to ensure that the needs of these students are met.

Procedural Safeguards - Parents of students with disabilities will receive procedural guidelines and guidance in their native language. These will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents. As early as possible in the planning/development stages, School staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities.

Services will be regularly and routinely monitored through the School's ESE Specialist to ensure that individual learning plans are being met. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

Federal and State Reports: 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.

- Identify the staffing plan for the school's special education program, including the number and qualifications of staff.

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. An inclusion model will be utilized at all grade levels, as appropriate.

An inclusion model with External ESE support will be utilized at all grade levels. Students may be placed on a Consultative/Collaborative model with an optional Learning Strategies class when applicable. Appropriately certified personnel will ensure that students' needs are being met. Students with disabilities will have an IEP that complies with state and federal regulations. Appropriately certified personnel will ensure that students' needs are being met. Students with disabilities will have an IEP that complies with state and federal regulations. The School will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. The number of special education staff will be based on the number of ESE students identified upon student enrollment.

Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP. Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services.

- Describe how the school will serve gifted and talented students.

The School will serve the needs of gifted students in accordance with State Board Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*, and BCPS Exceptional Student Education Policies and Procedures (SP&P).

Identification: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

1. a need for a special program*
2. A majority of the characteristics of gifted students according to a standard scale checklist
3. Superior intellectual development measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence

*In order to provide a comprehensive profile of the student's abilities and needs, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community. The following criteria may be used in identifying students:

- performance on standardized tests as determined below
- referrals from teachers for gifted eligibility based on classroom performance, student's portfolio
- recommendation from counselor/teachers regarding student motivational behavior, involvement in activities, etc.
- recommendation from parents about student's academic areas of strength

Plan B gifted (which is the underrepresented minority, ELL/ESOL, Free reduced lunch) is if the student scores in the 80th percentile or above in reading or mathematics on a standardized achievement test such as the BAT or scores an average of 80% on at least four (4) of the nomination forms. Then, the student will be referred for screening of intellectual functioning.

The Kaufman Brief Intelligence Test (K-BIT) or other cognitive screening measure will be administered after proper consent for such an evaluation has been obtained. If the student scores greater than 115 on the screening measure of intellectual functioning, or if the parent requests evaluation, the student will be referred for evaluation by the School Psychologist.

Services - The School will choose the most intense model that can be financially supported by the size of the gifted population. The number of gifted students per grade level will determine the choice of models as follows:

Gifted/High Achieving Full-time, Self-contained (for grades K-5 classes with < 20 gifted students per grade level or combination grade level): All gifted students in a grade must be grouped together in one class for their academic subjects (in order to ensure that gifted students have time with their intellectual peers) and taught by a gifted endorsed teacher (or a teacher working towards gifted endorsement and on an approved out-of-field waiver). Students

are ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs. High achieving students are determined by the following criteria:

- **Kindergarten:** School-based decision
- **Grades 1-3:** Scored the highest of grade-level students on a district-approved, school determined reading test (i.e., DAR, Rigby, IRI, etc.) given in the spring of the previous year. After the highest, the next highest, etc., would be placed until all seats are filled. In the event there is a tie, the student with the higher math score on a school-determined assessment will be given the seat.
- **Grades 4-5:** Scores at Level 5 in reading **AND** math on the most recent FCAT. If there are more level 5s than available seats, the scaled scores are added together and the students with the highest combined scores are given priority. If there are multiple students who have the same combined scaled scores, and not enough seats left to accommodate them, then their GPAs must be calculated. If there are still available seats after the students who scored a Level 5 in both reading and math have been placed, then the following combinations would be considered in order:

Level 5-Reading; Level 4-Math

Level 4-Reading, Level 5-Math

Level 4-Reading; Level 4-Math

Level 4-Reading; Level 3-Math

OR

Half-day Resource (for grades K-5 classes with under 20 gifted students per grade level or combination grade level):

- Gifted students will receive instruction in specific content area(s) for 2 1/2 hours per day. A minimum of 2 hours per day will be spent on content instruction.
- Students will be ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs.
- The gifted endorsed teacher will consult with the general education teacher on a weekly basis regarding gifted instruction and the individual needs of each gifted student.

If the school has enrolled less than 11 gifted students per grade level in grades k-3, then the School will use the Primary Elementary alternative Model .

For Grades 6-8

Self-contained Gifted/High Achieving Content Area Classes: Content-based classes in Language Arts, Math, Science, and Social Studies that contain gifted and high achieving students.

(Content of Developmental Reading is appropriately differentiated for gifted students).

High-achieving students are determined by the following criteria:

- Scored a Level 5 in reading on the most recent FCAT.
- If there are more level 5s than available seats, the students are ordered by their scaled scores
- If there are multiple students who have the same scaled scores, then their GPAs from the previous year must be considered.

(For placement in the Gifted/High-Achiever model for math).

- Scored a Level 5 in math on the most recent FCAT.

EP Plan Development: Once a student has been identified as gifted, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms provided by the school district and notify the parents of the student to give permission for testing. Upon review of test, at a mutually scheduled EP meeting, the participants will determine the best suitable services required to meet the student's educational needs. The Gifted Eligibility Matrix (GEM) will be utilized to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual functioning, academic performance, leadership, motivation, and creativity through the following means.

A multi-disciplinary committee of professionals will be established which will include a parent and may also be comprised of the classroom teacher, the teacher of the gifted, the Exceptional Student Education (ESE) Specialist, an LEA representative, the school psychologist, an ESOL designee where appropriate, and other school staff who spend significant time with the student. The eligibility committee at each school will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix (GEM).

Initial Educational Plan (EP) Team Participants: The EP team will include the following participants:

- The student's parents*
- The student
- The schools' gifted coordinator
- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs.
- School psychologist

- Staffing Specialist

*Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and
- Participating in the determination of what services the school will provide to the child and in what setting.

The Educational Plan (EP) for each student will be individualized, measurable, and observable. The plan will include a statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;

- A statement of goals, including benchmarks or short term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services;

Implementation: The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

Services and instructional Strategies for Gifted - The school will offer various services to meet the needs of the gifted student based on the Educational Plan. These services may include but are not limited to:

- specialized gifted courses (as detailed in the curriculum section of this application),
- acceleration
- ability grouping
- modifications of content through differentiated curriculum
- Career exploration and goal setting integrated into the curriculum
- curriculum compacting
- enrichment
- social skills development and/or counseling

- Real world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring)

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Sunshine State Standards opportunities for acceleration. Curriculum for gifted students should include a wealth of opportunities for extended learning beyond the classroom.

Evaluations - A consultation model will be established by the gifted coordinator at the school. Consultation will include periodical meetings between the general education teachers, gifted teachers and gifted coordinator to plan, implement, and monitor the student's progress. All faculty providing consultation to the student will maintain a record of the teachers, courses, and students for whom the services are being provided.

The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP, will be considered when reviewing and revising the plan.

Educational Plan (EP) Review Team Participants: The EP review team will include but is not limited to the following participants:

- The student's parents
- The student
- At least one teacher of the gifted program
- General Education teacher
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student.

Timelines: An EP will be in effect at the beginning of each school year for all gifted students for a duration of 1 or 2 years as applicable to each case. Timelines for EP meetings for students who are gifted shall include the following:

- An EP will be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction.
- Meetings may be held to develop and revise the EP at least every 1 or 2 years for students. Plans may be reviewed earlier as needed or if the student's parent or teacher requests a review, or if services change.
- Describe how the school's effectiveness in serving exceptional education students will be evaluated.

The goals for determining the School's effectiveness in serving exceptional education students are consistent with goals set for all students of the School (see section 5) and/or as specified in the child's IEP or EP. The School will support the education of the gifted and talented students

with a commitment to provide services necessary for full implementation of the child's IEP or EP.

The success of special education students will also be evaluated by a review of their grades and progress evaluations from the ESE or gifted teacher. Additionally, participating students, their parents, general education classroom teachers, and teachers will be surveyed to evaluate the successful and continued participation of students in the special education program.

7. English Language Learners

The School will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

- Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students providing support services.

The Broward County Public Schools ELL Plan, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the ELL Plan, as amended from time to time. Additionally, the School will meet the requirements of the Consent Decree entered in *Lulac, et al. vs. State Board of Education*. English Language Learners enrolled at the school will be served by ESOL-certified personnel who will follow the Sponsor's District Plan for English Language Learners as follows:

Identifying Limited English Proficient (ELL) Students: The school will survey ALL parents upon initial entry (registration) using the **Home Language Survey (HLS)** This is required by the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. The Home Language Survey includes three questions and is given at the time of registration. The questions are as follows:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

If a parent answers "yes" to one or more of the three HLS questions, and/or meets the definition of ELL, they will be advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the school's ESOL Program. The parents are informed orally of the need of a language assessment by the school registrar, ESOL contact/designee, or by the guidance counselor. The student is then referred to a trained language assessor at the school.

Placement:

The student is assessed for English aural/oral language proficiency with the IPT within 20 days of registration, using the following assessment instrument:

IDEA Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grades K - 6

IDEA Oral Language Proficiency Test II (IPT-II) 2nd Edition – Grades 7 – 12

Once the student is assessed with an aural/oral language assessment instrument, use the charts correlating the *IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level* Students with A1 to C1 or A1-B2 language level classifications are entitled to receive ESOL services.

If the student is classified A1-B2, the school will update the language classification on TERMS and the ELLSEP folder.

For Students who score at a C2/FES level on the IPT II, the school will administer the Kauffman (KTEA) and will conduct Programmatic Assessment of the Students and take necessary steps to determine the students' academic level prior to placement in the ESOL program. All decisions regarding ELL programmatic assessment and academic placement will be documented in the appropriate section of the student's English Language Learner Student Educational Plan (ELLSEP) folder.

The ELL Committee – The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of at least 4 members: an administrator or designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s), plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. The parent(s) will be invited to attend any meeting of the ELL Committee.

The Individual ELL Student Education Plan: All students classified as ELL will have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language), initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, etc. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

The ELL Plan will:

- Inform the student, parent, and teachers on the student ESOL language level
- Monitor student progression
- Establish meetings between the school, the parents, and the student to discuss academic progress
- Provide methods for evaluation and provisions for monitoring and reporting student progress
- Provide for parental and teacher involvement to ensure that the students are being properly serviced

- Provide for student exit from and reclassification into the program.

The School will designate an ESOL coordinator to be responsible for developing and updating all Student ELL Plans, keeping a record of parental contact and ESOL Program Records Folder.

Evaluation - Student plans will be updated annually by the program coordinator. The ESOL coordinator will document former ELL student's progress in the student's ELL Student Plan using a Post-Program Review Report and a Post-Program Review Student Profile. These are generated with information regarding students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting. The school will monitor the student's progress using report cards, test scores, classroom performance, Post Program Review Reports (as applicable), Standardized tests and Student Case Management referrals (as applicable).

ESOL Program Placement - The school will implement an ESOL program of instruction in meeting the needs of the ELL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School will provide ESOL instruction in English and ESOL instruction (or home language instruction) in the basic subject areas of reading, mathematics, science, social studies, and computer literacy following the guidelines and procedures outlined by the current District ELL Plan.

English Language Learners will receive instruction which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

Some of the ELL Strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies:

Identifying Similarities and Differences

Mind mapping

Venn diagrams

T Charts

Cause and Effect Organizers

Word Sort

Cooperative Learning

Group Projects

Language Experience Approach

Shared Reading and Writing

Book Pass

Dramatization

Nonlinguistic Representations

Pictures

Manipulatives

Concept Maps

Student Drawings

Mnemonic Clues

Visualization

5 Senses Organizer

Questions-Cues-Advanced Organizers

Activate background knowledge

Frontload key vocabulary

Predicting, inferencing, concluding

Reciprocal teaching and modeling

Think alouds and guided questions

KWL

Homework and Practice

Lesson opening with review and preview.

Metacognition of strengths and weaknesses.

Reflective journals

Sharing goals and objectives with parents

Praise efforts to use English

Hold high expectations

Honor individual learning styles

Use authentic assessment

Resources: Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

Middle School students identified as ELL will be placed in **two** ESOL courses as applicable to the grade level and language proficiency:

Language Arts content course scheduled by grade level:

Grade 6 - M/J Language Arts I Through ESOL

Grade 7 - M/J Language Arts II Through ESOL

Grade 8 - M/J Language Arts III Through ESOL

Language proficiency course scheduled by ESOL level:

M/J Developmental Language Arts Through ESOL (L1)

M/J Developmental Language Arts Through ESOL (L2)

M/J Developmental Language Arts Through ESOL (L3)

M/J Developmental Language Arts Through ESOL (L4)

*If levels need to be combined, the *Developmental Language Arts* placement may be in the best combination of mixed language level courses (ESOL levels 1 and 2; 3;4).

The Comprehensive English Language Learning Assessment (CELLA) The CELLA will be administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking. For Grades K-2, IPT and CELLA will be used for classification updates in the spring.

Exit procedures:

The School ESOL contact person, in coordination with its teachers, will follow the following procedures to exit students from the ESOL program:

- Identify students who are eligible to exit the ESOL program based on the exit criteria.
- Update the exit information on the ELLSEP folder for exiting students.
- Complete the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be

convened, parents will be invited and all members of the committee will sign as appropriate.

- Provide the school data processor with required exit data. The required information is entered in the State Database (TERMS).
- Notify the parent(s) that the student is exiting the ESOL program.
- Monitor the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

If the student is in grades K-2 and scores FES on IPT-I, the school will follow the Exit Criteria Flowchart in the District's ESOL Handbook.

For students in grades 3-8 who score FES on IPT, the School may enter the student as a C1 pending FCAT and CELLA scores. After reviewing scores, the School will follow the Exit Criteria Flowchart for any students who meet the new exit criteria. Students scoring FES on the IPT in grades 3-8 who also meet the new exit criteria will be classified as C2/LF and exit procedures will be followed.

The new exit criteria are based on CELLA & FCAT Scores for grades 3-8. The School will review these scores for **ALL** students (A1-C1). It is possible for some students in grades 3-8 to meet the new exit criteria based on CELLA and FCAT and not score FES on the IPT. In these cases, the ELL code will change to LF (e.g., student could be a B2/LF).

Parental Involvement – The School will advise parents and encourage them to take part in the ESOL Leadership Council monthly. This district-wide forum for Limited English Proficient (LEP) parents and interested community members will allow parents to assist in identifying the educational needs and priorities of ELL students. To promote parent and community participation in programs for ELLs, the school will have a parent representation through school and district parent organizations. Parents of ELLs who are, or wish to be, in leadership positions will also be invited to attend local conferences and will be provided translation technology for better understanding. Participants will acquire relevant knowledge, information, skills and strategies needed to fully integrate into their leadership role at the ESOL Leadership Council or the School Advisory Council.

- Identify the staffing plan for the school's English Language Learner program including the number and qualifications of staff.

The School will ensure that experienced and ESOL certified teachers, as appropriate, will be hired to serve the School's English Language Learner Program, based on students' proficiency levels. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels). Additionally, the School is committed to ensuring that all core curriculum personnel instructing ELL students will have the appropriate training (ESOL endorsement/required coursework including ESOL Issues and Strategies -18 or 60 MPP) documentation. The Principal/Staffing Committee will identify each teacher's training status or requirement.

The School will offer on-site staff development opportunities for all staff to acquire ESOL endorsement. The Principal/Staffing Committee will identify each teacher's training status or requirement. The School will work with the Teacher Education Center to provide ESOL in-service training program(s) to assist language arts, basic subjects and other subject area teachers. The School will work with its Sponsor in informing staff of the sessions or web-based courses available to meet the ESOL/META training requirements.

All instructional members will be trained and expected to:

- identify the students in their grade book and record the ESOL level next to each student's name;
- use appropriate lessons and reflect ESOL strategies being used in lesson plans; and
- use appropriate grading guidelines and report card comments.

Additionally, in accordance with Rule 6A-6.0904, FAC., once the School has 15 or more ELLs who speak the same language, the School will employ a bilingual paraprofessional or teacher, as required. Teachers and/or paraprofessionals assigned to this program will be expected to assist ELL students using their home language in the core subject areas and providing instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students.

Bilingual paraprofessionals will assist students through the use of the following:

- working in small groups,
- translating information,
- interpreting test questions and homework assignments as appropriate, and
- helping students comprehend textbooks and other written materials.

The ESOL program coordinator, who will serve as a staff contact person, will have the responsibility of overseeing/assisting staff in meeting the needs of the School's ELL population throughout the school year.

8. School Climate and Discipline

The School will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process, and adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

- Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

The School will adopt the annual calendar set forth by Broward County Public Schools, requiring at least a minimum of 180 days of instruction per calendar year. The hours of instructional time are aligned with state and district requirements for elementary school grades, including the Next Generation Sunshine State Standards.

Annual Calendar: The school will offer a minimum of 180 instructional days per year, and will mirror the calendar of the local public school district.

Daily Schedule: The instructional day at the School is expected to commence at 8:35 am and end at 2:50 pm for elementary students, and begin at 9:30 am and end at 4:15 pm each day for middle school students.

Grades K-5 - The following is a sample schedule detailing the delivery of instructional hours and may be adjusted as needed; for example, in the case of ESE and ELL students, whose needs may dictate changes.

Reading / Language Arts: Grades K-5 daily schedule will consist of the required 90 minutes of consecutive and uninterrupted instructional time in reading along with the additional required 30 minutes of language arts.

Mathematics: Grades K-1 will receive mathematics instruction for the required 90 minutes on a weekly basis. Grades 2-5 will receive mathematics instruction for the required 60 consecutive and uninterrupted minutes daily.

Science: Grades K-1 will receive science instruction for the required 90 minutes weekly. Grades 2-5 will receive science instructions for the required 150 minutes weekly.

Social Science: Grades K-1 will receive social science instruction for the required 90 minutes

weekly. Grades 2-5 will receive social science instructions for the required 150 minutes weekly.

Art and Music: Both art and music will be delivered to all K-1 students for the required 40 minutes a week and all students in grades 2-5 for the required 60 consecutive minutes each week.

Physical Education: All students in grades K-5 will receive the required 150 minutes, on a weekly basis, of physical education instruction.

All Kindergarten through fifth grade students may receive instruction in a foreign language for up to the recommended 150 minutes a week.

*The schedule may vary for ELL and ESE students based on their needs; and for selected students, if further intervention is provided in reading based on student's individual needs.

Middle School Daily Schedule: The hours of instruction will be aligned with State of Florida requirements regarding the number of minutes and credits required for instruction. The school will implement 360 minutes of instructional time daily throughout six periods of 55-minute sessions to meet the following requirement of credits. The following table serves as a sample schedule for the middle school program:

Middle School's Daily Schedule--Grade 6-8 (6.5 Hour Student Day)

Home Room	8:00	8:15
Period 1	8:15	9:00
Period 2	9:05	9:50
Period 3	9:55	10:40
Period 4	10:45	11:30
Lunch	11:30	12:00
Period 5	12:05	12:50
Period 6	12:55	1:40
Period 7	1:45	2:30

180 School Days; 45-Minute Periods; 135 Clock Hours per Class; 945 Hours Annually; 5 Minute Break Between Period

- Describe the school's philosophy regarding student behavior.

The School's philosophy regarding student behavior ensures its commitment to the School's mission on a daily basis. Its founders are of the opinion that both teachers and students need to be provided with a consistent behavior management system so that maximum time can be spent teaching and learning. Inappropriate behaviors that interfere with the learning process and the expectations set for character development can be reduced and ultimately extinguished through consistent, best-practice behavior management techniques.

The School will function on the belief that a safe and orderly school is of primary importance in order to create an enjoyable environment for both students and teachers. When children behave

in a respectful, responsible and safe manner, they learn more and develop into children whose character counts. With the children's best interests in mind, it is imperative that parents and staff work together to ensure a happy, safe and productive learning experience. The School expects parents to take an active role in supporting this plan in order for children to learn to be responsible citizens.

Thus, behavior management based on a positive reward/point system will be in place in all classrooms from the beginning of the first year of operation. Pre-service and in-service training will be required of all teachers. Each teacher, then, will be given the opportunity to implement her/his own behavior management techniques in their respective classrooms. The ultimate goal will be to remove these systems from the classrooms, based on the theory that appropriate behaviors will be internalized and external reward systems will no longer be necessary.

- Describes the school's code of Conduct, including the school's policies for discipline, suspension, dismissal, and recommendation for expulsion.

The School will adopt and follow the most recent version of the District's Student Code of Conduct, therein incorporating the district's policies and expectations for students related to consistent and timely attendance, respect for persons and property, appropriate dress, technology usage, student publications, student activities, student records, and the right to appeal, including grievance procedures. This information will be made available to parents and students upon registration. The School will also use the Broward County Public Schools Discipline Matrix, found at http://www.browardschools.com/schools/discipline_matrix.htm, as a tool for administrators to respond appropriately when students have committed serious violations, per the Code of Student Conduct.

The principal and staff have the responsibility and authority for maintaining the orderly educational process. The principal is authorized to take administrative action whenever a student's misconduct away from school has a detrimental effect upon other students or on the orderly educational process. Teachers and administrators will strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The following describes the types of violations which disrupt the educational process and the disciplinary actions that can be taken:

Classroom Consequences (Elementary Grades):

- 1st Consequence – VERBAL WARNING
- 2nd Consequence – TIME OUT/LOSS OF PRIVILEGES (i.e.: recess detention)
- 3rd Consequence – PARENT CONTACT/REFERRAL NOTE SENT HOME

Administrative Consequences (Elementary Grades):

- 4th Consequence – ADMINISTRATIVE DETENTION/PARENT CALLED
- 5th Consequence – IN-SCHOOL SUSPENSION (ISS – FULL DAY)/REFERRAL NOTE SENT HOME

- 6th - Severe Clause – Fighting, profanity, disrespect; disruptive behavior of this sort or repeated internal suspensions (5 or more internal suspensions) will result in immediate suspension from school (OSS). Parent/guardian will be called to pick up the student.

Consequences are determined by the severity of the infraction. Students who receive three (3) Out of School Suspension (OSS) will meet with the school Board of Directors for possible withdrawal from school.

Dismissal or Recommendation for Expulsion: In accordance with the SB Policy 5006, the School's Principal may request that the Superintendent recommend to the School Board that a student be expelled. The Principal of the School may take this action when he/she has exhausted less severe administrative disciplinary action, or when he/she has considered those alternatives and rejected them as inappropriate in the given situation.

Glossary of terms:

1. Lunch Detention: eating alone.

2. Recess Detention: no recess; often involves extra academic work or helping the School and/or classroom teacher in some way.

3. After School Detention: being detained in a designated room after school as determined by the classroom teacher and Principal. Time spent is determined by the severity of the infraction. Any after-school activities (sports, clubs, etc.) may be attended but the student will not be eligible to participate. Parents must be notified ahead of time to make appropriate arrangements.

4. Teacher Detention: being detained with the teacher (time slot and length of time determined by classroom teacher.)

5. Severe Clause: extremely disruptive behavior resulting in immediate removal from class to the principal's office and/or from school.

6. Disrespect: to be rude or discourteous to another person, talking back, or arguing with another.

7. Out-of-School Suspension (OSS): takes away the privilege of attending school for a certain number of days. A student receiving OSS may not be allowed to participate during the OSS period in after-school activities or set foot on campus (i.e., sports, clubs, etc.). No work missed during OSS may be made up for credit.

8. In-School Suspension (ISS): takes away the privilege of attending classes; student remains in school and may get credit for work completed during ISS. A student receiving ISS may not be allowed to participate or attend during the ISS period in after school activities (i.e., sports, clubs, etc.).

9. Possession: Ownership; to carry on as if you owned it; to have in your control.

10. “NO TOLERANCE” Policy: the School maintains a “NO TOLERANCE” policy for weapons in school. Any child bringing weapons to school, including toy weapons, will be considered for expulsion.

11. Disrespect: to be rude or discourteous to another person, talking back, or arguing with another.

10. Code of Conduct: a set of rules that develop self-control and orderliness in students by providing logical consequences for both appropriate and inappropriate behavior; the goal being a safe and orderly education for ALL STUDENTS.

12. Respect: to be courteous to those around you; to show consideration.

13. Detention: students who do not comply with the Code of Conduct, uniform code, etc., may be given a detention. Students will assist with cleaning chores in the cafeteria, media center, classrooms and around the school grounds, and thereafter will write a positive essay about their experience. Students receiving a detention must attend on the date scheduled. Three detentions will result in a mandatory meeting with the parents and the administration to discuss the next step.

II. ORGANIZATIONAL PLAN

9. Governance

The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

- Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation).

The National Ben Gamla Foundation, Inc., a non-profit Florida corporation, is the legal entity that will operate the School, as per the *Articles of Incorporation in Exhibit A*. The corporation is managed by its board of directors (“Governing Board”).

