



Proposed Start-up Charter School for 2011-12:
Renaissance Charter School of Broward - South

Submitted to:
Ms. Jody Perry, Director
Charter Schools Support Office
Kathleen C Wright Building
600 SE 3rd Avenue, 13th Floor
Ft. Lauderdale, FL 33301

Submitted on:
August 2, 2010



APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Renaissance Charter School of Broward - South

NAME OF FLORIDA NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER:
Renaissance Charter School, Inc.

The Corporation has applied for 501(c)(3) non-profit status: Yes

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: Derek Kelmanson

TITLE/RELATIONSHIP TO NONPROFIT: Education Service Provider

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NAME OF EDUCATION SERVICE PROVIDER: Charter Schools USA

Projected School Opening: Fall 2011-2012

Term of Charter Requested: 5 years

School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-7	913
Second Year	K-8	1320
Third Year	K-8	1481
Fourth Year	K-8	1504
Fifth Year	K-8	1504

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 revocations 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 on Original
Ken Haiko, Chairman

July 27, 2010

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I. EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

- ◆ **Provide the mission statement for the proposed charter school.**

The Vision of the Charter School:

All children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive citizens in the local and global societies and in the 21st century workforce.

The Mission of the Charter School:

To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.

- ◆ **Describe how the school will utilize the Guiding Principles found in s. 1002.33(2)(a).**

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

The School proposes to meet high standards of student achievement by aligning its curriculum with the Next Generation Sunshine State Standards and the educational requirements of the *No Child Left Behind* Act (NCLB). This combination is designed to meet high academic standards, which coupled with a high degree of local parental choice and community involvement, provides for the standards, flexibility, and diversity envisaged by the Charter School Statute. Meeting high standards at the School means that "every child can learn" given appropriate learning tools, measurable progress is supported by consistent data, and a variety of teaching strategies are used to match a student's learning style. The School's curriculum will be founded upon traditional educational methodologies and current research within the framework of the works of Robert Marzano.

Before students enroll in the School, parents and students are given thorough explanations of the curriculum, expectations, and requirements of the School. This information is delivered through a variety of ways: open houses, published information, brochures, on-line applications and, website question/answer modules. After enrollment and the start of school, parents continue to have flexibility to monitor their child's progress online and/or through parent conferences. Because the School follows a continuous improvement model, parents have real time access to their child's progress. This online access informs them, via a controlled access password, about their child's class work, test grades, and weekly progress of the Next Generation Sunshine State Standards. Parents have significant information provided to them to schedule a conference, ask questions, or just be aware of their child's academic achievement. Parents have the flexibility to choose among the diverse educational opportunities within the state's public school system throughout the school year.

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

The School will provide a rigorous academic program in a facility that will be less costly to construct than a comparable district school due to our ability, per F.S. 1002.33(18)(a), to elect not to follow the State Requirement for Educational Facilities. This is both a strong and financially efficient model that is responsible and accountable for financial efficiency by providing an educational setting by the use of regularly allotted FTE dollars.

The Governing Board has local control over the budget and approval of expenditures, and it is ultimately responsible for the results produced in the School, based upon the Charter. The Governing Board will delegate certain day-to-day responsibilities to the Education Service Provider (ESP) who will be responsible for controlling expenditures according to the budget and for producing academic results according to the Governing Board's directives; thus ensuring that accountability and responsibility continue to be monitored in this chain of command.

The School will have a clear budget and a Business Administrator to monitor financial expenditures at the School, consistent with the budget. The Business Administrator will report to the ESP, who will review routine expenditures and purchase orders to ensure that they are in financial compliance. The Governing Board will receive and review monthly financial statements and academic progress reports to ensure that expenditures and academic results are consistent with the goals of the district's citizens and the charter.

- 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.

Student baseline assessment is conducted at the beginning of each school year to determine a student's reading level and whether or not they are reading on grade-level. Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to the Florida Comprehensive Assessment Tests (FCAT), Florida Assessments for Instruction in Reading (FAIR) and the Charter Schools USA benchmarking process. Assessments, such as FAIR and benchmark tests are administered throughout the school year.

The School will also utilize a Narrative Report Card (NRC). The NRC gives parents a comprehensive overview of a student's current skill level and a measure of the student's progress toward attaining mastery of the Next Generation Sunshine State Standards. The NRC identifies and evaluates a student's mastery of specific grade level skills as they align with the Next Generation Sunshine State Standards. The NRC shows a grade in each content area indicating the level of student mastery, and gives detailed academic information about a student's mastery of the Next Generation Sunshine State Standards within that content area. By aligning state specific standards with each content area, teachers, parents, and students can identify the specific areas a student has mastered as well as those areas in which a student needs improvement and support.

The NRC is sent quarterly to students and parents. Its purpose is to inform parents of their child's progress toward attaining mastery of the Next Generation Sunshine State Standards. Since each

assignment and assessment is directly aligned to the Next Generation Sunshine State Standards and graded accordingly, a passing grade in the content area denotes that a student has attained an acceptable level of mastery of the required Next Generation Sunshine State Standards. Please see Appendix B to view a sample Narrative Report Card.

Additionally, the School will analyze students' FCAT scores and results from diagnostic assessments to determine whether or not a child gains a year's worth of learning. Students demonstrate a year's worth of learning on the FCAT in one of three ways:

1. Improve achievement levels from 1-2, 2-3, 3-4, or 4-5;
2. Maintain within the relatively high levels of 3, 4, or 5; or
3. Demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the FCAT

◆ **Describe how the school will meet the Prescribed Purposes for charter schools found in s. 1002.33(2)(b).**

- Improve student learning and academic achievement.

The purpose of the School is to produce high academic achievement for all learners, and thereby meet the statutory requirement of improving student learning and academic achievement. High academic achievement will be attained through a curriculum rooted in solid educational research aligned to the Next Generation Sunshine State Standards, the Educational Model, continuous assessment of data related to student performance, analysis of student learning gains and a staff that understands that without student engagement, learning will not be successful. The School will improve student learning and academic achievement through implementation of the following educational principles:

➤ ***Charter Schools USA Guaranteed & Viable Curriculum***

The School will adopt Charter Schools USA's Guaranteed and Viable Curriculum, as aligned with the Next Generation Sunshine State Standards, as the framework for what is taught at each grade-level, as outlined below. A month-by-month scope and sequence within each Charter Schools USA Curriculum Map was created for all subjects aligned to the Next Generation Sunshine State Standards. To ensure student achievement, Charter Schools USA's Guaranteed and Viable Curriculum assures the following:

- The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers
- The amount of essential content that has been identified can be addressed in the instructional time available to teachers
- The essential content is organized and sequenced in a way that students have ample opportunity to learn it
- Minimized interruptions and the proactive scheduling of non-instructional activities during the school day protects the instructional time available to teachers

The Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. Appendix B contains a sample curriculum map that is aligned to the Next Generation Sunshine State Standards.

After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the Education Team and school administration monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.

➤ ***Empower students to achieve through individual student goal setting within Personalized Learning Plans***

The Personalized Learning Plan empowers students to track their own progress which initiates student ownership of learning goals. Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels are incorporated into each student's Personalized Learning Plan as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, students' Personalized Learning Plans are then modified. Goals are set for each student, skill areas are identified, and student grouping based upon academic needs is adjusted. Each student's Personalized Learning Plan will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with Next Generation Sunshine State Standards and the Guaranteed and Viable Curriculum. Students are expected, at a minimum, to achieve mastery of each Next Generation Sunshine State Standard for each grade level and the goals and objectives specified in their Personalized Learning Plans.

➤ ***Support Academic Rigor through Active and Meaningful Parental Involvement***

Programs designed with strong parent involvement, produce students who perform better than in otherwise identical programs that do not involve parents as thoroughly, or that do not involve them at all.

Parent participation is integral to the success of the School and will be solicited for the development of school goals and objectives. In addition to the role parents play in governance, all parents sign a commitment agreeing to volunteer a minimum of twenty (20) hours per school year. When two or more children from the same family are enrolled, parents are asked to commit to volunteering a total of thirty (30) hours per school year. As mentioned above, opportunities are individualized to meet the needs, demands, and capabilities of individual student/family as it pertains to required volunteer hours.

Parental involvement is also fostered through access to information and communication provided by the School's Student Information System. Parents receive real-time updates on their child's status and are able to engage in two-way communication with school administrators and teachers.

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

The Educational Model places a primary focus on reading as well as increasing learning opportunities for all students in accordance with the prescribed purposes of a charter school found within F.S.1002.33(2)(b)(c). The Schools desire is to teach children to understand what they read, through systematic, direct instruction of the Next Generation Sunshine State Standards

which are aligned to the five (5) components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In order to make reading a “primary focus,” all objectives from Florida’s Reading Program Specifications will be implemented at the School:

Specification 1: Professional Development

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

Specification 2: Administrative Practices in Support of Reading

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

Specification 3: High Quality Reading Instruction is a Dynamic System

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

Specification 4: Reading Text Materials and Resources

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

Charter Schools USA continually reviews research from the Florida Center for Reading Research and Just Read Florida! in order to formulate a research-based reading curriculum. Our school implements a 90 minute reading block in kindergarten through 5th grades, with differentiation for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact of a full instructional block. There is another 45-minute period used for language arts, which includes spelling, writing, and further vocabulary development. In middle school, students who need remediation (determined by FCAT scores of a 1 or 2 and FCAT success probability based on Florida Assessments for Instruction in Reading) receive an intensive reading class in addition to their scheduled Language Arts class.

Low performing students will also be identified through the use of diagnostic tools, such as numeracy assessments for mathematics. Students who score below grade level will be given extra support to reach grade level Next Generation Sunshine State Standards within the classroom, such as small group setting and differentiated instruction, as well as outside of the classroom.

Additional Help

Homework and class-work help is offered during specific office hours throughout the week to assist students in need of extra practice. Teachers make themselves available during a time that is

outside of the instructional block. This additional contact with the student is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process.

Tutoring

When learning gains are not progressing at an agreed upon rate for all stakeholders, there are additional resources available. For students that require additional intervention, tutoring will also be available at the School. These sessions are derived from our operating budget and are applied to those students requiring extra intervention to bring them up to grade level expectations.

Teachers use a set curriculum in small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data.

Classroom teachers remain in continual contact with all stakeholders by updating the Personalized Learning Plans, using data derived from FAIR ongoing progress monitoring, Student Information System Narrative Report Cards, and Charter Schools USA Benchmark testing results.

Involving parents and students, and engaging them in a collaborative manner, is critical to successful implementation. Initiating and strengthening collaboration between school, home, and communities, provides the basis for support and reinforcement of students' learning. The plan for assisting remedial students accounts for continued collaboration between all stakeholders, as well as continuous monitoring of progress throughout the learning process.

◆ Encourage the use of innovative learning methods.

The School will deliver educational best practices to the students with the framework of the Educational Model, which is innovative in its approach to data analysis for individual student learning. In addition, the School will have several unique and innovative academic components that will complement the comprehensive data-driven instructional delivery of the Guaranteed and Viable Curriculum Educational Model, to foster the development of well rounded student-citizens and provide experiential learning opportunities. These components include: research-based instructional strategies (the Guaranteed and Viable Curriculum); technology support for data-driven instruction and individual student goal setting; Personalized Learning Plans; and an integrated character educational model.

➤ *Charter Schools USA's Educational Model*

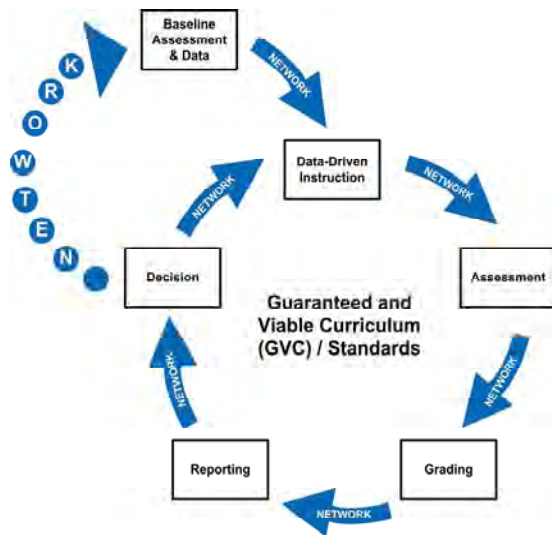
Charter Schools USA Guaranteed & Viable Curriculum

The School will adopt Charter Schools USA's Guaranteed and Viable Curriculum, as aligned with the Next Generation Sunshine State Standards, as the framework for what is taught at each grade-level. A month-by-month scope and sequence within each Charter Schools USA Curriculum Map was created for all subjects aligned to the Next Generation Sunshine State Standards. To ensure student achievement, Charter Schools USA's Guaranteed and Viable Curriculum assures the following:

- The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers
- The amount of essential content that has been identified can be addressed in the instructional time available to teachers

- The essential content is organized and sequenced in a way that students have ample opportunity to learn it
- Minimized interruptions and the proactive scheduling of non-instructional activities during the school day protects the instructional time available to teachers

The Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the Education Team and school administration monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.



Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses, to effectively target instruction, and to set school-level, classroom-level, and individual student-level goals.

Component 2: Data Driven Instruction

Charter Schools USA's Education Team along with school leaders, analyze baseline data from The School's Student Information System, and then provide targeted professional development to support teachers' knowledge base of the best instructional strategies to employ, that best meet the needs of each student. Teachers then have the

information needed to effectively adjust instructional focus, and employ regrouping and other differentiation strategies, to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support, through collaboration within the Network around meeting the needs of each student, the School ensures a culture of continuous improvement and increased student achievement.

Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth, and will be used to continue to identify instructional priorities. Assessments measure instructional effectiveness and student achievement, and are an integral part of the Educational Model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Further, timely and specific feedback, based upon formative assessments of student performance on grade level standards is given to establish individualized goals for all students (Marzano, 2003).

Component 4: Grading

Grading of formative assessments is done through the Teacher eGrade Book on the Charter Schools USA's Student Information System graded at the most specific level of the state standards to facilitate data collection. As the data is collected, it is displayed within the Teacher

eGrade Book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

Component 5: Reporting

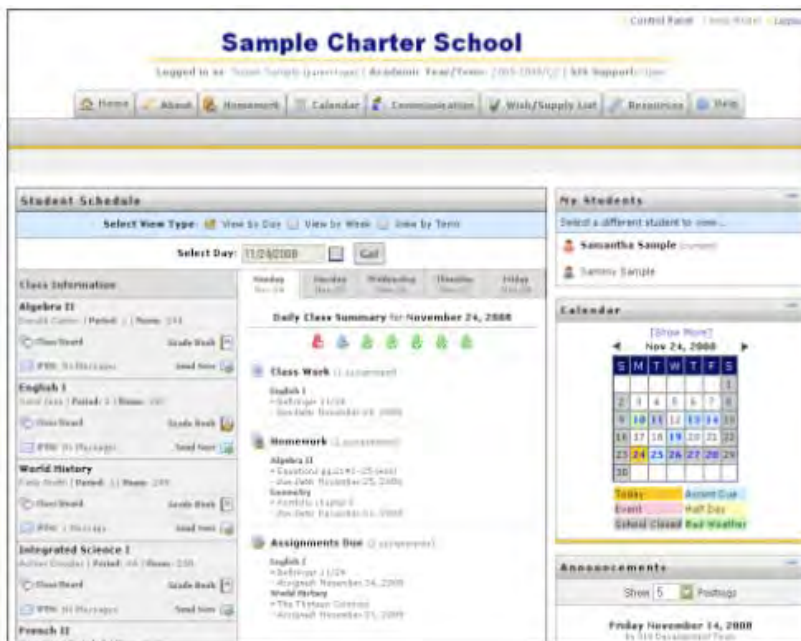
Reporting in Student Information System offers each school the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online web access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of benchmarks more efficient. It will also provide students, parents, teachers and administrators, information to make decisions about differentiating instruction for each student.

Component 6: Decision

The process of data-driven instruction, assessment, grading and reporting of a particular standard is now complete. Teachers and administrators, based on the data, will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction.

➤ *CSUSA Student Information System*

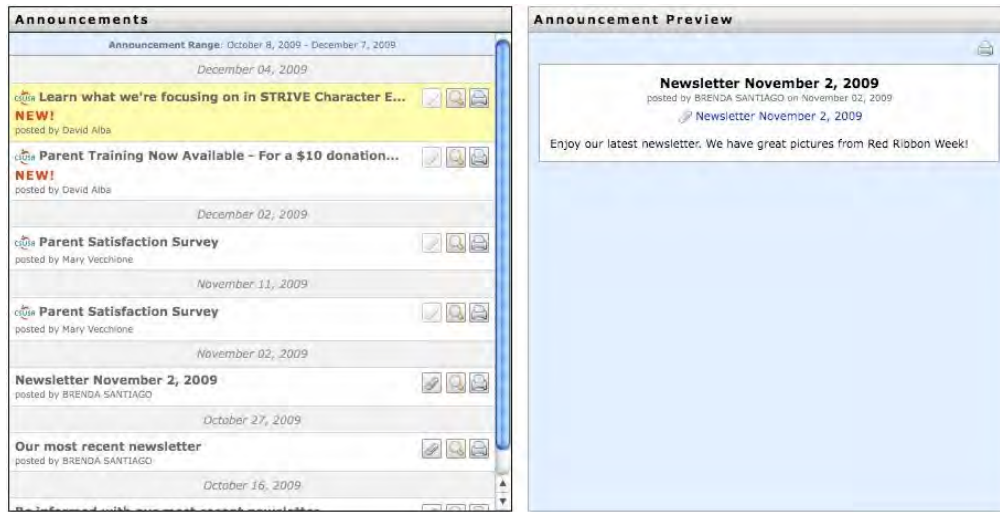
The Educational Model is supported by the use of the Student Information System which offers each school, teacher, and the Education Team the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online real-time web access to student data. Student achievement data will be included in each student's file and will make year to year evaluation and tracking of benchmarks more efficient. It also provides students, parents, teachers, and administrator's information to make decisions about differentiating instruction for each student.



Student Information System for Parents & Students

Parents of students who attend the School use the Student Information System to login any time day or night, entering a confidential user name and password and gain real-time access to various pieces of information regarding their children and events happening at the school. Also, the system includes a student message board. The home page contains student's schedules by class including what students learned in class each day as well as homework and long term assignments which helps parents keep the family organized.

Announcements from the School Principal can be viewed and teachers can be emailed directly. Parents login to check messages, assignments, and grades.