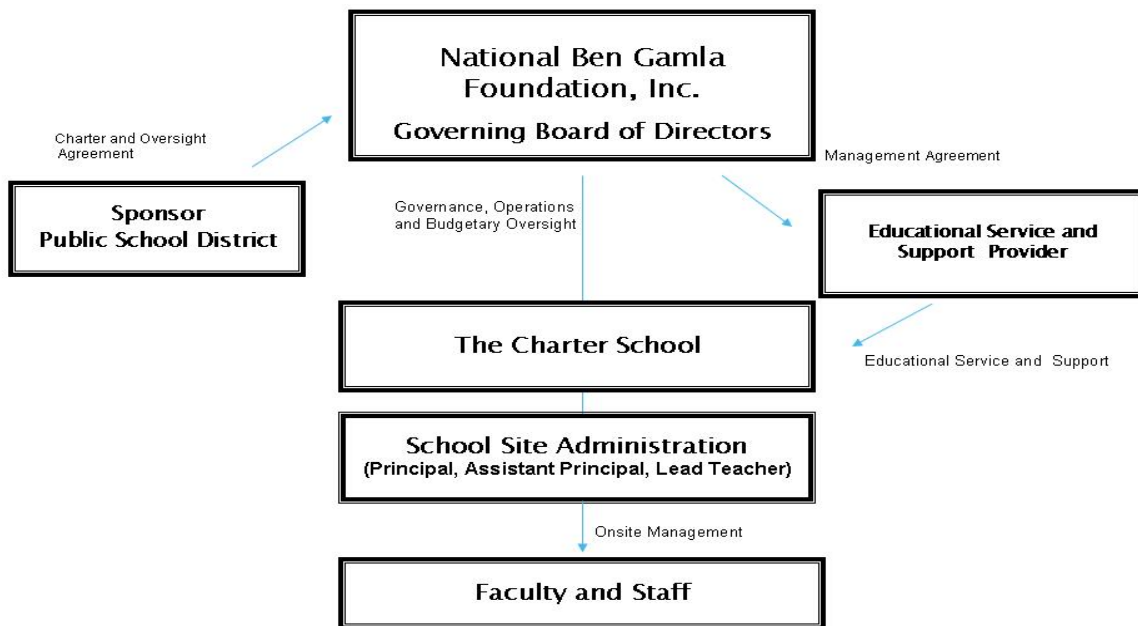
The Governing Board has the responsibility for all of the affairs and management of the School and will provide continuing oversight of school operations. Members are committed to the mission of the School and are cognizant of their responsibility to effectively and properly manage public funds.

- Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school’s leader and administration.

The Governing Board is the ultimate policy-making body that will have the responsibility for the affairs and management of the School and will provide continuing oversight of School operations. They are committed to the mission of the School and are cognizant of their responsibility to effectively and properly manage public funds. The school principal, hired by the Board, will be responsible for all aspects of school operations within the scope of operating policy and

budgetary approval by the Governing Board. The School’s faculty and staff will report directly to the principal, who reports to the Governing Board.

The School's on site administration will consist of the principal, an assistant principal or lead teacher, and secretarial staff. The principal, with the support of the administrative staff, will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, teachers, and parents of the School.



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- Provide a description of the responsibilities and obligations of the governing board as a whole, individual members, and officers of the board.

The Governing Board is the ultimate policy-making body for the school, and will have the responsibility for the affairs and management of the school. The Governing Board will provide continuing oversight of school operations, including a responsibility to effectively and properly manage public funds.

Board Member Duties: The Governing Board will perform the following duties, as well as any and all other duties specified in the Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified therein the Applicant’s Bylaws:

- Oversee operational policies, academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.

- Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 1. Student achievement performance data
 2. Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
 3. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
 4. Descriptive information about the charter school's personnel, including salary and benefit levels of charter 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.

President: As further specified in the attached *Bylaws*, the President is the chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

Vice President: As further specified in the *Bylaws*, the Vice President(s), in the absence or disability of the President, shall perform all duties of the President and shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Secretary: The secretary shall perform duties as prescribed by the Board as well as all other duties detailed therein the *Bylaws*, including but not limited to the following:

- maintain minutes of all meetings of the Board and its committees;
 - keep a copy of the corporation's Articles of Incorporation and *Bylaws* and the seal of the corporation in safe custody;
 - give notice of all meetings of the Board;
 - distribute the minutes of meetings of the Board to all its members promptly after the meetings;
 - maintain all reports, statements and other documents required by law, except to the extent the same are to be kept or filed by the Treasurer.
- Describe the policies and procedures by which the governing board will operate, including

powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and meeting schedule. *Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.*

Board Member Selection & Removal Procedures & Term Limits: The Applicant's Bylaws clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

Selection: Directors shall be elected at a duly organized meeting of the Board of Directors. Notice of the Board's intentions to elect a Director shall be included in the agenda for that meeting and publicly announced.

Removal Procedures: Any member may be removed without cause by the affirmative vote of a majority of the Board. Newly created directorships resulting from an increase in the number of directors compromising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at any meeting of the Boards. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

Term Limits: A Director shall be elected for a term of no more than five (5) years.

Code of Ethics: It is Board policy that employees and board members uphold the highest standards of ethical, professional behavior. To that end, these employees and board members will agree to commit themselves to carrying out the mission of the organization and shall:

- Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.
- Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
- Treat with respect and consideration all persons, regardless of race, religion, gender, sexual orientation, maternity, marital or family status, disability, age or national origin.
- Recognize that the mission at all times is the effective education of children and the development of institutions to foster that mission.
- Engage in carrying out the Board's mission in a professional manner.
- Collaborate with and support other professionals in carrying out the educational mission.
- Build professional reputations on the merit of services.
- Keep up to date and informed on emerging issues and business of the Board, and conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
- Uphold and implement policies adopted by the Board of Directors.
- Keep the faculty, parents, students and community informed about issues affecting them.
- Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.
- Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.

- Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.
- Avoid any interest or activity that is in conflict with the conduct of official duties.
- Respect and protect privileged information to which they have access in the course of their official duties.
- Strive for personal and professional excellence and encourage the professional development of others.

Conflict of Interest Policy: As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of the corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from, the organization for their personal benefit.

Nature of Conflicting Interest: A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

- Owning stock or holding debt or other proprietary interests in any third party dealing with the Corporation.
- Holding office, serving on the Board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Board.
- Receiving remuneration for services with respect to individual transactions involving the Corporation.
- Using the corporation's time, personnel, equipment, supplies or good will for other than Board - approved activities, programs and purposes.
- Receiving personal gifts or loans from dealing or competing third parties. Receipt of any gift is disapproved except gifts of a value less than \$150, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

Interpretation of this Statement of Policy: The areas of conflicting interest listed and the relations in those areas which may give rise to conflict are not exhaustive. Conflicts might arise in other areas or through other relations. Directors, officers and management employees will hopefully recognize such areas and relation by analogy. However, it is the policy of the Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

Disclosure Policy and Procedure: Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed: The conflicting interest is fully

disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and The Board has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the Board Chair who shall bring the matter to the attention of the Board. Disclosure involving the directors should be made to the Board. The Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision making process, then the Board can use its reasonable judgment and make a decision which it deems to be in the best interest of the entity. The decision of the Board on these matters will rest in its sole discretion, and its concern must be the welfare of the Corporation and the advancement of its purpose.

Meeting schedule selection: A procedure for selection of meeting schedule is clearly written in the Applicant's Bylaws. The Applicant will vote upon and post their meeting schedule for the 2011-2012 school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

- Explain how the founding group for the school intends to transition to a governing board.

The founding group of the School is the same group who currently serves as the Board of Directors. The Board is committed to ensure that newly elected members will agree to support the founding vision, in order to maintain continuity between these founders and any subsequent board members who may be elected to serve in the future.

- Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

Since the Governing Board is an existing entity and has already been established, the Board will recruit members as a seat becomes available, who will commit to forward the mission of the School. All Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the School as well as participate in charter school governance training and successfully undergo a background check by the Sponsor, as specified by law.

Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by The Florida Association of Charter Schools or another approved vendor. Further, as presented in the Applicant's Bylaws, the Applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

Human Resources Training: Governing board members will be trained each year by ADP TotalSource in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

- List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contributions he/she intends to make through service as a governing board member and any office of the board that the individual holds.

The current board for the National Ben Gamla Charter School Foundation, Inc. includes the following individuals:

Sander Gerber
Debra Klein
Victoriano Rodriguez
Howard Friedman
Marcus Jadotte
Henry Ellenbogen

Sander Gerber

For over fifteen years, Sander Gerber has been involved in professional investment management. In 1991, Sander became a member of the American Stock Exchange, acting as a market maker providing efficient markets in options contracts of various heavily traded equity securities. While there, he gained first-hand experience in pricing complex securities, risk management and proper use of leverage, as well as understanding the importance of efficiently managing trade execution and clearance costs. In 1997, Sander formed Gerber Asset Management, a proprietary investment vehicle, which allowed him to take his experience and management skills and expand his investment horizons. Using internally developed research methods and sophisticated execution platforms, Sander and his team developed profitable global investment strategies. The Gerber Capital Management Group grew to 14 people, and in January 2006, converted to a hedge fund structure, taking the name Hudson Bay Capital LP. Sander is also the founder of XTF Market Making LLC, an AMEX Broker / Dealer that operates as a specialized market making operation on the floor of the American Stock Exchange with an expertise in Exchange Traded Funds, or ETFs. In 2005, XTF Capital (an NASD Broker / Dealer) and XTF Advisors (a Registered Investment Advisor) were created to form the XTF Group of companies, which is dedicated to bringing the benefits of investing in ETFs to the advisor market and to individual investors.

Sander is his driven by his desire to help " Main Street " investors overcome many of the barriers that he believes have blocked them from achieving true long-term financial success. He passionately believes that educating investors about the potential of ETFs and giving them access to professional-grade portfolio management will ultimately make a huge difference in their lives.

Sander is an honors graduate of the Wharton School and the College at the University of Pennsylvania with degrees in Finance and Philosophy.

Sander maintains an active leadership role in numerous philanthropic and political groups, and is

a member of the Board of Directors of AIPAC. At the invitation of President Bush, Mr. Gerber represented the United States at the June 2005 Organization for Security and Co-operation in Europe (OSCE) Conference on Anti-Semitism and Other Intolerances held in Cordoba , Spain. In February 2006, the President appointed Mr. Gerber to be a Member of the Board of Trustees of the Woodrow Wilson International Center for Scholars, where he sits on the Investment Management Committee.

Victoriano Rodriguez

Victoriano Rodriguez currently serves as the Principal of International Studies Charter School in Miami , Florida .Having successfully served as an Administrator in both the county and charter school systems for almost a decade, has afforded Mr. Rodriguez the insight to successfully operate and run a high quality educational facility.

During his tenure, Mr. Rodriguez has spearheaded a campaign, which not only increased enrollment at International Studies Charter High School but also recognized the school as being the top performing Charter High School in Miami-Dade County and top five overall high school in the county, which is the 4th largest school district in the United States. Over the past two years, International Studies Charter School, has been awarded the grade of "A" from the Florida Department of Education.

During his professional career, Mr. Rodriguez, has worked in a multitude of capacities including heading departments such as: Students with Disabilities, Limited English Proficient, and Discipline. His area of expertise also includes: writing curriculum working with PTSA and EESAC committees, working on High School Reform and Small Learning Communities, Overseeing Testing, creating the Master Schedule, managing Student Services as well as ABC Profile. Mr. Rodriguez is also well vested in preparing SACS/SIP, Articulation, Budget, Payroll, and coordinating Summer Services.

Mr. Rodriguez holds both a Bachelors and Masters of Science in Mathematics Education from Nova Southeastern University. He is also certified in Educational Leadership from Nova.

Debra Klein

Debra Klein currently works as an independent consultant, providing advisory services to CEOs and senior executive teams on issues of business strategy, marketing and operations. Debra previously worked for Time Warner as the Director of Business Planning. In this role, she coordinated the development of the company's annual and long-term business plan. She ran a team of analysts that supported nine operating divisions in their strategic and financial planning processes.

Debra joined Time Warner initially as a Business Strategy Manager for Time Inc. She produced business plans for multiple Time Inc. properties, including TeenPeople.com, Sports Illustrated for Kids.com, Time for Kids.com and Parenting.com. Prior to her work for Time Warner, Debra

managed the strategic planning process for the Latin American Division of The Seagram Spirits and Wine Group. She worked on site in Brazil and Venezuela to develop three-year strategic plans with country General Managers. She began her career as an Associate in the New York office of The Boston Consulting Group, where she assisted in the development of strategies for Fortune 100 clients.

Debra received her MBA from the Harvard Business School, and she graduated magna cum laude from Yale University with a BA in Economics.

Debra has always had an interest in education. During the summer of 2007, Debra served as a consultant to the Ben Gamla Charter School, helping with operational issues and applying for additional charters for the School. As an undergraduate at Yale, she founded a program to expose talented low-income high school students to college preparatory classes, providing Advanced Placement Calculus instruction to a class of ten for four years. She is also an active member of the Yale Alumni Schools Committee and interviews prospective students for the University.

Howard E. Friedman

Mr. Howard Friedman is Managing Partner of Lanx Capital, a hedge fund advisory firm. He was Co-Founder, Publisher & CEO, of Watermark Press, Inc. (1986-1998), until its sale to Cendent Corp. He is the President of the American Israel Public Affairs Committee (AIPAC) and the Chairman of the Board of the Jewish Telegraphic Agency (JTA). He has served as the Campaign Chairman of the Associated Jewish Community Federation of Baltimore and as President of the Baltimore Jewish Council. Mr. Friedman serves on a number of boards among them First Mariner Bank, United Jewish Communities and The Johns Hopkins University Bloomberg School of Public Health. He is married to Judge Karen Friedman and has four children.

Marcus Jadotte

Marcus Jadotte holds the title of Managing Director of Public Affairs for the National Association for Stock Car Auto Racing, better known as NASCAR. Jadotte directed the development and execution of a comprehensive governmental affairs strategy in support of NASCAR's ongoing initiatives and provided strategic direction to NASCAR's interaction with community and non-governmental organizations. As part of this role, Jadotte oversees the NASCAR Diversity Affairs department and its initiatives.

Jadotte joined NASCAR in March 2005 as Senior Manager for National Media Outreach, and was responsible for strategic planning and execution of all media outreach efforts nationally. Prior to joining NASCAR, Jadotte served as the Deputy Campaign Manager for the Kerry-Edwards 2004 Campaign. Before the Kerry Campaign, he was the Chief of Staff in the United States House of Representatives for Congressman Peter Deutsch. Marcus brings with him over ten years of communications, political and legislative experience and holds a Bachelor of Science Degree in Economics from Florida State University .

Jadotte also oversees NASCAR's content development and distribution strategy in an effort to

increase the customized content available to NASCAR's growing national fan base.

Henry M. Ellenbogen

Henry Ellenbogen is a Vice President of T. Rowe Price Group, Inc., and T. Rowe Price Associates, Inc. He is also a Portfolio Manager and Research Analyst in the Equity Division. Henry serves as an Executive Vice President and Co-Chairman of the Advisory Committee of the Media & Telecommunications Fund. He is also a Vice President and Investment Advisory Committee member of the Blue Chip Growth Fund, Growth Stock Fund, Mid-Cap Growth Fund, Mid-Cap Value Fund, Developing Technologies Fund and Science and Technology Fund. As an Analyst, Henry follows the advertising, diversified media, radio, television, and internet sectors under the media industry. He started with T. Rowe Price in 2001 and has five years of previous investment and regulatory experience.

Prior to joining the firm, he served as Chief of Staff to U.S. Representative Peter Deutsch, a member of the Commerce Committee, which has jurisdiction over media and telecommunications. Henry also worked as a summer associate with Goldman Sachs as a member of the portfolio management team in the Risk Arbitrage Group and Investment Banking Division. He was a General Partner of Crimson Investments, L.P. Henry graduated magna cum laude with an A.B. in History and Science from Harvard College. He holds a J.D. from Harvard Law School and an M.B.A. from Harvard Business School where he was a Baker Scholar, and he was an Adjunct Professor at New York University Graduate School of Politics. Henry was awarded Best of the Buy Side by Institutional Investor for media in 2003 and 2004 and for technology in 2004.

Henry Ellenbogen was one of four T. Rowe Price analysts selected as an all-star on *Institutional Investor's* All-America Research Team in its November 2005 article, "The Best of the Buyside."

- Explain how parents and the community will be involved in the governance of the school.

One of the appointed board members will be a parent representative (appointed on an annual basis). The parent board member will assist the Governing Board in ensuring that there is active parental participation in the governance of the school and will provide parental feedback on the board's effectiveness in carrying out the school's mission in meeting the needs of all students.

Parental involvement in school matters is an integral, and in fact, required, part of the philosophy and operation of the School. The following areas represent a sampling of parental involvement opportunities:

- Parents will contract to volunteer with their child's teacher and/or be involved in other ways in school activities;
- Parents will serve on various committees, including the Educational Excellence School Advisory Council (EESAC);
- An EESAC member will serve as a voting member of the Governing Board; and
- Parents will have the opportunity to serve as members of the PTSA, if they elect to do so.

10. Management

The School will be nonsectarian in its programs, admission policies, employment practices and operations; and will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.

- Describe the management structure of the school. Include job descriptions for each administrative position and teacher that identify key roles, responsibilities and accountability.

The school's on-site administration consists of the principal and administrative support staff that is responsible for the curriculum development, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements.

The principal, with the support of the administrative staff, will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the school.

The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, teachers, and parents of the school.

For detailed job descriptions, see *Exhibit F. Key Job Descriptions*.

- Outline the criteria and process that will be used to select the school's leader and the process by which the school leader will be evaluated.

The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Principal will maintain the day-to-day operations of the School and serve as the instructional leader of the School. As such, the Board will recruit talented individuals who have knowledge of and experience with instructional, educational, and school site matters. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

At minimum, the Governing Board will seek an individual who has:

- extensive administrative (preferably in a school setting) and teaching experience;
- State of Florida Educational Leadership Certification;
- experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations from previous administrative position(s);
- letters of recommendation;
- excellent communication skills; and
- demonstrated capacity to meet and or exceed the Florida Principal Competencies including: Proactive Orientation; Decisiveness; Commitment to School Mission; Interpersonal Search; Information Search; Concept Formation; Conceptual Flexibility; Managing Interactions; Persuasiveness; Concern for Image; Tactical Adaptability; Achievement Motivations; Management Control; Developmental Orientations;

Organizational Ability; delegation; self-presentation; written communication; organizational sensitivity.

EVALUATION OF ADMINISTRATOR:

The Board of Directors will evaluate the principal annually. The Board will use a Comprehensive Assessment Form in order to validate principal competence and effectiveness, in accordance with the *Florida Principal Competencies*. Therein, administrative performance will be measured in terms of meeting or exceeding said competencies with emphasis in the areas of: improved student achievement; overall school site leadership; information and analysis; strategic quality planning; management of processes; human resources and customer focus. Other data included as part of the school leader's evaluation may include: results of parental involvement efforts; FCAT and AYP reports in terms of continuous improvement efforts; professionalism and attendance statistics; and results of parent, and staff climate surveys.

PROFESSIONAL DEVELOPMENT FOR ADMINISTRATOR:

The professional development plan for administrators will encompass both internal and district-based in-service trainings. Administrators may also participate in professional development conducted through: the National Association of Secondary School principals; the National Association of Elementary School Principals; the Southern Association of Colleges and Schools/AdvancEd; Association for Supervision and Curriculum Development; and the William Cecil Golden School Leadership Development Program. At a minimum, administrators will be encouraged to participate in the following professional development trainings and conferences:

1. **Florida Annual State Charter School Conference** - administrators will attend state conference on an annual basis.
2. **Clinical Educator Training** – This training provides quality support for developing administrators for the classroom or other educational environments such as the student services area. The Clinical Educator Program is designed to assist experienced educators as they exercise the very critical task of supporting and mentoring developing professionals in a variety of settings. This course helps develop skills for coaches and mentors in a formative observation, clinical supervision, feedback skills, and professional development planning for increased instructional effectiveness. The Florida Performance Measurement System's formative and summative processes are incorporated.
3. **Classroom Walk-through Training** - Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflection. Reflective thinking about one's practice provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focuses on teaching

and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.

4. **Budget Training for Administrators** – This training addresses school budgeting as it pertains to both the school’s operating budget and internal accounting policies and procedures, *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook) requirements, and checks and balances to ensure a sound budget.
5. **Master Scheduling for Administrators** – Administrators are trained on creating an efficient and effective master schedule that meets the national, state and district course requirements, is financially sound, and that meets class size requirements.
6. **Differentiated Instruction for Administrators** – This training helps administrators to understand how to facilitate differentiated instruction by teaching teachers and coaches to use data to differentiate and individualize instruction and to create effective targeted instruction and tutoring to increase student achievement and maximize instructional time.
7. **Data-Driven Decision-Making** – Administrators learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
8. **Developing the School’s Improvement Plan** – This training assists school administrators to develop a sound and effective school improvement plan to ensure an equitable and high-quality school improvement plan. This process includes data analysis, goal-setting, budget planning, professional development planning and reflective practices.
9. **Technology for the Next Generation** – Administrators participate in hands-on technology workshops to learn how to integrate technology into the classroom. This may include the use of Promethean Boards, Safari Montage, Document Imaging Cameras, Mimeo boards, and academic software programs and utilization of a variety of online resources. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards.
10. **Principal Chat Sessions** – Administrators meet by level (secondary, elementary) to go over pertinent topics and to share best practices. These sessions include curriculum development, standards implementation, scheduling, educational changes, innovative programs, and more. Experienced administrators share their best practices for using student achievement data with newly appointed assistant principals.
11. **Safety and Security** – Safety and security training will prepare administrators to prevent and protect the school and students, to handle emergency situations, to recognize potential threats, to train school staff on daily safety procedures, and to write an annual school safety plan.

- Provide a staffing plan for each year of the charter term.

The Staffing Plan (below) will be implemented each year of the charter term. The staffing plan and the School’s projected operating budget will be adjusted in accordance with actual student enrollment figures.

See Exhibit D. Budget – Staffing Matrix

Staffing Matrix		Ben Gamla - K8 - Broward				
Fringe Benefit Rate	24.00%					
FICA	6.20%					
Medicare	1.45%					
FUTA	\$ 189.00					
SUTA	\$ 189.00					
Workers Comp	0.88%					
401K Contribution	3.00%					
Health Insurance per Employee	\$ 4,620.00	\$385 Per month per Employee				
Average Pay	\$ 40,215.19					
		Yr1	Yr2	Yr3	Yr4	Yr5
Instruction Staff						
Homeroom Teachers	42,000	45	45	45	45	45
Substitute Teachers	1,100	45	45	45	45	45
Other Teachers (ESE, ESOL, Reading/Math Coaches)	42,000	4	4	4	4	4
Paraprofessionals	14,000	5	5	5	5	5
	99,100	54	54	54	54	54
Pupil Personnel Services						
Counselor	42,000	1	1	1	1	1
Nurse	42,000	1	1	1	1	1
Media Services						
Librarian	42,000	1	1	1	1	1
Media Specialist	42,000	1	1	1	1	1
Curriculum Development						
Curriculum Specialist	-	-	-	-	-	-
Instruction Related Technology						
Instruction IT	-	-	-	-	-	-
School Administration						
Principal	90,000	1	1	1	1	1
Assistant Principal	70,000	1	1	1	1	1
Administrative Assistant	24,961	1	1	1	1	1
Registrar	22,881	1	1	1	1	1
Other	207,842	4	4	4	4	4
Fiscal Services						
Accounting	-	-	-	-	-	-
Bookkeeper	-	-	-	-	-	-
Food Services						
Food Service Workers	12,000	1	1	1	1	1
	12,000	1	1	1	1	1
Pupil Transportation Services						
Drivers & Transportation workers	-	-	-	-	-	-
Operation of Plant						
Custodian	12,000	1	1	1	1	1
Security						
Crossing guards	12,000	1	1	1	1	1

	12,000	1	1	1	1	1
Salary Inflation	2.5%					
Instruction Staff						
Homeroom Teachers	1,890,000	1,937,250	1,985,681	2,035,323	2,086,206	
Substitute Teachers	49,500	50,738	52,006	53,306	54,639	
Other Teachers (ESE, ESOL, Reading/Math Coaches)	168,000	172,200	176,505	180,918	185,441	
Paraprofessionals	70,000	71,750	73,544	75,382	77,267	
	-	-	-	-	-	
	2,177,500	2,231,938	2,287,736	2,344,929	2,403,553	
Benefits:	522,600	535,665	549,057	562,783	576,853	
Pupil Personnel Services						
Counselor	42,000	43,050	44,126	45,229	46,360	
Nurse	-	-	-	-	-	
	42,000	43,050	44,126	45,229	46,360	
Benefits:	10,080	10,332	10,590	10,855	11,126	
Media Services						
Librarian	-	-	-	-	-	
Media Specialist	42,000	43,050	44,126	45,229	46,360	
	42,000	43,050	44,126	45,229	46,360	
Benefits:	10,080	10,332	10,590	10,855	11,126	
Curriculum Development						
Curriculum Specialist	-	-	-	-	-	
	-	-	-	-	-	
Benefits:	-	-	-	-	-	
Instruction Related Technology						
Instruction IT	-	-	-	-	-	
	-	-	-	-	-	
Benefits:	-	-	-	-	-	
School Administration						
Principal	90,000	92,250	94,556	96,920	99,343	
Assistant Principal	70,000	71,750	73,544	75,382	77,267	
Administrative Assistant	24,961	25,585	26,225	26,880	27,552	
Registrar	22,881	23,453	24,039	24,640	25,256	
Other	-	-	-	-	-	
	207,842	213,038	218,364	223,823	229,419	
Benefits:	49,882	51,129	52,407	53,718	55,060	
Fiscal Services						
Accounting	-	-	-	-	-	
Bookkeeper	-	-	-	-	-	
	-	-	-	-	-	
Benefits:	-	-	-	-	-	
Food Services						
Food Service Workers	12,000	12,300	12,608	12,923	13,246	
	12,000	12,300	12,608	12,923	13,246	
Benefits:	2,880	2,952	3,026	3,101	3,179	
Pupil Transportation Services						
Drivers & Transportation workers	-	-	-	-	-	
	-	-	-	-	-	
Benefits:	-	-	-	-	-	
Operation of Plant						
Custodian	12,000	12,300	12,608	12,923	13,246	
Security	-	-	-	-	-	
Crossing guards	-	-	-	-	-	
	12,000	12,300	12,608	12,923	13,246	
Benefits:	2,880	2,952	3,026	3,101	3,179	
Total Payroll & Benefits	3,091,744	3,169,037	3,248,263	3,329,470	3,412,707	

Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The number of instructional personnel is in line with Florida’s laws relating to class size .