Goal Setting

Teachers use the system to retrieve data analysis for each student and class to begin the goal setting process for their classroom as well as individual students for the creation of Personalized Learning Plans that are re-visited throughout the year. The information obtained from this report along with the Curriculum Map provides teachers with tools to begin mapping the success of their students.

Grade	Words & Phrases	Main Idea/Purp.	Comp.	Ref/Res	% Correct	% Proficient
3	77% ▲	70% ▲	77% ▲	56% ▲	73% ▲	80% ▲
4	71% ▬	60% ▬	58% ▬	75% ▲	63% ▲	72% ▲
5	66% ▲	61% ▬	66% ▲	56% ▲	64% ▲	65% ▲
6	62% ▼	75% ▲	63% ▲	56% ▲	69% ▲	76% ▲
7	71% ▲	76% ▲	72% ▲	56% ▲	73% ▲	79% ▲
8	62% ▼	62% ▼	60% ▲	75% ▲	63% ▬	51% ▲
9						
10						
11						
12						

-	Not Entered	1	2	3	4	5	Unavailable	+		
▼-20%+	▼-10%	-19%	▼-1%	-9%	▬±0	▲+1%	-9%	▲+10%	-19%	▲+20%+

Lesson Planning

The Student Information System guides teachers in creating lessons based on proven best practices. The lesson plan template suggests research based instructional strategies to use in the classroom, and provides learning strategies for students based on the content segment being taught. Teachers also input homework for students based on the lesson that automatically populates to the teachers E-grade book and into the parent information screen. If a lesson has an assessment attached to it, it will also populate to teachers E- grade book for later use. Because teachers can share lessons with other teachers, teachers have a library of lessons to choose from.

Instructional Research

Teachers can monitor student's academic progress throughout the quarter. Using the standards-based grade book, as well as benchmark testing, allows teachers to reflect on standards assessment given and to individualize student needs, by looking at the benchmark mastery report to see where students are, and the benchmark comparison report to get a more in-depth understanding of how each student mastered the standards from benchmark to benchmark. It also provides percentages of mastery based on each standard being assessed helping teachers use data to drive instruction.

➤ ***Personalized Learning Plans***

The Personalized Learning Plan will be used by each student to enable them to continuously keep track of their progress empowering them to reach high expectations that they set for themselves. These expectations are set with the input of teachers, parents, and students so that the students are encouraged to stretch their learning to reach achievable learning gains. Baseline achievement levels are incorporated into each student's Personalized Learning Plan as a starting point, and then, based on areas of mastery and deficiency students' Personalized Learning Plans are modified. Goals are set for each student, skill areas are identified, and student grouping based upon academic needs is adjusted. Each student's Personalized Learning Plans is the foundation from which to measure student learning outcomes.

➤ ***Integrated Character Education***

Students must be taught how to be productive citizens, and the best way to teach them is to demonstrate how to be productive members of a community while achieving academic goals. Therefore, the school will implement an integrated character education program as an innovative program that integrates a focus on academic rigor, good citizenship, and opportunities for real-world experiences.

The School will integrate the character education program into the academic courses through teaching character alongside academic content. The School will work with teachers and provide the necessary tools for teachers to be able to:

- Identify character curriculum components available to embed within each lesson,
- Access online media to supplement classroom instruction
- Access reading resources and writing prompts
- Access ideas on how to stimulate discussion and include inspirational stories

The goal of the integrated character education program is to instill strong character and citizenship within each student. Appendix B contains sample programs that may be used as the foundation for the School's integrated character program.

◆ **Require the measurement of learning outcomes.**

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses, to effectively target instruction, and to set school-level, classroom-level and individual student-level goals. Teachers begin the school year by assessing the last year's data and Charter Schools USA Benchmark #1 to target and differentiate instruction, and to help students focus their learning, as they work to master specific skills and content in the Next Generation Sunshine Standards. Benchmarks as well as FAIR data, and numeracy assessments will provide administrators and teachers with data for the measurement of learning outcomes for each individual student. Throughout the year school administrators meet with teachers in Data Summits to measure learning outcomes of each student by reviewing Benchmarks #2 and #3 to further drive instruction. Benchmark #4 is used to assess students' learning throughout the year, and to drive instruction the last four weeks of school by focusing on student academic gaps that must be mastered according to the Guaranteed and Viable Curriculum.

Progress monitoring for additional learning opportunities will be measured using resources aligned to the program in use, for example Accelerated Reader Reports, Words Their Way spelling assessments, and Elements of Vocabulary assessments. Programs for Comprehensive Intervention that meet the state's rigorous guidelines for scientifically-based interventions will be measured according to the program guidelines (i.e. Soar to Success Oral Reading Checks and Retelling Rubrics). Overall success of the extended learning program will be measured through impact on student's FCAT success probability in FAIR and Charter Schools USA Benchmark score.

The School will also utilize a Narrative Report Card (NRC). The NRC gives parents, administrators and teachers a comprehensive overview of a student's current skill level and a measure of the student's progress toward attaining mastery of the Next Generation Sunshine State Standards. The NRC identifies and evaluates a student's mastery of specific grade level skills as they align with the Next Generation Sunshine State Standards. By aligning state specific standards with each content area, teachers, parents, and students can identify the specific areas a student has mastered as well as those areas in which a student needs improvement and support.

Additionally, the School will analyze students' FCAT scores (for grades 3-5) and results from diagnostic assessments (for grades K-2) to determine whether or not a child gains a year's worth of learning. Students demonstrate a year's worth of learning on the FCAT in one of three ways:

1. Improve achievement levels from 1-2, 2-3, 3-4, or 4-5;
2. Maintain within the relatively high levels of 3, 4, or 5; or
3. Demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the FCAT

This academic data is also reviewed during the creation of a strategic plan, i.e., school improvement plan. The strategic plan includes goals in core-content areas, school operations, and parent satisfaction. Academic goals include students within "Adequate Yearly Progress" subgroups meeting the requirements of No Child Left Behind, in regard to academic performance and test participation. This data will also be used when seeking SACS accreditation.

The tentative date for the Charter Schools USA district readiness visit is 7/2010 and the SACS visit is 12/2010. It is the intent of Charter Schools USA, to work to meet the SACS standards.

◆ **Describe how the charter school will fulfill, if applicable, the Optional Purposes of charter schools found in section 1002.33(2)(c), F.S.**

- Create innovative measurement tools.

The ESP has designed innovative reporting tools via a proprietary Student Information System, including the Teacher eGrade Book, and the Narrative Report Card. These innovative measurement tools assist the School Staff in analyzing student assessment data and in monitoring student progress to ensure academic improvement. Described below, these tools also assist the School in monitoring progress towards meeting and exceeding the school-wide goals and objectives outlined earlier.

Student Information System

The ESP will assist the School in the tracking of individual student data through the Student Information System. Student Information System offers each school the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online Web access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of mastery of the Next Generation Sunshine State Standards more efficient. It will also provide students, parents, teachers and administrators information to make decisions about differentiating instruction for each student.

Teacher eGrade Book™

The Teacher eGrade Book was created to assist teachers in creating and recording daily assignments that are aligned to the Guaranteed and Viable Curriculum and the Next Generation Sunshine State Standards. Since all courses taught have the Next Generation Sunshine State Standards in the grade books, each assignment, each formative and summative assessment given, is directly aligned to the Next Generation Sunshine State Standards and the data is accessible to all relevant stakeholders via the Student Information System. Access to Student Information System allows for real-time monitoring of student performance on the Next Generation Sunshine State Standards, and administrators, parents, teachers and students can track and compare rates of academic progress made by the students throughout the year. When an assignment is created for a specific subject, the teacher assigns points to the most specific element of the Next Generation Sunshine State Standards covered in that particular lesson. When the assignment is completed by the students, the grades are then logged into the Teacher eGrade Book by the teacher, creating a running record of the level of mastery each student has achieved on the related standards and benchmarks. Grades are automatically calculated and various individual and class reports can be generated. This tool has created an invaluable way for teachers to effectively evaluate individual student's mastery of state prescribed skills and content areas, as well as improve the overall effectiveness of classroom instruction in each subject.

The Teacher eGrade Book is an integral reporting tool that empowers parents to monitor and participate in the student's academic progress and improvement, as well as empowers students to monitor and take responsibility for their own learning. The Teacher eGrade Book also enables the School Principal to monitor coverage of the Guaranteed and Viable Curriculum and State

standards by each teacher, subject, or grade level and then verify the effectiveness of teacher lesson plans.

North Broward Academy of Excellence

Logged in as: Melissa Austin | Academic Year/Term: 2008-2009/Q3 | SIS Support: 0 Open

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North Broward Academy of Excellence » (SIS) Student Information System » Reading Grade 3

Q2 Reading Reading Grade 3 Select New Area Go! Please hit 'Go' in order to load new area.

All Assignments: 10/27/08 Wolf Island, 10/31/08 Two days in May comp, 11/03/08 reading and Language arts, 11/07/08 chinkeroo's comprehension & voc.

Standards: L.A.A.2.2.1 Update

*Hold 'CTRL' key and click to select multiple items.

GRADEBOOK BY GRADE LEVEL EXPECTATION AND ASSIGNMENT
 Teacher: MELISSA AUSTIN Course: Reading Grade 3 Period: Reading

Grade Level Expectations			L.A.A.2.2.1.1							
Assignment Start Date			10/27	11/07	11/14	11/24	12/05	12/12	01/06	
Attending Students	Progress	Avg	Cumulative Scores							
SAMPLE, SAMMY	141/186	76%	3/5 60%	5/5 100%	12/20 60%	4/5 80%	8/10 80%	8/10 80%		Omit
STUDENT 2	152/186	82%	2/5 40%	2/5 40%	10/20 50%	2/5 40%	10/10 100%	2/10 20%		Omit
STUDENT 3	101/206	49%	Omit	Omit	Omit	Omit	Omit	Omit		35/80 44%
STUDENT 4	143/186	77%	5/5 100%	5/5 100%	15/20 75%	2/5 40%	7/10 70%	8/10 80%		Omit
STUDENT 5	123/161	76%	1/5 20%	Omit	6/20 30%	1/5 20%	5/10 50%	5/10 50%		Omit
STUDENT 6	132/186	71%	3/5 60%	5/5 100%	13/20 65%	2/5 40%	10/10 100%	5/10 50%		Omit
STUDENT 7	141/186	76%	5/5 100%	5/5 100%	14/20 70%	2/5 40%	8/10 80%	7/10 70%		Omit
STUDENT 8	140/176	80%	5/5 100%	2/5 40%	18/20 90%	5/5 100%	10/10 100%	9/10 90%		Omit
STUDENT 9	106/171	62%	2/5 40%	2/5 40%	4/20 20%	2/5 40%	4/10 40%	7/10 70%		Omit
STUDENT 10	188/186	85%	5/5 100%	5/5 100%	20/20 100%	5/5 100%	10/10 100%	9/10 90%		Omit
LAWRENCE, PARKER J	151/186	81%	5/5 100%	5/5 100%	12/20 60%	5/5 100%	7/10 70%	7/10 70%		Omit
MCNAIR, JARRED L	105/186	56%	2/5 40%	2/5 40%	3/20 15%	1/5 20%	9/10 90%	1/10 10%		Omit
MYRIE, SHEYANNE S	161/186	87%	5/5 100%	5/5 100%	15/20 75%	4/5 80%	8/10 80%	9/10 90%		Omit

Narrative Report Card™

The Narrative Report Card is a school reporting tool used to identify and evaluate the educational strengths and needs of students, making sure "no child is left behind." It provides students, parents, and teachers detailed academic information about the various objectives and skills the student has or has not mastered. This tool helps parents, teachers, and administrators make informed decisions regarding a student’s academic performance.

The Narrative Report Card, as a part of the overall academic process, is used to provide more detailed and targeted feedback to parents and students regarding the student’s progress. The Narrative Report Card provides a higher level of comprehensive student assessment than traditional report cards, by aligning a student’s evaluation with state standards and the Guaranteed and Viable Curriculum for each specific grade level. This format allows parents to see that their student is not only “passing” in a specific subject or earning a specific letter grade, but also has attained specific skills within a learning standard throughout the year. Appendix B contains a sample of the Narrative Report Card.

The Narrative Report Card allows teachers and administrators to sort student performance data and curriculum objectives in a variety of ways:

- By student: teachers or administrators can generate a report of all the academic goals and objectives a student has or has not mastered
- By subject: teachers or administrators can generate a report of all the academic goals and objectives students have or have not mastered by individual subject
- By classroom: teachers or administrators can generate a report of all the academic goals and objectives students have or have not mastered by classroom
- By grade level: teachers or administrators can generate a report of all the academic goals and objectives students have or have not mastered by grade level

At the beginning of each academic year with input and/or support from the ESP, the School's leadership team, teachers, and parents, the School will analyze the previous year's Florida Comprehensive Assessment Test data and create desired school-wide goals for the upcoming year. Once these goals are established, they are shared and agreed to by all stakeholders. The stakeholders hold the School accountable to these goals as the accountability standard to which each student, parent, teacher, administrator and ESP contributes. Progress towards the accountability standards are monitored and reviewed on an ongoing basis throughout the year in the classroom, at faculty meetings, teacher in-service and board meetings. In this way, all stakeholders have ownership in the educational outcomes of the School.

Through the collection of data on each student and the inclusion of parents in the overall academic endeavor of their child, we believe that each student will recognize their individual potential and strive to meet and exceed the academic goals they have participated in setting for themselves. Although testing and evaluation may be stressful for some students, testing is a normal and expected way of assessing what students have learned. The purpose of collecting individual student data is to provide independent insight into each child's progress, as well as that of each school. The analysis of this data is what drives classroom instruction and student progress, otherwise known as data-driven instruction. This is how the School makes sure every student is achieving academic growth and that no child is left behind.

The evaluation of individual student data is vital to the success of the student. It is through analysis and evaluation of data that administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve substantial learning gains. All curricular decisions should be made by analyzing student data.

The process of data-driven instruction, assessment, grading and reporting of a particular objective as illustrated by the Educational Model graphic, is now complete. The Educational Model is designed to give teachers and administrators a process for monitoring student progress. Various formative and summative assessments and Student Information System, provide the information and tools needed to make key instructional decisions based on the data. Teachers' ongoing decision to, either move on to a new objective and begin with a baseline assessment, or revisit the same objective through data-driven instruction, ensures a culture of continuous and improved achievement for students.

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

While the School prefers to see traditional public schools as partners in improving public education, the School's curriculum approach and learning tools are innovative and the academic success that is derived from these may serve as a model for other schools to emulate. The success may help stimulate educational improvement. The School believes that our ability to move all students to higher levels of performance and proficiency provides a climate for rigorous competition within the District. The Educational Model is an innovative learning approach that can serve as a model for high academic achievement for traditional public schools. The Student Information System is an example of differentiated student assessment and data analysis required under the *No Child Left Behind* Act. The Narrative Report Card coupled with active parental involvement as demonstrated in online parent communication/monitoring, a capability of Charter Schools USA, and required volunteer hours serve as examples of effective ways to build community support within a school. The School will also work with the District to continue to refine and utilize Best Practices that promote high academic achievement.

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

The School recognizes that each school's learning environment is unique and must be supported in its quest for increased student achievement. The Educational Model is a framework for continuous improvement, with its foundation in the 35 years of research of Robert J. Marzano that focuses on school goals to increase student achievement. Every school administrator and faculty member will be trained in Marzano's research and Charter Schools USA's Educational Model. They will be trained in data collection systems to provide continuous assessment toward school goals. Student and school performance data is collected regularly throughout the year. The data is used by school administrators and faculty members to monitor progress in achieving the School's goals. Administrators and faculty evaluate, create, and revise instructional goals based on the instructional calendar and progress made.

At the end of the school year, administrators and faculty complete a survey to provide input on the current learning programs in place and the professional development provided throughout the year. In addition, there is a professional development needs assessment that administrators and staff complete at both the beginning and end of the school year. These results are analyzed and used along with student performance data to facilitate the school improvement process. The professional development schedule is created upon completion of data and needs assessment analysis. If analyzing different sources of student and teacher data throughout the year presents a need for additional professional development, the schedule is revised to include in-service to meet those training needs.

The National Reading Panel (2000) concluded that a quality professional development program increases teacher effectiveness and therefore, student achievement. The ESP provides or accesses professional development for school leadership, teachers, and paraprofessionals on a continuous basis. Professional development will be delivered through the Florida DOE, the Florida Center for Reading Research (FCRR), *Just Read, Florida!*, foundations, the District, textbook and publishing companies, and the ESP. Efforts will be made to partner or work with colleges and

universities for professional development opportunities, teacher internships, and/or educational research.

2. Target Population and Student Body

◆ **Describe the anticipated target population to be served.**

The School will serve a maximum of 1,504 students age 5 (by September 1st) to 14 in grades K through 8. 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, gender, ethnicity, national or ethnic origin, or disability in the admission of students. The School’s population shall consist of the following:

- Pursuant to F.S. 1002.33(10)(a), the School shall be open to any age/grade appropriate student residing within the School District. In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act, and the Americans with Disabilities Act, all students regardless of disability will have equal access to the School. In accordance with state law, all necessary accommodations that do not impose an “undue hardship” will be made by the School to include students with disabilities.
- Pursuant to F.S. 1002.33(10)(f), students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have equitable opportunity of being selected for enrollment.
- Pursuant to F.S. 1002.33(10)(g), students may withdraw from the School at any time and enroll in another public school in accordance with district policy.
- Pursuant to F.S. 1002.33(10)(b), the School will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted.

◆ **Provide for each year of the charter you are seeking, 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.**

The table below provides the projected student enrollment for each year of the Charter.

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	180	180	180	180	180
1st Grade	138	184	184	184	184
2nd Grade	115	161	184	184	184
3rd Grade	92	138	184	184	184
4th Grade	69	115	161	161	161
5th Grade	69	92	138	161	161
6th Grade	150	150	150	150	150
7th Grade	100	150	150	150	150
8th Grade	0	150	150	150	150
Total	913	1320	1481	1504	1504

3. Educational Program Design

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

The School will follow the District’s annual calendar, including the number of days. The School’s course offerings will reflect FLDOE course coding and the School’s instructional day will accommodate a minimum of 300 minutes. See Appendix C for sample school calendar and daily schedule.