- Teacher Salaries were derived at by using an average salary of \$42,000/teacher for Year 1, with a CPI of 2.5% for every year thereafter.
- Paraprofessionals are budgeted at an average salary of \$14,000/year
- Supplements are calculated at 1% of all instructional salaries

- Substitute teacher costs assumes that substitutes will be hired for 10 days/full-time teacher at a rate of \$110/day.
- Administrative Salaries include a Principal and Assistant Principal
- Clerical and Administrative assistant salaries include those for Registrar, Treasurer, Administrative Assistants/Clerical personnel.
- Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other ESE service providers. The cost was derived at using an average of \$450/student, which is the formula currently used by other charter schools with similar enrollment figures. As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 10% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE/ESOL increase due to the various needs of the students once enrolled.
- Employee Benefits are calculated at a rate of 24% of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, tuition reimbursements, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

- Explain the school's plan for recruitment, selection, development and evaluation of staff.

RECRUITMENT OF STAFF: The School will ensure that faculty members are highly-qualified and match the learning needs of its students.

Accordingly, the School will:

- Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website,
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

SELECTION OF STAFF:

The school will look for candidates who demonstrate the following qualifications:

Administration

- Educational background: Master's Degree or higher
- Extensive administrative and teaching experience
- State of Florida Certification in Educational Leadership
- Vast experience in working with school or advisory educational boards
- Strong managerial capabilities
- Knowledge of the needs of the student population served by the School
- Positive evaluations from previous administrative position
- Letters of recommendation
- Excellent communication skills

Faculty/Staff

- Educational background: Bachelor's Degree or higher in field
- State Certification for the required position
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and/or evaluations from previous employer
- Personal characteristics, knowledge, and belief in the school's mission
- An ability and motivation to work as part of a team in a small-school setting with parental involvement
- References/Letters of Recommendation

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

The School's Governing Board will appoint a school screening committee to interview and recommend to the Board the hiring of all other employees. The plan is as follows:

The School Governing Board:	Interviews and Hires the School Principal;	Develops partnerships with local universities to attain qualified, certified teachers; and	Appoints a school site screening committee.
The Screening Committee is comprised of school administrators, teachers, counselors, and lead staff:	Posts positions on <i>Teach in Florida</i> , Florida's official teacher recruitment website, sponsored by the Florida Department of Education Develops an interview questionnaire for specific positions and conducts initial screening interviews	Verifies credentials of interviewees (proper documentation, certifications, and background checks are conducted)	Makes official recommendations to the specific department or administrator
The Department Chair or Administrator:	Conducts in-depth departmental interview	Determines interviewee's expertise in regards to subject area or position	Makes official recommendations to the Principal or Board
The Principal:	Conducts final interview;	Reviews recommendations of both interviewers; and	Makes final hiring decisions and reports to the Governing Board

EVALUATION OF STAFF:

The administrative team, and/or the Principal's designee(s), will conduct all faculty evaluations. A performance appraisal system will be established to validate teacher competence in accordance with Florida Statutes and as specified in the Educator Accomplished Practices (*prepared by the Florida Education Standards Commission*). The twelve *Florida Educator Accomplished Practices* comprise the knowledge, skills and abilities needed by all teachers to effectively support high student achievement. Research-based, these essential educator practices include:

- Assessment
- Communication
- Continuous improvement
- Critical thinking
- Diversity
- Ethics
- Human Development & Learning
- Knowledge of Subject Matter
- Learning Environments

- Planning
- Role of the Teacher
- Technology

Because every effective teacher must be able to integrate and apply all of the skills involved in the aforementioned areas of professional practice, competent demonstration of each of the twelve Educator Accomplished Practices will be evaluated. Formal teacher observations will be conducted at least four times a year for new teachers and bi-annually for experienced teachers. Additional appraisals may be effected, as needed, to address areas of concern and/or to inform completion of improvement plans that may include specific strategies, resources, and timelines for improvement deficiencies.

The CWT (Classroom Walk Through) Program - will be used frequently to provide feedback on objective-setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies, (as evidenced in Bloom's Taxonomy) and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction. Finally, the School will incorporate the Florida Department of Education's Merit Pay Plan for teachers, based on student performance, as it relates to learning gains, on the FCAT.

Other support staff, such as clerical staff and teacher assistants will also receive feedback on their performance via in-house assessment tools and individual conferences with the principal or his/her designee. School staff performance will be continually improved through a number of strategies. Performance evaluations will be completed by the Principal, or his/her designee, and will serve as the basis for continuing employment contracts.

DEVELOPMENT OF STAFF:

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe.

The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

RETENTION OF STAFF:

The School wishes to provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that the School will amply demonstrate their commitment to employees by responding effectively to employee concerns.

A number of the programs (such as Social Security, workers' compensation, and unemployment insurance) cover all employees in the manner prescribed by law. Additionally, the school will provide a wide range of benefits to ensure the retaining of qualified and capable staff. These include:

- Educational Assistance/Tuition Reimbursement. The School recognizes that the skills and knowledge of its employees are critical to the success of the institution. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School. The following criteria will be used for Tuition Reimbursement for Full-time Certified Teacher Employees .
- Employee Assistance Program: The School cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. Through the Employee Assistance Program (EAP), the school will provide confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress
- Flexible Spending Account (FSA): A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses and dependent care expenses during

the plan year. Through the FSA program, staff can reduce taxable income without reducing real income, in order to keep more of the money they earn.

- Support for Beginning and Struggling Teachers: Observation of new and struggling teachers by veteran teachers may be conducted and support strategies will be implemented as applicable. A new educator support system format will also be utilized as a means to offer support to beginning teachers, through the assigning of a willing mentor, who will be assigned for struggling and/or beginning teachers.

In addition to the employee programs prescribed by law, (such as Social Security, workers' compensation, and unemployment insurance) the school will provide a wide range of benefits to ensure the retaining of qualified and capable staff. The full range of services include:

Benefit programs:

- Flexible Benefits Plan
- Credit Union
- Direct Deposit
- Movie Tickets
- Tuition Assistance
- Retirement/401(k) Savings Plan
- Bereavement Leave
- Dental Insurance
- Employee Assistance Program
- Family Medical Leave
- Financial Counseling
- Health Insurance
- Holidays
- Jury Duty Leave
- Life Insurance
- Long-Term Disability
- Sick Leave
- Vision Care Insurance

11. Education Service Providers

If the school intends to enter into a contract with an Education Service Provider:

- Describe the services to be provided by the ESP.

The ESP's services include assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and updating, sponsor relations and reporting, program marketing, and bookkeeping, budgeting, and financial forecasting, provided to the Governing Board for its oversight and approval.

- Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provision, and terms of property ownership (real, intellectual and personal).

Sample Contract included herein as Exhibit --C

- Explain why the ESP was selected, including what due diligence was conducted to inform the selection.

The Board analyzed data regarding several ESP's currently working with charter schools in Florida and concluded that the ESP chosen offered the most competitive price and had a proven track record of success.

The ESP is one of an affiliated group of charter school management entities, which compose one of Florida's longest serving and most successful charter school service and support organizations.

The ESP was selected for the following reasons including, but not limited to:

- ❖ The company is staffed by professionals and educators with extensive knowledge of and experience with Florida Charter Schools.
- ❖ A principal of the affiliated group, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and a Board Member of The National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the "Cervantes Award" sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students.
- ❖ The ESP's affiliated group serves the largest number of high-performing schools of any charter school management organization in Florida.
- ❖ The ESP's affiliated group was the first charter school management entity in Florida to seek SACS accreditation for the schools it serves, and all of the schools it serves are either fully accredited or in the process of obtaining accreditation. Somerset Academy, Inc., one of the charter school networks managed by the ESP, was the first charter school system in the Nation to receive District Accreditation from SACS/AdvancEd.
- ❖ The exemplary academic performance and fiscal soundness achieved for its charter school clients by this group of management companies has resulted in 15-year charter renewals for all schools which have had initial contracts completed.

- Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

General accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the School's independent certified auditor.

- Explain how the governing board will ensure that an "arm's length", performance-based relationship exists between the governing board and the ESP.

The Governing Board will conduct periodic and annual evaluations of the performance of the School in the following categories, as to each of which the ESP is required to provide data to the Governing Board: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs. Failure to perform its obligations under the management agreement by the ESP is grounds for termination by the School.

- Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

Academica is one of the Nation's most experienced and successful charter school service and support organizations. Founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent board of directors that best knows the right path for its school, it is Academica's mission is to facilitate that governing board's vision. Academica has a proven track-record developing growing networks of high performing charter schools.

The company serves more 70 charter schools in Florida, Georgia, Texas, Utah, and California providing educational programs from pre-kindergarten through high school. In Florida, Academica schools have been recognized on a local, state, and national level for their achievements. For example, the Somerset Academy Schools were recently designated by the Southern Association of Colleges & Schools (SACS) as the first (and only) fully accredited charter school system in the United States. Further, Doral Academy High School and Mater Academy Charter High School were once again listed this year as two of the "Best High Schools in America" by both U.S. News & World Report and Newsweek magazines. On average, Academica's charter schools earned a letter grade of "A" during the 2008-2009 school year from the Florida Department of Education.

According to data derived from "A Review of Charter Schools 2003-2004," a January 2006 study by Sally A. Shay, Ph.D. of the Miami-Dade County Public Schools Office of Program Evaluation, a student attending an Academica affiliated charter school in Miami-Dade County was 3.5 times more likely to outperform a matched peer at a traditional public school in the District (14 instances versus 4). No other charter school service company had a comparable result.

Source: "Review of Charter Schools 2003-04" "Table 2, Page 10" by Sally A. Shay, Ph.D., Miami-Dade County Public Schools, Office of Program Evaluation, January 2006				
Table 2: Summary of Academic Performance Indicators, by School				
School	Total Number Comparisons	Number Criteria Met for Charter	Number Significant Controlled Comparisons	
			Advantage Charter	Advantage Traditional
Academica Managed Schools				
Mater East Charter School (3100)	18	17	4	1
Doral Academy Charter Elementary School (3030)	14	14	2	
Mater Academy Charter High School (7160)	8	5	2	
Pinecrest Preparatory Academy Middle School (6022)	8	8	2	
Pinecrest Preparatory Academy (0600)	14	14	1	
Doral Academy Charter High School (7020)	8	5	1	
Mater Academy (0100)	14	14	1	
Mater Academy Charter Middle (6012)	12	12	1	3
Archimedean Academy (0510)	6	6		
Doral Academy Charter Middle School (6030)	12	12		
The Theodore R. & Thelma A. Gibson Charter School (2060)	4	0		
Total Academica Affiliated Charters	118	107	14	4
91%				

- Provide a list of other schools with which the ESP has contracts, including contact information, and student and financial performance data of such schools.

2008 - 2009 Academica Serviced Schools Report Card and Overall Financial Performance						
School Name	School Location	School Grade	School Points	08-09 Increase in Net Assets	Net Assets as of June 30, 2009	Contact Information
BEN GAMLA CHARTER SCHOOL	2620 Hollywood Blvd, Hollywood, FL 33020	A	553	\$ 133,924.00	\$ 302,226.00	Debra Klein, Board Chair dklein31@verizon.net (646) 644-3693
CITY OF HIALEAH EDUCATIONAL ACADEMY	2590 W 76 Street, Hialeah, FL 33016	C	489	\$ 27,889.00	\$ 27,889.00	Mayor Julio Robaina, Board Chair MayorJRobaina@hialeahfl.gov (305) 883-5820
DORAL ACADEMY	2450 NW 97th Avenue, Miami, FL 33172	A	619	\$ 535,441.00	\$ 2,875,682.00	Angela Ramos, Board Chair angelaramos23@gmail.com (786) 282-2264
DORAL ACADEMY CHARTER MIDDLE	2601 NW 112th Avenue, Miami, FL 33172	A	612	\$ 458,793.00	\$ 2,576,893.00	
DORAL ACADEMY CHARTER HIGH SCHOOL	11100 NW 27th Street, Miami, FL 33172	A	549	\$ 35,624.00	\$ 3,896,253.00	
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY	2601 NW 112th Avenue, Miami, FL 33172	A	568	\$ 10,350.00	\$ 458,764.00	
THEODORE R. and THELMA A. GIBSON CHARTER SCHOOL	450 SW 4th Street, Miami, FL 33130	N/A*	652	\$ 15,846.00	\$ 51,688.00	Edith Georgi Houllhan, Board Chair egeorgi@pdniami.com (305) 545-1656
INTERNATIONAL STUDIES CHARTER HIGH SCHOOL	2480 SW 8th Street, Miami, FL 33135	A	589	\$ 864.00	\$ 405,339.00	Jean-Michel Caffin, Board Chair jmcaffin@gmail.com (305) 593-7878
MIAMI CHILDREN'S MUSEUM CHARTER SCHOOL	980 McArthur Causeway, Miami, FL 33130	N/A*	N/A*	\$ 221,998.00	\$ 913,736.00	Rene Ruiz, Board Chair rruiz@fordharrison.com (305) 808-2100
MATER ACADEMY	7700 NW 98th Street, Hialeah Gardens, FL 33016	A	641	\$ 519,049.00	\$ 6,843,164.00	Antonio Roca, Board Chair aroca@rgpa.com (305) 860-7156
MATER ACADEMY CHARTER MIDDLE	7901 NW 103rd Street, Hialeah Gardens, FL 33016	A	529	\$ 975,411.00	\$ 6,010,793.00	
MATER ACADEMY CHARTER HIGH	7901 NW 103rd Street, Hialeah Gardens, FL 33016	A	561	\$ 665,596.00	\$ 7,153,593.00	
MATER PERFORMING ARTS & ENTERTAINMENT ACADEMY	7901 NW 103rd Street, Hialeah Gardens, FL 33016	A	546	\$ 387,802.00	\$ 1,559,312.00	
MATER ACADEMY EAST CHARTER	450 SW 4th Street, Miami, FL 33130	A	594	\$ 319,290.00	\$ 1,128,624.00	
MATER ACADEMY EAST MIDDLE SCHOOL	998 SW 1st Street, Miami, FL 33130	A	611	\$ 5,507.00	\$ 261,244.00	
MATER ACADEMY EAST HIGH SCHOOL	998 SW 1st Street, Miami, FL 33130	C	456	\$ 152,961.00	\$ 329,399.00	
MATER ACADEMY INTERNATIONAL	795 NW 32nd Street, Miami, FL 33127	N/A*	N/A*	\$ 27,688.00	\$ 27,688.00	
MATER ACADEMY INTERNATIONAL MIDDLE	795 NW 32nd Street, Miami, FL 33127	N/A*	516	\$ 2,103.00	\$ 2,103.00	
MATER ACADEMY INTERNATIONAL HIGH	998 SW 1st Street, Miami, FL 33130	N/A*	645	\$ 3,830.00	\$ 3,830.00	
MATER GARDENS ACADEMY	9010 NW 178th Lane, Miami, FL 33018	A	647	\$ 124,128.00	\$ 447,521.00	
MATER GARDENS MIDDLE SCHOOL	9010 NW 178th Lane, Miami, FL 33018	A	611	\$ 36,096.00	\$ 118,905.00	
MATER ACADEMY LAKES MIDDLE SCHOOL	17300 NW 87th Avenue, Miami, FL 33015	A	527	\$ 201,459.00	\$ 554,179.00	
MATER ACADEMY LAKES HIGH SCHOOL	17300 NW 87th Avenue, Miami, FL 33015	B	505	\$ 293,541.00	\$ 743,555.00	
PINECREST PREPARATORY ACADEMY	14301 SW 42nd Street, Miami, FL 33175	A	559	\$ 162,553.00	\$ 1,227,829.00	Judith Marty, Board Chair jmarty@dadeschools.net (305) 796-7839
PINECREST ACADEMY CHARTER MIDDLE SCHOOL	14901 SW 142 Street, Miami, FL 33175	A	590	\$ 152,614.00	\$ 988,108.00	
PINECREST ACADEMY CHARTER HIGH SCHOOL	14901 SW 142 Street, Miami, FL 33175	N/A*	N/A*	\$ 1,116.00	\$ 1,116.00	
PINECREST ACADEMY (SOUTH CAMPUS)	15130 SW 80th Street, Miami, FL 33193	A	613	\$ 271,289.00	\$ 704,208.00	
SOMERSET ACADEMY CITY ARTS CONSERVATORY (Dade)	47 NW 16th Street / 1700 Krome Avenue, Miami, FL 33030	N/A*	N/A*	\$ 278,396.00	\$ 278,396.00	Andreina Figueroa, Board Chair afigueroa@somersetacademy schools.com (786) 586-7001
SOMERSET ACADEMY CHARTER (Dade)	18491 SW 134th Avenue, Miami, FL 33177	B	583	\$ 7,105.00	\$ 620,455.00	
SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (Dade)	18491 SW 134th Avenue, Miami, FL 33177	A	587	\$ 639.00	\$ 386,275.00	
SOMERSET ACADEMY COUNTRY PALMS (Dade)	300 SE 1st Avenue, Homestead, FL 33030	N/A*	N/A*	\$ 9,893.00	\$ 9,893.00	
SOMERSET ACADEMY MIDDLE COUNTRY PALMS (Dade)	18491 SW 134th Avenue, Miami, FL 33177	N/A*	451	\$ 5,307.00	\$ 5,307.00	
SOMERSET ACADEMY CHARTER HIGH SCHOOL (Dade)	23255 SW 115th Avenue, Miami, FL 33032	B	508	\$ 195,292.00	\$ 673,446.00	
SOMERSET ACADEMY @ SILVER PALMS (Dade)	23255 SW 115th Avenue, Miami, FL 33032	A	580	\$ 512,992.00	\$ 1,007,341.00	
SOMERSET ACADEMY MIDDLE SOUTH (Dade)	300 SE 1st Avenue, Homestead, FL 33030	N/A*	693	\$ 5,307.00	\$ 5,307.00	
SOMERSET ACADEMY HIGH SOUTH (Dade)	23255 SW 115th Avenue, Miami, FL 33032	B	608	\$ 214,016.00	\$ 214,016.00	
SOMERSET ACADEMY	20801 Johnson Street, Pembroke Pines, FL 33029	A	601	\$ 4,217.00	\$ 1,417,719.00	
SOMERSET NEIGHBORHOOD SCHOOL	20801 Johnson Street, Pembroke Pines, FL 33029	N/A*	N/A*			
SOMERSET ACADEMY MIDDLE SCHOOL	225 NW 29th Street, Wilton Manors, FL 33311	A	580	\$ 4,154.00	\$ 862,588.00	
SOMERSET ACADEMY CHARTER HIGH	20801 Johnson Street, Pembroke Pines, FL 33029	A	529	\$ 115,839.00	\$ 1,668,591.00	
SOMERSET ARTS CONSERVATORY	20801 Johnson Street, Pembroke Pines, FL 33029	N/A*	608	\$ 65,541.00	\$ 212,558.00	
SOMERSET ACADEMY IN DAVIE	3788 Davie Road, Davie, FL 33314	A	656	\$ 64,171.00	\$ 432,323.00	
SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)	12601 Somerset Blvd, Miramar, FL 33027	A	565	\$ 507,882.00	\$ 1,317,630.00	
SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)	12601 Somerset Blvd, Miramar, FL 33027	A	610	\$ 33,087.00	\$ 431,829.00	
Academica Average:		A	578			
*Number of students tested does not meet minimum required per grade to earn a score.						

Academica Serviced Schools - Fall 2010 Openings		
School Name	School Location	Contact Information
BEN GAMLA CHARTER SCHOOL (MIAMI BEACH)	1211 Marseille Drive, Miami Beach, Florida 33141	Debra Klein, Board Chair dklein31@verizon.net (646) 644-3693
BEN GAMLA CHARTER SCHOOL (NORTH CAMPUS)	2620 Hollywood Boulevard, Hollywood, 33020	
BEN GAMLA CHARTER SCHOOL (HALLANDALE)	2620 Hollywood Boulevard, Hollywood, 33020	
CORNERSTONE CHARTER ACADEMY	5933 Randolph Avenue, Orlando, Florida 32809	Mayor William G. Brooks, Board Chair bbrooks@wilbursmith.com (407) 896- 5851
CORNERSTONE CHARTER HIGH SCHOOL	5933 Randolph Avenue, Orlando, Florida 32809	
EXCELSIOR LANGUAGE ACADEMY OF HIALEAH	600 West 20th Street, Hialeah, 33010	Claudia Trilles, Board Chair ctrilles@aol.com (305) 596-1027
EXCELSIOR ACADEMY HIGH SCHOOL	600 West 20th Street, Hialeah, 33010	
INTERNATIONAL STUDIES CHARTER MIDDLE SCHOOL	2480 SW 8th Street, Miami, FL 33135	Jean-Michel Caffin, Board Chair jmcaffin@gmail.com (305) 593-7878
MATER ACADEMY (MIAMI BEACH)	8625 Byron Avenue, Miami Beach, 33141	Antonio Roca, Board Chair aroca@rgpa.com (305) 860-7156
PINECREST ACADEMY (NORTH CAMPUS)	10207 West Flagler Street, Miami, 33174	Judith Marty, Board Chair jmarty@dadeschools.net (305) 796-7839
PINECREST PREPARATORY CHARTER SCHOOL (ORLANDO CAMPUS)	8503 Daetwyler Drive Orlando, FL 32827	
PINECREST PREPARATORY CHARTER HIGH SCHOOL (ORLANDO CAMPUS)		
SOMERSET ACADEMY ELEMENTARY SCHOOL (SOUTH MIAMI)	5876 SW 68th Street, Miami, Florida 33143	Andreina Figueroa, Board Chair afigueroa@somerset academyschools.com (786) 586-7001
SOMERSET ACADEMY MIDDLE SCHOOL (SOUTH MIAMI)	624 Anastasia Avenue, Coral Gables, Florida 33134	
SOMERSET ACADEMY GRACE (CORAL GABLES)		
SOMERSET ACADEMY EAST PREPARATORY	2000 South State Road 7, Miramar, 33023	
SOMERSET PREPARATORY ACADEMY CHARTER MIDDLE SCHOOL		
SOMERSET ACADEMY WILTON MANORS		
SOMERSET ACADEMY WILTON MANORS MIDDLE SCHOOL	225 NW 29th Street, Wilton Manors, 33311	
SOMERSET ACADEMY (NORTH LAUDERDALE)	7101 Kimberly Boulevard, North Lauderdale, Florida	
SOMERSET ACADEMY CHARTER HIGH SCHOOL (NORTH LAUDERDALE)		
SOMERSET PINES ACADEMY	901 NE 33rd Street, Pompano Beach, Florida 33064	
SOMERSET ACADEMY (EAGLE CAMPUS)	8985 Lone Star Road, Jacksonville, Florida 32211	
SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (EAGLE CAMPUS)		
ODYSSEY CHARTER SCHOOL	1755 Eldron Boulevard SE, Palm Bay, Florida 32909	Bob Williams, Board Chair bobwill41@hotmail.com (321).480.8382
PALM BAY COMMUNITY CHARTER SCHOOL	1350 Wyoming Drive SE, Palm Bay, Florida 32909	David Calvo, Principal dcalvo@palmbaycharter.net (305) 772-4111
PALM BAY MUNICIPAL CHARTER SCHOOL		

12. Employment

The School will be nonsectarian in its programs, admission policies, employment practices and operations; and adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

- Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by BCPS.

Full time, salaried employees will be entitled to Health Insurance. For employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans). More information on ADP is found on www.adptotalsource.com.

- Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

All faculty and staff members will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The school will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the school may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

The rules set forth below are not exhaustive and are solely intended to provide employees with illustrations and fair notice of what is expected from them. Obviously, however, such listing cannot identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Nondiscrimination Policy

The School strives to maintain an atmosphere where discrimination of any kind is not tolerated, and will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

Ninety-Day Probation Period

All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with the School's termination provisions.

Voluntary Termination

The school will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The School expressly reserves the right to discharge employees for cause, without being in violation of the laws of the State of Florida and the United States of America. The school assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees.

Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

Job Performance

Employees may be disciplined/discharged for poor job performance, including but not limited to, the following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

Misconduct

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

Insubordination

- Dishonesty
- Theft
- Discourtesy (to students, parents, peers, supervisors, etc.)
- Misusing or destroying school property or the property of another

- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others
- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.
- Possessing a firearm or other dangerous weapon on school property or while conducting school business
- Conduct which raises a threat to the safety and well being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Governing Board. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Professional Development - Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainers to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. The Educational Service Provider may also prepare staff development meetings in which the school may elect to participate. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, and offering school-site based workshops.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should

occur. All IPDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional professional development that should occur within a given timeframe.

The principal or member of the administrative staff, together with the teacher will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran teachers to implement support strategies.

13. Parent and Community Support and Partnerships

The School will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes and s. 286.011, Florida Statutes, which are applicable to applicants even prior to being granted a charter.

- Describe how the school will involve parents in its operations.

Parents and community members will have extensive opportunities for involvement in aspects of school operations. Parental and community involvement in school matters is a fundamental and required part of the philosophy and operation of the School. All parents will be screened before volunteering as required by BCPS.

The school will ensure that parents, teachers, and other community members are actively engaged in the design and implementation of the school. Examples of areas where parents and community members will be involved are listed below:

- Educational Excellence School Advisory Council (EESAC)- comprised of school personnel, parents, students, local business, and community members. This council meets monthly to discuss significant issues concerning the school (needs for materials, budget, curriculum plan, student progression, etc.).
- Quarterly Parent/Teacher Conferences – are hosted in the evenings at the school for parents to discuss topics that affect their children’s educational progress
- Open houses, Career Fairs, Family Picnic - events are held yearly to maintain communication and active involvement between the school and the surrounding community.
- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication in the community
- Parental Service Contracts – parents are expected to volunteer a minimum of 30 hours with their child’s teacher and/or be involved in school activities.
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community
- Parents and Community Members - serve as a voting members of the Governing Board

- Describe any community partnerships

The School intends to partner with interested and appropriate community organizations, such as bookstores and recreation centers, in an effort to enhance the learning environment. Community partnerships bring various benefits, including outside support for the School, a

variety of opportunities for students and teachers, and a sense of unity between the School and its surroundings.

- Outline the methods that will be used for resolving disputes between parents and the school.

The School holds positive relations between itself and its parents as a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of such issues:

- Make appointment to clarify issue with student's teacher;
- Make appointment to clarify issue with school administration
- Contact the identified person at the management company
- Contact the Chairman of the Governing Board
- State concerns at a scheduled Governing Board meeting

14. Student Recruitment and Enrollment

The School will be nonsectarian in its programs, admission policies, employment practices and operations; and will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.

- Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

The Ben Gamla Charter School (Broward) will make great efforts to reach families reflective of the demographic of the County. A comprehensive advertising and promotional plan will include the use print, broadcast and online media – including minority and community periodicals -- to disseminate information about the school's educational program and open enrollment period. Promotional flyers and/or brochures will be distributed to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as the post office, community centers, libraries and other locations of public access. In order to best reach out to the county's growing diverse population, informational materials will be available in multiple languages as needed.

The School will distribute press releases and public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials will be invited to visit the School. They will also be given an updated on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

- Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

Any eligible student, as described in Fla.Stat.§1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery, conducted by the school's accounting firm in conformity with Florida's charter school legislation.

Students in the lottery will be assigned a waiting list number and will be admitted when student seats become available or capacity increases.

Florida's charter school legislation, Fla. Stat. §1002.33(10)(e), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.

Additionally, in order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33(10)(e).

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience.

Enrollment Timeline:

- | | |
|----------------------|--|
| April 2011: | Initial student registration period begins |
| May 1, 2011: | If the number of applicants exceeds capacity, admission lottery will be conducted. Students who have registered will be officially enrolled. |
| May 15 | Second registration period begins. |
| June 1 st | If number of applicants exceeds capacity, lottery will be conducted. |

If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

- Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe how the school will enforce such contracts.

The home school partnership is solidified through a Parent Contract, entered into as a requisite for initial and continued enrollment at the School. Included as *Exhibit E* is a sample Parent Involvement Contract wherein parents willingly agree to volunteer as an investment in the child's education and the School provides various options to complete such obligation. Through the contract, parents and students agree, as members of the School's family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring their success. For example, the parent contract dictates:

- the School's Code of Conduct and acknowledges subsequent receipt of same at time of registration.
- the School's attendance policy that speaks to withholding of credit due to absences, excusing absences, the tardy policy and authority for signing students out from school, and consequences e.g. detention, etc.
- the school's uniform policy and acknowledgement of parent/student handbook receipt at time of registration.
- the minimum Grade Point Average (GPA) of 2.0 to: graduate from high school in the State of Florida; participate in sports and activities; and subsequent development and responsibility to aspects of a Progress Monitoring Plan (PMP) if GPA is not maintained.
- An acceptance of the parental volunteer hours to be completed by the last day of school
- Breach of the parental contract, may result in the child's losing preferential re-enrollment status at the school for the following school year, meaning they may not automatically articulate to the next grade level without reapplying for open enrollment.

III. BUSINESS PLAN

15. Facilities

The School will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.

If the site is not secured:

- Explain the school's facility needs, including desired location, size, and layout of space.

The Board plans to either lease a facility or engage an experienced charter school facilities developer to acquire, design, plan and construct facilities for lease which are appropriate to the needs of the School.

For the proposed school, the facility will be a one or multi-story structure built or renovated to meet all requisite codes and life-safety regulations set forth by the applicable governing agency. The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The facility will also include the following uses: lunchroom and/or multi-purpose spaces, library/media-lab, science and art labs, restrooms, and administrative offices.

- Provide an estimate of the costs of the anticipated facility needs and describe how estimates have been derived. *The financial plan for the proposed school should align with the facilities-related costs described.*

The forecast base rent and all other facilities costs are included for all years of the charter contract in the proposed Budget set forth in *Exhibit D*. Utilities and maintenance cost estimates are also shown in the proposed budget. These estimates have been derived from actual historical data from other comparable charter school facilities leased by the School, the Applicant from experienced charter school facilities developers, updated based upon widely-reported cost escalations for land and construction costs for the corporation's charter school programs.

- Explain the strategy and schedule that will be employed to secure and adequate facility.

The School's Governing Board will direct its ESP to develop and bring to the Board a recommendation for a quality educational facility to be leased by the School. The ESP has extensive experience in identifying facilities and facilities developers, and has successfully assisted other charter school applicants in securing state-of-the-art charter school campuses.

The ESP works with reputable and experienced charter property developers, who have access to a network of financial institutions, such as Merrill Lynch Corporation, RBC Centurra and Zions First National Bank, ready to commit the necessary capital for build-to-lease facilities. The developers have also demonstrated abilities in securing the necessary local governmental approvals for charter school purposes and required financing. They have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School. For example, Somerset Academy in Miami-Dade County was recognized in 2006 for "Outstanding Elementary & Middle School Building Design" by The American School & University Magazine, a national publication on educational facilities. The facility was completed within 7 months of construction onset. Mater Academy East Charter School's facility, a 6-month construction project, was awarded "Outstanding Educational Design" and featured as the cover of The American School & University Magazine's June 2006 issue.

The School's Governing Board expects that it will enter into a triple-net, long-term lease for the facilities. The Governing Board and the ESP have undertaken several such leases, and have budgeted for anticipated lease and other facilities costs in the financial data provided in Exhibit D. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions. Lease payments will commence upon the taking of possession of the facilities by the School. Long-term leasing provides to the School the ability for the School's Governing Board to focus on its core mission (education and educational programming),

outsourcing the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those fields. In addition, long-term leasing separates the School from the vagaries of real estate and financial markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will provide that so long as the School is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

Safety and Inspections - The School agrees to use facilities which comply with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, or with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. The School will allow the Sponsor to 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: 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 will show proof of the annual inspections prior to the first day of operations and will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.

- Describe the back-up facilities plan.

The School's Governing Board expects to finalize negotiations with a potential landlord prior to charter contract negotiations with the Sponsor. If unsuccessful, negotiation will commence immediately with an experienced developer. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable site and developer to acquire, construct and lease the facilities. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the School's Governing Board intends to direct the ESP to locate short-term alternative facilities options to present to the Board at the earliest possible time. Any such alternate facility shall be suitable for school use, until such time as the school is able to open.

- Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements. *"The Quality Education Act" establishes limits on the number of students in core curriculum classes by grade level. Annually, compliance with the Act's standards progressively ratchet up through 2011-12 when full compliance is mandated. All school districts have been notified of how they will be expected to ensure compliance, and as student subscription rates vary from district to district, charter school applicants should consult with their respective district officials regarding how best to design their plan for compliance with the Act.*

The school plans to implement methods which will ensure that is compliant with Florida's laws relating to class size. For example, the school will ensure that the facilities it occupies are equipped with the number of classrooms needed to accommodate the necessary number of classes. In addition, the school's Board will adopt annual budgets which include sufficient certified teachers to achieve the student-to-teacher ratios which are legally applicable.

16. Transportation

◆ Describe the school's plan for transportation, including any plans for contracting services. Please refer to Appendix A for a list of issues related to transportation. Your plan should discuss to the greatest extent possible the issues relevant to the school's transportation plan.

The School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.E. of Chapter 1006 and 1012.45, F.S. The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section 1002.33, F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

Parent Transportation Agreements: The School's plans for contracting services, as described in Florida law, §1002.33(20)(c) F.S., provides that the governing body of the charter school may provide transportation through an agreement or contract with a private provider or with parents.

The School will enter into agreements with the parents/guardians to provide transportation for their children as stipulated in the school's proposed parental involvement agreements wherein parents receive volunteer hours. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day's activities and events at the school.

Ensuring Equal Access: The School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. In the case transportation is needed and if the parent advises the School that there is a hardship, and he/she is unable to provide the transportation, the School will provide transportation within a defined reasonable distance. In such cases, the School shall be responsible for transporting all students in a non-discriminatory manner to and from the School who reside within a "reasonable distance" of the School --defined herein as a two to four mile radius of the School-- or who otherwise are entitled to transportation by law.^[1] In these situations, the School may provide transportation by contracting with an independent private transportation provider approved by the Sponsor.

Transportation for ESE Students: The School may contract with a Sponsor-approved private transportation carrier to provide specialized transportation for students with disabilities based on their particular student needs and that which may be specified in a student's IEP. In such case, the School will provide the Sponsor the name and information of the Sponsor-approved private transportation firm.

^[1] The term "reasonable distance" is 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.

Private Providers: - Any private providers contracted by the School will be such providers who have been approved by the Sponsor as per the Sponsor's approved provider list. The School will comply with all applicable requirements of Fla. Stat. 1012.45 and review these rules and statutes at least annually for any changes thereto in ensuring compliance with statutes and rules pertaining to the safety of transported students. The School will provide the Sponsor with the names and contact information of any and all contracted private providers in ensuring monitoring of compliance for the safe transporting of students.

17. Food Service

- ◆ Describe the school's plan for food services, including any plans for contracting services.

An organized meal service that meets local health, state and federal regulations will be offered at the school site. Nutritious meals will be provided in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. All meals will be distributed to students using a point of sale accountability procedure.

The School may contract with an independent provider to prepare and serve meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from private vendors for food service. At this time, details have not been finalized; however, the specific arrangement will be detailed in the charter school contractual agreement.

The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The school facility will include a lunch- room that meets state nutritional and sanitation standards. The private vendor will be required to maintain and supply the school with daily records of all lunches served and current copies of inspection and insurance certificates. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

The School will provide free and reduced priced meals for eligible children -- children from households with incomes of less than or equal to the income criteria may be eligible for either free or reduced priced meals. The School will contact the DOE for all information on sponsoring the National School Lunch Program; process all necessary applications; adhere to program operation and record keeping requirements; and use of the Child Nutrition Program (CNP) system.

The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- Disseminate lunch applications to all students upon enrollment;
- Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;

- Enter determinations for each child into TERMS;
- Provide students with notice of eligibility;
- Serve/Charge student lunches in accordance with determined eligibility; ·
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year (if sponsoring the NSLP).

*Note - Schools have a Standard Sample Size Verification Plan that is implemented between October to February (must be completed by 11/15) of each school year. At this time the confirmations of eligibility for free and reduced price meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

18. Budget

The School will provide for an annual financial audit in accordance with s. 218.39, Florida Statutes.

- Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.
See Exhibit D – Operating Budget
- Provide a start-up budget (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains revenue projections, expenses and anticipated fund balance.

See Exhibit D for Detailed Startup Budget Worksheet

Ben Gamla - K8 - Broward						
Start-up Budget						
	February	March	April	May	June	Total
Line of Credit / Grant **	25,000					
EXPENSES:						
Administration Staff	2,500	3,500	3,500	3,500	3,500	16,500
Marketing & Enrollment		2,500		2,000	500	5,000
Computer/Printer	1,500				1,000	2,500
Administrative Expenses	500	200	100	100	100	1,000
TOTAL OPERATING EXPENSES	4,500	6,200	3,600	5,600	5,100	25,000
Fund Balance	20,500	14,300	10,700	5,100	-	

** The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

- ◆ Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based. *The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.*

The school's budget forecast has been developed using an accounting database that has the statistical revenue and expense data for more than 70 successfully operating Florida charter schools. The data is highly reliable and every one of more than 70 charter schools that developed budgets using this system this past 2009-2010 school year completed the year with a budget surplus. The budget is prepared in red book format containing notes to the assumptions of individual expenditures.

Start-Up Budget Revenue: The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

Startup Budget Expenses: The startup budget expenses as detailed above by object and function are based on the critical expenses for planning and program design and include: principal salary and benefits for three (3) months prior to school opening; office materials and equipment and office computer; and professional services for school marketing and staff recruitment.

Operating Budget Revenue:

- The FTE Revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district at informational meetings held by sponsors for new charter school applicants. The application includes a detailed Revenue Worksheet in Exhibit D, which explains how revenue figures were derived.

- The Transportation Reimbursement revenue was based on the assumptions provided in the budget notes therein.
- The Lunch Program income assumes that 60% of all students will eat lunch every day (for 180 school days) and that the revenue (whether paid for by student or NSLP will be \$2.45 per student/day).
- The capital outlay revenues forecasted include only the amount of revenue that schools with over 250 students would receive from the sponsor's 5% allocation, since the 5% fee is applicable to only the first 250 students. The remainder is returned to the school for capital outlay purposes as defined by statute. No other amount is assumed or forecast.

Operating Budget Expenses:

Expenses have been forecast using the statistical expense data compiled from over 70 successfully charter schools operating in Florida. The data is highly reliable and every one of more than 70 charter schools that developed budgets using this system this past 2009-2010 school year completed the year with a budget surplus.

Personnel: Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The number of instructional personnel is in line with Class Size Reduction mandates (see Staffing Plan in the budget).

- Teacher Salaries were derived at by using an average salary of \$42,000/teacher for Year 1, with a CPI of 2.5% for every year thereafter.
- Paraprofessionals are budgeted at an average salary of \$14,000/year
- Supplements are calculated at 1% of all instructional salaries
- Substitute teacher costs assumes that substitutes will be hired for 10 days/full-time teacher at a rate of \$110/day.
- Administrative Salaries include a Principal and Assistant Principal
- Clerical and Administrative assistant salaries include those for Registrar, Treasurer, Administrative Assistants/Clerical personnel.
- Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other ESE service providers. The cost was derived at using an average of \$450/student, which is the formula currently used by other charter schools with similar enrollment figures. As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 10% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE/ESOL increase due to the various needs of the students once enrolled.
- Employee Benefits are calculated at a rate of 24% of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, tuition reimbursements, Worker's Compensation, and all mandatory federal and

state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

School Operations:

- Advertisement and Promotion includes costs related to recruiting students and staff (i.e. printing of brochures, website production, and advertisements in local media outlets)
- Independent Financial Audit cost was derived using amounts paid by schools of similar size to accounting firms that perform the Independent Audit
- Instructional Materials costs are calculated at a rate of \$100/student. This number assumes that the only revenue that the school will receive is FTE, and is therefore consistent with (and exceeds) the amount allocated to instructional materials under the categorical funding formulas used by the State of Florida.
- Education Technology includes the purchase of computers, promethean boards, educational software and electronic textbooks. This amount assumes that the only funding received is FTE, and does not take account possible Implementation Grant funds. The amount may be categorized as a one-time expense outright, or as the annual expense paid under a long-term financing agreement (i.e. computer leases, loan payments, etc.).
- Staff Development covers costs for workshops and other PD activities, including, but not limited to: Data-Driven Decision Making for Teachers and Administrators: Mission and Vision: Improving Individual Student Achievement: Continuous Improvement Process)
- Telecommunication and Postage is calculated on a per classroom basis.
- Transportation costs are detailed in the budget notes in Exhibit D.
- Lunch Program expense is based on current figures found in the affiliated charter schools. At a minimum it costs \$2.45 per student, assuming 60% of all students eat school lunch every day.

Facilities Operations: The figures included are based on statistical expense data compiled from over 70 successfully charter schools currently operating in Florida. It is the intent of this proposed school to use this data as the threshold when planning for its new facilities.

- Utilities: The fee included is comparable to the average annual amounts paid by other charter schools with similar enrollment numbers
- Lease of Facilities: The amount assumes an average cost per student station in the budget. This amount is comparable to that paid by several other charter schools

which have opened recently. It is the intent of this proposed school to try to negotiate under similar terms when entering into new leases.

- Insurance cost forecast is based on the current average annual amounts paid by other charter schools with similar enrollment numbers. This includes Errors and Omissions, Officers and Directors Liability, Fidelity Bonds, Commercial General Liability Insurance, Automobile Liability Insurance Employer's Liability Insurance, Fire, Property & Casualty - Bldg. & Equipment)
- Repairs/Maintenance/Janitorial/Security: Amount listed is comparable to the average annual amounts paid by other charter schools with similar enrollment numbers
- Furniture, Fixtures & Equipment is calculated per student station basis. This amount is an amortized amount, as the school will have longer-term financing agreements for these purchases (such as leases and loan/line of credit payments).

◆ Explain the school's spending priorities.

The school's spending priorities are focused on providing the best educational environment for all students. Expenditures are directed first and foremost to ensure a safe learning environment and to provide a certified teaching staff and qualified administrative team.

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

See *Exhibit D – Monthly Cash Flow by Year*

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

Fundraising will serve as a catalyst to further service the School's needs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation Grants. Specific grant sources will be determined, based on appropriateness and feasibility, by the school administration and Governing Board.

Additionally, the School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

19. Financial Management and Oversight

The School will provide for an annual financial audit in accordance with s. 218.39, Florida Statutes.

- Describe who will manage the School's finances and how the school will ensure financial resources are properly managed.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will contract with an Education Services Provider (ESP) which will assist the Board and the School Principal with the preparation and reporting of the School's finances.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day to day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

- Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances and projected enrollment trends.

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements

- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

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

For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require board chair signature and/or approval. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal or designee, and a representative of the ESP, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - any funds collected at the school (i.e., lunch monies, fundraisers, field trips) may be initially collected by the school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Data Security - financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

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

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

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

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed.

The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law.

All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

All student and financial records are kept in locked, fire-proof cabinets or in a fire-proofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

- Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.
- The School will provide the following types of insurance and identification coverage in accordance with School Board policies:

Automobile Liability	Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate
Errors & Omissions	Minimum of \$1,000,000 per claim/annual aggregate / maximum deductible of \$25,000 per claim
Fidelity Bonds (or Crime)	\$1,000,000 for each person performing the duties of chief administrative officer, chief executive officer, chief financial officer, president, headmaster, principal or director of the SCHOOL and \$1,000,000 for each member of the school's governing body and each person employed by the SCHOOL or its governing body who have authority to make purchases or contract for services exceeding \$6,000
Fire, Property, Casualty	The school agrees to obtain and maintain insurance coverage for its own buildings and contents
Comprehensive General Liability, Bodily Injury, Property Damage & Personal Injury	Minimum of \$1,000,000 per occurrence / \$2,000,000 annual aggregate (except with respect to coverage for property damage liability coverage shall be on a first dollar basis without any application of deductible or self insured retention / maximum deductible of \$1,000 per occurrence
Worker's Compensation & Employer's Liability	No Maximum limit under Part 1 & Minimum of \$1,000,000 per occurrence / \$2,000,000 annual aggregate

20. Action Plan

- Present a timetable for the school's start-up

Timetable for the School's start-up

August 2, 2010:	Submission of charter school application proposal
November - Dec	Notification by Sponsor Expected Board Interviews and Approval of Application by Sponsor
Dec –March	Facilities Search/Lease Negotiations
March	Expected Charter Contract Negotiations
April to June	Marketing and Student Recruitment
May 1 st	Initial student registration period. Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.
May 15 th	Second Registration Period Begins.
June 1 st	If number of applicants exceeds capacity, lottery will be conducted.
May- July	Staff Recruitment and Hiring Planning and Purchasing of Materials Preparation of facilities
July- Aug	Parent Students Orientations Finalize Hiring and Student Registration
On or before August 1 st	Teacher fingerprinting, drug-testing, and background checks completed.
August	Final Curriculum Review and Professional Development

	Faculty Orientation Workshops - Opening Procedures Conduct Final Facilities and Safety Inspections
August 2011:	Classes commence as per Sponsor's calendar

Safety Action Plan: The school will follow the life safety rules adopted by the school district as stated in the sponsors' safety plan. The primary goal of the Safety Program shall be to prevent or minimize accident and injury risk and other loss potential.

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

One of the most effective means of reducing accidents is through an aggressive employee training program. The Site administrator shall provide in-service safety training to all supervisors and employees to implement an action plan within an emergency situation. Training will also include procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

In-service safety training will be included as a part of periodic staff/faculty meetings and other regular meetings with employees. In-service training shall include the following:

- SAFETY ORIENTATION OF NEW EMPLOYEES
- DEVELOPMENT OF PROPER ATTITUDE TOWARD SAFETY
- ACCIDENT AND INJURY PREVENTION
- USING SAFE PROCEDURES
- PROPER USE OF SAFETY DEVICES
- SAFETY INSPECTION REQUIREMENTS

Fire drills, lock down drills will be scheduled frequently to test the Emergency Response Plan adopted by the school. These drills are used to identify problems before an emergency takes place and allow for necessary changes.

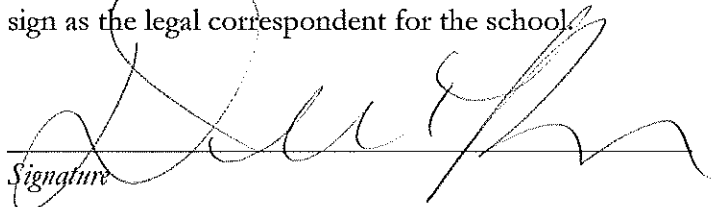
IV. STATEMENT OF ASSURANCES

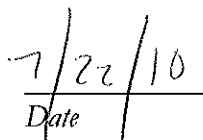
This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for **Ben Gamla Charter School (Broward)** is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.
- Will adhere to all applicable provision of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under s. 1003.43, Florida Statutes.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes and s. 286.011, Florida Statutes, which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with s. 218.39, Florida Statutes.

The governing board, at its discretion, allows **Debra Klein** (name), **Governing Board Chair** (title) to sign as the legal correspondent for the school.


Signature


Date

Debra Klein
Printed Name

CERTIFICATE OF PARTICIPATION

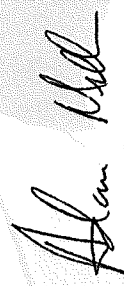
is presented to:

Ana Martinez

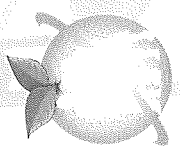
for completion of:

NEW APPLICANT TRAINING

Conducted on this 10th day of June, 2010.



DIRECTOR, CHARTER SCHOOLS



FLORIDA'S
CHARTER
SCHOOLS



EXECUTIVE DIRECTOR, SCHOOL CHOICE

SCHOOL
CHOICE
Florida Department of Education

CERTIFICATE OF PARTICIPATION

is presented to:

Robin Lucas

for completion of:

NEW APPLICANT TRAINING

Conducted on this 10th day of June, 2010.