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

Because all models should be tested, tried and evaluated, the Educational Model is implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The Educational Model was developed based on the 35 years of research of Robert J. Marzano, as a structure that drives administrators and teachers to better understand, be able to explain, and make predictions about the elements needed for each student to master the Next Generation Sunshine State Standards. Educational best practices, technology, communication and documentation tools are revised and created to support the implementation of the model so that teachers have the support necessary to meet the needs of each student.

The Charter Schools USA Educational Model’s six steps as outlined in Section 1 above (baseline assessment, data-driven instruction, assessment, grading, reporting and decision) were designed to provide the process for improving student learning for academic achievement. The steps are used to promote teachers reflection upon the work of each of their students individually, and resulting with the implementation of strategies and supplementation to help each student. The Educational Model is supported by Mel Levine’s works that demonstrate that treating every student the same, is equivalent to treating them unequally. The Educational Model is used to sustain a constant cycle of tracking progress for mastery of standards, so that students are able to find success in their own methods of learning. Also, students are empowered through the creation of each student’s own Personalized Learning Plan.

The review of data, through the use of the Educational Model, also guides the School’s learning plan, by identifying the professional developmental needs of teachers through data, including student data and administrator observational data. Through the cycle of revisions to the Guaranteed and Viable Curriculum based on the needs of the students recognized through data and observation, the alignment of professional development to the needs of teachers, and the revision of functionality within Student Information System, the Educational Model is the foundation that drives continuous improvement within each school.

Supporting Tools of the Educational Model

Data Summit: Throughout the year, as part of professional development, a member of the leadership team will lead a Data Summit to ensure that teachers have a clear understanding of the

importance of data review, and to instruct on how to pin-point what is needed in each classroom including recognizing skills that each individual student needs to master. These meetings include school-wide goal setting and classroom goal setting. The teacher then uses the analyzed data, and meets with students to set individual student goals.

Goal-Setting & Personalized Learning Plans: Goal setting is viewed as a catalyst for the cohesion of the school as a team working toward the same goals. After Data Summits, teachers meet with students to set personal goals. These goals are academic-driven and allow students to track their own progress giving them a sense of success. Goal setting is also used after formative assessments as a means to track improvement on academic standards.

Included within goal- setting is the development of a Personalized Learning Plan for each student. The Personalized Learning Plan is designed to track an individual student's strengths and weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The Plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. The Personalized Learning Plan identifies the student's strengths and weaknesses, and lists goals for improvement.

The following information is considered when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment
- The results of any achievement testing and classroom assessments
- Non-assessed student work and project-based learning
- Student information about what they like to learn and parent information about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents and the student

A measure of each student's rate of academic gains will be determined at the end of the year, and a comparison of learning gains made throughout the year.

Guaranteed and Viable Curriculum Workshop:

Based on the work of Jay McTighe, within Understanding by Design, teachers work to develop unit lessons. The units contain learning outcomes that are measured by Standards Assessments that culminate each learning unit. These are then tracked within Student Information System in the Narrative Report Card. As a culminating event for each school year, teachers meet to review their notes taken throughout the year on implementation of the Guaranteed and Viable Curriculum, along with the data by grade level and subject area, and also to finalize any changes they may have to the curriculum which will ensure that the needs of each student are being met.

Classroom Technology: To aid teachers in delivering instruction to students, 21st century technology components will be used. Teachers and students will have technology integrated in the classroom through a variety of modalities such as:

- Laptop Computers
- Audio Stations
 - Computers
 - Headphones
- Interactive White Boards
- Interactive Tablets
- Learner Response Devices
- Document Camera

- Microphones
- Ipods

As stated by Marzano, in his work, “Teaching with Interactive White Boards,” using learner response devices, graphics and other visuals to represent information, and using applications that allow teachers to present information in an unusual context, have a statistically significant relationship with student achievement. In particular, the use of interactive white boards in the classroom has been shown to have a 16 percentile point gain in student achievement (Marzano, 2009). The use of interactive white boards not only prepares students with 21st technology skills, but also increases students’ achievement.

Teachers will be trained to infuse technology into student learning to reach academic achievement for each student. The goal of technology usage within a classroom is to take it out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. See Appendix L for the School’s Technology Plan.

Student Information System

Functionality within the system continues to evolve and grow throughout the life of the School. Currently, the Student Information System contains some of the following functionality that supports the Educational Model:

- Completely web-based functionality
- Standards-based & Content-based lesson planning tool capturing lesson planning for multiple-teacher use
- Shared curriculum
- Shared assessments reporting
- Message boards
- Private parent to teacher messaging
- School-wide messaging
- Attendance
- Assignment information updated live to parents & students
- Standards-based Grading
- Enrollment
- Easy to use Help System for students, parents, teachers and administrators

Student Information System functionality is consistently reviewed and improved through input of teachers, parents and administrators gathered by the Help Ticket System and the Teacher Development Team. As discussed within Section 1 above, these tools also assist the School in monitoring progress towards meeting and exceeding the school-wide goals and objectives.

Innovative Learning Methods

The research-based instructional strategies listed below, are in conjunction with the implementation of the research of Robert J. Marzano in The Art and Science of Teaching, as well as the research of Jay McTighe in Understanding by Design. These strategies can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and what instructional strategies they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the strategies provides students a unique opportunity for their

learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

According to Marzano (2003), there are many research based instructional strategies that can be implemented in the classroom that have shown to positively impact student learning. The innovative learning methods listed are applicable to K-12 education. The implementation of each strategy is associated to specific behaviors to be exhibited by teachers appropriate to the grade level and course. Each behavior is adaptable, and guides teachers as to the most appropriate use of research-based instructional strategies to meet the needs of students at each grade level. Teachers at the School will utilize these strategies within their classroom during the school year. The School Principal will monitor planning and instruction to ensure implementation of the appropriate instructional strategies. The School will provide professional development, data analysis, and feedback based upon school visits, to support effective classroom instruction at the School. The School will be supported through professional development to be able to successfully apply the innovative learning methods listed, including:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework for practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advanced organizers

Professional development, specific to the grade level, is provided to help teachers create and implement an instructional framework that guides them as to the most appropriate use of the research-based instructional strategies and innovative learning methods.

Categories of Instructional Strategies That Affect Student Achievement

Category	Specific Learning Methods
Identifying similarities and differences	<ul style="list-style-type: none"> • Assigning in-class and homework tasks that involve comparison and classification • Assigning in-class and homework tasks that involve metaphors and analogies
Summarizing and note taking	<ul style="list-style-type: none"> • Asking students to generate verbal summaries • Asking students to generate written summaries • Asking students to take notes • Asking students to revise their notes, correcting errors and adding information
Reinforcing effort and providing recognition	<ul style="list-style-type: none"> • Recognizing and celebrating progress toward learning goals throughout a unit • Recognizing and reinforcing the importance of effort • Recognizing and celebrating progress toward learning goals at the end of a unit

Category	Specific Learning Methods
Homework and practice	<ul style="list-style-type: none"> • Providing specific feedback on all assigned homework • Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction
Nonlinguistic representations	<ul style="list-style-type: none"> • Asking students to generate mental images representing content • Asking students to draw pictures or pictographs representing content • Asking students to construct graphic organizers representing content • Asking students to act out content • Asking students to make physical models of content • Asking students to make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models
Cooperative learning	<ul style="list-style-type: none"> • Organizing students in cooperative groups when appropriate • Organizing students in ability groups when appropriate
Setting objectives and providing feedback	<ul style="list-style-type: none"> • Setting specific learning goals at the beginning of a unit • Asking students to set their own learning goals at the beginning of a unit • Providing feedback on learning goals throughout the unit • Asking students to keep track of their progress on learning goals • Providing summative feedback at the end of a unit • Asking students to assess themselves at the end of a unit
Generating and testing hypotheses	<ul style="list-style-type: none"> • Engaging students in projects that involve generating and testing hypotheses through problem solving tasks • Engaging students in projects that involve generating and testing hypotheses through decision-making tasks • Engaging students in projects that involve generating and testing hypotheses through investigation tasks, experimental inquiry tasks, system analysis tasks, and invention tasks
Questions, cues and advance organizers	<ul style="list-style-type: none"> • Prior to presenting new content, asking questions that help students recall what they might already know about the content • Prior to presenting new content, providing students with direct links with what they have studied previously • Prior to presenting new content, providing ways for students to organize or think about the content

Teachers will employ four planning questions that frame the nine instructional strategies, and provide a guide for effective classroom curriculum design:

- What will students learn?
- Which strategies will provide evidence of student learning?
- Which strategies will help students acquire and integrate learning?
- Which strategies will help students practice, review, and apply learning?

Having teachers reflect on classroom practices, procedures and what instructional strategies they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. The four planning questions help guide the teacher in making good decisions about when it is appropriate to use certain strategies.

The table below illustrates this alignment:

The Four Planning Questions and Corresponding Instructional Strategies	
Planning Questions	Instructional Strategies
What will students learn?	<ul style="list-style-type: none"> • Setting objectives
Which strategies will provide evidence of student learning?	<ul style="list-style-type: none"> • Providing feedback • Providing recognition
Which strategies will help students acquire and integrate learning?	<ul style="list-style-type: none"> • Cues, questions, and advance organizers • Nonlinguistic representation • Summarizing and note taking • Cooperative learning • Reinforcing effort
Which strategies will help students practice, review, and apply learning?	<ul style="list-style-type: none"> • Identifying similarities and differences • Homework and practice • Generating and testing hypothesis

The effective and systematic use of the nine research-based instructional strategies in correlation with the research of Jay McTighe, provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

Professional development follows the state of Florida’s protocol for professional development. Teachers attend summer professional development sessions provided by the ESP and designed with a focus on understanding and identifying a guaranteed and viable curriculum, aligning instruction with the Next Generation Sunshine State Standards, data-driven instructional planning, and the use of effective assessment feedback. These sessions, combined with the needs assessment and student data analysis are the basis for professional development throughout the year. Throughout the school year, the Education Team provides training sessions called Curriculum Cadres on research-based instructional methods, legislative updates that impact their teaching, and data-driven instruction.

New teachers participate in an annual New Teacher Induction as well as sessions through the school year. These sessions include orientation to and training for *What Works in Schools*, the Student Information System, Child Abuse Recognition Training, and Code of Ethics for Professional Educators in the state of Florida, and Classroom Management. Throughout the year, new teachers have a network of support through our Teacher Learning Communities. A master teacher leads the Teacher Learning Communities at each school. The new teachers meet at least once a month with this master teacher to receive support and training as well as have the opportunity to share best practices. In addition, both the Teacher Learning Communities master

teacher and new teachers receive support from the Education Team through quarterly training sessions, and monthly web-based video training sessions.

During the school year, staff training needs and opportunities are identified according to analysis of student performance data, classroom observations, and teacher requests. The School will design or select professional development programs based on the School's needs with input from administrators, staff, and the community. Below is a sampling of professional development:

- Charter Schools USA Educational Model
- Student Information Systems
- Understanding by Design
- Collection and Interpretation of Student Performance and Achievement Data
- Alignment of Curriculum, Instruction, and Assessments to the Next Generation Sunshine State Standards
- Theory of Multiple Intelligences
- Assessment and Evaluation
- What Great Teachers Do Differently: 14 Things that Matter Most
- Units of Study: An Interdisciplinary Approach (cross curriculum)
- True Colors
- Classroom Instruction that Works: 9 High-Yield Strategies
- Standards-Driven Instruction
- Safe and Civil Schools
- CHAMPs: A Proactive and Positive Approach to Classroom Management (CHAMP stands for: Conversation, Help, Activity, Movement, Participation)
- Centers in the Classroom
- Technology in the Classroom
- Response to Intervention
- English for Speakers of Other Languages Regulations and Procedures
- Exceptional Student Education Regulations and Procedures
- Research-Based Innovative Learning Methods
- Positive Behavior Support Models

Professional Development provided by Subject Area or Content

Including, but not limited to the following:

- Writing Workshops
 - ✓ Four Square Writing
 - ✓ Six Traits of Effective Writing
 - ✓ Writing in the Content Area
- Math Workshops
 - ✓ Creating Effective Standards-Based Math Lessons
 - ✓ Targeting Multiple Intelligences in Math
 - ✓ Using Manipulatives in Math
- Reading Workshops
 - ✓ Creating Effective Standards-Based Reading Lessons
 - ✓ Reading in the Content Areas
- Science Workshops
 - ✓ Classroom Instruction That Works: Focus on Science

✓ Taming and Scoring FCAT Science

In order to comply with educator certification requirements as well, all of our Professional Development opportunities are aligned with the Florida's Educator Accomplished Practices.

Professional Development will be held at least twice and up to four times per month in addition to the New Teacher Induction training as well as the Teacher Learning Community trainings for new teachers. The professional development selections will be based upon the needs of the teachers as demonstrated by the administrator walk-thrus, site visit data, benchmark data, and standards assessments. Training will also be held to broaden the teachers' knowledge and understanding regarding Exceptional Student Education, Response to Intervention, ESOL, and Behavior Management training.

Monitoring & Evaluation

School Site Visit Observation: The School will participate in the ESP's School Site Visit Observation Process which occurs, at a minimum, twice a school year. The School Site Visit Observation is a one-day, in depth process, in which members, of the Charter Schools USA network support each school by observing teachers and providing feedback on instruction. The purpose of the School Site Visit Observation Process is to support schools, with the implementation and monitoring of high-yield instructional strategies that support student engagement.

The School Site Visit Observation process is a two-fold process. The first part is a preparedness piece that is completed prior to the school site visit by the leadership team. Included in the preparedness section are the areas of classroom curriculum design, classroom management and student motivation. Classroom curriculum design examines the teachers sequencing and pacing of content along with the experiences students have with that content. Classroom management examines the teacher's action in establishing and enforcing rules and procedures, carrying out discipline actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management. The actual environment of the classroom is also considered; this is the place where a student can feel safe and nurtured. The last piece of the preparedness section focuses on student motivation, or what "drives" student behavior. Scoring for the preparedness section is based on evidence displayed in the classroom or in the evidence binder kept by the teacher.

The second part of the School Site Visit Process is the school study piece. In addition to classroom management and student motivation, instructional strategies are examined. The observer, a member of the Charter Schools USA network, who completed the training session, takes part in the lesson for 30-45 minutes to examine how the teacher is integrating Educational Best Practices within his/her lesson to promote student learning.

After visiting all classrooms, the Team reflects on their day based upon the data collected. The data, recommendations and commendations are compiled into a presentation and delivered to staff to provide constructive feedback. This includes a one-on-one discussion with each teacher to provide them support within their professional development.

Based on the recommendations and commendations, the leadership team refines its professional development focus for the school year.

Classroom Walk-thru:

Although the Site Visit form is a more detailed document, the Principals have clearly articulated their dedication to teacher support by their initiation of the “Walk Thru Challenge”. This challenge clearly articulates that the Principals have determined that each teacher will be visited by an administrative team member each week. The walk thru form will be used as a non-evaluative way to communicate areas of strength of the teacher as well as possible opportunities for growth.

Teacher Performance Evaluation:

The Teacher Performance Evaluation supports the monitoring of the Educational Model, by evaluating the use of evidence-based research strategies that the teacher has been exposed to through Professional Development and provided feedback on through the network during the Site Visit process from a mentor teacher. Also the leadership team visits each classroom at least once time a week to provide supportive feedback to teachers. All new teachers receive a “practice” teacher performance evaluation in the fall to prepare them for the spring teacher performance evaluation.

School-Wide Academic Monitoring: After each site visit and each benchmark test, the Education Team meets with the School Leadership Team to discuss strengths and opportunities for growth for the school, as well as each grade level and each subject area. Based on these discussions and the data collected, the Education Team makes recommendations such as professional development training, individualized professional development, opportunities, targeted mentoring, and increased observations.

Professional Development: Professional development is provided weekly through the school leadership team, mentor teachers or the Charter Schools USA Education Team. Professional development plans are submitted to the ESP for review prior to the beginning of the school year and reviewed after each benchmark and site visit. Professional development plans have a weekly focus determined by school needs, student programs, or recent assessments such as benchmark or state testing scores. Training will also be held to broaden the teachers’ knowledge and understanding regarding Exceptional Student Education, Response to Intervention, ESOL, and Behavior Management training.

◆ **Describe the research base for the educational program and/or curriculum approach.**

The School will use the research of Robert J. Marzano (2003) on effective schooling, in conjunction with Jay McTighe’s work on curriculum development, as the basis for the educational program. The educational program provides curriculum design and implementation aligned with ongoing assessment of student achievement. Marzano provides a framework for creating schools that positively effect student achievement. He has categorized 35 years of effective schools research into three general factors that influence student academic achievement: (1) school – level factors, (2) teacher – level factors, and (3) student – level factors. This research provides remarkably clear guidance as to the steps schools can take to be highly effective in enhancing student achievement.

The following information is intended to address the School Level factors of Guaranteed and Viable Curriculum, Challenging Goals and Effective Feedback. This information outlines a framework of how the ESP will assist the School in implementing the effective schools research for increased student achievement.

Guaranteed and Viable Curriculum (School Level Factor, Marzano, 2003)

The first school-level factor is a “guaranteed and viable curriculum.” A guaranteed and viable curriculum is primarily a combination of the factors “opportunity to learn” and “time.” Both have strong correlations with academic achievement. The concept of Opportunity to Learn is a simple but powerful one---if students do not have the opportunity to learn the content expected of them, there is little chance that they will. Opportunity to Learn addresses the extent to which the curriculum in a school is “guaranteed.” This means that there must be clear guidance to teachers regarding the content to be addressed in specific courses and at specific grade levels. It also means that individual teachers do not have the option to disregard or replace assigned content (Marzano, 2003). The concept of time is also simple.

The content that teachers are expected to address must be adequately covered in the instructional time teachers have available. The Next Generation Sunshine State Standards are the core of the instruction, and represent what the state holds all public schools in Florida accountable for teaching. The Next Generation Sunshine State Standards have further been defined to include specific benchmarks of student achievement for all middle school students. Charter Schools USA developed a proprietary month-by-month scope and sequence within each Charter Schools USA Curriculum Map for all subjects, for each quarter, aligned to the Next Generation Sunshine State Standards, which helps guide teachers toward meeting and exceeding the Next Generation Sunshine State Standards in the instructional time teachers have available. This ensures that the curriculum is both *guaranteed* and *viable*.

The School recognizes the need for providing a rigorous curriculum and challenging academic environment in which students, parents, teachers, and administrators have solid and reliable data in order to continuously evaluate the academic performance of students.