DIRECTOR, CHARTER SCHOOLS



FLORIDA'S
CHARTER
SCHOOLS



EXECUTIVE DIRECTOR, SCHOOL CHOICE

SCHOOL
CHOICE

Florida Department of Education

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The National Ben Gamla Charter School Foundation, Inc.
Articles of Incorporation
(a Not-for-Profit Florida Corporation)

SECRETARY OF STATE
TALLAHASSEE, FLORIDA

2006 AUG -8 PM 3:03

FILED

ARTICLE I
NAME

Section 1.1. Name. The name of the Corporation shall be THE NATIONAL GAMLA CHARTER SCHOOL FOUNDATION, Inc., a Florida not-for-profit corporation (the "Corporation").

ARTICLE II
ORGANIZATION

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Florida Not-For-Profit Corporation Act and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary or educational purposes, either directly or by contribution to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors (the "Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose.

ARTICLE III
MEMBERSHIP

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership whose admission and qualifications shall be determined from time to time by the Board of Directors.

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ARTICLE IV
BOARD OF DIRECTORS

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business, and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of no less than forty percent (40%) of the Board is present. The affirmative vote of not less than two (2) Members shall be necessary for all actions by the Board relating to the following:

4.1.1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities.

4.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws.

4.1.3. Organization of a subsidiary or affiliate by the Corporation.

4.1.4. Approval of any merger, consolidation, or sale, or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2. Number of Directors. The initial Board shall consist of Five Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased to no more than Nine (9) and no fewer than three (3) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner proscribed herein for the Election of Directors in accordance with Section 4.4. The initial Directors shall be:

- | | |
|----------------------|-------------------|
| 1) Dr. Ruth Jacoby, | 4) Sander Gerber, |
| 2) Henry Ellenbogen, | 5) Brian Sherr. |
| 3) Bernie Friedman, | |

Section 4.3. Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.4. Election of Directors. Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees, constituting of at least two (2) nominees for each position open.

Section 4.5. Term of Elected Directors. The initial Board of Directors named in the Articles of Incorporation shall serve as Directors for an initial term of two (2) years. Each elected Director, other than the initial Board for the initial term, shall hold office for

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a staggered term of one (1) year, commencing at the close of the meeting when such Director is elected and ending at the close of the meeting held one (1) year later. The terms of elected Directors shall be staggered so that no elected Director's term expires less than four (4) months before the expiration of the term of the next elected Director. A term of an elected Director shall expire regardless of whether or not his successor shall have been duly elected and qualified.

Section 4.6. Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4. herein above. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 4.7. Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.8. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.9. Annual Meetings of the Board. The annual meeting of the Board shall be held without other notice than this Bylaw on the first day of April of each year, unless the Board by resolution provides for a different time and place for the holding of such annual meeting. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.10. Special Meetings. Special meetings of the Board may be called at any time by the Chairperson of the Corporation. Further, special meetings of the Board must be called by the Chairperson within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director no less than two (2) days prior to such meeting. Such notice shall set forth the time, place, and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice of waiver thereof.

Section 4.11. Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place, and time of the meeting.

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Section 4.12. Quorum and Action of the Board. Forty percent (40%) of the Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least two (2) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.13. Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the Chairperson, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 herein above.

ARTICLE V OFFICERS

Section 5.1. Number. The Corporation shall have a Chairperson, Vice Chairperson, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of the State of Florida or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 herein above at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until the election of a new officer at the following annual meeting, or upon their death, resignation, or removal. The initial officers of the Corporation shall be: 1) Chairperson - Dr. Ruth Jacoby, 2) Vice Chairperson Sander Gerber, and 3) Secretary and Treasurer - Bernie Friedman.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by an election by the Board as set forth in Section 4.1 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of Officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairperson or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 herein above.

Section 5.5. Chairperson. The Chairperson shall be the principal Executive Officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation, and (s)he shall preside over

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meetings of the Board of Directors; shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act; shall report as directed to the Board at each meeting; may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the Board from time to time.

Section 5.6. Vice Chairperson. The vice-chairperson shall act in the place and stead of the Chairperson in the event of the Chairperson's absence, inability, or refusal to act, and shall exercise and discharge such other duties as may be required of him/her by the Board.

Section 5.7. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.10. Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his/her services in the following order:

- 5.10.1. The Vice Chairperson shall perform the services of the Chairperson.
- 5.10.2. The Chairperson shall perform the services of the Secretary.
- 5.10.3. The Secretary shall perform the services of the Treasurer.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services

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actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

ARTICLE VI COMMITTEES OF THE BOARD

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Board of Directors shall annually appoint the members and the chairs of the standing committees and shall fill vacancies on any standing committee. Appointments to the standing committees shall be made by the Board of Directors at the annual meeting. In addition, the Chairperson may, if so authorized by the Board, appoint the members and chairs of such special committees as the Board may create, which members and chairs may include persons who are not members of the Board. All committee appointments and chair appointments must be approved by a vote of the Board.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members, and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members, and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation, or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

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Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his/her resignation in writing to the Chairperson or the Board of Directors. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII

INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify, to the fullest extent permitted by law, each of its officers, Directors, whether or not then in office (and his or her executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator, and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding, or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which (s)he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust, or other enterprise. (s)he shall have no right to reimbursement, however, in relation to matters as to which (s)he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his/her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee, or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him/her and incurred by him/her in any such capacity or arising out of his/her status as such, whether or not the Corporation would have the power to indemnify him/her against such liability under the provisions of this Article VII.

ARTICLE VIII

CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

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Section 8.3. Checks, Drafts, Other Orders. All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests, or devises.

ARTICLE IX OFFICE AND REGISTERED AGENT

Section 9.1. Principal office address is 5911 S.W. 3rd Terrace, Hollywood, FL 33312. Mailing address is P.O. Box 816621, Hollywood, FL 33081, and may be changed from time to time as the Board of Directors may elect.

Section 9.2. Registered Agent and Registered Office. The Registered Agent of the Corporation shall be Corporation Service Company, 1201 Hays Street, Tallahassee, Florida 32301.

ARTICLE X NON-PARTICIPATION IN POLITICAL EVENTS OR ACTIVITIES IN CONTRAVENTION OF 501 (C) (3)

Section 10.1. Non-Participation in politics. Not only shall the Corporation not participate in or intervene in any political campaign on behalf of any public candidate, it shall also not partake in such activities in opposition of any candidate.

Section 10.2. Non-Participation in activities which would violate 501(C)(3). Notwithstanding other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a Corporation exempt from Federal Income Tax under Section 501 (C) (3) of the Internal Revenue Code (or corresponding section of any future code.)

Incorporator;



Peter Deutsch
P.O. Box 817689
Hollywood, Florida 33081

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**CERTIFICATE DESIGNATING PLACE OF BUSINESS OR DOMICILE
FOR THE SERVICE OF PROCESS WITHIN FLORIDA,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED**

In compliance with the laws of the State of Florida, the following is submitted: THE NATIONAL BEN GAMLA CHARTER SCHOOL FOUNDATION, a Florida not-for-profit corporation, desiring to organize or qualify under the laws of the State of Florida, with its registered office and registered agent at 1201 Hays Street, Tallahassee, Leon County, State of Florida, has named Corporation Service Company, at 1201 Hays Street, Tallahassee, Florida 32301, as its statutory Resident Agent to accept service of process within Florida.

ACKNOWLEDGMENT

Having been named the statutory Resident Agent to accept service of process for the above corporation, at the place designated in this certificate, I hereby acknowledge that I am familiar with the obligations imposed upon a Registered Agent by Section 607.0505 of the Florida Statutes and I agree to accept the same and to act as Registered Agent, and to comply with the provisions of Florida law relative to keeping the registered office open.


Corporation Service Company Carina L. Dunlap
1201 Hays Street Asst. Vice President
Tallahassee, Florida 32301

DATED: August 8, 2006.

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BYLAWS

OF

THE NATIONAL BEN GAMLA CHARTER SCHOOL FOUNDATION, INC. A Florida Nonprofit Corporation

ARTICLE 1 OFFICES

The corporation's principal office shall be fixed and located at such place within the boundaries of the County of Miami-Dade or Broward, Florida, as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another.

ARTICLE 2 PURPOSE

The specific and general purposes of the corporation are described in the Articles of Incorporation.

ARTICLE 3 NO MEMBERS

Section 3.1 No Members

The corporation shall have no members. Any action, which would otherwise; by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the board.

ARTICLE 4 DIRECTORS

Section 4.1 General Powers

Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporations Articles of Incorporation or these Bylaws; and to fix their compensation;

- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- h. To carry out such other duties as are described in the Charter.

Section 4.3 Number, Election and Term of Directors

- a. The authorized number of Directors shall be no less than three (3) and no greater than nine (9) until changed by amendment of these Bylaws.
- b. Those Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board of Directors then in the office. The existing president of the corporation shall nominate each Director. The duration of the term of each Director shall be staggered so as to promote continuity in the Board.

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected (by the existing president) before such time, to take office when the resignation becomes effective. A Director may be removed without cause by majority of the Directors then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony.
- c. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Director whose office is vacant, provided that vacancies to be filled by election by Directors may be filled by a vote of the majority of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.
- d. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.6 Place/Notice of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting by resolution of the Board. Appropriate notices of the meeting complying with Florida law shall be posted. The public, any board member or officer of the corporation shall place any desired item on the agenda of any board meeting by

notifying in writing, no later than 5 business days prior to the scheduled board meeting, a description shall be delivered to the then acting secretary of the corporation.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Board, shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.
- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

One half of the authorized Directors plus one (1) of the authorized Directors then in the office shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Director's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

Every Director has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.15 Fees and Compensation

Directors shall not receive compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Director's and officers of the corporation as described on the Charter on the conduct of the corporation's business.

Section 4.16 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make any reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
 1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
 2. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
 3. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be President, Secretary, and Treasurer. The corporation may also have, at the discretion of the Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

Section 5.2 Election

The officers of the corporation, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 President

Subject to such powers, the President is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

Section 5.8 Vice Presidents

In the absence or disability of the President, the Vice President(s), if any are appointed shall, in order of their ranks as fixed by the Board or, if not ranked, the Vice President designated by the Board, perform all duties of the President and, when so acting, shall have all the powers of, and subject to all the restrictions upon, the President. The Vice President(s) shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Florida, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
- b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.
- c. The Secretary or President of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.

- d. The Secretary or President shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as may be designated from time to time by the Board. The Secretary or President shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Directors, upon request, an account of all transactions as Secretary or President and of the financial condition of the corporation. The Secretary or President shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Secretary or President shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6 COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

ARTICLE 7 OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provision of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the President or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers has no authority to execute the same. Any such instruments may also be signed by the Board or a designated member of the Board.

Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Nonprofit Corporation Law of the State of Florida shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 7.3 Fiscal Year

The fiscal year of the corporation shall be set by the Board.

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the corporation's interest.

Section 7.5 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

ARTICLE 8
AMENDMENTS

Section 8.1 Bylaws

These Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am an elected and acting Director of The National Ben Gamla Charter School Foundation, Inc., a Florida nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Directors.



Director Sander Gerber

CHARTER SCHOOL MANAGEMENT AGREEMENT

BETWEEN

SOMERSET ACADEMY, INC.

AND

ACADEMICA BROWARD LLC

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CHARTER SCHOOL MANAGEMENT AGREEMENT

This is an Agreement for the Management and Administration of a Charter School by and between _____, INC. (“CharterSchoolCorp”) and ACADEMICA BROWARD LLC (“Manager”)

WHEREAS, Somerset Academy Inc. has a contract (“the Charter”) with Broward County Public Schools (the “Sponsor”) to operate a charter school, known as [SCHOOL NAME] (the “School”);

WHEREAS, the School is governed by the Board of Directors of _____ Inc. (the “Board”);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

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

WHEREAS, Manager is an educational service provider established to provide professional planning, accountability, compliance, management and support services to public charter schools;

WHEREAS, it is Manager’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Manager’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Manager’s officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for charter school programs in Florida;

WHEREAS, Manager’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Manager manages a network of charter schools and believes that there are benefits to be obtained from having a uniform system-wide reporting, record-keeping and accountability system and benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools managed by Manager; and

WHEREAS, CharterSchoolCorp and Manager desire to enter into this agreement for the purpose of having Manager provide professional planning, accountability, compliance, management and support services;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF MANAGER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

CharterSchoolCorp engages Manager to provide management and administrative services to the School as more fully set forth herein. Manager accepts such engagement pursuant to the terms of this Agreement.

3. Management and Administrative Duties

Manager will coordinate the management and administrative duties required to operate the School. In connection with this, Manager will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Manager will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Manager's services will include, but not be limited to: identification, design and procurement of facilities; staffing recommendations; and, human resource coordination. In addition, Manager's services shall include services required for the day to day administration of the School such as regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the School as well as the bookkeeping, budgeting and financial forecasting that is required by the governing Board for its oversight. The Board will review the recommendations made by Manager and act upon them in the manner the Board decides.

4. **Board of Directors Meetings**

Manager will assist in the coordination of and attend the meetings of the Board of the School. Unless otherwise instructed by the Board, Manager shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of State law and the Charter regarding such meetings and record keeping.

5. **Record Keeping**

Manager will maintain the records of the School at the location designated by the Board. Manager will ensure compliance with the State and Charter requirements for record keeping. In addition, Manager will ensure that designated on site staff receives proper training by the Sponsor's appropriate departments for student school record keeping through its designated Management Information Services (MIS) programs.

6. **Bookkeeping**

Manager will coordinate with the accounting firms selected by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting, record keeping, and audits as may be required by the Charter and State law.

7. **Staff Administration**

Manager will identify and propose for employment by or on behalf of CharterSchoolCorp qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by Chapter 1002.33, Florida Statutes. CharterSchoolCorp may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Chapter 1002.33, Florida Statutes and Florida Charter School Legislation. Manager will coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be CharterSchoolCorp employees or employees leased to CharterSchoolCorp, and will not be employees of Manager. Manager will prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. Manager will propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Manager will

coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Manager agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Manager will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, or shall utilize GAAP Accounting at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified public accounting firm, will adopt accounting policies and procedures. Manager will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the Sponsor, which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principals. These statements will be provided in advance of the deadline for submission of such reports to the Sponsor. CharterSchoolCorp will provide the Sponsor with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Manager will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principals for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 20th of each year.

9. Designated Contact Person

The designated contact person of Manager shall be the President of Academica Broward LLC (currently Fernando Zulueta). An alternate contact person shall be the Vice-President and Director of Operations (currently Maggie Fresen).

10. Grant Solicitation

In consultation and with Board approval, Manager will solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such

grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

Manager will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

Manager will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state or local agencies. Similarly, Manager will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Manager will coordinate the preparation of the Annual Report required by the Charter School Legislation for the School.

The Report will be submitted to the Board for approval, and Manager will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. Student Assessment

Manager will coordinate a student assessment methodology and retain on behalf of CharterSchoolCorp professionals to administer and evaluate results. Manager will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

Manager will serve as primary liaison with the Broward County Public School Board and its officials on behalf of the School. In connection therewith, Manager's representatives will attend required meetings and public hearings.

16. Governmental Compliance

Manager will ensure compliance with state regulations and reporting requirements of the Charter School. Manager will also ensure the School's compliance with its Charter with the Sponsor, and the School's Charter with the Sponsor is incorporated herein by reference.

17. Charter Renewal Coordination

Manager will coordinate with the Sponsor for the renewal of the School's Charter on a timely basis. On behalf and with the direction of the Board, Manager will negotiate the terms of the renewal Charter with the Sponsor and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the Sponsor.

18. Curriculum Development

Manager shall identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All curricula shall be approved by the Board prior to use.

19. Pre-School, After-Care, Early Drop-Off

Manager shall identify and or develop Pre-School, After-Care, Early Drop-Off programs to be offered as services ancillary but separate from the operations of the School. These are programs that are not encompassed by the Charter School Agreement between the School and the Sponsor. Accordingly, the School may elect not to offer these programs directly, but rather to authorize Manager to do so. In furtherance of that, Manager will retain the necessary operators to provide the underlying services to the parents and students desiring them. Manager will coordinate the provision of those services directly where applicable and establish agreements to reimburse the School for the use of the facilities, utilities, cleaning services and other costs consumed or incurred by those uses. Manager and/or the selected service providers shall be the direct primary supplier to the parents and students of those ancillary services and will indemnify and hold harmless the School for any liability resulting from them. The terms and conditions for these programs including financial terms, operating procedures, and ownership, shall be subject to Board review and approval.

20. Facilities Identification Expansion, Design and Development

Manager shall coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Manager shall assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Manager may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Manager or its principles, that relationship will be disclosed to the Board. Further, Manager shall recommend and retain on behalf of the School qualified professionals in the fields of school

design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

21. Systems Development

Manager will identify and develop a school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

22. Initial Term

The term of the Agreement shall commence on the start of the 2010-2015 school year. The commencement date shall be deemed to be July 1, 2010, although the parties recognize that Manager has provided services to the Board in connection with the School and Charter before this date.

The initial term of this Agreement shall be five (5) years unless the Board for cause terminates this Agreement per section 24 of this Agreement. At the conclusion of the term of this Agreement, CharterSchoolCorp shall have the option to renew this contract with Manager.

23. Renewal

Unless terminated by the Board, the terms of this Agreement shall be renewed along with any renewals to the Charter Agreement. Manager agrees to renew this Agreement at CharterSchoolCorp's option on the then-current terms and conditions unless there has been an uncured material breach hereunder by CharterSchoolCorp, after 60 days written notice of such breach and demand for cure.

24. Termination

In the event of a breach of this Agreement by Manager, CharterSchoolCorp shall give Manager written notice of such breach and sixty (60) days to cure such breach from the date of giving such notice to Manager. "Breach" shall be defined as a material breach of this Agreement by Manager, the failure of Manager to provide educational support and management services sufficient to operate the School in a manner that complies with the standards of the Sponsor, any debarment of or similar action against Manager by any governmental entity or any action or conduct by Manager or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of moral turpitude or any felony) or that may endanger or materially lessen the safety of students. If the Sponsor terminates or materially

changes its Charter Agreement with the School or Board for the operation of the School, the School or Board and Manager may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party.

COMPENSATION

25. Base Compensation

CharterSchoolCorp shall pay Manager a management fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided CharterSchoolCorp receives such funds. The fee shall be payable in equal monthly installments, provided that CharterSchoolCorp shall have no obligation to pay such fee before receiving its FTE funding from the Sponsor or the State of Florida, in which event the monthly installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less, but in no event shall any adjustment reduce the management fee below the initial level of \$450 per student Full Time Equivalent (FTE) per annum as stated above.

26. Additional Services

Manager will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of CharterSchoolCorp, of other professionals or consultants who may be independent from Manager or part of Manager's network of consulting professionals.

27. Reimbursement of Costs

Manager shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

28. Incurred Expenses

Pursuant to the agreement of the Board and Manager, Manager may defer some or all of the management fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

29. Conflicts of Interest

No officer, shareholder, employee or director of Manager may serve on the Board. Manager will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Manager, its officers, directors or principals and any other person or entity providing goods or services to the School, Manager agrees to disclose the relationship to the Board.

30. Insurance and Indemnification

Manager shall carry liability insurance and indemnify the School for acts or omissions of Manager. Manager agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Manager hereby agrees to indemnify, hold harmless and protect CharterSchoolCorp, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Manager, its employees or agents.

31. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement 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 unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by

this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Florida and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Broward County, Florida.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

Academica Broward LLC
6361 Sunset Drive
Miami, Florida 33143
Attn: President

CharterSchoolCorp
[School Notice Address]
[School Notice Address]
Attn: Chairperson

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be

an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of _____, INC. held on the _____ day of _____ 2010. At that meeting, the undersigned Director of _____ Inc. was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

CharterSchoolCorp

(For SCHOOL NAME)

By: _____
Chair / President

Date: _____

ACADEMICA BROWARD LLC

By: _____
Fernando Zulueta, President

Date: _____

Ben Gamla - K8 - Broward

Enter District: Broward

ESE Percent 10.00%
 Occupancy 99% 99% 99% 99% 99%

Homeroom Classrooms

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	5	5	5	5	5
1st Grade	5	5	5	5	5
2nd Grade	5	5	5	5	5
3rd Grade	5	5	5	5	5
4th Grade	5	5	5	5	5
5th Grade	5	5	5	5	5
6th Grade	5	5	5	5	5
7th Grade	5	5	5	5	5
8th Grade	5	5	5	5	5
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	45	45	45	45	45

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	18	18	18	18
1st Grade	18	18	18	18	18
2nd Grade	18	18	18	18	18
3rd Grade	18	18	18	18	18
4th Grade	22	22	22	22	22
5th Grade	22	22	22	22	22
6th Grade	22	22	22	22	22
7th Grade	22	22	22	22	22
8th Grade	22	22	22	22	22
9th Grade					
10th Grade					
11th Grade					
12th Grade					

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	89	89	89	89	89
1st Grade	89	89	89	89	89
2nd Grade	89	89	89	89	89
3rd Grade	89	89	89	89	89
4th Grade	109	109	109	109	109
5th Grade	109	109	109	109	109
6th Grade	109	109	109	109	109
7th Grade	109	109	109	109	109
8th Grade	109	109	109	109	109
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	900	900	900	900	900

ESE Guaranteed Allocation:	Grade Level	Matrix Level	FTE
Additional Funding from the ESE Guaranteed Allocation.	K-3	251	36
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. <i>The total should equal all FTE from programs 111, 112 & 113 above.</i>	K-3	252	
	K-3	253	
	4-8	251	54
	4-8	252	
	4-8	253	
	9-12	251	0
	9-12	252	
	9-12	253	

Ben Gamla - K8 - Broward

Total ESE: **90.00**

Exhibit D- Start-up Budget

Ben Gamla - K8 - Broward

Start-up Budget

	February	March	April	May	June	Total
Line of Credit / Grant **	25,000					
EXPENSES:						
Administration Staff	2,500	3,500	3,500	3,500	3,500	16,500
Marketing & Enrollment		2,500		2,000	500	5,000
Computer/Printer	1,500				1,000	2,500
Administrative Expenses	500	200	100	100	100	1,000
TOTAL OPERATING EXPENSES	4,500	6,200	3,600	5,600	5,100	25,000
Fund Balance	20,500	14,300	10,700	5,100	-	

** The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

Exhibit D- Budget Summary

Ben Gamla - K8 - Broward

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades	K-8	K-8	K-8	K-8	K-8
Students per grade (average)	100	100	100	100	100
Total # Students	900	900	900	900	900
Per Student Revenue	6,131	6,192	6,316	6,442	6,571
		1%	2%	2%	2%

REVENUE

Maximum Gross Revenue (\$)	5,517,521	5,572,696	5,684,150	5,797,833	5,913,790
Expected Attrition (%)	-	-	-	-	-
Likely Gross Revenue (\$)	5,517,521	5,572,696	5,684,150	5,797,833	5,913,790

EXPENDITURES

Facility Budget					
Maximum Facility Expense	903,705	922,248	941,173	960,489	980,203
Minimum Building Size	45,000	45,000	45,000	45,000	45,000
Maximum cost per square foot	18.0	18.4	18.7	19.1	19.5
Operating and Fixed Costs	93,705	96,048	98,449	100,910	103,433
Mortgage Payments/Rent	810,000	826,200	842,724	859,578	876,770

Teacher Staffing Budget

Average Class Size	20	20	20	20	20
# of Teachers	54	54	54	54	54
Salary Benefits per Teacher	9,678	9,920	10,168	10,422	10,682

MAXIMUM FOR OTHER EXPENDITURES

	2,646,873	2,701,087	2,758,986	2,818,224	2,878,835
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NET FUND BALANCE

	90,754	111,457	112,928	544,237	954,420
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Exhibit D- Operating Budget