The Next Generation Sunshine State Standards represent what the state holds all public schools in Florida accountable for teaching. In order to meet and exceed the Next Generation Sunshine State Standards in a standards-based curriculum, it is imperative that the textbooks and materials that would be best suited for the educational needs of the students are taken into consideration.

The Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. Charter Schools USA’s curriculum uses a spiral approach to curriculum design, which means that a skill is introduced, practiced, applied, and ultimately mastered at a specific grade level. A spiral curriculum recognizes the need for a skill to be introduced again at a higher level of learning and mastery.

The School also recognizes that a balanced academic program emphasizes interdisciplinary study, reading, and writing across the curriculum, critical thinking skills, cooperative learning projects, and infusion of technology throughout the curriculum. The goal of the standards-based

curriculum is to provide a rigorous and high academic standard while supporting creativity in the delivery of the standards.

The Guaranteed and Viable Curriculum provides a solid academic foundation that ensures that no child is left behind. Again, the framework ensures that a year's worth of knowledge and skills is covered and reflected in each student's portfolio.

Challenging Goals and Effective Feedback (School Level Factor, Marzano, 2003)

According to Marzano (2003), the second school-level factor is "challenging goals and effective feedback." This factor is a combination of effective monitoring, and pressure to achieve.

Challenging goals is defined as high expectations and pressure to achieve. Monitoring refers to feedback and tracking the extent to which goals are met. Mark Lipsey and David Wilson (1993) examined hundreds of studies and found that, on average, the act of setting academic goals or defining clear learning goals translated into higher student achievement. The reported impact of setting goals on student achievement ranges from a low of 18 percentile points to a high of a 41-percentile points increase. Also, research shows that setting academic goals for an entire school has a powerful, coalescing effect on teachers and administrators: "Goals themselves lead not only to success but also to the effectiveness and cohesion of a team."

Based on the above Marzano research, the School will develop a school goal plan that will identify specific academic goals to be met during the year. Student achievement data will be collected throughout the year to provide school administrators the opportunity to evaluate classroom instruction and make sure the school goal plan will be achieved.

How do we know if goals are being met if effective feedback is not in place? Again, the results of several research studies show that academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where it is not. John Hattie (1992) reviewed about 8,000 studies and found that "The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback.' However, feedback has two very specific characteristics. One, it must be timely. Timely feedback provided throughout a learning experience is referred to as "formative" assessment as opposed to "summative" assessment that occurs at the end of a learning experience. Two, effective feedback must be specific to the content being learned (Bangert-Drowns, 1991). For example, teachers are expected to reinforce specific strengths in a content area as well as address specific areas of need. George Madaus and colleagues found that tests that are not specifically designed to assess a particular school's curriculum frequently underestimate the true learning of student (1980).

Through the collection of data on each individual student and the inclusion of parents in the overall academic endeavor of their child, we believe that each student will recognize their individual potential and strive to meet and exceed the academic goals they have participated in setting for themselves. Although testing and evaluation may be stressful for some students, testing is a normal and expected way of assessing what students have learned. Testing accommodations for ELL and ESE students will be implemented and adhered to as required by the State. The purpose of collecting individual student data is to provide an independent insight into each child's progress, as well as that of each school. This information is essential in order to continually analyze, evaluate, and refine what is being taught in every classroom. The analysis of this data is what drives classroom instruction and student progress, otherwise known as data-

driven instruction. This is how each school makes sure every student is achieving academic growth and that no child is left behind.

The evaluation of individual student data is vital to the success of the student. It is through analysis and evaluation of data that administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve substantial learning gains. All curricular decisions should be made by analyzing student data.

The following is a comprehensive list of what student assessment data the School will collect and the identified reason for collection. This list supports the research of Marzano (2003) by providing teachers, students, and parents content specific information about each student's academic progress. The analysis of the data and the feedback to the student and parent are defined under each assessment listed.

Benchmarking

The School will use benchmarks that are simulated FCAT-like exams that are meant to provide administrators, teachers and students information on individual student achievement based on a specific set of criteria – the Next Generation Sunshine State Standards. Utilizing research on feedback, these exams should be openly discussed with students in order for them to understand what they have successfully mastered, and what they need to continue to improve on.

Benchmarking is administered as a pre and post-test, and again periodically prior to the FCAT, providing teachers with an updated evaluation of student learning. The Charter Schools USA Education Team will assist the School in compiling this student assessment data, by individual student, by individual skill, by class and by grade level. This will give the school administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

An important objective of the Charter Schools USA Education Team is to assist the School in the tracking of individual student data through the Student Information System. The Student Information System offers each school the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online web access to student data. Student achievement data will be included in each student's file, and will make year-to-year evaluation and tracking of benchmarks more efficient. It will also provide students, parents, teachers, and administrators with information to make decisions about differentiating instruction for each student.

Standards Assessments

Standards assessments are formative assessments that are designed to evaluate whether a student has or has not mastered a specific standard at the lowest level that was taught. Charter Schools USA provides each grade level with standards assessments that are aligned to the Guaranteed and Viable Curriculum. Each standards assessment measures the academic performance of each student on a particular standard (at the lowest level), that has been introduced and practiced multiple times. The standards assessments were created to provide teachers with reliable information on the academic progress of each student. This approach addresses the research of Marzano (2003), Bangert-Drowns (1991), and Madaus (1980), by providing timely and content-specific feedback that relates directly to the Guaranteed and Viable Curriculum and classroom instruction. Again, parents have the ability to track their child's progress through the Student Information System at any time via internet capability, and/or printed copy from the teacher.

Florida Comprehensive Assessment Test (FCAT)

The Florida Comprehensive Assessment Test (FCAT) is the foundation of the statewide assessment and accountability program. The FCAT program includes grades 3-10 assessments in reading and mathematics, grades 5, 8, and 11 assessments in science, and grades 4, 8, and 10 assessments in writing. Student achievement data is used to report educational status and annual progress for individual students, schools, districts, and the state. The FCAT measures student performance on selected benchmarks in reading, writing, science, and mathematics, as defined by the Next Generation Sunshine State Standards. The Standards articulate challenging content that Florida students are expected to know and master. The administration of the FCAT is “summative” in nature. The results are distributed to the school and the parents and are the basis for the Florida A+ Plan.

Narrative Report Card

The Narrative Report Card (NRC) was created so that parents, teachers, students, and administrators would be able to analyze and evaluate academic data on which to make informed decisions about instruction. See Appendix B to view a sample NRC.

When a teacher uses the eGrade Book, a Narrative Report Card is automatically created and can be printed at any time during the year. It provides detailed academic information whether a student has or has not mastered a specific performance standard. This quick analysis saves teachers time that they can then use to focus on individual student performance and effective classroom instruction and intervention.

The Narrative Report Card reflects specific skills that correlate with the Guaranteed and Viable Curriculum and will be provided to parents once per quarter. It will display an overall grade in a particular subject as well as areas in that specific subject that have been identified as needing improvement. This individual student data will assist teachers in differentiating instruction for each student in their class.

Progress Monitoring Plan

The Progress Monitoring Plan (PMP) was designed to provide students, parents, teachers, and administrators with specific academic intervention information on 3rd – 8th grade students who performed below level 3 on the FCAT and students working below grade level in grades K-8. The PMP lists student areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science. Each student meeting the criteria above must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area. See Appendix B to view a sample PMP.

The ESP will provide the School teachers and administrators student data that identifies the lowest 25% in their school from the Charter Schools USA Benchmark data, and individual student FCAT scores. The lowest 25% in reading is generated in order to assist teachers in targeting students who need remedial instruction. This is not meant to identify the lowest 25% in the school grade calculation but is meant to identify students who need academic support. Because the Charter Schools USA Benchmark Test is given within the first month of school, individual student strengths and weaknesses can be identified quickly and a Progress Monitoring Plan generated in order to make sure classroom instruction is geared toward meeting the needs of each student. This allows students, parents, teachers, and administrators to re-evaluate individual

student's academic achievement in a more time efficient manner. Recognizing areas of strengths and weaknesses in a timely manner is vital to ensure students have enough instructional time and practice to solidify their understanding before reassessment occurs. If a student should need multiple specialized plans, such as Progress Monitoring Plans for reading intervention, Individual English Language Learner Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

Diagnostic Assessment of Reading (DAR) (4-12): DAR is an assessment tool recommended to the School by Charter Schools USA's Education Team. DAR provides individual diagnostic information in essential areas of reading and language: word recognition, word analysis, oral reading, silent reading comprehension, spelling, and word meaning.

Action Steps

The ESP applies a series of action steps that utilize the *What Works in Schools* research synthesized by Marzano (2003) in order to design effective schools that will optimize the educational opportunities of all students. In support of the School implementing the ESP's Educational Model and using formative assessment according to Marzano's framework, the ESP provides the following services:

- Analyze student data
 - Create and articulate school wide goal(s) based on student data
 - Provide teachers a "Guaranteed and Viable Curriculum"
 - Provide professional development on implementing the "Guaranteed and Viable Curriculum"
 - Baseline assessment using FCAT Benchmarking
 - Classroom Instruction
 - Classroom Assessment
 - Analyze student data and academic progress
 - Discuss results with teachers and students
 - Monitor progress toward school goal
 - ¹Classroom Instruction
 - ¹Classroom Assessment
 - ¹Analyze student data and academic progress
 - ¹Discuss results with teachers and students
 - ¹Monitor progress toward school goal
 - Analyze student data and academic progress for the year
- ¹*Process continually repeats*

Research Basis for Instructional, Operational and School Leadership

Professional development for the School Principal begins with the ESP's Summer Institute focusing on student achievement and the research-based twenty-one responsibilities of a school leader from *School Leadership That Works (2005)* by Robert J. Marzano, Timothy Waters, and Brian A. McNulty. These responsibilities are based on the analysis of 69 studies, conducted since 1970 and compiled by these authors. The responsibilities form the basis for our leadership-focused professional development.

In addition, the Summer Institute focuses on all facets of the leadership role, as described in the Florida Principal Leadership Standards at www.deltaschoolleaders.org/fpls.aspx. They are described below:

- **Florida Principal Leadership Standards**

Florida's school leaders must possess the abilities and skills necessary to perform their designated tasks in a high-performing manner. The school leader, commensurate with job requirements and delegated authority, shall demonstrate competence in the following standards:

- **Instructional Leadership**

High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills. They must manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization, and promote a safe, efficient, legal, and effective learning environment.

Leaders are also responsible for monitoring the success of all students in the learning environment, aligning the curriculum, instruction, and assessment processes to promote effective student performance, and using a variety of benchmarks, learning expectations and feedback measures to ensure accountability for all participants engaged in the educational process.

- **Operational Leadership**

High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement. Also, leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

- **School Leadership**

High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community. Therefore, high performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources. Also, high performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cross-cultural relationships in the classroom, the School and the local community. The professional learning opportunities we provide for leaders are constantly evaluated and updated to suit the needs of our learners.

◆ **Explain how the educational program aligns with the school’s mission.**

Vision: *All children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive citizens in the local and global societies and the 21st century workforce.*

Mission: *To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.*

The Educational Model is a framework for continuous improvement wherein the Guaranteed and Viable Curriculum, a research-based curriculum, is used to support and meet the needs of each student. The Educational Model is used to drive administrators and teachers to better understand, explain, and make predictions about the elements needed for each student to master the next Generation Sunshine State Standards. Educational best practices, technology, communication and documentation tools are revised and created to support the implementation of the model so that teachers have the support necessary to meet the needs of each student.

Supporting tools of the model include the Personalized Learning Plans that lead students to set personal goals, achieve goals, and therefore, create individual academic successes while maintaining academic rigor.

The Guaranteed and Viable Curriculum is founded on the work of Jay McTighe, Understanding by Design, and teachers work to develop unit lessons designed to gain student engagement. The units contain learning outcomes that are measured by Standards Assessments that culminate each learning unit. These are then tracked within the Student Information System in the Narrative Report Card. As a culminating event for each school year, teachers meet to review their notes on the implementation of the Guaranteed and Viable Curriculum taken throughout the year. They also take into account the data by grade level and subject area and, based on these elements, they finalize any changes they need to be made to the curriculum, to ensure that the needs of each student are being met.

It is through the articulation and communication of academic progress that all stakeholders (administrators, teachers, parents, and students) begin to understand the process for creating an academic environment that is rigorous yet focused on increased student achievement for all.

◆ **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 proposes to meet high standards of student achievement by aligning its curriculum with the Next Generation Sunshine State Standards and the educational requirements of the *No Child Left Behind* Act (“NCLB”). The School will follow the timeline for the implementation of the Next Generation Sunshine State Standards set by the Florida Department of Education. This combination of educational programs designed to meet high academic standards, coupled with a high degree of local parental choice, provides the standards, flexibility, and diversity envisaged by the Charter School Statute.

The Educational Model is implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The Educational Model was developed based on the 35 years of research of Robert J. Marzano, as a structure that drives administrators and teachers to better understand, be able to explain, and make predictions about the elements needed for each student to master the next Generation Sunshine State Standards. Educational best practices, technology, communication and documentation tools are created and revised, and created to support the implementation of the model so that teachers have the support necessary to meet the needs of each student. The Charter Schools USA Educational Model's six steps outlined within Question 1 (baseline assessment, data-driven instruction, assessment, grading, reporting and decision) were designed to provide the process for improving student learning for academic achievement. The steps help teachers reflect upon the work of each of their students individually, and then follow up with the implementation of strategies and supplementation to help each student. Meeting high standards at the School means that "every child can learn" given appropriate learning tools, measurable progress supported by consistent data, and a variety of teaching strategies that match a student's learning style.

◆ **Provide evidence that the existing design has been effective and successful in raising student achievement.**

Renaissance Charter School, Inc.'s (Renaissance) record of not only operating high quality charter schools but also in replicating and expanding them, is reflected in the success of its schools in closing historic achievement gaps and in significantly increasing student academic achievement for all students—including educationally disadvantaged, low-income, and minority students. The Renaissance schools' portfolio includes a National Blue Ribbon Award winner and the No. 1 elementary school in Miami-Dade County (up from No. 2 the previous year), two middle schools ranked No. 5 and No. 6 in their respective districts, and three schools earning "A's" for 4 to 7 years in a row. The Renaissance schools have had such outstanding historical performance that if rated as a district, Renaissance would have maintained the highest school grade rating of an "A" for the past 7 years. Renaissance's commitment to ensuring increased student achievement for all students is also reflected in the fact that 100% of Renaissance schools made adequate progress with the lowest 25th percentile in both reading and mathematics. In addition to 100% percent of schools earning an "A" or "B" rating in 2009, 5 of the 6 schools met at least 95% of AYP criteria even with increased rigor each year. Renaissance schools include Hollywood Academy of Arts and Science Elementary (HAASE), Hollywood Academy of Arts and Science Middle (HAASM), North Broward Academy of Excellence Elementary (NBAEE), North Broward Academy of Excellence Middle (NBAEM), Renaissance Elementary Charter School (RECS), Renaissance Middle Charter School (RMCS) and Renaissance Charter School of St. Lucie (RCSSL). Table 3 below shows the Renaissance portfolio of schools' performance over the past 3 years with additional school highlights.

On the following page the table summarizes the performance of all schools operated by the governing board for more than three years. Please note that at the time of printing, 2009-10 School Grade Reports were not available and therefore were not included within this application.

Renaissance Charter School Inc. Highlights

County	School	2007 Grade	2008 Grade	2009 Grade	2007 AYP Met	2008 AYP Met	2009 AYP Met	2007 AYP % Met	2008 AYP % Met	2009 AYP % Met	Highlights
Broward	Hollywood Academy of Arts & Science (Elementary)	A	A	A	Y	Y	N	100%	100%	97%	4th year in a row earning an A!
Broward	Hollywood Academy of Arts & Science (Middle)	A	A	A	*P	N	N	97%	97%	95%	Top 5 middle schools in Broward County. 4th year earning an A.
Broward	North Broward Academy of Excellence (Elementary)	A	B	B	Y	N	N	100%	97%	95%	Increased enrollment by 28%. 90% proficiency in Writing.
Broward	North Broward Academy of Excellence (Middle)	B	B	A	*P	N	N	95%	97%	85%	Doubled enrollment. 99% proficiency in Writing. Increased 25 points to move from a B to an A!
Miami-Dade	Renaissance Elementary Charter School	A	A	A	Y	Y	Y	100%	100%	100%	#1 elementary school in Miami-Dade County (up from #2)!
Miami-Dade	Renaissance Middle Charter School	B	A	A	Y	Y	Y	100%	100%	100%	#6 middle school in Miami-Dade County. 4th year in a row meeting AYP!

* (P) indicates provisional AYP. A provisional AYP is assigned if a school did not meet AYP, but received a school grade of A or B.

School-Wide Comparisons (School Grade)

School-wide data shown in Table 4 comparing Renaissance to other elementary and middle charter and non-charter public schools in the State shows that Renaissance ranks # 1 among all the comparison groups in the percentage of “A” schools, percentage of “A” or “B” schools, percentage of schools making adequate progress with the lowest 25th percentile in reading and mathematics and overall school grade points.

Table 4.

Renaissance Charter School, Inc. (RCS) Comparisons 2009 Florida School Grade Summary						
Criteria	Type	Charters	Non-charters	State	RCS	Rank
% of elementary (E) and middle (M) schools earning a school grade rating of "A" or "B"	E & M	75%	85%	85%	100%	1
	E	75%	87%	86%	100%	1
	M	77%	80%	79%	100%	1
% of elementary (E) and middle (M) schools earning a school grade rating of "A"	E & M	62%	72%	71%	83%	1
	E	64%	74%	74%	100%	1
	M	60%	64%	64%	67%	1
% of elementary (E) and middle (M) schools making adequate progress with the lowest 25% in Reading and Mathematics in the current year	E & M	80%	94%	93%	100%	1
	E	75%	93%	92%	100%	1
	M	89%	99%	98%	100%	1
Average Florida 2009 School Grade points for elementary (E) and middle (M) schools	E & M	546	559	558	600	1
	E	547	563	562	597	1
	M	546	545	545	602	1
Average 2009 Florida School Grades for elementary (E) and middle (M) schools	E & M	A	A	A	A	1
	E	A	A	A	A	1
	M	A	A	A	A	1

Similarly, when compared to elementary and middle schools serving students of similar demographics as identified by Renaissance's 77% minority and 57% free and reduced lunch rates (economically disadvantaged), Renaissance again outperforms all comparison groups in 100% of the criteria as shown in Table 5. Outscoring comparison groups with similar demographics by as much as 30% in school grade points, Renaissance schools continue to demonstrate success in significantly increasing student achievement and attainment for all students.

Table 5.

Renaissance Charter School, Inc. (RCS) vs. Schools with Similar Demographics* 2009 Florida School Grade Summary						
Criteria	Type	Charters	Non-charters	State	RCS	Rank
# of elementary (E) and middle (M) schools with similar demographics to RCS	E & M	11	124	135	6	n/a
	E	7	85	92	3	n/a
	M	3	51	54	3	n/a
% of elementary (E) and middle (M) schools earning a school grade rating of "A" or "B"	E & M	64%	90%	88%	100%	1
	E	71%	94%	92%	100%	1
	M	33%	84%	81%	100%	1
% of elementary (E) and middle (M) schools earning a school grade rating of "A"	E & M	45%	74%	72%	83%	1
	E	43%	79%	76%	100%	1
	M	33%	59%	57%	67%	1
% of elementary (E) and middle (M) schools making adequate progress with the lowest 25% in Reading and Mathematics	E & M	73%	98%	96%	100%	1
	E	71%	96%	95%	100%	1
	M	67%	100%	98%	100%	1
Average Florida 2009 School Grade points for elementary (E) and middle (M) schools	E & M	480	551	547	600	1
	E	498	558	554	597	1
	M	462	531	530	602	1
Average Florida 2009 School Grade for elementary (E) and middle (M) schools	E & M	C	A	A	A	1
	E	B	A	A	A	1
	M	C	A	A	A	1
*RCS's minority rate: E & M=77%; E=77%; M=76%. RCS free & reduced lunch (FRL) rate: E & M=57%; E=57%; M=61%. Comparison schools used met the range of $\pm 12\%$ points.						

School-Wide Comparisons (AYP)

2009 AYP data, comparing Renaissance to other elementary and middle charter and non-charter public schools in the State, shows that Renaissance has the highest percentage of schools meeting at least 95% of AYP criteria as shown in Table 6. Florida's rigorous standards of proficiency help to ensure that all students served by Renaissance charter schools experience increased academic achievement and attainment.

Table 6.

Renaissance Charter School, Inc. (RCS) Comparisons 2009 Adequate Yearly Progress (AYP) Summary						
Criteria	Type	Charters	Traditional	State	RCS	Rank
% elementary (E) and middle (M) schools meeting at least 95% of AYP criteria	E & M	71%	52%	54%	83%	1
	E	83%	62%	63%	100%	1
	M	54%	20%	24%	83%	1
% elementary (E) and middle (M) schools meeting at least 100% of AYP criteria	E & M	43%	28%	29%	33%	2
	E	48%	35%	35%	33%	4
	M	33%	7%	10%	33%	1

Even with Florida's rigorous standards of proficiency resulting in a low percentage of schools meeting AYP across the State, Renaissance still ranks No. 1 among the comparison groups of similar demographics in the percentage of all schools meeting at least 95% and 100% of the AYP criteria as shown in Table 7. Although Renaissance elementary schools are ranked 3rd in the percent of schools meeting 100% of AYP criteria, they are ranked No. 1, with 100%, in meeting at least 95% of criteria, 29 to 43 percentage points higher than the comparison groups.

Table 7.

Renaissance Charter School, Inc. (RCS) vs. Schools with Similar Demographics* 2009 Adequate Yearly Progress (AYP) Summary						
Criteria	Type	Charters	Traditional	State	RCS	Rank
# of elementary (E) and middle (M) schools with similar demographics to RCS	E & M	11	124	135	6	n/a
	E	7	85	92	3	n/a
	M	3	51	54	3	n/a
% elementary (E) and middle (M) schools meeting at least 95% of AYP criteria	E & M	55%	44%	44%	83%	1
	E	71%	61%	57%	100%	1
	M	0%	2%	2%	83%	1
% elementary (E) and middle (M) schools meeting at least 100% of AYP criteria	E & M	27%	29%	29%	33%	1
	E	29%	40%	39%	33%	3
	M	0%	2%	2%	33%	1

*RCS's minority rate: E & M=77%; E=77%; M=76%. RCS free & reduced lunch (FRL) rate: E & M=57%; E=57%; M=61%. Comparison schools used met the range of $\pm 12\%$ points.

Renaissance’s strong AYP performance despite increased rigor each year ensures increased academic achievement for its most educationally disadvantaged students.

Educationally Disadvantaged Students’ and Subgroup Performance

Educationally disadvantaged students represented in Renaissance schools include Black, Hispanic, Economically Disadvantaged and English Language Learners; additional subgroups represented, (as described in section 1111(b)(2)(C)(v)(II)), include White and Total students. Renaissance demonstrates outstanding performance with educationally disadvantaged students, increasing achievement at an average rate of 45% in reading and 36% in mathematics over the past 6 to 7 years, and maintaining 95% to 99% proficiency in writing in 2009. White students also show impressive rates of increased academic achievement at 21% in reading, 4% in mathematics to reach 87% proficiency, and 98% proficiency in writing. Total student performance shows rates of increase of 30% in reading, 15% in mathematics, and 98% proficiency in writing for 2009. Tables 8-10 show each subgroup’s percent proficiency for the past 7 years (where available) in reading, mathematics and writing, as well as the rate of increase (comparing the first year of data available to 2009). Renaissance continues to demonstrate success with educationally disadvantaged students, as seen in Table 9, a 63% rate of increase for Black students to move from 35% proficiency in mathematics to 57%, and in Table 8, a 79% rate of increase for economically disadvantaged students to move from 38% to 68% proficiency in reading.

Table 8.

Renaissance Charter School, Inc. (RCS)								
Reading % Proficient: Subgroups Represented								
Subgroup	2003	2004	2005	2006	2007	2008	2009	**Rate of Increase
Total	60%	74%	73%	77%	75%	78%	78%	30%
White	73%	89%	75%	79%	80%	79%	88%	21%
Black	*	52%	62%	66%	62%	70%	61%	17%
Hispanic	60%	74%	75%	81%	80%	80%	84%	40%
FRL	38%	55%	61%	66%	64%	70%	68%	79%
ELL	*	66%	65%	82%	78%	73%	95%	44%
* n/a: Data not applicable or available								
**Rate of Increase comparing 2009 to the first year of data available. Rate shown for entities with 5+ years of data.								

Table 9.

Renaissance Charter School, Inc. (RCS)								
Mathematics % Proficient: Subgroups Represented								
Subgroup	2003	2004	2005	2006	2007	2008	2009	**Rate of Increase
Total	66%	68%	65%	71%	71%	75%	76%	15%
White	84%	80%	69%	76%	75%	82%	87%	4%
Black	*	35%	50%	54%	57%	61%	57%	63%
Hispanic	66%	81%	71%	84%	80%	79%	85%	29%
FRL	56%	29%	50%	61%	61%	64%	64%	14%
ELL	*	68%	59%	84%	86%	88%	95%	40%
* n/a: Data not applicable or available								
**Rate of Increase comparing 2009 to the first year of data available. Rate shown for entities with 5+ years of data.								

Table 10.

Renaissance Charter School, Inc.								
Writing % Proficient: Subgroups Represented								
Subgroup	2003	2004	2005	2006	2007	2008	2009	**Rate of Increase
Total	98%	96%	94%	91%	98%	97%	98%	0%
White	*	*	*	94%	94%	99%	98%	*
Black	*	*	*	*	100%	*	95%	*
Hispanic	98%	93%	100%	90%	100%	98%	99%	1%
FRL	*	*	*	*	94%	*	97%	*
ELL	*	*	*	*	94%	*	97%	*
* n/a: Data not applicable or available								
**Rate of Increase comparing 2009 to the first year of data available. Rate shown for entities with 5+ years of data.								

(ii) Closing Historic Achievement Gaps

Renaissance's commitment to continuous improvement is reflected in the success of its schools in closing historic achievement gaps. Measured by reducing the % of students not proficient over time (6 to 7 year period), Renaissance closed historic achievement gaps among all subgroups at an average rate of 52% in reading, compared to 22% for the State; and 41% in mathematics, compared to 27% for the State. Renaissance's writing scores also remain above State performance with a range of 95% - 99% proficiency among all subgroups, compared to 86% - 95% for the State. Figures 2 and 3 show that Renaissance achieved positive results among all subgroups in closing achievement gaps in both reading and mathematics. Renaissance exceeds

the State in closing achievement gaps for 67% of subgroups in mathematics and for 100% of subgroups in reading.

Figure 2.

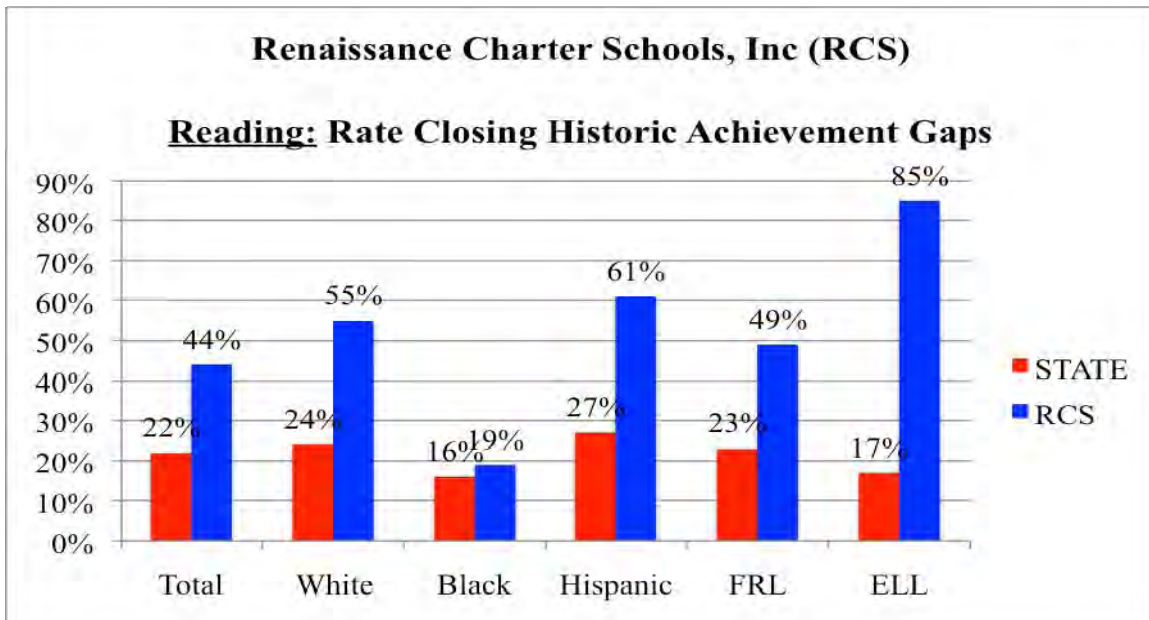
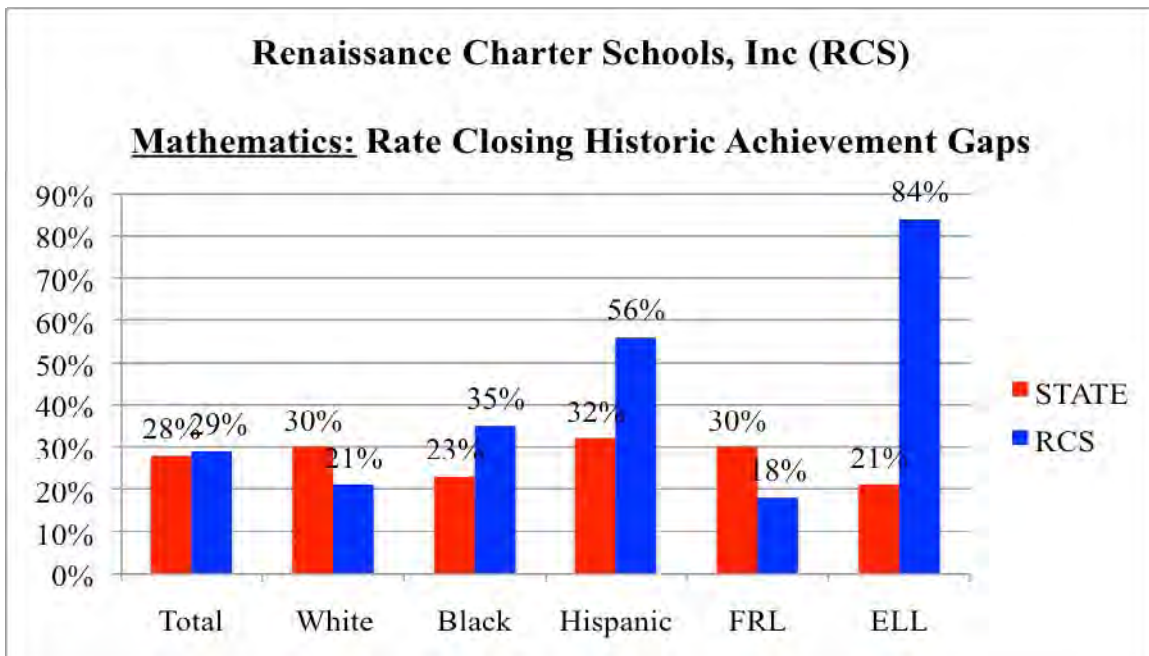


Figure 3.



(iii) Results with Low Income and Minority Students

Renaissance schools have achieved outstanding results with low-income and minority students that are significantly higher than the average academic achievement results for such students in the State. Hispanic and Black students, English Language Learners (ELL) and students who are economically disadvantaged—eligible for free or reduced lunch (FRL)—outperformed students in the State on average by 27 percentage points in reading, 19 percentage points in mathematics, and 7 percentage points in writing each year for the past 7 years.

Figures 4-6 show Hispanic students’ performance in reading, mathematics and writing in which Renaissance outperformed the State by an average rate of 56% in reading, 41% in mathematics and 8% in writing. Figures 7 and 8 show Black students’ performance in reading and mathematics in which Renaissance outperformed the State by an average rate of 61% in reading and 25% in mathematics. In fact, Renaissance and the State both started in 2004 at roughly the same percent proficient in mathematics of 35% and 34% respectively for Black students. However, Renaissance quickly outperformed the State each year after to reach 57% proficiency in 2009 compared to 49% for the State. Figures 9 and 10 show English Language Learners’ (ELL) performance in reading and mathematics in which Renaissance outperformed the State by an average rate of 115% in reading and 83% in mathematics.

Figures 10-11 show economically disadvantaged students’ performance in reading, mathematics and writing in which Renaissance outperformed the State by an average rate of 35% in reading and 15% in mathematics. Here, Renaissance again outpaces the State after both started at 38% proficiency in reading for economically disadvantaged students. By 2009, Renaissance achieved 68% proficiency compared to 52% for the State.

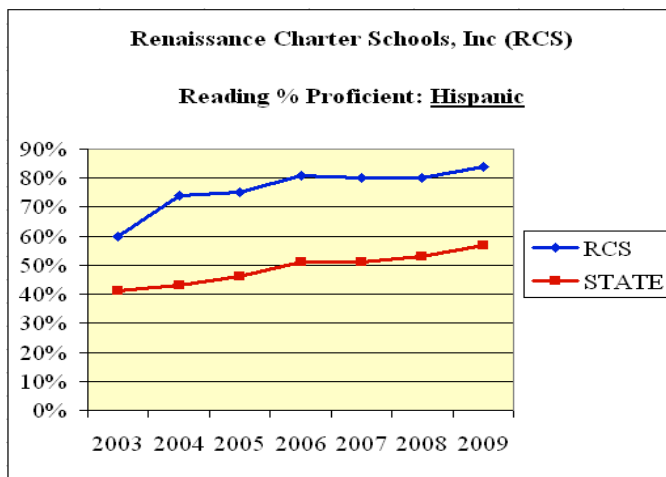


Figure 4.

Rate at which RCS exceeds the State:

56%

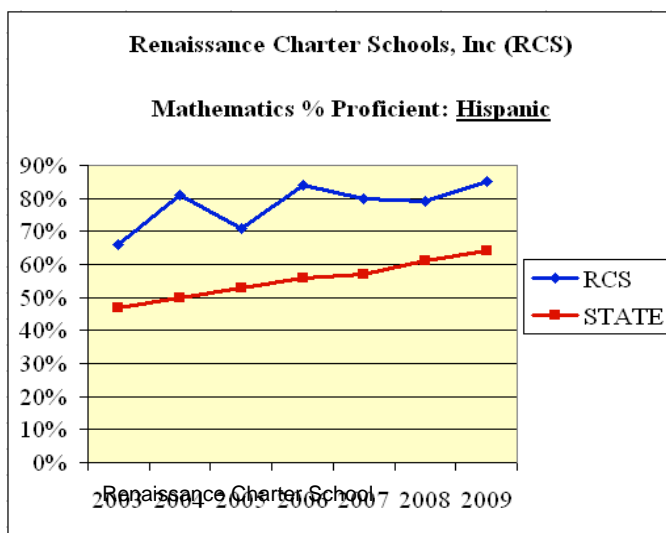
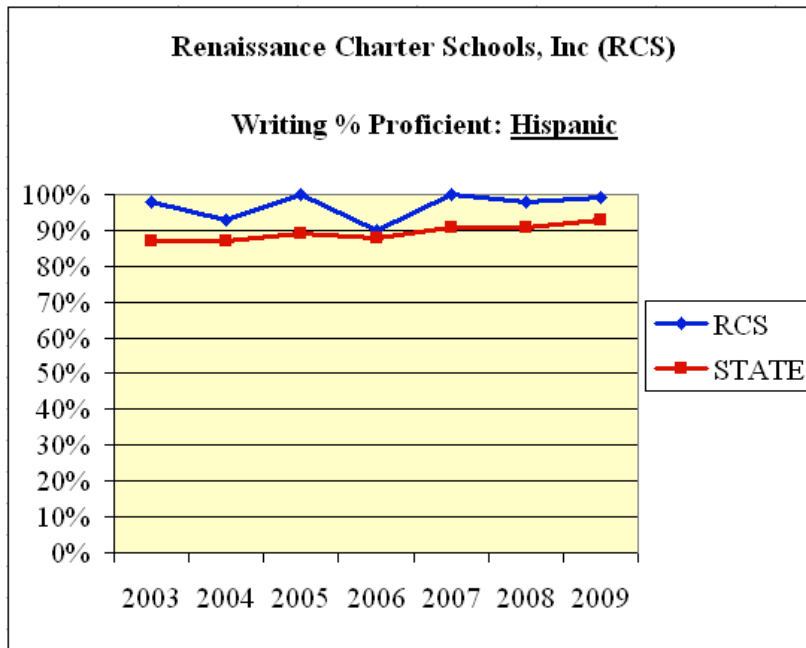


Figure 5.