Ben Gamla - K8 - Broward			YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ENROLLMENT							
	Cost	Basis					
	Classrooms		45	45	45	45	45
K - 5			574	574	574	574	574
6 - 8			326	326	326	326	326
9 - 12			-	-	-	-	-
Total Enrollment			900	900	900	900	900
REVENUES							
State Sources			\$ 5,517,521.00	\$ 5,572,696.21	\$ 5,684,150.13	\$ 5,797,833.14	\$ 5,913,789.80
Federal Sources - NSLP funds 30% of Students	\$ 2.57	30%	\$ 124,902.00	\$ 128,024.55	\$ 131,225.16	\$ 134,505.79	\$ 137,868.44
Local Sources - Lunch program paid students	\$ 2.60	30%	\$ 126,360.00	\$ 129,519.00	\$ 132,756.98	\$ 136,075.90	\$ 139,477.80
Capital Outlay	\$ 500.00	Per Student	\$ -	\$ -	\$ -	\$ 450,000.00	\$ 450,000.00
Transportation	\$ 374.00	18%	\$ 60,588.00	\$ 60,588.00	\$ 60,588.00	\$ 60,588.00	\$ 60,588.00
Other Sources							
Total Revenues			\$ 5,829,371.00	\$ 5,890,827.76	\$ 6,008,720.27	\$ 6,579,002.83	\$ 6,701,724.03
EXPENDITURES							
Instruction							
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		\$ 2,177,500.00	\$ 2,231,937.50	\$ 2,287,735.94	\$ 2,344,929.34	\$ 2,403,552.57
Fringe Benefits			\$ 522,600.00	\$ 535,665.00	\$ 549,056.63	\$ 562,783.04	\$ 576,852.62
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$ 350.00	ESE Student	\$ 31,500.00	\$ 32,287.50	\$ 33,094.69	\$ 33,922.05	\$ 34,770.11
Classroom Supplies & Equipment	\$ 90.00	Student	\$ 81,000.00	\$ 83,025.00	\$ 85,100.63	\$ 87,228.14	\$ 89,408.84
Teacher Supplies	\$ 35.00	Student	\$ 31,500.00	\$ 32,287.50	\$ 33,094.69	\$ 33,922.05	\$ 34,770.11
Textbooks	\$ 175.00	Student	\$ 157,500.00	\$ 161,437.50	\$ 165,473.44	\$ 169,610.27	\$ 173,850.53
Student Activities	\$ 40.00	Student	\$ 36,000.00	\$ 36,900.00	\$ 37,822.50	\$ 38,768.06	\$ 39,737.26
Computer - Equipment & Repairs for Instruction	\$ 1,800.00	Classroom	\$ 81,000.00	\$ 83,025.00	\$ 85,100.63	\$ 87,228.14	\$ 89,408.84
Software for Instruction	\$ 1,500.00	Classroom	\$ 67,500.00	\$ 69,187.50	\$ 70,917.19	\$ 72,690.12	\$ 74,507.37
<i>Sub-Total Instruction</i>			<i>\$ 3,186,100.00</i>	<i>\$ 3,265,752.50</i>	<i>\$ 3,347,396.31</i>	<i>\$ 3,431,081.22</i>	<i>\$ 3,516,858.25</i>
Pupil Personnel Services							
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		\$ 42,000.00	\$ 43,050.00	\$ 44,126.25	\$ 45,229.41	\$ 46,360.14
Fringe Benefits			\$ 10,080.00	\$ 10,332.00	\$ 10,590.30	\$ 10,855.06	\$ 11,126.43
Contracted Professional Services (counseling and psychological, contracted nurse services)	\$ 50.00	ESE Student	\$ 4,500.00	\$ 4,612.50	\$ 4,727.81	\$ 4,846.01	\$ 4,967.16
<i>Sub-Total Pupil Personnel Services</i>			<i>\$ 56,580.00</i>	<i>\$ 57,994.50</i>	<i>\$ 59,444.36</i>	<i>\$ 60,930.47</i>	<i>\$ 62,453.73</i>
Media Services							
Salaries (includes Librarian)	See Staffing Plan		\$ 42,000.00	\$ 43,050.00	\$ 44,126.25	\$ 45,229.41	\$ 46,360.14
Fringe Benefits			\$ 10,080.00	\$ 10,332.00	\$ 10,590.30	\$ 10,855.06	\$ 11,126.43
Library Books		School	\$ -	\$ -	\$ -	\$ -	\$ -
Audio Visual Materials		School	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Media Services</i>			<i>\$ 52,080.00</i>	<i>\$ 53,382.00</i>	<i>\$ 54,716.55</i>	<i>\$ 56,084.46</i>	<i>\$ 57,486.58</i>
Curriculum Development							
Salaries (includes Curriculum Specialist)			\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Planning, Research, Development and Evaluation	\$ 115.00	Student	\$ 103,500.00	\$ 106,087.50	\$ 108,739.69	\$ 111,458.18	\$ 114,244.63
Development Supplies		Student	\$ -	\$ -	\$ -	\$ -	\$ -
Student Activities		Student	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Curriculum Development</i>			<i>\$ 103,500.00</i>	<i>\$ 106,087.50</i>	<i>\$ 108,739.69</i>	<i>\$ 111,458.18</i>	<i>\$ 114,244.63</i>
Staff Development							
Workshops		Teacher	\$ -	\$ -	\$ -	\$ -	\$ -
Travel		Teacher	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Services	\$ 500.00	Teacher	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00
<i>Sub-Total Staff Development</i>			<i>\$ 27,000.00</i>	<i>\$ 27,000.00</i>	<i>\$ 27,000.00</i>	<i>\$ 27,000.00</i>	<i>\$ 27,000.00</i>

Exhibit D- Operating Budget

			YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Ben Gamla - K8 - Broward							
Instruction Related Technology							
Salaries (includes Technology Personnel)	See Staffing Plan		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Networks		School	\$ -	\$ -	\$ -	\$ -	\$ -
Hardware Maintenance	\$ 400.00	Classroom	\$ 18,000.00	\$ 18,450.00	\$ 18,911.25	\$ 19,384.03	\$ 19,868.63
Computer Learning Labs		School	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Instruction Related Technology</i>			\$ 18,000.00	\$ 18,450.00	\$ 18,911.25	\$ 19,384.03	\$ 19,868.63
Board							
Professional Services (Legal)	\$ 15,000.00	School	\$ 15,000.00	\$ 15,375.00	\$ 15,759.38	\$ 16,153.36	\$ 16,557.19
Insurance	\$ 800.00	Classroom	\$ 36,000.00	\$ 36,900.00	\$ 37,822.50	\$ 38,768.06	\$ 39,737.26
Travel	\$ 2,000.00	Board Mem	\$ 2,000.00	\$ 2,050.00	\$ 2,101.25	\$ 2,153.78	\$ 2,207.63
<i>Sub-Total Board</i>			\$ 53,000.00	\$ 54,325.00	\$ 55,683.13	\$ 57,075.20	\$ 58,502.08
General Administration							
Management Fees	\$ 225.00	Student	\$ 202,500.00	\$ 207,562.50	\$ 212,751.56	\$ 218,070.35	\$ 223,522.11
Administrative Fee							
<i>Sub-Total General Administration</i>			\$ 202,500.00	\$ 207,562.50	\$ 212,751.56	\$ 218,070.35	\$ 223,522.11
School Administration							
Salaries (includes Principal, Secretary & other Office Personnel)	See Staffing		\$ 207,841.84	\$ 213,037.89	\$ 218,363.83	\$ 223,822.93	\$ 229,418.50
Fringe Benefits			\$ 49,882.04	\$ 51,129.09	\$ 52,407.32	\$ 53,717.50	\$ 55,060.44
Equipment Rental / Lease	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,690.00	\$ 3,782.25	\$ 3,876.81	\$ 3,973.73
Travel	\$ 400.00	Administrator	\$ 1,200.00	\$ 1,230.00	\$ 1,260.75	\$ 1,292.27	\$ 1,324.58
Advertising and Promotion	\$ 50.00	Student	\$ 45,000.00	\$ 46,125.00	\$ 47,278.13	\$ 48,460.08	\$ 49,671.58
License Fees	\$ 200.00		\$ 200.00	\$ 205.00	\$ 210.13	\$ 215.38	\$ 220.76
Uniforms	\$ 300.00		\$ 300.00	\$ 307.50	\$ 315.19	\$ 323.07	\$ 331.14
Postage	\$ 50.00	Classroom	\$ 2,250.00	\$ 2,306.25	\$ 2,363.91	\$ 2,423.00	\$ 2,483.58
Printing	\$ 500.00	Classroom	\$ 22,500.00	\$ 23,062.50	\$ 23,639.06	\$ 24,230.04	\$ 24,835.79
Office Supplies	\$ 600.00	Per Month	\$ 7,200.00	\$ 7,380.00	\$ 7,564.50	\$ 7,753.61	\$ 7,947.45
Office Equipment	\$ 4,000.00		\$ 4,000.00	\$ 4,100.00	\$ 4,202.50	\$ 4,307.56	\$ 4,415.25
Computer Equipment	\$ 1,000.00	Administrator	\$ 3,000.00	\$ 3,075.00	\$ 3,151.88	\$ 3,230.67	\$ 3,311.44
<i>Sub-Total School Administration</i>			\$ 346,973.88	\$ 355,648.23	\$ 364,539.43	\$ 373,652.92	\$ 382,994.24
Facilities Acquisition & Construction							
Building Lease / Rent			\$ 810,000.00	\$ 826,200.00	\$ 842,724.00	\$ 859,578.48	\$ 876,770.05
Remodeling & Renovations			\$ -	\$ -	\$ -	\$ -	\$ -
Purchase of Buildings & Fixed Equipment			\$ -	\$ -	\$ -	\$ -	\$ -
Land			\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Facilities Acquisition & Construction</i>			\$ 810,000.00	\$ 826,200.00	\$ 842,724.00	\$ 859,578.48	\$ 876,770.05
Fiscal Services							
Salaries (Accounting & Bookkeeping Personnel)	See Staffing		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Fee to County School Board - up to 250 students			\$ 76,632.24	\$ 77,398.56	\$ 78,946.53	\$ 80,525.46	\$ 82,135.97
Professional Services (Accounting, Payroll, Planning, Research, Development and Evaluation)	\$ 110.00		\$ 99,000.00	\$ 101,475.00	\$ 104,011.88	\$ 106,612.17	\$ 109,277.48
Professional Services (Auditing)	\$ 15,000.00		\$ 15,000.00	\$ 15,375.00	\$ 15,759.38	\$ 16,153.36	\$ 16,557.19
<i>Sub-Total Fiscal Services</i>			\$ 190,632.24	\$ 194,248.56	\$ 198,717.78	\$ 203,290.99	\$ 207,970.64
Food Services							
Salaries (Food Service Workers)	See Staffing		\$ 12,000.00	\$ 12,300.00	\$ 12,607.50	\$ 12,922.69	\$ 13,245.75
Fringe Benefits			\$ 2,880.00	\$ 2,952.00	\$ 3,025.80	\$ 3,101.45	\$ 3,178.98
Food							
Materials & Supplies - Vendor provided meals 60% participation	2.45	Per Meal	\$ 238,140.00	\$ 244,093.50	\$ 250,195.84	\$ 256,450.73	\$ 262,862.00
Equipment Rental / Lease							

Exhibit D- Operating Budget

Ben Gamla - K8 - Broward

			YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Inspection fees							
<i>Sub-Total Food Services</i>			\$ 253,020.00	\$ 259,345.50	\$ 265,829.14	\$ 272,474.87	\$ 279,286.74

Exhibit D- Operating Budget

			YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Ben Gamla - K8 - Broward							
Pupil Transportation Services							
Salaries (Drivers & Transportation workers)	See Staffing		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$225 per bus 18% utilization	\$ 225.00	18%	\$ 121,500.00	\$ 121,500.00	\$ 121,500.00	\$ 121,500.00	\$ 121,500.00
Insurance							
Buses							
Repairs & Maintenance							
Fuel							
Sub-Total Pupil Transportation Services			\$ 121,500.00	\$ 121,500.00	\$ 121,500.00	\$ 121,500.00	\$ 121,500.00
Operation of Plant							
Salaries (Custodian, crossing guards, security)	See Staffing		\$ 12,000.00	\$ 12,300.00	\$ 12,607.50	\$ 12,922.69	\$ 13,245.75
Fringe Benefits			\$ 2,880.00	\$ 2,952.00	\$ 3,025.80	\$ 3,101.45	\$ 3,178.98
Purchased Service (Custodial, fire and alarm, pest control etc)	\$ 75.00	Per Classroom	\$ 3,375.00	\$ 3,459.38	\$ 3,545.86	\$ 3,634.51	\$ 3,725.37
Lawn Maintenance	\$ 200.00	Per Classroom	\$ 9,000.00	\$ 9,225.00	\$ 9,455.63	\$ 9,692.02	\$ 9,934.32
Pest Control	\$ 40.00	Per Classroom	\$ 1,800.00	\$ 1,845.00	\$ 1,891.13	\$ 1,938.40	\$ 1,986.86
Security Services	\$ 100.00	Per Month	\$ 1,200.00	\$ 1,230.00	\$ 1,260.75	\$ 1,292.27	\$ 1,324.58
Property Insurance	\$ 550.00	Per Classroom	\$ 24,750.00	\$ 25,368.75	\$ 26,002.97	\$ 26,653.04	\$ 27,319.37
Telephone Services	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,690.00	\$ 3,782.25	\$ 3,876.81	\$ 3,973.73
Water & Sewer	\$ 80.00	Per Classroom	\$ 3,600.00	\$ 3,690.00	\$ 3,782.25	\$ 3,876.81	\$ 3,973.73
Electricity	\$ 700.00	Per Classroom	\$ 31,500.00	\$ 32,287.50	\$ 33,094.69	\$ 33,922.05	\$ 34,770.11
Custodial Supplies & Equipment							
Sub-Total Operation of Plant			\$ 93,705.00	\$ 96,047.63	\$ 98,448.82	\$ 100,910.04	\$ 103,432.79
Maintenance of Plant							
Repairs & Maintenance			\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00
Supplies							
Sub-Total Maintenance of Plant			\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00
Administrative Technology Services							
Internal Technology Support							
Technology Personnel							
Systems Operation	\$ 800.00	Per Classroom	\$ 36,000.00	\$ 36,900.00	\$ 37,822.50	\$ 38,768.06	\$ 39,737.26
Systems Planning & Analysis							
Sub-Total Administrative Technology Services			\$ 36,000.00	\$ 36,900.00	\$ 37,822.50	\$ 38,768.06	\$ 39,737.26
After Care Programs							
After Care Salary							
Fringe Benefits							
Sub-Total After Care Programs			\$ -	\$ -	\$ -	\$ -	\$ -
Contingency							
Operating expense contingency - 3% of FEFP			\$ 165,525.63	\$ 167,180.89	\$ 170,524.50	\$ 173,934.99	\$ 177,413.69
Sub-Total Contingency			\$ 165,525.63	\$ 167,180.89	\$ 170,524.50	\$ 173,934.99	\$ 177,413.69
Total Expenditures			\$ 5,738,616.75	\$ 5,870,124.80	\$ 6,007,249.02	\$ 6,147,694.27	\$ 6,291,541.43
Excess of Revenues over Expenditures			\$ 90,754.25	\$ 20,702.96	\$ 1,471.25	\$ 431,308.56	\$ 410,182.60

Ben Gamla - K8 - Broward

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUES												
State Sources	459,793	459,793	459,793	459,793	459,793	459,793	459,793	459,793	459,793	459,793	459,793	459,793
Federal Sources - NSLP funds 30% of Students			12,490	12,490	12,490	12,490	12,490	12,490	12,490	12,490	12,490	12,490
Local Sources - Lunch program paid students			12,636	12,636	12,636	12,636	12,636	12,636	12,636	12,636	12,636	12,636
Capital Outlay			-	-	-	-	-	-	-	-	-	-
Tranportation	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049
Other Sources												
Total Revenues	464,842	464,842	489,969	489,969	489,969	489,969	489,969	489,969	489,969	489,969	489,969	489,969
EXPENDITURES												
Instruction												
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		98,977	207,852	207,852	207,852	207,852	207,852	207,852	207,852	207,852	207,852	207,852
Fringe Benefits		23,755	49,885	49,885	49,885	49,885	49,885	49,885	49,885	49,885	49,885	49,885
Contracted Professional Services (includes Therapists & other contracted instructional services)				3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500
Classroom Supplies & Equipment		26,730	26,730	27,540								
Teacher Supplies		10,395	10,395	10,710								
Textbooks		51,975	51,975	53,550								
Student Activities		11,880	11,880	12,240								
Computer - Equipment & Repairs for Instruction		26,730	26,730	27,540								
Software for Instruction		22,275	22,275	22,950								
<i>Sub-Total Instruction</i>	<i>-</i>	<i>272,717</i>	<i>407,722</i>	<i>415,767</i>	<i>261,237</i>	<i>261,237</i>	<i>261,237</i>	<i>261,237</i>	<i>261,237</i>	<i>261,237</i>	<i>261,237</i>	<i>261,237</i>
Pupil Personnel Services												
Salaries (includes counselor, school nurse, health assistant)			4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200
Fringe Benefits			1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008
Contracted Professional Services (counseling and psychological, contracted nurse services)			450	450	450	450	450	450	450	450	450	450
<i>Sub-Total Pupil Personnel Services</i>	<i>-</i>	<i>-</i>	<i>5,658</i>	<i>5,658</i>	<i>5,658</i>	<i>5,658</i>	<i>5,658</i>	<i>5,658</i>	<i>5,658</i>	<i>5,658</i>	<i>5,658</i>	<i>5,658</i>
Media Services												
Salaries (includes Librarian)		1,909	4,009	4,009	4,009	4,009	4,009	4,009	4,009	4,009	4,009	4,009
Fringe Benefits		458	962	962	962	962	962	962	962	962	962	962
Library Books		-	-	-	-	-	-	-	-	-	-	-
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-
<i>Sub-Total Media Services</i>	<i>-</i>	<i>2,367</i>	<i>4,971</i>	<i>4,971</i>	<i>4,971</i>	<i>4,971</i>	<i>4,971</i>	<i>4,971</i>	<i>4,971</i>	<i>4,971</i>	<i>4,971</i>	<i>4,971</i>
Curriculum Development												
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-
Curriculum Planning, Research, Development and Evaluation	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625	8,625
Development Supplies		-	-	-	-	-	-	-	-	-	-	-
Student Activities		-	-	-	-	-	-	-	-	-	-	-
<i>Sub-Total Curriculum Development</i>	<i>8,625</i>	<i>8,625</i>	<i>8,625</i>	<i>8,625</i>	<i>8,625</i>	<i>8,625</i>	<i>8,625</i>	<i>8,625</i>	<i>8,625</i>	<i>8,625</i>	<i>8,625</i>	<i>8,625</i>
Staff Development												
Workshops		-	-	-	-	-	-	-	-	-	-	-
Travel		-	-	-	-	-	-	-	-	-	-	-
Professional Services		13,500	-	-	-	-	-	-	13,500	-	-	-
<i>Sub-Total Staff Development</i>	<i>-</i>	<i>13,500</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>13,500</i>	<i>-</i>	<i>-</i>	<i>-</i>

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Pupil Transportation Services												
Salaries (Drivers & Transportation workers)	-	-	-	-	-	-	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Transportation Services - \$225 per bus 18% utilization		12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150
Insurance	-	-	-	-	-	-	-	-	-	-	-	-
Buses	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
Fuel	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Pupil Transportation Services	-	-	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150
Operation of Plant												
Salaries (Custodian, crossing guards, security)	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Fringe benefits	240	240	240	240	240	240	240	240	240	240	240	240
Purchased Service (Custodial, fire and alarm, pest control etc)	281	281	281	281	281	281	281	281	281	281	281	281
Lawn Maintenance	750	750	750	750	750	750	750	750	750	750	750	750
Pest Control	150	150	150	150	150	150	150	150	150	150	150	150
Security Services	100	100	100	100	100	100	100	100	100	100	100	100
Property Insurance	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063	2,063
Telephone Services	300	300	300	300	300	300	300	300	300	300	300	300
Water & Sewer	300	300	300	300	300	300	300	300	300	300	300	300
Electricity	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Operation of Plant	7,809	7,809	7,809	7,809	7,809	7,809	7,809	7,809	7,809	7,809	7,809	7,809
Maintenance of Plant												
Repairs & Maintenance		2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
Supplies		-	-	-	-	-	-	-	-	-	-	-
Sub-Total Maintenance of Plant	-	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
Administrative Technology Services												
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-
Systems Operation	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Administrative Technology Services	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
After Care Programs												
After Care Salary		-	-	-	-	-	-	-	-	-	-	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-
Sub-Total After Care Programs		-	-	-	-	-	-	-	-	-	-	-
Contingency												
Operating expense contingency		15,048	15,048	15,048	15,048	15,048	15,048	15,048	15,048	15,048	15,048	15,048
Sub-Total Contingency		15,048	15,048	15,048	15,048	15,048	15,048	15,048	15,048	15,048	15,048	15,048
Total Expenditures	\$ 135,521.76	\$ 469,799.09	\$ 637,243.09	\$ 642,488.09	\$ 477,758.09	\$ 477,758.09	\$ 486,758.09	\$ 477,758.09	\$ 491,258.09	\$ 486,758.09	\$ 477,758.09	\$ 477,758.09
Excess of Revenues over Expenditures	\$ 329,320.66	\$ (4,956.67)	\$ (147,274.47)	\$ (152,519.47)	\$ 12,210.53	\$ 12,210.53	\$ 3,210.53	\$ 12,210.53	\$ (1,289.47)	\$ 3,210.53	\$ 12,210.53	\$ 12,210.53
Fund Balance	\$ 329,320.66	\$ 324,363.98	\$ 177,089.51	\$ 24,570.04	\$ 36,780.56	\$ 48,991.09	\$ 52,201.62	\$ 64,412.14	\$ 63,122.67	\$ 66,333.20	\$ 78,543.73	\$ 90,754.25

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	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUES												
State Sources	464,391	464,391	464,391	464,391	464,391	464,391	464,391	464,391	464,391	464,391	464,391	464,391
Federal Sources - NSLP funds 30% of Students			12,802	12,802	12,802	12,802	12,802	12,802	12,802	12,802	12,802	12,802
Local Sources - Lunch program paid students			12,952	12,952	12,952	12,952	12,952	12,952	12,952	12,952	12,952	12,952
Capital Outlay			-	-	-	-	-	-	-	-	-	-
Tranportation	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049
Previous Years Balance	90,754											
Total Revenues	560,195	469,440	495,195	495,195	495,195	495,195	495,195	495,195	495,195	495,195	495,195	495,195
EXPENDITURES												
Instruction												
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		101,452	213,049	213,049	213,049	213,049	213,049	213,049	213,049	213,049	213,049	213,049
Fringe Benefits		24,348	51,132	51,132	51,132	51,132	51,132	51,132	51,132	51,132	51,132	51,132
Contracted Professional Services (includes Therapists & other contracted instructional services)				3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588
Classroom Supplies & Equipment		27,398	27,398	28,229								
Teacher Supplies		10,655	10,655	10,978								
Textbooks		53,274	53,274	54,889								
Student Activities		12,177	12,177	12,546								
Computer - Equipment & Repairs for Instruction		27,398	27,398	28,229								
Software for Instruction		22,832	22,832	23,524								
<i>Sub-Total Instruction</i>	<i>-</i>	<i>279,535</i>	<i>417,915</i>	<i>426,161</i>	<i>267,768</i>	<i>267,768</i>	<i>267,768</i>	<i>267,768</i>	<i>267,768</i>	<i>267,768</i>	<i>267,768</i>	<i>267,768</i>
Pupil Personnel Services												
Salaries (includes counselor, school nurse, health assistant)			4,305	4,305	4,305	4,305	4,305	4,305	4,305	4,305	4,305	4,305
Fringe Benefits			1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033
Contracted Professional Services (counseling and psychological, contracted nurse services)			461	461	461	461	461	461	461	461	461	461
<i>Sub-Total Pupil Personnel Services</i>	<i>-</i>	<i>-</i>	<i>5,799</i>	<i>5,799</i>	<i>5,799</i>	<i>5,799</i>	<i>5,799</i>	<i>5,799</i>	<i>5,799</i>	<i>5,799</i>	<i>5,799</i>	<i>5,799</i>
Media Services												
Salaries (includes Librarian)		1,957	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109
Fringe Benefits		470	986	986	986	986	986	986	986	986	986	986
Library Books		-	-	-	-	-	-	-	-	-	-	-
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-
<i>Sub-Total Media Services</i>	<i>-</i>	<i>2,426</i>	<i>5,096</i>	<i>5,096</i>	<i>5,096</i>	<i>5,096</i>	<i>5,096</i>	<i>5,096</i>	<i>5,096</i>	<i>5,096</i>	<i>5,096</i>	<i>5,096</i>
Curriculum Development												
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-
Curriculum Planning, Research, Development and Evaluation	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841
Development Supplies		-	-	-	-	-	-	-	-	-	-	-
Student Activities		-	-	-	-	-	-	-	-	-	-	-
<i>Sub-Total Curriculum Development</i>	<i>8,841</i>	<i>8,841</i>	<i>8,841</i>	<i>8,841</i>	<i>8,841</i>	<i>8,841</i>	<i>8,841</i>	<i>8,841</i>	<i>8,841</i>	<i>8,841</i>	<i>8,841</i>	<i>8,841</i>
Staff Development												
Workshops		-	-	-	-	-	-	-	-	-	-	-
Travel		-	-	-	-	-	-	-	-	-	-	-
Professional Services		13,500	-	-	-	-	-	-	13,500	-	-	-
<i>Sub-Total Staff Development</i>	<i>-</i>	<i>13,500</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>13,500</i>	<i>-</i>	<i>-</i>	<i>-</i>