Rate at which RCS exceeds the State:

41%

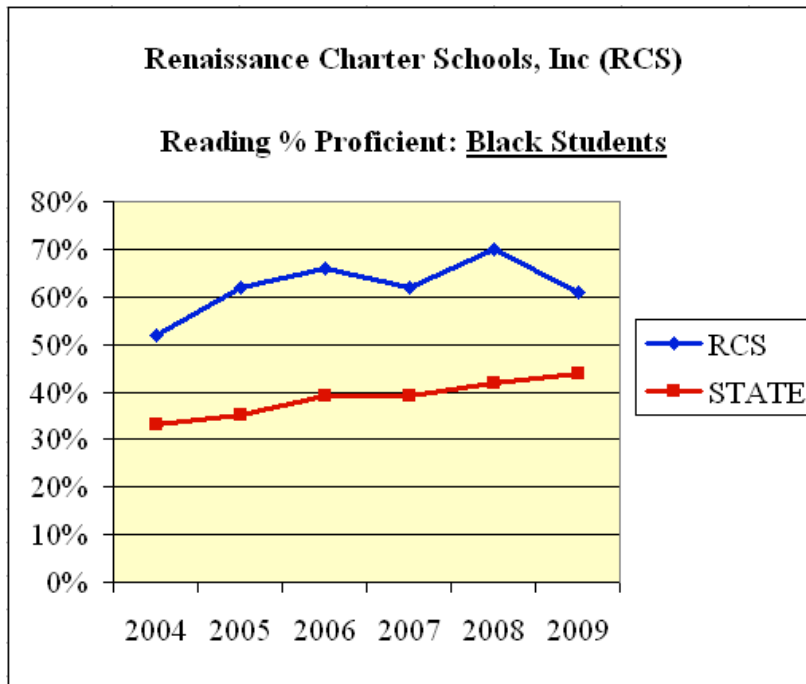
Figure 6.



Rate at which RCS exceeds the State:

8%

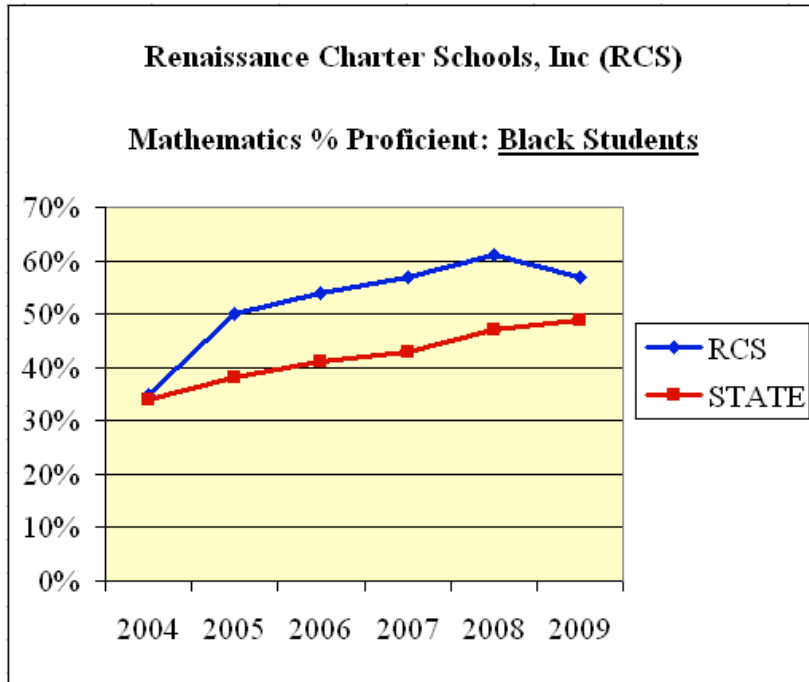
Figure 7.



Rate at which RCS exceeds the State:

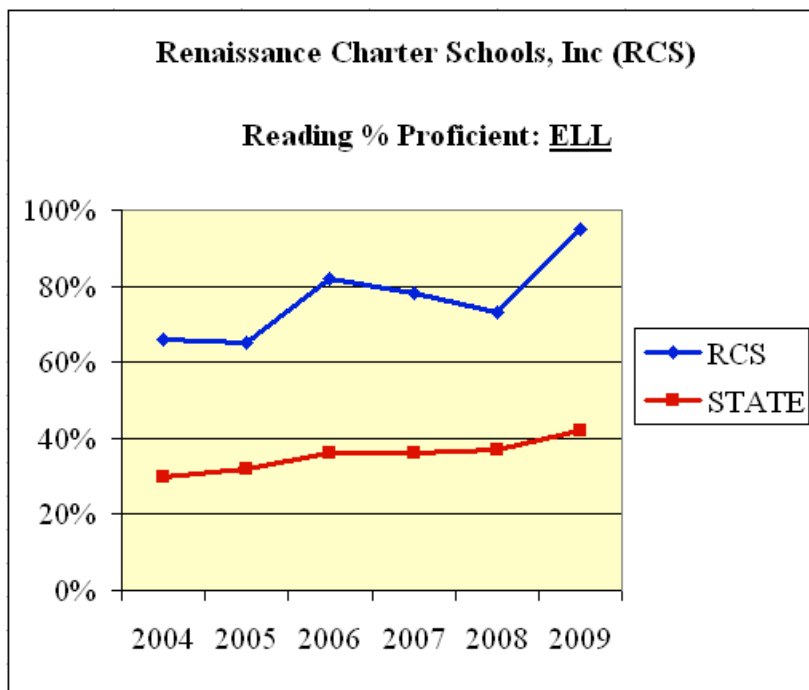
61%

Figure 8.



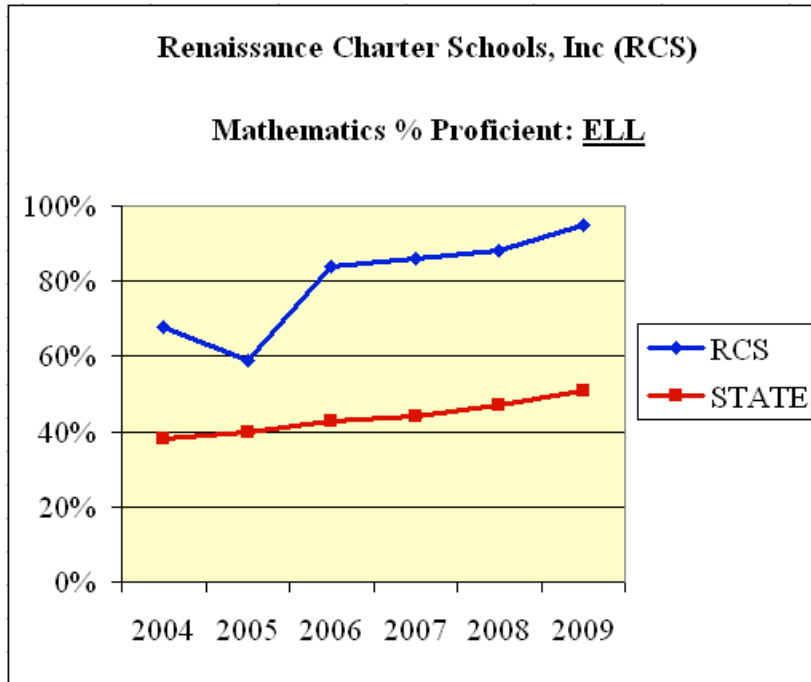
Rate at which RCS exceeds the State:
25%

Figure 9.



Rate at which RCS exceeds the State:
115%

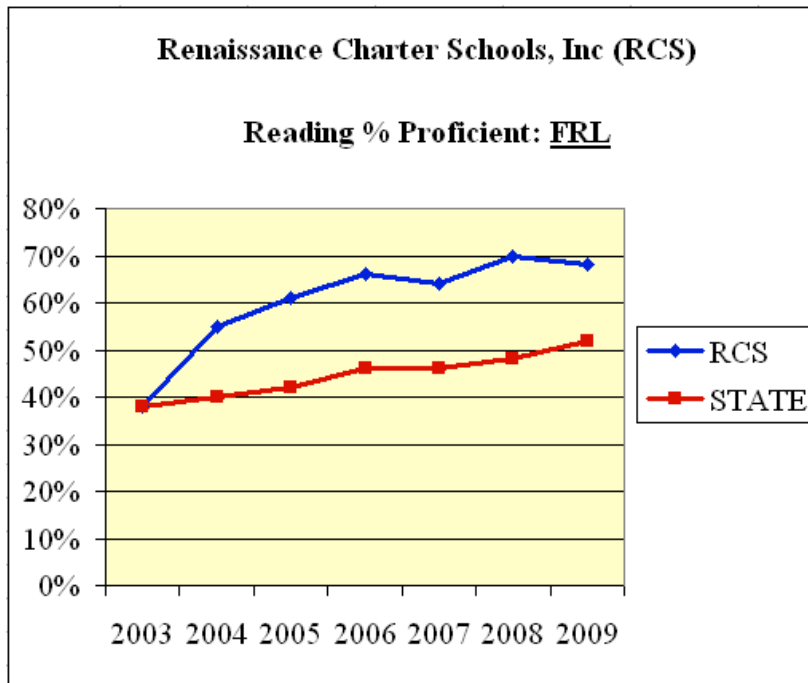
Figure 10.



Rate at which RCS exceeds the State:

83%

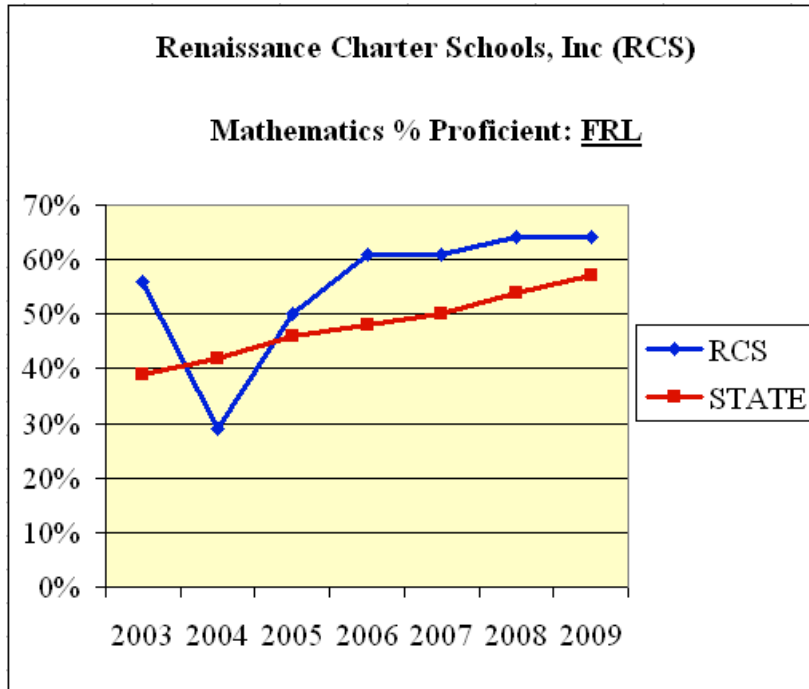
Figure 11.



Rate at which RCS exceeds the State:

35%

Figure 12.



Rate at which RCS exceeds the State:

15%

Conclusion

Renaissance Charter School, Inc.’s demonstrated success in significantly increasing student academic achievement and attainment for all students—particularly educationally disadvantaged, low income, and minority students. This is a direct reflection of the high quality charter schools it operates, and further stresses the need to replicate and expand its proven Educational Model and practices. It is important to note that throughout Renaissance’s outstanding performance over the past 7 years, the population of its educationally disadvantaged students grew by an average rate of 53% each year, with Black and Economically Disadvantaged students topping the list at 82% and 83%. Substantial increases or decreases in enrollment can have a profound impact on students’ and schools’ academic performance. Renaissance, however, continues to show success with bringing all students—educationally disadvantaged, low income, and minority students—to proficiency at a faster rate than the State as shown in Figures 4-12, despite substantial increases in enrollment.

◆ **Describe the applicant’s capacity to replicate an existing school design.**

The Governing Board will be effective at replicating these existing school designs primarily due to our long standing partnership with the ESP. Charter Schools USA has a well developed Educational Model and extensive experience implementing this model in new schools. With direct oversight from the Governing Board, Charter Schools USA’s corporate staff, as well as key leaders from existing schools throughout the entire network, will be deployed to implement and monitor the school design. All of the tools and techniques in use at existing schools will be leveraged for use in the new school.

4. Curriculum Plan

- ◆ **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. For schools that will serve high school students, the proposed curriculum must describe the major areas of interest as required by section 1003.428, F.S.**

The Guaranteed and Viable Curriculum (GVC) is designed to meet the Next Generation Sunshine State Standards through the process outlined in Understanding by Design, (Wiggins & McTighe, 1998). “Curriculum should lay out the most effective ways of achieving specific results.” (Wiggins & McTighe, 1998). The GVC outlines the specific learnings within the Next Generation Sunshine State Standards, and was created in three stages: 1) identifying desired results, 2) determining acceptable evidence, 3) planning learning experiences and instruction. Through professional development, teachers continue this process and use of the GVC curriculum map enables educators in our schools to provide students with optimal learning opportunities based on their individual student needs. The educator’s critical role is to be the designer of student learning, and Understanding by Design supports teachers working within the standards-driven curriculum, to clarify learning goals, devise assessments revealing student understanding, and crafting effective and engaging learning activities, aligned with real world experiences. The Understanding by Design process and the GVC, permits educators to center their curriculum and assessments on big ideas, essential questions, and authentic performance tasks.

K-5: Reading

The primary goal of the reading program is to help students understand what they read, effectively express what they mean, and apply these skills to all areas of the curriculum aligned to the 5 components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. A firm foundation of reading skills is developed through a strong phonics program in order to provide word attack and word analysis skills and the acquisition of decoding skills. During daily reading periods, teachers use numerous approaches to develop and strengthen skills of comprehension and vocabulary development. A minimum of 90 minutes instructional time- on- task is required. Informal discussions of stories promote inferential skill development and frequent oral reading encourages expressiveness. The use of multi-level tests, computer programs, and a wide variety of literature help each child master the skills needed to achieve early independence in reading. The literature covers a broad scope of interests that encourage personal development through reading. Children learn to appreciate literature and their own creative stories. Students further develop the reading habit at an early age as they participate in the home-centered reading programs which involve parents in an “at-home” reading program established by the School.

K-5: Language Arts

The primary goal of the Language Arts program is to help students build a basic understanding of the mechanics and structure of the English language. Language Arts is integrated into all areas of the curriculum. The curriculum continually builds upon, and extends language concepts developed at earlier learning stages. Teachers evaluate students for skill development as they

refine their skills, while writing in their journals, reviewing current events, studying mathematical word problems, and enjoying literature.

The Guaranteed and Viable Curriculum emphasizes the formation of good listening, writing, and speaking skills. Students improve speaking, listening, and spelling abilities through small and large group instruction. Teachers provide daily opportunities to apply skills learned in both writing and speaking activities. All students participate in activities, which develop important basic concepts and foster creative expression.

The Guaranteed and Viable Curriculum emphasizes traditional grammar, including parts of speech; students must analyze and eventually learn to diagram sentences. Spelling and vocabulary development are continued and composition skills are extended through both formal and creative writing assignments.

K-5: Mathematics

The Guaranteed and Viable Curriculum focuses students on accuracy of computation and mastery of basic operations, fundamental math concepts and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers use various manipulative materials before moving students to paper and pencil tasks.

Content in each grade level is aligned to the big ideas of the Next Generation Sunshine State Standards as follows:

Kindergarten

- Big Idea 1: Represent, compare, and order whole numbers and join and separate sets.
- Big Idea 2: Describe shapes and space.
- Big Idea 3: Order objects by measurable attributes.

Grade 1

- Big Idea 1: Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.
- Big Idea 2: Develop an understanding of whole number relationships, including grouping by tens and ones.
- Big Idea 3: Compose and decompose two-dimensional and three-dimensional geometric shapes.

Grade 2

- Big Idea 1: Develop an understanding of base-ten numerations system and place-value concepts.
- Big Idea 2: Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.
- Big Idea 3: Develop an understanding of linear measurement and facility in measuring lengths.

Grade 3

- Big Idea 1: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.
- Big Idea 2: Develop an understanding of fractions and fraction equivalence.
- Big Idea 3: Describe and analyze properties of two-dimensional shapes.

Grade 4

- Big Idea 1: Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.
- Big Idea 2: Develop an understanding of decimals, including the connection between fractions and decimals.
- Big Idea 3: Develop an understanding of area and determine the area of two-dimensional shapes.

Grade 5

- Big Idea 1: Develop an understanding of and fluency with division of whole numbers.
- Big Idea 2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.
- Big Idea 3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.

Kindergarten through Grade 5 Supporting Ideas

- Supporting Idea 4: Algebra
- Supporting Idea 5: Geometry and Measurement
- Supporting Idea 6: Number and Operations
- Supporting Idea 7: Data Analysis

K-5: Science

Science is a process, a way of thinking about and investigating the world in which we live. Students build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students develop awareness about the Earth through experiences in comparing, contrasting, and describing earthly materials.

Through guided observations, students learn to notice as much as possible about objects and events, paying close attention to detail. Developing their own questions and performing investigations and experiments in a safe environment, students will use the processes of scientific investigation to design, predict, conduct, observe, measure, describe, gather data, and evaluate while communicating and recording their observations. Students start to build knowledge about the properties of the physical world as they explore, examine, classify, and manipulate common objects in their environment and note their similarities and differences.

The kindergarten through fifth grade curriculum encompasses the following science big ideas:

- Big Idea 1: The Practice of Science
- Big Idea 2: The Characteristics of Scientific Knowledge
- Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models
- Big Idea 5: Earth in Space and Time
- Big Idea 6: Earth Structures
- Big Idea 7: Earth Systems and Patterns
- Big Idea 8: Properties of Matter
- Big Idea 9: Changes in Matter
- Big Idea 10: Forms of Energy
- Big Idea 11: Energy Transfer and Transformations
- Big Idea 12: Motion of Objects

- Big Idea 13: Forces and Changes in Motion
- Big Idea 14: Organization and Development of Living Organisms
- Big Idea 15: Diversity and Evolution of Living Organisms
- Big Idea 16: Heredity and Reproduction
- Big Idea 17: Interdependence

Through these content areas, the science curriculum is delivered through a discovery instructional process with emphasis on scientific thinking and real world experiences.

K-5: Social Studies

The social studies curriculum uses a sequential approach to unify history and the social sciences, and promotes the development of concepts and the mastery of methods of inquiry. The influence of American History, Geography, Civics and Government, and Economics is emphasized in the Guaranteed and Viable Curriculum. Students gain an understanding of the major factors that have influenced the structures of society from earliest times to present day.

Teachers seek to educate students to become effective and contributing members of their community, to increase their understanding of privileges and responsibilities of citizenship, and to instill a feeling of patriotism and national identity. Concepts of home and community are reviewed and extended. Students gain a broader understanding of living in communities through the study of both similar and diverse societies.

Additionally, students in grade four will have a focus on Florida. Students will understand the history of Florida and its people over time. Students will focus on how immigration and settlement patterns have shaped the history of Florida; how geographic and demographic characteristics define Florida; how the environment has been modified by the values, traditions, and actions of various groups living in and around Florida; and how Florida has allocated and used resources in various economic actions.

Field trips are an extension of classroom learning, and assist students in the application of knowledge about local, state, and national government. Teachers teach geography throughout various content areas in addition to the Social Studies period, and classes regularly discuss current events.

6-8: Reading /Language Arts

The primary goal of the Reading/Language Arts program is to provide instruction in the strands of Reading/Language Arts as outlined by the Next Generation Sunshine State Standards:

- Reading Process
- Literary Analysis
- Writing Process
- Writing Applications
- Communication
- Information and Media Literacy

These competencies are integrated throughout students' learning experiences in Reading/Language Arts. Students refine and master previously learned skills in increasingly complex reading selections, presentations, and written compositions. Students will read a wide

variety of classic and contemporary selections, as well as informational texts, poetry, and selections for personal enjoyment.

Students will master the following reading skills:

- using the reading process to construct meaning
- understanding and applying literature terminology and literary devices
- recognizing and understanding the characteristics of various literary forms
- analyzing literary selections as a whole
- analyzing characters and their words and/or actions
- evaluating the author's purpose or intent, as well as actions or events that occur within the selection

Students will learn to select and use different forms of writing for specific purposes such as to explain, to inform, to persuade, or to entertain. Through targeted research activities, students will learn to collect and interpret information and then communicate their findings through age-appropriate media productions, research reports, and projects. Through the various forms of the writing process, students will learn how to revise and edit work to produce final, error-free pieces of written composition.

Students will learn how to take notes during presentations and lectures, preparing them not only for summarizing the spoken word but also for evaluating presentations. Students will identify key elements of a well-delivered, first-rate presentation allowing them to create a rubric that will be used to evaluate their own presentations.

6-8: Mathematics

The Guaranteed and Viable Curriculum focuses students on the application of mental math strategies related to the mastery of basic operations, fundamental math concepts, and developing the ability to apply their knowledge to practical problem solving. All middle grades use problem solving to promote analytical thinking skills. Teachers use various strategies through real world applications and through guided practice before moving students to independent practice.

Using strategies, skills, concepts, and technology, students will move beyond a particular problem, generalizing to other situations, and will experience the integration of mathematics into as many areas of study as possible. The School will also offer a high school level mathematics course as an option for students (i.e., Algebra I).

The primary goal of the mathematics program is to provide instruction that integrates the process standards, with the following content standards:

Grade 6

- Big Idea 1: Develop an understanding of and fluency with multiplication and division of fractions and decimals.
- Big Idea 2: Connect ratio and rates to multiplication and division.
- Big Idea 3: Write, interpret, and use mathematical expressions and equations.

Grade 7

- Big Idea 1: Develop an understanding of and apply proportionality, including similarity.

- Big Idea 2: Develop an understanding of and use formulas to determine surface areas and volumes of three-dimensional shapes.
- Big Idea 3: Develop an understanding of operations on all rational numbers and solving linear equations.

Grade 8

- Big Idea 1: Analyze and represent linear functions, and solve linear equations and systems of linear equations.
- Big Idea 2: Analyze two- and three-dimensional figures by using distance and angle.
- Big Idea 3: Analyze and summarize data sets.

Grades 6-8

- Supporting Idea 4: Geometry and Measurement
- Supporting Idea 5: Number and Operations
- Supporting Idea 6: Data Analysis
- Supporting Idea 7: Probability

6-8: Science

The primary goal of the Science and Technology program is to provide instruction in the strands of the sciences: nature of matter; energy; force and motion; processes that shape the earth; earth and space; processes of life; how living things interact with their environment; and the nature of science. Instruction in the strands of science is achieved through an integrated science curriculum. The integrated science curriculum constructs thematic concepts integrating the perspectives of Biology, Chemistry, Physics, and Earth/Space Science. For example, electricity is normally only studied in physics, but through the School's integrated science curriculum, students explore the generation and conduction of electrical impulses in living organisms in Biology, how the earth's electromagnetic field is generated and detected in Earth Science, electro-chemistry in Chemistry, and electron flow and positive and negative charges in Physics/Physical Science. Through integrating science themes throughout the science curriculum, students discover the many connections between the different fields of science.

The integrated science curriculum consists of four unique blocks of instruction and exploration for each grade level. Each block has a single, integrated theme. All blocks offer multiple cross-curricular opportunities as part of the integrated science curriculum. The curriculum is a three-year continuum moving from concrete concepts to more abstract concepts as students progress from sixth to eighth grade. Topics within each block are chosen to correspond with the Next Generation Sunshine State Standards and the National Science Education Standards (as developed by the National Science Teachers Association).

Knowledge of scientific facts, vocabulary, and investigative skills will be developed through hands on experimentation. With the incorporation of hands-on activities, students will identify and understand science as an active process of systematically examining and searching for understanding about the natural world.

Students will develop solutions to problems by following the scientific method: 1) formulating a hypothesis, 2) devising experiments, 3) controlling and manipulating variables, 4) comparing and analyzing results, and finally 5) defending conclusions. Inquiry skills include organization and mathematical analysis of data, manipulating variables in experimentation, and identifying sources of experimental error.

Content areas will cover the following big ideas:

- Big Idea 1: The Practice of Science
- Big Idea 2: The Characteristics of Scientific Knowledge
- Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models
- Big Idea 4: Science and Society
- Big Idea 5: Earth in Space and Time
- Big Idea 6: Earth Structures
- Big Idea 7: Earth Systems and Patterns
- Big Idea 8: Properties of Matter
- Big Idea 9: Changes in Matter
- Big Idea 10: Forms of Energy
- Big Idea 11: Energy Transfer and Transformations
- Big Idea 12: Motion of Objects
- Big Idea 13: Forces and Changes in Motion
- Big Idea 14: Organization and Development of Living Organisms
- Big Idea 15: Diversity and Evolution of Living Organisms
- Big Idea 16: Heredity and Reproduction
- Big Idea 17: Interdependence
- Big Idea 18: Matter and Energy Transformations

6-8: Social Studies

The primary goal of the Social Studies program is to provide instruction in the strands of Geography, Economics, World History, Civics and Government, and American History.

Students will be able to describe and demonstrate how history is the story of events, peoples, and places, and place these events and activities in chronological order. Students will investigate beliefs and principles of major religions, ethical systems, philosophies, and ideologies that have shaped economic, social, and political institutions and influenced the course of history. Students will learn to identify:

- natural characteristics of places
- how people interact with and modify their environment
- how cultural, economic, and political processes shape human migration and settlement
- how language, ideas, beliefs, and institutions of one culture influence other cultures
- the relative value of primary and secondary sources
- how diversity of societies, social classes, and groups have been affected and changed by forces of geography, ideology, and economics

Students will demonstrate an understanding that being a good citizen in America involves important actions, including personal and civic rights and responsibilities. Students will identify and describe national symbols, icons, songs, traditions, and individuals of the United States that exemplify cherished ideals, represent American democracy and values, and provide continuity and a sense of community across time. On a broader level, students will demonstrate an understanding of the relationship and interactions, between the United States and other nations in the world.

Career and Education Planning Course

As part of the requirements for middle grades promotion, each student should be enrolled in a career and education planning course in seventh or eighth grade. The course must include career exploration using CHOICES or a comparable cost effective program and education planning using the ePersonal Education Planner (ePEP) available online at www.FACTS.org. The course must result in the completion of a personalized career and education plan. This plan will allow each student to chart their courses for high school and major area of interest; set short and long term goals; record personal assessments such as interests, values, skills, aptitudes, and career options; and plan for postsecondary education.

The plan must be signed by the student, the student's parent, and the student's support services coordinator or academic advisor, and should serve as a portfolio of information that students can update as they continue their education and the career decision making process. The courses offered at the School will be consistent with the courses made available by FLDOE via <http://firm.edu/doe/curriculum/ccd2.htm>.

Progress Monitoring Data is continually reviewed by students, parents, educators, and administrators to ensure adequate academic progress for all students. The School follows the Response to Intervention guidelines as set forth by the No Child Left Behind Act. Below is a list of sample curricular tools that may be implemented at the school for intervention

SRA Reading Mastery Signature Edition

SRA Reading Mastery Signature Edition is proven to help students decode and comprehend the meaning of print effortlessly, even students who are seriously at risk of failure.

Features of *SRA Reading Mastery Signature Edition* include:

- Strategy-based instruction that allows students to learn more efficiently
- Intensive, explicit, systematic teaching to help students achieve a high rate of success
- Carefully scaffold lessons that build confidence and independence
- Ongoing assessments and specific guidelines for remediation to help you make effective instructional decisions
- All five essential components of Reading: phonemic awareness, phonics and word analysis, fluency, vocabulary and comprehension
- Spelling instruction to help students make the connection between decoding and spelling patterns
- Decoding, word recognition and comprehension skills that transfer to other subject areas

SRA Early Interventions in Reading

SRA Early Interventions in Reading is designed to work comfortably with the core reading program. This early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations. *SRA Early Interventions in Reading* helps identify struggling readers in Grades 1-3 and provides them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands—phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

SRA Corrective Reading

SRA Corrective Reading is a comprehensive intervention program designed for students in grades 6-8. It targets students who are reading one or more years below grade level and is appropriate for students with disabilities. The three essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension.

Opportunities for Extended Learning

The School will identify and monitor the progress of students in need of expanded learning opportunities and remedial assistance based on the Response to Intervention (RtI) method.

Supplemental Intervention Reading Program

The School will meet the individual needs of students during the school day, and in addition to the 90 minutes of Core reading instruction, also through our Supplemental Intervention Reading Program. Based on FAIR and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90 minute reading block in times such as before and after school, through content area integration, during enrichment activities or lunch, and any other opportunity, to support student achievement of individual learning goals. Some research based programs that the teacher may utilize are:

- FCRR Center Activities
- Elements of Vocabulary
- Accelerated Reader
- Study Island
- Ticket to Read
- Reading Plus
- Words Their Way
- Systematic Sequential Phonics
- Ladders to Success
- FCAT Coach

Comprehensive Intervention Reading Programs (CIRP):

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the 90 minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Some research based programs that the teacher may utilize are:

- Reading Mastery (K-2)
- Early Success (K-2)
- Corrective Reading (3 – 8)
- Soar to Success (3 – 8)
- Voyager Passport (K – 8)

Additional Help

We offer homework and class work help during specific office hours throughout the week to assist students in need of extra practice. Teachers make themselves available during a time that is outside of the instructional block. This additional contact with the student is critical for those

who need a structured practice environment, as well as continuous feedback throughout the learning process.

Tutoring

When learning gains are not progressing at an agreed upon rate for all stakeholders, there are additional resources available. For students that require additional intervention, tutoring will also be available at our school. These sessions are derived from our operating budget and are applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers use a set curriculum in small group setting targeted to students' skill deficiencies, as determined by diagnostic and formative data.

Determining Effectiveness

Additional learning opportunities are allocated and measured using a Response to Intervention (RtI) model. This model is a multi-tiered approach to providing services and interventions through the Collaborative Problem Solving Team (CPS) to our students at increasing levels of intensity based on progress monitoring and data analysis, which is aligned with all Federal and State of Florida laws. The Schools Response to Intervention (RtI) correlates with the Florida Department of Education Statewide Response to Instruction/Interventions Implementation Plan, to ensure all students are educated using a guaranteed and viable curriculum to ensure learning gains.

The School's RtI model includes:

Tier 1 – Core, Universal Instruction & Supports all students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Sunshine State Standards and Next Generation Sunshine State Standards through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.

Tier 2 – Targeted, Supplemental Interventions & Supports targeted students participate in learning that is different by including: standard intervention protocol process for identifying and providing research based interventions based on student need, on-going progress monitoring to measure student response to intervention and guide decision-making aligned with the core academic and behavior curriculum.

Tier 3: Intensive, Individualized Interventions & Supports increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports, specialized programs, methodologies, or instructional deliveries, greater frequency of progress monitoring of student response to intervention(s).

Involving parents and students, and engaging them in a collaborative manner, is critical to successful implementation. Initiating and strengthening collaborations between school, home, and communities, particularly in urban and rural areas, provides the basis for support and reinforcement of students' learning. The plan for assisting remedial students accounts for continued collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process.

- ◆ **Describe the research base and foundation materials that were used *or will be used* to develop the curriculum.**

The School will use the research of Robert J. Marzano (2003) on effective schooling as the basis for the educational program as previously discussed. Marzano provides a framework for creating schools that positively effect student achievement. He has categorized 35 years of effective school research into three general factors that influence student academic achievement: (1) school – level factors, (2) teacher – level factors, and (3) student – level factors. This research provides remarkably clear guidance as to the steps schools can take to be highly effective in enhancing student achievement.

Other tools have been developed to support the Education Model using the works of Mel Levine, as well as, Jay McTighe, Understanding by Design. Because the Educational Model is a framework for continuous improvement, research is continuously evaluated for its use within the school environment.

- ◆ **Describe the school's reading curriculum, providing evidence that reading is a primary focus and that there is a curriculum and set of strategies for students reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.**

The primary goal of the reading program is to teach children to understand what they read, through systematic, direct instruction of the Next Generation Sunshine State Standards and aligned to the five (5) components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In order to make reading a “primary focus,” all objectives from Florida's Reading Program Specifications will be implemented at the School:

Specification 1: Professional Development

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

Specification 2: Administrative Practices in Support of Reading

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

Specification 3: High Quality Reading Instruction is a Dynamic System

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

Specification 4: Reading Text Materials and Resources

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

The ESP continually reviews research from *Florida Center for Reading Research* and *Just Read Florida!*, in order to formulate a research-based reading curriculum. The School implements a 90 minute reading block in kindergarten through 5th grades, with differentiation for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact of a full instructional block. There is another 45-minute period used for Language Arts, which includes spelling, writing, and further vocabulary development. In middle school, students who need remediation (determined by FCAT scores of a 1 or 2, and FCAT success probability, based on Florida Assessments for Instruction in Reading) receive an intensive reading class in addition to their scheduled Language Arts class.

Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel (2000) *Teaching Children to Read*, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent silent reading), and comprehension (vocabulary and text comprehension). Charter Schools USA focuses on the five reading components of reading as identified by *Just Read Florida!*, phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension. Charter Schools USA has incorporated these identified skills into the Guaranteed and Viable Curriculum, providing teachers curriculum maps with corresponding standards assessments, benchmarks, teaching strategies, and progress monitoring techniques that will assist teachers in systematic instruction of Next Generation Sunshine State Standards. Standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through weekly standards assessments. Phonemic Awareness and phonics skills are scaffolded in the sequence of the Targeted Diagnostic Inventory tasks of the Florida Assessments for Instruction in Reading.

Specification 1: Professional Development

The School provides professional development for all teachers through the model of continuous improvement. All teachers are provided research-based professional development, based on school improvement goals. Teachers will meet in professional learning communities regularly as grade level teams, to analyze student data, and design units and accompanying lessons. Based on administrative walkthroughs and Charter Schools USA's site visit feedback, individual teachers are provided specific, differentiated professional development from mentor teachers. Teachers will meet for data chats with mentor teachers and administrators, after benchmarks and FAIR assessment periods, to analyze student progress and develop an action plan.

Specification 2: Administrative Practices in Support of Reading

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

Reading Challenge

The School Principal clearly articulates the vision, mission, and expectations that all children can read, and establishes that reading is the primary priority by spearheading the Charter Schools USA Reading Challenge. All students are expected to read a specific number of books at their independent level throughout the year according to the following table:

Grade Level	Number of Books
Kindergarten	20 picture books
1 st and 2 nd Grade	25 picture books or Early Readers <i>(approximately 80 pages each)</i>
3 rd – 5 th Grade	30 chapter books <i>(approximately 100 pages each)</i>
6 th – 8 th Grade	20 chapter books <i>(approximately 150 pages each)</i>
9 th – 12 th Grade	15 novels

Teachers monitor students' independent reading through a variety of methods, and celebrate progress toward the school-wide goal, through hallway or classroom displays.

Specification 3: High Quality Reading Instruction is a Dynamic System

Word Walls

All classrooms will create a print rich environment through word walls. A word wall is a systematically organized collection of words displayed in large letters on a wall in the classroom (Cunningham, 1995). Most word walls include the following characteristics (Brabham & Villaume, 1991):

- All are collections of words that are developmentally appropriate for study by students in the classroom.
- Words are selected for specific instructional purposes.
- Collections are cumulative – as new words are introduced, familiar words remain for further study.
- Activities and talk about word walls provide conversational scaffolds that structure the ways that students study, think about, and use words.
- Words on walls serve as visual scaffolds that temporarily assist students with independent reading and writing.

Differentiated Instruction

As the Florida Reading Plan Specifications state, students are screened at the beginning of the school year using the Florida Assessments for Instruction in reading to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students are provided instruction to meet their individual needs with

an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. Teachers utilize center resources such as those from *Florida Center for Reading Research's* FAIR search engine, *Empowering Teachers*, and *Read, Write, Think* to engage students in reading activities to deepen their understanding of reading skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards), and integration of technology (i.e. listening centers, Study Island, Starfall, and TumbleBooks).