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Pupil Transportation Services												
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-
Contracted Transportation Services - \$225 per bus 18% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150
Insurance			-	-	-	-	-	-	-	-	-	-
Buses			-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-
Fuel			-	-	-	-	-	-	-	-	-	-
Sub-Total Pupil Transportation Services			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150
Operation of Plant												
Salaries (Custodian, crossing guards, security)	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025
Fringe benefits	246	246	246	246	246	246	246	246	246	246	246	246
Purchased Service (Custodial, fire and alarm, pest control etc)	288	288	288	288	288	288	288	288	288	288	288	288
Lawn Maintenance	769	769	769	769	769	769	769	769	769	769	769	769
Pest Control	154	154	154	154	154	154	154	154	154	154	154	154
Security Services	103	103	103	103	103	103	103	103	103	103	103	103
Property Insurance	2,114	2,114	2,114	2,114	2,114	2,114	2,114	2,114	2,114	2,114	2,114	2,114
Telephone Services	308	308	308	308	308	308	308	308	308	308	308	308
Water & Sewer	308	308	308	308	308	308	308	308	308	308	308	308
Electricity	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691	2,691
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Operation of Plant	8,004	8,004	8,004	8,004	8,004	8,004	8,004	8,004	8,004	8,004	8,004	8,004
Maintenance of Plant												
Repairs & Maintenance		2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
Supplies		-	-	-	-	-	-	-	-	-	-	-
Sub-Total Maintenance of Plant		2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
Administrative Technology Services												
Internal Technology Support		-	-	-	-	-	-	-	-	-	-	-
Technology Personnel		-	-	-	-	-	-	-	-	-	-	-
Systems Operation	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075
Systems Planning & Analysis		-	-	-	-	-	-	-	-	-	-	-
Sub-Total Administrative Technology Services	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075
After Care Programs												
After Care Salary			-	-	-	-	-	-	-	-	-	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-
Contingency												
Operating expense contingency		15,198	15,198	15,198	15,198	15,198	15,198	15,198	15,198	15,198	15,198	15,198
Sub-Total Contingency		15,198	15,198	15,198	15,198	15,198	15,198	15,198	15,198	15,198	15,198	15,198
Total Expenditures	\$ 138,814.01	\$ 480,465.74	\$ 652,129.59	\$ 657,505.72	\$ 488,657.47	\$ 488,657.47	\$ 497,882.47	\$ 488,657.47	\$ 502,157.47	\$ 497,882.47	\$ 488,657.47	\$ 488,657.47
Excess of Revenues over Expenditures	\$ 421,380.59	\$ (11,025.39)	\$ (156,934.89)	\$ (162,311.01)	\$ 6,537.24	\$ 6,537.24	\$ (2,687.76)	\$ 6,537.24	\$ (6,962.76)	\$ (2,687.76)	\$ 6,537.24	\$ 6,537.24
Fund Balance	\$ 421,380.59	\$ 410,355.20	\$ 253,420.31	\$ 91,109.30	\$ 97,646.54	\$ 104,183.78	\$ 101,496.02	\$ 108,033.26	\$ 101,070.50	\$ 98,382.74	\$ 104,919.97	\$ 111,457.21

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	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUES												
State Sources	473,679	473,679	473,679	473,679	473,679	473,679	473,679	473,679	473,679	473,679	473,679	473,679
Federal Sources - NSLP funds 30% of Students			13,123	13,123	13,123	13,123	13,123	13,123	13,123	13,123	13,123	13,123
Local Sources - Lunch program paid students			13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276
Capital Outlay			-	-	-	-	-	-	-	-	-	-
Transportation	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049
Previous Years Balance	111,457											
Total Revenues	590,185	478,728	505,126	505,126	505,126	505,126	505,126	505,126	505,126	505,126	505,126	505,126
EXPENDITURES												
Instruction												
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		103,988	218,375	218,375	218,375	218,375	218,375	218,375	218,375	218,375	218,375	218,375
Fringe Benefits		24,957	52,410	52,410	52,410	52,410	52,410	52,410	52,410	52,410	52,410	52,410
Contracted Professional Services (includes Therapists & other contracted instructional services)				3,677	3,677	3,677	3,677	3,677	3,677	3,677	3,677	3,677
Classroom Supplies & Equipment		28,083	28,083	28,934								
Teacher Supplies		10,921	10,921	11,252								
Textbooks		54,606	54,606	56,261								
Student Activities		12,481	12,481	12,860								
Computer - Equipment & Repairs for Instruction		28,083	28,083	28,934								
Software for Instruction		23,403	23,403	24,112								
<i>Sub-Total Instruction</i>	<i>-</i>	<i>286,523</i>	<i>428,363</i>	<i>436,815</i>	<i>274,462</i>	<i>274,462</i>	<i>274,462</i>	<i>274,462</i>	<i>274,462</i>	<i>274,462</i>	<i>274,462</i>	<i>274,462</i>
Pupil Personnel Services												
Salaries (includes counselor, school nurse, health assistant)			4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413	4,413
Fringe Benefits			1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059	1,059
Contracted Professional Services (counseling and psychological, contracted nurse services)			473	473	473	473	473	473	473	473	473	473
<i>Sub-Total Pupil Personnel Services</i>	<i>-</i>	<i>-</i>	<i>5,944</i>	<i>5,944</i>	<i>5,944</i>	<i>5,944</i>	<i>5,944</i>	<i>5,944</i>	<i>5,944</i>	<i>5,944</i>	<i>5,944</i>	<i>5,944</i>
Media Services												
Salaries (includes Librarian)		2,006	4,212	4,212	4,212	4,212	4,212	4,212	4,212	4,212	4,212	4,212
Fringe Benefits		481	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011
Library Books		-	-	-	-	-	-	-	-	-	-	-
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-
<i>Sub-Total Media Services</i>	<i>-</i>	<i>2,487</i>	<i>5,223</i>	<i>5,223</i>	<i>5,223</i>	<i>5,223</i>	<i>5,223</i>	<i>5,223</i>	<i>5,223</i>	<i>5,223</i>	<i>5,223</i>	<i>5,223</i>
Curriculum Development												
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-
Curriculum Planning, Research, Development and Evaluation	9,062	9,062	9,062	9,062	9,062	9,062	9,062	9,062	9,062	9,062	9,062	9,062
Development Supplies		-	-	-	-	-	-	-	-	-	-	-
Student Activities		-	-	-	-	-	-	-	-	-	-	-
<i>Sub-Total Curriculum Development</i>	<i>9,062</i>	<i>9,062</i>	<i>9,062</i>	<i>9,062</i>	<i>9,062</i>	<i>9,062</i>	<i>9,062</i>	<i>9,062</i>	<i>9,062</i>	<i>9,062</i>	<i>9,062</i>	<i>9,062</i>
Staff Development												
Workshops		-	-	-	-	-	-	-	-	-	-	-
Travel		-	-	-	-	-	-	-	-	-	-	-
Professional Services		13,500	-	-	-	-	-	-	13,500	-	-	-
<i>Sub-Total Staff Development</i>	<i>-</i>	<i>13,500</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>13,500</i>	<i>-</i>	<i>-</i>	<i>-</i>

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Pupil Transportation Services												
Salaries (Drivers & Transportation workers)	-	-	-	-	-	-	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Transportation Services - \$225 per bus 18% utilization	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150
Insurance	-	-	-	-	-	-	-	-	-	-	-	-
Buses	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
Fuel	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Pupil Transportation Services	-	-	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150
Operation of Plant												
Salaries (Custodian, crossing guards, security)	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051
Fringe benefits	252	252	252	252	252	252	252	252	252	252	252	252
Purchased Service (Custodial, fire and alarm, pest control etc)	295	295	295	295	295	295	295	295	295	295	295	295
Lawn Maintenance	788	788	788	788	788	788	788	788	788	788	788	788
Pest Control	158	158	158	158	158	158	158	158	158	158	158	158
Security Services	105	105	105	105	105	105	105	105	105	105	105	105
Property Insurance	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167
Telephone Services	315	315	315	315	315	315	315	315	315	315	315	315
Water & Sewer	315	315	315	315	315	315	315	315	315	315	315	315
Electricity	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758	2,758
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Operation of Plant	8,204	8,204	8,204	8,204	8,204	8,204	8,204	8,204	8,204	8,204	8,204	8,204
Maintenance of Plant												
Repairs & Maintenance	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
Supplies	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Maintenance of Plant	-	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
Administrative Technology Services												
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-
Systems Operation	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Administrative Technology Services	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152	3,152
After Care Programs												
After Care Salary	-	-	-	-	-	-	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total After Care Programs	-	-	-	-	-	-	-	-	-	-	-	-
Contingency												
Operating expense contingency	15,502	15,502	15,502	15,502	15,502	15,502	15,502	15,502	15,502	15,502	15,502	15,502
Sub-Total Contingency	-	15,502	15,502	15,502	15,502	15,502	15,502	15,502	15,502	15,502	15,502	15,502
Total Expenditures	\$ 142,252.11	\$ 491,604.96	\$ 667,594.16	\$ 673,104.69	\$ 500,035.23	\$ 500,035.23	\$ 509,490.86	\$ 500,035.23	\$ 513,535.23	\$ 509,490.86	\$ 500,035.23	\$ 500,035.23
Excess of Revenues over Expenditures	\$ 447,933.28	\$ (12,876.78)	\$ (162,467.77)	\$ (167,978.30)	\$ 5,091.16	\$ 5,091.16	\$ (4,364.46)	\$ 5,091.16	\$ (8,408.84)	\$ (4,364.46)	\$ 5,091.16	\$ 5,091.16
Fund Balance	\$ 447,933.28	\$ 435,056.49	\$ 272,588.72	\$ 104,610.43	\$ 109,701.59	\$ 114,792.75	\$ 110,428.29	\$ 115,519.45	\$ 107,110.61	\$ 102,746.14	\$ 107,837.30	\$ 112,928.47

Ben Gamla - K8 - Broward

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUES												
State Sources	483,153	483,153	483,153	483,153	483,153	483,153	483,153	483,153	483,153	483,153	483,153	483,153
Federal Sources - NSLP funds 30% of Students			13,451	13,451	13,451	13,451	13,451	13,451	13,451	13,451	13,451	13,451
Local Sources - Lunch program paid students			13,608	13,608	13,608	13,608	13,608	13,608	13,608	13,608	13,608	13,608
Capital Outlay				50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Transportation	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049
Previous Years Balance	112,928											
Total Revenues	601,130	488,202	515,260	565,260	565,260	565,260	565,260	565,260	565,260	565,260	565,260	565,260
EXPENDITURES												
Instruction												
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		106,588	223,834	223,834	223,834	223,834	223,834	223,834	223,834	223,834	223,834	223,834
Fringe Benefits		25,581	53,720	53,720	53,720	53,720	53,720	53,720	53,720	53,720	53,720	53,720
Contracted Professional Services (includes Therapists & other contracted instructional services)				3,769	3,769	3,769	3,769	3,769	3,769	3,769	3,769	3,769
Classroom Supplies & Equipment		28,785	28,785	29,658								
Teacher Supplies		11,194	11,194	11,533								
Textbooks		55,971	55,971	57,667								
Student Activities		12,793	12,793	13,181								
Computer - Equipment & Repairs for Instruction		28,785	28,785	29,658								
Software for Instruction		23,988	23,988	24,715								
<i>Sub-Total Instruction</i>	-	293,686	439,072	447,735	281,323	281,323	281,323	281,323	281,323	281,323	281,323	281,323
Pupil Personnel Services												
Salaries (includes counselor, school nurse, health assistant)			4,523	4,523	4,523	4,523	4,523	4,523	4,523	4,523	4,523	4,523
Fringe Benefits			1,086	1,086	1,086	1,086	1,086	1,086	1,086	1,086	1,086	1,086
Contracted Professional Services (counseling and psychological, contracted nurse services)			485	485	485	485	485	485	485	485	485	485
<i>Sub-Total Pupil Personnel Services</i>	-	-	6,093	6,093	6,093	6,093	6,093	6,093	6,093	6,093	6,093	6,093
Media Services												
Salaries (includes Librarian)		2,056	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317
Fringe Benefits		493	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036
Library Books		-	-	-	-	-	-	-	-	-	-	-
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-
<i>Sub-Total Media Services</i>	-	2,549	5,354	5,354	5,354	5,354	5,354	5,354	5,354	5,354	5,354	5,354
Curriculum Development												
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-
Curriculum Planning, Research, Development and Evaluation	9,288	9,288	9,288	9,288	9,288	9,288	9,288	9,288	9,288	9,288	9,288	9,288
Development Supplies		-	-	-	-	-	-	-	-	-	-	-
Student Activities		-	-	-	-	-	-	-	-	-	-	-
<i>Sub-Total Curriculum Development</i>	9,288	9,288	9,288	9,288	9,288	9,288	9,288	9,288	9,288	9,288	9,288	9,288
Staff Development												
Workshops		-	-	-	-	-	-	-	-	-	-	-
Travel		-	-	-	-	-	-	-	-	-	-	-
Professional Services		13,500	-	-	-	-	-	-	13,500	-	-	-
<i>Sub-Total Staff Development</i>	-	13,500	-	-	-	-	-	-	13,500	-	-	-

Ben Gamla - K8 - Broward

Pupil Transportation Services												
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-
Contracted Transportation Services - \$225 per bus 18% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150
Insurance			-	-	-	-	-	-	-	-	-	-
Buses			-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-
Fuel			-	-	-	-	-	-	-	-	-	-
Sub-Total Pupil Transportation Services			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150
Operation of Plant												
Salaries (Custodian, crossing guards, security)	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077	1,077
Fringe benefits	258	258	258	258	258	258	258	258	258	258	258	258
Purchased Service (Custodial, fire and alarm, pest control etc)	303	303	303	303	303	303	303	303	303	303	303	303
Lawn Maintenance	808	808	808	808	808	808	808	808	808	808	808	808
Pest Control	162	162	162	162	162	162	162	162	162	162	162	162
Security Services	108	108	108	108	108	108	108	108	108	108	108	108
Property Insurance	2,221	2,221	2,221	2,221	2,221	2,221	2,221	2,221	2,221	2,221	2,221	2,221
Telephone Services	323	323	323	323	323	323	323	323	323	323	323	323
Water & Sewer	323	323	323	323	323	323	323	323	323	323	323	323
Electricity	2,827	2,827	2,827	2,827	2,827	2,827	2,827	2,827	2,827	2,827	2,827	2,827
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Operation of Plant	8,409	8,409	8,409	8,409	8,409	8,409	8,409	8,409	8,409	8,409	8,409	8,409
Maintenance of Plant												
Repairs & Maintenance		2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
Supplies		-	-	-	-	-	-	-	-	-	-	-
Sub-Total Maintenance of Plant		2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
Administrative Technology Services												
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-
Systems Operation	3,231	3,231	3,231	3,231	3,231	3,231	3,231	3,231	3,231	3,231	3,231	3,231
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Administrative Technology Services	3,231	3,231	3,231	3,231	3,231	3,231	3,231	3,231	3,231	3,231	3,231	3,231
After Care Programs												
After Care Salary			-	-	-	-	-	-	-	-	-	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-
Contingency												
Operating expense contingency		15,812	15,812	15,812	15,812	15,812	15,812	15,812	15,812	15,812	15,812	15,812
Sub-Total Contingency		15,812	15,812	15,812	15,812	15,812	15,812	15,812	15,812	15,812	15,812	15,812
Total Expenditures	\$ 145,775.52	\$ 503,012.99	\$ 683,435.66	\$ 689,083.96	\$ 511,687.76	\$ 511,687.76	\$ 521,379.78	\$ 511,687.76	\$ 525,187.76	\$ 521,379.78	\$ 511,687.76	\$ 511,687.76
Excess of Revenues over Expenditures	\$ 455,354.70	\$ (14,811.23)	\$ (168,175.73)	\$ (123,824.03)	\$ 53,572.17	\$ 53,572.17	\$ 43,880.15	\$ 53,572.17	\$ 40,072.17	\$ 43,880.15	\$ 53,572.17	\$ 53,572.17
Fund Balance	\$ 455,354.70	\$ 440,543.48	\$ 272,367.74	\$ 148,543.72	\$ 202,115.88	\$ 255,688.05	\$ 299,568.20	\$ 353,140.37	\$ 393,212.54	\$ 437,092.69	\$ 490,664.86	\$ 544,237.02

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	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUES												
State Sources	492,816	492,816	492,816	492,816	492,816	492,816	492,816	492,816	492,816	492,816	492,816	492,816
Federal Sources - NSLP funds 30% of Students			13,787	13,787	13,787	13,787	13,787	13,787	13,787	13,787	13,787	13,787
Local Sources - Lunch program paid students			13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948
Capital Outlay			50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Transportation	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049	5,049
Previous Years Balance	544,237											
Total Revenues	1,042,102	497,865	525,599	575,599	575,599	575,599	575,599	575,599	575,599	575,599	575,599	575,599
EXPENDITURES												
Instruction												
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		109,252	229,430	229,430	229,430	229,430	229,430	229,430	229,430	229,430	229,430	229,430
Fringe Benefits		26,221	55,063	55,063	55,063	55,063	55,063	55,063	55,063	55,063	55,063	55,063
Contracted Professional Services (includes Therapists & other contracted instructional services)				3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863
Classroom Supplies & Equipment		29,505	29,505	30,399								
Teacher Supplies		11,474	11,474	11,822								
Textbooks		57,371	57,371	59,109								
Student Activities		13,113	13,113	13,511								
Computer - Equipment & Repairs for Instruction		29,505	30,399									
Software for Instruction		24,587	24,587	25,333								
<i>Sub-Total Instruction</i>	-	301,028	450,049	458,929	288,357	288,357	288,357	288,357	288,357	288,357	288,357	288,357
Pupil Personnel Services												
Salaries (includes counselor, school nurse, health assistant)			4,636	4,636	4,636	4,636	4,636	4,636	4,636	4,636	4,636	4,636
Fringe Benefits			1,113	1,113	1,113	1,113	1,113	1,113	1,113	1,113	1,113	1,113
Contracted Professional Services (counseling and psychological, contracted nurse services)			497	497	497	497	497	497	497	497	497	497
<i>Sub-Total Pupil Personnel Services</i>	-	-	6,245	6,245	6,245	6,245	6,245	6,245	6,245	6,245	6,245	6,245
Media Services												
Salaries (includes Librarian)		2,107	4,425	4,425	4,425	4,425	4,425	4,425	4,425	4,425	4,425	4,425
Fringe Benefits		506	1,062	1,062	1,062	1,062	1,062	1,062	1,062	1,062	1,062	1,062
Library Books		-	-	-	-	-	-	-	-	-	-	-
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-
<i>Sub-Total Media Services</i>	-	2,613	5,487	5,487	5,487	5,487	5,487	5,487	5,487	5,487	5,487	5,487
Curriculum Development												
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-
Curriculum Planning, Research, Development and Evaluation	9,520	9,520	9,520	9,520	9,520	9,520	9,520	9,520	9,520	9,520	9,520	9,520
Development Supplies		-	-	-	-	-	-	-	-	-	-	-
Student Activities		-	-	-	-	-	-	-	-	-	-	-
<i>Sub-Total Curriculum Development</i>	9,520	9,520	9,520	9,520	9,520	9,520	9,520	9,520	9,520	9,520	9,520	9,520
Staff Development												
Workshops		-	-	-	-	-	-	-	-	-	-	-
Travel		-	-	-	-	-	-	-	-	-	-	-
Professional Services		13,500							13,500			
<i>Sub-Total Staff Development</i>	-	13,500	-	-	-	-	-	-	13,500	-	-	-

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Pupil Transportation Services												
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-
Contracted Transportation Services - \$225 per bus 18% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150
Insurance			-	-	-	-	-	-	-	-	-	-
Buses			-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-
Fuel			-	-	-	-	-	-	-	-	-	-
Sub-Total Pupil Transportation Services			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150
Operation of Plant												
Salaries (Custodian, crossing guards, security)	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104	1,104
Fringe benefits	265	265	265	265	265	265	265	265	265	265	265	265
Purchased Service (Custodial, fire and alarm, pest control etc)	310	310	310	310	310	310	310	310	310	310	310	310
Lawn Maintenance	828	828	828	828	828	828	828	828	828	828	828	828
Pest Control	166	166	166	166	166	166	166	166	166	166	166	166
Security Services	110	110	110	110	110	110	110	110	110	110	110	110
Property Insurance	2,277	2,277	2,277	2,277	2,277	2,277	2,277	2,277	2,277	2,277	2,277	2,277
Telephone Services	331	331	331	331	331	331	331	331	331	331	331	331
Water & Sewer	331	331	331	331	331	331	331	331	331	331	331	331
Electricity	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898	2,898
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Operation of Plant	8,619	8,619	8,619	8,619	8,619	8,619	8,619	8,619	8,619	8,619	8,619	8,619
Maintenance of Plant												
Repairs & Maintenance		2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
Supplies		-	-	-	-	-	-	-	-	-	-	-
Sub-Total Maintenance of Plant		2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
Administrative Technology Services												
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-
Systems Operation	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total Administrative Technology Services	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311	3,311
After Care Programs												
After Care Salary			-	-	-	-	-	-	-	-	-	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-
Contingency												
Operating expense contingency		16,129	16,129	16,129	16,129	16,129	16,129	16,129	16,129	16,129	16,129	16,129
Sub-Total Contingency		16,129	16,129	16,129	16,129	16,129	16,129	16,129	16,129	16,129	16,129	16,129
Total Expenditures	\$ 149,386.36	\$ 514,696.35	\$ 699,663.34	\$ 705,452.84	\$ 523,621.74	\$ 523,621.74	\$ 533,556.06	\$ 523,621.74	\$ 537,121.74	\$ 533,556.06	\$ 523,621.74	\$ 523,621.74
Excess of Revenues over Expenditures	\$ 892,715.48	\$ (16,831.53)	\$ (174,063.90)	\$ (129,853.40)	\$ 51,977.70	\$ 51,977.70	\$ 42,043.38	\$ 51,977.70	\$ 38,477.70	\$ 42,043.38	\$ 51,977.70	\$ 51,977.70
Fund Balance	\$ 892,715.48	\$ 875,883.95	\$ 701,820.05	\$ 571,966.66	\$ 623,944.36	\$ 675,922.06	\$ 717,965.44	\$ 769,943.14	\$ 808,420.84	\$ 850,464.22	\$ 902,441.92	\$ 954,419.62

Staffing Matrix

Ben Gamla - K8 - Broward

Fringe Benefit Rate	24.00%	
FICA	6.20%	
Medicare	1.45%	
FUTA	\$ 189.00	
SUTA	\$ 189.00	
Workers Comp	0.88%	
401K Contribution	3.00%	
Health Insurance per Employee	\$ 4,620.00	\$385 Per month per Employee
Average Pay	\$ 40,215.19	

		Yr1	Yr2	Yr3	Yr4	Yr5
Instruction Staff						
Homeroom Teachers	42,000	45	45	45	45	45
Substitute Teachers	1,100	45	45	45	45	45
Other Teachers (ESE, ESOL, Reading/Math Coaches)	42,000	4	4	4	4	4
Paraprofessionals	14,000	5	5	5	5	5
	99,100	54	54	54	54	54
Pupil Personnel Services						
Counselor	42,000	1	1	1	1	1
Nurse						
	42,000	1	1	1	1	1
Media Services						
Librarian						
Media Specialist	42,000	1	1	1	1	1
	42,000	1	1	1	1	1
Curriculum Development						
Curriculum Specialist						
	-	-	-	-	-	-
Instruction Related Technology						
Instruction IT						
	-	-	-	-	-	-
School Administration						
Principal	90,000	1	1	1	1	1
Assistant Principal	70,000	1	1	1	1	1
Administrative Assistant	24,961	1	1	1	1	1
Registrar	22,881	1	1	1	1	1
Other						
	207,842	4	4	4	4	4
Fiscal Services						
Accounting						
Bookkeeper						
	-	-	-	-	-	-
Food Services						
Food Service Workers	12,000	1	1	1	1	1
	12,000	1	1	1	1	1
Pupil Transportation Services						
Drivers & Transportation workers						
	-	-	-	-	-	-
Operation of Plant						
Custodian	12,000	1	1	1	1	1
Security						
Crossing guards						
	12,000	1	1	1	1	1
Salary Inflation	2.5%					

Exhibit D- Staffing Plan

Instruction Staff						
Homeroom Teachers	1,890,000	1,937,250	1,985,681	2,035,323	2,086,206	
Substitute Teachers	49,500	50,738	52,006	53,306	54,639	
Other Teachers (ESE, ESOL, Reading/Math Coaches)	168,000	172,200	176,505	180,918	185,441	
Paraprofessionals	70,000	71,750	73,544	75,382	77,267	
	-	-	-	-	-	
	2,177,500	2,231,938	2,287,736	2,344,929	2,403,553	
Benefits:	522,600	535,665	549,057	562,783	576,853	
Pupil Personnel Services						
Counselor	42,000	43,050	44,126	45,229	46,360	
Nurse	-	-	-	-	-	
	42,000	43,050	44,126	45,229	46,360	
Benefits:	10,080	10,332	10,590	10,855	11,126	
Media Services						
Librarian	-	-	-	-	-	
Media Specialist	42,000	43,050	44,126	45,229	46,360	
	42,000	43,050	44,126	45,229	46,360	
Benefits:	10,080	10,332	10,590	10,855	11,126	
Curriculum Development						
Curriculum Specialist	-	-	-	-	-	
	-	-	-	-	-	
Benefits:	-	-	-	-	-	
Instruction Related Technology						
Instruction IT	-	-	-	-	-	
	-	-	-	-	-	
Benefits:	-	-	-	-	-	
School Administration						
Principal	90,000	92,250	94,556	96,920	99,343	
Assistant Principal	70,000	71,750	73,544	75,382	77,267	
Administrative Assistant	24,961	25,585	26,225	26,880	27,552	
Registrar	22,881	23,453	24,039	24,640	25,256	
Other	-	-	-	-	-	
	207,842	213,038	218,364	223,823	229,419	
Benefits:	49,882	51,129	52,407	53,718	55,060	
Fiscal Services						
Accounting	-	-	-	-	-	
Bookkeeper	-	-	-	-	-	
	-	-	-	-	-	
Benefits:	-	-	-	-	-	
Food Services						
Food Service Workers	12,000	12,300	12,608	12,923	13,246	
	12,000	12,300	12,608	12,923	13,246	
Benefits:	2,880	2,952	3,026	3,101	3,179	
Pupil Transportation Services						
Drivers & Transportation workers	-	-	-	-	-	
	-	-	-	-	-	
Benefits:	-	-	-	-	-	
Operation of Plant						
Custodian	12,000	12,300	12,608	12,923	13,246	
Security	-	-	-	-	-	
Crossing guards	-	-	-	-	-	
	12,000	12,300	12,608	12,923	13,246	
Benefits:	2,880	2,952	3,026	3,101	3,179	
Total Payroll & Benefits	3,091,744	3,169,037	3,248,263	3,329,470	3,412,707	

6

(Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Ben Gamla - K8 - Broward

Based on the Allocation Conference Calculation of the FEFP for 2010-11

School District: **Broward**

1. 2010-11 FEFP State and Local Funding

Base Student Allocation \$3,623.76

District Cost Differential: 1.0264

Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2010-11 Base Funding WFTE x BSA x DCD
(a)	(b)	(c)	(d)	(e)
101 Basic K-3	320.00	1.089	348.4800	\$ 1,296,146
111 Basic K-3 with ESE Services	36.00	1.089	39.2040	\$ 145,816
102 Basic 4-8	490.00	1.000	490.0000	\$ 1,822,519
112 Basic 4-8 with ESE Services	54.00	1.000	54.0000	\$ 200,849
103 Basic 9-12	0.00	1.031	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.031	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.523	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.523	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		3.523	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		4.935	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		4.935	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)		4.935	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.035	0.0000	\$ -
Totals	900.00		931.6840	\$ 3,465,330

2. ESE Guaranteed Allocation:

FTE	Grade Level	Matrix Level	Guarantee Per Student	
36.00	PK-3	251	\$ 1,058	\$ 38,088
0.00	PK-3	252	\$ 3,418	\$ -
0.00	PK-3	253	\$ 6,974	\$ -
54.00	4-8	251	\$ 1,187	\$ 64,098
0.00	4-8	252	\$ 3,546	\$ -
0.00	4-8	253	\$ 7,102	\$ -
0.00	9-12	251	\$ 845	\$ -
0.00	9-12	252	\$ 3,204	\$ -
0.00	9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	90.00		Total from ESE Guarantee	\$ 102,186

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 52,983,431		Per Student	
divided by district FTE		257,324.44	\$ 205.90	\$ 185,311
(with eligible services)				

4. Reading Allocation:

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

Total Base Funding, ESE Guarantee, and SAI \$ 3,752,827

5. Class size Reduction Funds:

Weighted FTE aggregated from input in Section 1	DCD	Allocation factors*	
PK - 3 387.6840	X 1.0264	X 1325.66	= 527,505
4-8 544.0000	X 1.0264	X 904.24	= 504,893
9-12 0.0000	X 1.0264	X 906.42	= 0
Total 931.6840	*	Total Class Size Reduction Funds	\$ 1,032,398

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>931.6840</u>	by district's WFTE:	<u>279,570.50</u>		
to obtain school's WFTE share.					0.3333%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>900.00</u>	by district's UFTE:	<u>257,324.44</u>		
to obtain school's UFTE share.					0.3498%
6C. Divide school's High School Unweighted FTE (UFTE) total computed					
in (b) above:	<u>0.00</u>	by district's UFTE:	<u>257,324.44</u>		
to obtain school's UFTE share.					0.0000%
		Refer to Note:			
7. Other FEFP (WFTE share)	(a)	<u>6,094,964</u>	x	0.3333%	<u>\$ 20,315</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Minimum Guarantee	0				
Program Related Requirements:					
Safe Schools	<u>6,094,964</u>				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(d)	<u>100,410,065</u>	x	0.3333%	<u>\$ 334,667</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>3,327,205</u>	x	0.3498%	<u>\$ 11,639</u>
.250 mills (UFTE share)	(b)	<u>0</u>	x	0.3498%	<u>\$ -</u>
10. State Fiscal Stabilization Fund Entitlement (WFTE share)	(a)	<u>87,740,706</u>	x	0.3333%	<u>\$ 292,440</u>
Charter schools should contact their school district sponsor regarding whether the entitlement is from State Fiscal Stabilization Funds or the General Fund. See footnote h below.					
11. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.3333%	<u>\$ -</u>
12. Discretionary Lottery (WFTE share)	(a)	<u>744,849</u>	x	0.3333%	<u>\$ 2,483</u>
13. Instructional Materials Allocation (UFTE share)	(b)	<u>20,226,311</u>	x	0.3498%	<u>\$ 70,752</u>
Science Laboratory Materials (high school only)	(c)	<u>321,435</u>	x	0.0000%	<u>\$ -</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
14. Student Transportation	(e)				
15. Florida Teachers Lead Program Stipend	(f)				
16. Food Service Allocation	(g)				
17. Performance Pay Plan					

NOTES:

(a) District allocations multiplied by percentage from item 6A.					Total	<u><u>\$ 5,517,521</u></u>
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(b) District allocations multiplied by percentage from item 6B.

(c) District allocations multiplied by percentage from item 6C.

(d) Proceeds of millage levy multiplied by percentage from item 6A.

(e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions

(f) Teacher Lead Program Allocation per 1012.71, Florida Statutes

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

(h) If the district's decision is to use the State Fiscal Stabilization Funds, then the charter school will have to comply with the district's requirements for assurances and reporting.

(i) As provided in the 2008 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

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

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

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

**Please note that class size allocation factors have been adjusted for the Class Size Proration.*

Sample Parent Contract

As a parent I understand the importance of the Code of Student Conduct as a set of preventative measures to create a safe and positive school environment.

- **I understand and will assure compliance** of the School's Student Code of Conduct, which has been given to me at the time of registration.
- **I understand that attendance is mandatory.** After an absence, I understand that I am responsible to send a handwritten note explaining the reason for my child's absence. I am aware that more than 5 or more unexcused absences within a semester course or 10 or more within an annual course will result in the withholding of a student's grade.
- I understand that I need to provide proof of medical/dental appointment to pick up my child early (on a regular school day), and that **after 2:00 p.m., I will not be permitted to pick up my child for early dismissal.** Students will only be dismissed to persons who I have authorized on the Emergency Contact Card.
- **I understand the Arrival time is from --- a.m. to --- a.m.** I am aware of the School's policy that excessive tardiness will result in detentions and referrals.
- **I understand that my child is not allowed to bring any games, toys, or electronic devices from home into the classroom.** The teacher will confiscate any unauthorized items that my child may bring into the school. The teacher or administration may keep such items until the end of the school year. While the school will endeavor to protect such confiscated items, I agree not to hold it responsible for lost or damaged items.
- **I agree that uniforms must be worn everyday as stated in the uniform policy** (in the parent/student handbook) I am aware that students who are not wearing the correct uniform will be suspended indoors until they are in compliance with the policy. Repeat offenders may be suspended outdoors.
- **Satisfactory Academic Progress:** I understand that my child needs to need to have a minimum Grade Point Average (GPA) of 2.0 to graduate from high school in the State of Florida. Also, this is the minimum requirement for participation in sports and activities. I agree that the School, as part of its Code of Excellence, may enforce stricter rules. Any student failing to achieve this minimum requirement at the end of any nine week period will be placed on a Progress Monitoring Plan (PMP). If there is no improvement at the end of the semester, the plan will be reviewed. I agree that parents are responsible for the implementation of all aspects of the plan.
- **Transportation must be provided or arranged by the parent or guardian.** The school believes that the parents play an integral role in their child's educational and social life. For this reason, the school asks that a parent/guardian personally transport their child to and from school. Carpooling is encouraged, as it too, positively contributes to the child's social-educational life. I understand that volunteer hours shall be given to families who carpool.
- I understand that it is my responsibility to notify and work with the school in the case that alternate transportation arrangements need to be made.
- **I agree that my family is required to complete 30 volunteer hours,** or the equivalent, prior to the last day of school. I am aware that this commitment is required as an investment in my child's education and that the School will provide me with various options to complete these hours.
- **We understand as members of the School's family, we agree to abide by all of the school rules and regulations, and with that which is stated above and that failure to do so it may result in my child losing preferential re-enrollment status at the school the next academic year.**

Student's Name: _____ Grade: _____ ID#: _____

Parent/Guardian Name: _____ Signature: _____

Parent/Guardian Name: _____ Signature: _____

Exhibit :
JOB DESCRIPTION

POSITION TITLE: School Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: An earned master's Degree from an accredited college or university.

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal/Assistant School Principal. Valid Florida Certification in School Principal, or Professional School Principal.

REPORTS TO: School Governing Board

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the school.

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

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The School Principal shall:

LEADERSHIP

- Administer, control, and supervise the instructional program of the school operations and school personnel.
- Encourage teachers and pupils to perform to the best of their ability.
- Interpret the educational program of the school and school system to the community.
- Provide leadership and direction for all aspects of the school's operation.
- Facilitate frequent communication with parents of the school community.
- Coordinate and adapt school curricular programs and policies.
- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the school.

- Develop, implement, and evaluate the School Improvement Plan.
- Keep accurate account of all money paid to the school and record the purpose for which it was paid.
- Supervise and coordinate the budgetary process.
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- Develop and supervise New Teacher programs.
- Compile and prepare all student achievement outcomes.
- Report directly to the Governing Board for all purposes.
- Coordinate, supervise, and conduct the evaluations of all staff.
- Oversee the School Advisory Council.
- Maintain a positive and productive relationship with the Parent-Teacher Association.
- Supervise all students and staff.
- Coordinate and supervise the testing and assessment program.
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.
- Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes.
- Establish, actively pursue, and monitor a school mission, vision and goals in collaboration with staff, parents, students, and other stakeholders that are aligned with the Board's mission and goals.
- Supervise and coordinate school-wide programs, curricula and course options.
- Supervise and coordinate student registration, scheduling, and master scheduling construction.
- Oversee the grade reporting system.
- Monitor substitute teachers and the class coverage process.
- Supervise school activities and special events, and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events, including extracurricular trips.
- Coordinate and schedule the use of facilities for all events.
- Implement and enforce attendance and tardy policies and procedures for all students.
- Exercise proactive leadership in promoting the vision and mission of the school.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and school.
- Demonstrate satisfactory or above performance on the Florida Principal Competencies while performing all duties required by the job description.

- Provide leadership in the implementation of the Sunshine State Standards, Florida Write, Florida Comprehensive Assessment Test (FCAT) and other tests designed and adapted to measure student achievement.
- Maintain active involvement in the school improvement planning process with the
- School Advisory Council (SAC) by providing resources for decision-making and priority setting.
- Use quality improvement principles and process in daily administration of school.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- Provide leadership and direction for all aspects of the school's operation.
- Build teams to accomplish plans, goals and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Communicate effectively both orally and in writing with parents, students, teachers and the community.
- Communicate school information, goals, student learning and behavior expectations to stakeholders.
- Develop and maintain a school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.
- Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Provide leadership to involve the school in quality initiatives.
- Establish procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Use effective communication techniques with students, teachers, parents and stake holders.
- Communicate, through proper channels, to keep Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the Board's Strategic Plan.
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Access, analyze, interpret and use data in decision-making.
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
- Make data accessible to all stakeholders

STRATEGIC PLANNING

- Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work.
- Allocate resources consistent with implementation of the School Improvement Plans.
- Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
- Direct the development of the master schedule and assign teachers according to identified needs.
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Oversee the selection and acquisition of instructional materials and equipment
- Collect input and analyze data to develop goals.
- Set high goals and standards for self, others and the organization..
- Provide recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Facilitate a program of family and community involvement.

- Develop positive relationships with students, parents, teachers, community.
- Work with parents to resolve complaints or concerns.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Promote/market the school and its priorities to the community
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- Interact with government and service agencies relative to student welfare.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel to be recommended for appointment.
- Establish job assignments, supervise all assigned personnel, and conduct performance assessments.
- Delegate responsibilities to appropriate staff members.
- Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance.
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Analyze data and information to plan staff development to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.

- Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- Facilitate the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment
- Build a school community and environment which supports learning and growth for everyone toward realization of the school's mission.
- Participate in Governing Board management meetings and other activities to enhance professional development.
- Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
- Consider data and results from action research when solving problems and improving processes.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.
- Establish and manage student accounting and attendance procedures at the school.
- Coordinate and manage the extra curricular student activities and funds at the school.
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction.
- Demonstrate readiness and confidence in making and/or sharing decisions with those involved in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.
- Access Sponsor and community resources to meet school needs.
- Coordinate plant safety and facility inspections at the assigned school

- Monitor the custodial program at the school to ensure a safe, clean, and healthy, learning environment.
- Coordinate the school food service program at the school including the free and reduced food service requirements.
- Supervise transportation services at the school.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Provide leadership in the effective use of technology in the classroom and in school administration.

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

TERMS OF EMPLOYMENT: 12-month salary and benefits shall be paid consistent with the School's compensation plan.

Exhibit :
JOB DESCRIPTION

POSITION TITLE: Assistant Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

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

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

EXPERIENCE

REQUIRED: Three (3) years teaching experience at a school site. Demonstrated ability to communicate effectively in both oral and written forms.

PREFERRED: 1-3 years of administrative experience at a school site.

REPORTS TO: School principal and school Board of Directors

SUPERVISES: Instructional and Service Personnel assigned by the principal.

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

SKILLS AND ABILITIES: The Assistant School Principal will effectively perform the performance responsibilities using the following skills and abilities:

- read, interpret and implement the appropriate state and federal statutes and policies, Sponsor's Policies and school board policies and procedures
- use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts
- demonstrate knowledge and practice of current educational trends, research and technology

- understand the unique needs, growth problems and characteristics of school students
- train, supervise and evaluate personnel
- demonstrate effective communication and interaction skills with all stakeholders

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Assistant School Principal shall:

LEADERSHIP

- Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
- Assist the principal in providing leadership and direction for all aspects of the school's operation.
- Assist in establishing and monitoring a school mission and goals that are aligned with the Board's mission and goals.
- Exercise proactive leadership in promoting the vision and mission of the Board's Strategic Plan.
- Maintain an active involvement in the school improvement planning process.
- Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Assist in the managing and developing the implementation and assessment of the instructional program at the school so as to ensure all students the opportunity to learn.
- Use quality improvement principles and processes in daily administration of school.
- Assist in developing and maintaining a safe school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.
- Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Build teams to accomplish plans, goals and priorities.
- Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Anticipate difficult situations and develop plans to handle them.
- Serve as arbitrator for serious discipline problems in accordance with School policies, board and Sponsor's policies and state statutes.
- Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.

- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Model and maintain high standards of professional conduct while setting high standards and expectations for self, others, and school.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the Board's Strategic Plan.
- Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
- Analyze and use data for decision-making or to improve actions, plans and process.
- Access, analyze, interpret and use data in decision-making.
- Use benchmarks and comparison data in the analysis of results and make data accessible to all stakeholders.

OPERATIONS

- Assist with managing and supervising the school's financial resources including the school's internal accounts.
- Assist with establishing and managing student accounting and attendance procedures at the school.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.
- Assist with coordinating plant safety and facility inspections at the school.
- Assist in coordinating the school food service program at the school, including the free and reduced food service requirements.
- Assist with the supervision of all extracurricular programs at the school.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Perform other tasks consistent with the goals and objectives of this position as assigned by the Principal.

STRATEGIC PLANNING

- Assist with facilitating and coordinating the development of the School Improvement Plan.

- Assist in communicating overall School Improvement Plan requirements to all staff each employee can understand how the goals and plans relate to his/her own work.
- Assist in allocating resources consistent with the implementation of the School Improvement Plan.
- Collect input and analyze data to develop goals.
- Assist in the selection and acquisition of instructional materials and equipment.
- Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.
- Assist with facilitating the horizontal and vertical articulation of curriculum within the school.
- Develop the master schedule and assign teachers according to identified needs.
- Assist with providing recognition and celebration for student, staff, and school accomplishments.
- Set high goals and standards for self, others and the organization.

COMMUNITY ENGAGEMENT

- Develop positive relationships with all stakeholders (students, parents, teachers, community).
- Assist with facilitating a program of family and community involvement.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Assist in promoting/marketing the school and its priorities to the community.
- Assist in providing leadership to support community involvement programs and business partnerships at the school level.
- Assist in directing and developing the recruitment of Business Partners to benefit the school and community.
- Assist with the development of activities with business partners that promote student achievement.
- Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.
- Work with parents to resolve complaints or concerns.
- Interact with government and service agencies relative to student welfare.
- Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
- Assist in supervising the implementation of the school's student services (including guidance, health services, and attendance) and other related areas.

HUMAN RESOURCES

- Manage issues, including hiring, evaluation, staff deficiencies and retention; appropriately and professionally personnel.

- Assist with interviewing and selection of qualified personnel to be recommended for appointment.
- Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.
- Delegate responsibilities to appropriate staff members.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Assist with the development and implementation of an effective staff development program.
- Assist in analyzing data and information to plan staff development to accomplish school goals.
- Assist with providing staff development opportunities and feedback to school personnel.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.

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

TERMS OF EMPLOYMENT: 12-month salary and benefits shall be paid consistent with the School's compensation plan.

Exhibit :
JOB DESCRIPTION

POSITION TITLE: Teacher

CONTRACT YEAR: Ten-Month Salaried - Annual Contract

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited college or university;
Certifications: valid Florida certification in the subject area.

EXPERIENCE PREFERRED: Experience - Two (2) years of successful classroom experience in the appropriate subject area.

REPORTS TO: Principal

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

SKILLS AND ABILITIES: The teacher shall:

- Posses knowledge curriculum and sunshine state standards in the appropriate subject area.
- Be able to adapt, design and implement curriculum to meet the needs of the individual students.
- Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES - The teacher shall:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21St century at the professional and eventually the accomplished level
- Demonstrate knowledge and understanding of the subject matter
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios

- Assist the administration and staff to develop and implement a school-wide behavior management system aligned to the Board's policies and procedures.
- Provide supportive classroom management and academic strategies to teachers, students, and parents.

DEMONSTRATE INITIATIVE

- Demonstrate efficiency
- Demonstrate punctuality
- Demonstrate consistent attendance
- Review current developments, literature and technical sources of information related to job responsibility.
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs
- Initiate opportunities for professional development
- Provide supplemental instruction

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Demonstrate oral and written proficiency
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- Pursue further education and supplemental credentials

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

- Employ differentiated instructional strategies to maximize learning
- Role model using the state competency checklist
- Consistently maintain portfolios (dating and ordering each piece)

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- Role model using the state competency checklist
- Administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce school rules

ADVISE PARENTS

- Keep parents updated through interim reports, report cards, phone calls, and notes home
- Encourage and facilitate parental and community involvement promoting student achievement
- Document parent phone calls, conversations, and conferences
- Work as partners to create behavior modification plans and create Progress Monitoring Plans (PMP) for students
- Maintain flexibility and frequent contact with parents about student progress and school events

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development (psychological and academic) through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs
- Assist in data collection and preparation of reports including individualized educational plans of instruction for students.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Interact with maturity and professionalism among administration, staff, and students at all times
- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Show assertiveness - delegate when necessary to help others help you
- Be a team player while respecting others' differences
- Separate professional and personal spheres
- Be flexible - always have a back-up plan
- Be willing to help where help is needed

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Supervise student recreation (having at least one person in the classroom at all times)
- Complete and maintain accident reports (keeping one in a permanent file and sending one copy to parents)
- Keep emergency numbers at hand and a stocked first aid kit accessible in classroom
- Maintain up-to-date lesson plans within the guidelines of the Ben Gamla Charter High curriculum
- Complete, distribute, and maintain files of all behavior and homework referrals as required (one in permanent folder, one sent home)
- Complete and maintain files of all report cards, interim reports, and county test records
- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and other safety drills
- Keep dangerous objects (knives, rocks, etc.) and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times
- Follow appropriate County medication guidelines for all students (remember never to give Tylenol, cough drops, or any prescription medications without the written consent of the parent and administrator and accompanied by the appropriate medical forms)

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings and conferences
- Plan and participate in special events
- Perform other duties as assigned by the Principal.

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

TERMS OF EMPLOYMENT: 10-month salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the school's Board as stipulated in employee's annual contract.

Exhibit :
JOB DESCRIPTION

POSITION TITLE: Special Education Teacher/Coordinator

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution and Appropriate State of Florida Teaching Certifications (ESE).

EXPERIENCE

REQUIRED: A minimum of four (4) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in special education.

PREFERRED: Preferred degree major in Elementary Education, Secondary Education, or related field. Florida certification in Administration, Supervision, Administration and Supervision, Educational Leadership, School Principal or Professional School Principal preferred. Computer skills as required for the position.

SUPERVISES: ESE Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESE curriculum for students assigned to the ESE program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ESE Teacher/Coordinator **shall:**

- Coordinate the development of ESE curriculum guides and performance objectives for all grades at the school.
- Coordinate the identification, assessment and placement of students in the ESE.
- Coordinate the ordering of materials and equipment needed to implement the ESE program.
- Develop and assist to implement the school's ESE program.
- Coordinate and attend IEP meetings and communicate with parents.
- Coordinate testing for ESE and monitor student IEPs.
- Update student folders.
- Work with principals, teachers and personnel in the ESE program.
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.

- Coordinate activities with early intervention programs to provide services for special education students.
- Serve as a consultant on the matters pertinent to the ESE program.
- Assist with interviews of potential ESE teachers.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) month salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the school's Board as stipulated in employee's annual contract.

Exhibit :
JOB DESCRIPTION

POSITION TITLE: English for Speakers of Other Languages (ESOL) Teacher/
Coordinator

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution and
Appropriate State of Florida Teaching Certifications (ESOL)

EXPERIENCE

REQUIRED: A minimum of four (4) years of combined successful work experience, which
includes a minimum of two (2) years teaching experience in special education and/or
bilingual education.

PREFERRED: Preferred degree major in Elementary Education, Secondary Education, or
related field. Florida certification in Administration, Supervision, Administration and
Supervision, Educational Leadership, School Principal or Professional School Principal
preferred. Bilingual in English, Spanish and/or Creole preferred. Computer skills as required
for the position.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum for
students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The ESOL
Teacher/Coordinator **shall:**

- Coordinate the development of bilingual/ESOL curriculum guides and
performance objectives for grades all grades at the school.
- Coordinate the identification, assessment and placement of students in the
bilingual/ESOL program.
- Coordinate the ordering of materials and equipment needed to implement the
bilingual/ESOL program.
- Develop and assist to implement the school's bilingual/ESOL program.
- Coordinate and attend IEP meetings and communicate with parents.
- Coordinate testing for ESOL and monitor student IEPs.
- Update student folders.
- Work with principals, teachers and personnel in the bilingual/ESOL program.

- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.
- Coordinate activities with early intervention programs to provide services for English Language Learners (ELLs).
- Serve as a consultant on the matters pertinent to the bilingual/ESOL program.
- Assist with interviews of potential bilingual/ESOL teachers.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) months

Exhibit :
JOB DESCRIPTION

POSITION TITLE: Guidance Counselor

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution; Florida certification in Guidance and Counseling. Bilingual skills preferred. Computer skills as required for the position.

REPORTS TO: Principal or designee

SUPERVISES: The Principal will assess the effectiveness of the school Guidance Counselor annually with respect to the performance of specific responsibilities.

POSITION GOAL: To implement a process to help students discover and develop their best talents for personal happiness and social usefulness.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Guidance Counselor shall:

- Counsel students on personal and academic concerns and notify parents as deemed necessary.
- Establish small group counseling sessions.
- Arrange student, parent and teacher conferences.
- Keep records of conferences and send reports within the limits of confidentiality, to the Principal, administrative assistants, and/or teachers as requested.
- Acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment.
- Meet with teachers to present and explaining the results of various testing programs.
- Provide materials and suggestions for classroom oriented guidance activities.
- Assist teachers in effective utilization of test results.
- Gather information from all faculty members having contact with a student being considered for referral.
- Identify community and school system resources and when advisable, refer student situations to the proper agencies.

- Assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs.
- Work with parent groups in the area of child growth, development and discipline.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.
- Follow School, Board, and Sponsor policies, as well as federal and state laws

TERMS OF EMPLOYMENT: Contracted Services (as need is determined by school)