Direct Instruction

The five components of reading are taught explicitly with structured practice to ensure mastery. Phonemic awareness skills, such as phoneme blending and phoneme deletion, are scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies are taught systematically, and sequentially, so that students understand how letters represent sounds, and sounds blend together to make words that contain meaning. To build academic vocabulary, teachers are guided in choosing the most important vocabulary words to teach, and following a six-step process to teach new words so that students develop a deep understanding of the word (Marzano, 2005). Teachers provide fluency instruction on three levels of text: high frequency word fluency, phrase fluency, and text fluency. Students set individual goals for fluency, and teachers track progress toward achievement through regular fluency assessments. Reading process and literary analysis skills are taught through direct instruction of content cluster skills, and modeling of metacognitive, comprehension strategies (Keene, 2007 and Harvey and Goudvis, 2007). By providing direct, systematic instruction for all five components of reading, the School ensures that all students achieve annual growth in reading.

Assessment

At the beginning of every school year, teachers will analyze previous year's FCAT and assess each student's reading level through a variety of assessments such as Florida Assessments for Instruction in Reading and running records. This data, combined with Benchmark 1, will be shared with parents and will be the basis for Personalized Learning Plans.

In order to monitor progress toward achieving Personalized Learning Goals, teachers will administer a variety of assessments. Fluency assessments such as oral reading fluency checks, combined with running records, using scaffolded discussion templates (OPM templates aligned to Florida Assessments for Instruction in Reading), will provide data regarding reading level progress. Teachers will administer weekly standards assessments to measure mastery of FCAT content clusters. Weekly standard assessments are formative assessments that are designed to evaluate whether a student has or has not mastered a specific standard at the lowest level that was taught. Charter Schools USA provides each grade level with weekly assessments that are aligned to the Guaranteed and Viable Curriculum. Each weekly assessment measures the academic performance of each student on a particular standard, based on FCAT test specifications that have been introduced and practiced multiple times. Charter School USA Benchmarks, administered every quarter, will provide data regarding progress toward FCAT goals.

All elements of progress monitoring will be shared with parents through the Charter Schools USA Narrative Report Card and data conferences. This connection between home and school will enhance students' ability to achieve annual progress.

Specification 4: Reading Text Materials and Resources

The Comprehensive Core Reading Program (CCRP)

The School will use the Charter Schools USA Guaranteed and Viable Curriculum to teach all Next Generation Sunshine State Standards. Teachers will have as a resource a textbooks series that meets the state's requirements for a scientifically-based reading program such as SRA Imagine It! and Glencoe. Accompanying instructional materials such as workshop kits, decodable books, and leveled guided reading sets will be used for differentiated instruction during the 90 minute reading block.

Supplemental Intervention Reading Program (SIRP):

The School will meet the individual needs of students during the school day, and in addition to the 90 minutes of Core reading instruction, also through our Supplemental Intervention Reading Program. Based on FAIR and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90 minute reading block in times such as, before and after school, through content area integration, during enrichment activities or lunch, and any other opportunity, to support student achievement of individual learning goals. Some research based programs that the teacher may utilize are:

- FCRR Center Activities
- Elements of Vocabulary
- Accelerated Reader
- Study Island
- Ticket to Read
- Reading Plus
- Words Their Way
- Systematic Sequential Phonics
- Ladders to Success
- FCAT Coach
-

Comprehensive Intervention Reading Programs (CIRP):

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level. Students will be given additional instructional minutes using a research-based intervention program. Students will receive this additional instruction outside of the 90 minute reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Some research based programs that the teacher may utilize are:

- Reading Mastery (K-2)
- Early Success (K-2)
- Corrective Reading (3 – 8)
- Soar to Success (3 – 8)
- Voyager Passport (K – 8)

◆ **Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.**

All students entering the School will benefit from the implementation of the Educational Model, including meeting the needs of exceptional students, and students who enter the School below grade level. The School will provide a free and appropriate public education (FAPE) to all students with disabilities, in accordance with all state and federal guidelines, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, to ensure that the educational goals for each student are addressed.

The Charter Schools USA Educational Model, which includes the Charter Schools USA Guaranteed and Viable Curriculum is aligned to specific state standards and grade-level expectations and is the framework of what is taught at each grade level and allows for modifications to the instruction in the classroom to meet the students' needs. Student will be engaged by our innovative K-8 curriculum, which is designed to introduce students to core concepts that are further developed and expanded as students progress through each grade level. This process allows students to develop the skills necessary to: 1) comprehend and interpret texts, including written as well as audio and visual texts; 2) compose a variety of types of texts, including critical real world concept; 3) effectively communicate and interact in cooperative learning groups; and 4) communicate information through different modes of presentation.

The Schools students benefit through the use of innovative instructional methods, which utilizes research-based instructional strategies to enhance the student's opportunity to learn the specific skills identified. To ensure students are involved in their educational goals written plan are created (PLP, PMP, IEP, etc.) to communicate the students' goals to the student and parents.

◆ **Describe proposed curriculum areas to be included other than the core academic areas.**

K-5: Foreign Language

The focus of the Foreign Language program is on communication. Students focus on developing the conversational and written skills for foreign language required for living in a diverse environment. A vital component in the foreign language program is the goal that students build an understanding of the relationship between the different perspectives and products of various cultures. Application of this knowledge affords them the ability to recognize cultural practices and the uniqueness of various communities.

Based on the demographics of the community and the student population, school administration, and faculty will determine which foreign language(s) will be offered prior to the start of the school year. Choices may include, but are not limited to, Spanish, French, and American Sign Language. Foreign language is a required subject at the School.

K-5: Art

The primary goal of the art program is to provide every student an opportunity to develop and explore his or her creative potential. Art specialists encourage skill development and artistic

adventure as they guide students to create and express themselves in both realistic and abstract models.

Students will develop art skills, including an aesthetic awareness of art forms in nature, an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression. Students will practice imagining, experimenting, solving problems, thinking independently, and making their own decisions.

K-5: Music

The music curriculum includes both vocal and instrumental music. A variety of melodic and harmonic classroom instruments in accompaniment of singing during classroom practice and performances is incorporated throughout the music curriculum. Music specialists introduce students to both music skills and knowledge of various types of musical literature. Students will be exposed to musical contributions representing various cultures, genres, styles, and artists. Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types.

Skills and techniques are developed throughout all grade levels. The curriculum focuses on the refinement of musical skills by introducing and practicing techniques such as blending vocal timbres, matching dynamic levels, appropriate tempo and balance, and responding to cues of the conductor through the singing of songs, rhymes, and melodies both individually and as a group. In addition, instruction will lead students to demonstrate progressive competency in reading and interpreting simple melodies, rhythms, melodic patterns, and appropriate dictation.

Creation and communication is another important part of the curriculum. Creative expression, individual interpretation and the creation of original musical works and songs will be encouraged and guided throughout the curriculum.

The last area included within the field of music is application to life. Real applications of music within the curriculum help students connect the impact of music to their everyday lives. Awareness of the use and role of music in media and entertainment is a focus of development. The curriculum provides an opportunity for modeling and practice of appropriate audience behavior in various musical settings.

K-5: Technology

The School recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only as a skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcomes.

The School's philosophy of the role of technology in the classroom is based on three concepts. First, technology is a core for learning. Second, technology must be ubiquitous, (i.e., readily accessible to teachers and students in the classroom and all areas where learning takes place). Third, educational use of the Internet broadens and deepens students' knowledge and academic achievement. Appropriate use of the Internet will be ensured via the installation of software filters designed to block access to those sites deemed unsuitable for student access including

pornographic sites. Supervision by faculty and staff will further ensure appropriate student use of the Internet.

The School bases technology instruction on six national standards (Spiral of Skills) that support computer literacy beginning in Kindergarten. These standards are taught with increasing complexity at appropriate levels (Level I, Grades K-2; Level II, Grades 3-5) as follows. The student:

1. Knows the characteristics and uses of computer hardware and operating systems
2. Knows the characteristics and uses of computer software
3. Understands the relationship among science, technology, society, and the individual
4. Understands the nature of technological design
5. Understands the nature of, and operation of systems
6. Understands the nature and uses of different forms of technology

K-5: Physical Education

The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities, emphasizing fine and gross motor skill development. The kindergarten through 2nd grade curriculum, is focused on movement exploration through various motor and non-motor experiences, and includes instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades 3 through 5, allows students to interact in team sports that also contribute to developing habits of good sportsmanship. The School will provide a minimum of 150 minutes of physical activity each week.

K-5: Library

The School's Media Program will be the hub of learning and academic activity in the school. It will support the curriculum by providing access to current, adequate, and appropriate information resources and ensure that all students, teachers, and staff are effective users of ideas and information.

The School's Media Program will provide access to information and ideas for all users. It will serve students and teachers alike, while allowing students to learn how to access a wealth of knowledge and learning resources. It affords opportunities for students to appreciate literature and the cultural arts, to learn creative thinking skills, to become critical seekers of information and ideas and to use instructional and educational technology effectively so they may become independent life-long learners and decision makers.

6-8: Foreign Language

The primary goal of the foreign language program is to provide instruction in the following five areas: communication, cultures, connections, comparisons, and communities. Focusing on these five areas, students will learn to communicate in a language or in languages (other than English) through listening, speaking, reading, and writing. Students will formulate and answer questions about the literary elements of targeted language selections. Students will identify themes, ideas, or viewpoints on social behaviors and/or social interactions of various cultures and will discuss these cultural differences as they participate in age-appropriate cultural activities ranging from sports to dance.

With a focus on communication, students will learn to exchange information with peers orally and in writing. They will use appropriate vocabulary and cultural expressions to request additional information when a message in the target language has not been fully understood, and they will use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. Presentations will be conducted in the foreign language by students to further develop their communication skills in front of an audience regarding various topics. Through these presentations, students will recognize that languages have different patterns of communication and interaction. They will be prepared to use the language within and beyond the school system. Foreign Language courses for high school credit will be offered for those students who meet prerequisite requirements.

6-8: Technology

Technology instruction in grades 6-8 continues to employ national standards, benchmarks, and grade level expectations, and builds upon the skills learned in grades K-5. Technology, like other subject areas, is departmentalized and offers specific courses for study. Students in grades 6-8 may elect to take a semester or full-year computer course, such as an introduction to computers and/or computer programming. These courses may include a culminating project that demonstrates their computer literacy. This project must be interdisciplinary, completed under the supervision of the computer teacher and a core subject area teacher, and is designed to meet the No Child Left Behind requirement for computer literacy. Examples of such projects are PowerPoint presentations, creation of a desktop published document, and/or effective use of a spreadsheet to track data. See Appendix L for the School's Technology Plan.

6-8: The Arts

The primary goal of the art program is to provide instruction in the strands of art: skills and techniques; creation and communication; historical and cultural connections; aesthetic and critical analysis; and applications to life.

The Arts encompass music, visual arts, theatre, and dance. The Arts are serious and rigorous academic subjects with the potential to help students achieve creativity, self-awareness, self-expression, and interactive and cooperative learning skills. Study of the Arts has been proven to enrich and enhance reading, writing, and mathematics skills. Research also shows education in the Arts is critical to students' intellectual, social, emotional, and physical growth.

Students will enhance their knowledge about the Arts by learning artistic traditions of their own culture as well as artistic traditions of other cultures. While understanding that each art is distinctive, students will also recognize the many similarities between and across various art forms. Students will look at the Arts as a language unto itself as well as a link to other disciplines, cultures, and human interactions.

6-8: Physical/Health Education

The primary goal of the physical education program is to provide instruction in the strands of physical education: physical literacy, responsible activity behaviors, and advocate and promote physically active lifestyles. These strands offer students the opportunity to develop and continually enhance life management skills necessary for healthy, active living. Students will not only develop the skills required for participation in physical activities, but will also develop an understanding of physical fitness, health and nutrition, and the importance of instituting positive

health behaviors. The School will follow the statutory guidelines regarding the requirement of middle school students taking one semester of physical education per school year.

Physical education courses are designed to address the needs of all students. Students will analyze the benefits of regular physical activity; learn how participation in physical activity creates receptiveness toward persons of differing abilities; and understand that physical activity provides for challenge, and healthy competition. Students will demonstrate competency in physical education, by maintaining a level of physical fitness that enhances health.

Students will obtain the knowledge and skills needed to set goals related to personal health and well-being and to maintain and enjoy a healthy lifestyle. Students will develop and implement a personal wellness plan that promotes mental, physical, emotional, and social health throughout the stages of life.

6-8 Media Center/Library

The School's Media Program will be the hub of learning and academic activity in the school. It will support the curriculum by providing access to current, adequate, and appropriate information resources and ensure that all students, teachers, and staff are effective users of ideas and information.

The School's Media Program will provide access to information and ideas for all users. It will serve students and teachers alike, while allowing students to learn how to access a wealth of knowledge and learning resources. It affords opportunities for students to appreciate literature and the cultural arts, to learn creative thinking skills, to become critical seekers of information and ideas and to use instructional and educational technology effectively so they may become independent life-long learners and decision makers.

◆ Describe how the effectiveness of the curriculum will be evaluated.

In *What Works in Schools*, Robert J. Marzano discusses three types of curricula: the *intended curriculum*, the *implemented curriculum*, and the *attained curriculum*. The intended curriculum is the Next Generation Sunshine State Standards-the content specified by the State of Florida to be addressed in a particular course or grade level. The implemented curriculum is the content actually delivered by the teacher, and the attained curriculum is the content actually learned by the students. The Charter Schools USA Guaranteed and Viable Curriculum is mapped to the Next Generation Sunshine State Standards and is designed to eliminate the possible discrepancy between the intended curriculum and the implemented curriculum for all students in grades K-8.

The Guaranteed and Viable Curriculum, the proven framework behind *What Works in Schools*, provides for teachers the intended curriculum sequenced and organized in a manner to ensure the essential content is addressed in the instructional time available, thereby creating for students, the greatest opportunity to learn the content expected of them at that grade level or subject. Within Charter Schools USA's Student Information System, teachers can track in real time, the results of formative assessments, the extent to which they have covered each standard, as well as the level of mastery attained by students. School administrators and the Charter Schools USA Education Team monitor the effectiveness of the implemented curriculum throughout the year by conducting weekly informal walk-throughs as well as up to four Charter Schools USA School Site Visits where every teacher is formally observed and coverage of the curriculum is examined.

This creates a continuous feedback loop where each teacher and administrator is provided specific feedback on the all the elements of *What Works in Schools*, specifically on ensuring a Guaranteed and Viable Curriculum.

Student academic improvement will be measured on an on-going basis by using Charter Schools USA Benchmark Tests. For the Charter Schools USA Benchmark Test, mastery, partial mastery and non-mastery in each of the tested clusters are as follows:

1. Mastery: 85%-100%
2. Partial Mastery: 70%-84%
3. Non-Mastery: 0-69%

Progress will also be monitored throughout the year through the following measures: the Florida Assessments for Instruction in Reading, numeracy diagnostic assessments, and FLKRS provide a comprehensive evaluation of the School's curriculum.

Ultimately, the effectiveness of the Guaranteed and Viable Curriculum will be evaluated by the attained curriculum, primarily measured by students' performance on the Florida Comprehensive Assessment Test (FCAT). The School will focus on meeting and exceeding the rigorous goals outlined in this application, particularly those that articulate that students make annual learning gains—a year's worth of learning for each year enrolled.

These methods of review will allow the School to make changes to the professional development for teachers, provide teachers more support who may need more support to ensure student academic growth, and will also chart the course for the use of school resources throughout the school year. This analysis is conducted routinely by teachers and in a more formal setting with the School Administration after each Benchmark administration as well as after each site visit.

5. Student Performance, Assessment and Evaluations

- ◆ **State the school's educational goals and objectives indicating how much academic improvement students are expected to show each year, how success will be evaluated and the specific results to be attained.**

The School's performance-based goals and objectives are designed to focus all stakeholders on individual student academic achievement. Rigorous academic goals (established at the school, grade, and teacher levels) coupled with individual student goal-setting and parent support of academic growth with specific strategies, ensure improved student achievement. Additionally, the goals of the School ensure that students continue to make steady academic progress towards meeting the increasingly rigorous requirements of No Child Left Behind (NCLB) as represented by the Adequate Yearly Progress determination.

Kindergarten

Students in kindergarten will be assessed using the Florida Kindergarten Readiness Screener (FLKRS), which measures the readiness of all children entering kindergarten so that appropriate instruction can be delivered.

Goal: 70% of kindergarten students will be considered *ready for school*.

1st and 2nd Grades

Students in 1st and 2nd grades will be assessed using the Charter Schools USA Benchmark Test, which measures achievement in reading and mathematics and is aligned to the Next Generation Sunshine State Standards

Goal: Mastery will be assessed at 80% of the Next Generation Sunshine State Standards

3rd through 8th Grades

According to the Florida A+ School Grading System, each school measures individual student success and effectiveness of the curricula by student performance on the FCAT. The FCAT individual student performance data is then combined to measure the school's success. The number of points a school accumulates is then equated to an overall school grade based on the percentage of students meeting high standards in reading, mathematics, science, and writing, the percentage of students making annual learning gains in reading and mathematics, and the percentage of the lowest 25% of students making annual learning gains in reading and mathematics. To this end, the School will earn a school grade of a "B" in year one, with incremental goals and objectives in year two, toward moving at least one letter grade (or maintaining an "A") *and* making Adequate Yearly Progress (AYP) by year three. In addition to the school wide goal of earning a school grade of a "B", the "School" will meet the following objectives:

Objective: The School will make adequate progress with the Lowest 25% in reading and mathematics as defined by the Florida A+ Plan.

Students will demonstrate academic improvement and success by either meeting high standards or making annual learning gains as defined by the Florida A+ Plan. The meeting of high standards is defined as those students who score an achievement level of three or higher in reading, mathematics, and/or science, and 3.5 or higher in writing. Making annual learning gains can be measured in three ways:

1. Improve achievement levels from 1-2, 2-3, 3-4, or 4-5
2. Maintain within the relatively high levels of 3, 4, or 5; or
3. Demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the FCAT

The School understands and is dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and continually strives for academic excellence on challenging State academic standards (Next Generation Sunshine State Standards) and the State academic assessment (the FCAT).

Success in meeting the above school-wide goals and objectives for year one will be measured by the following:

1. At least 79% of students will earn an achievement level of 3 or higher on the reading portion of the FCAT.
2. At least 63% of students will make annual learning gains in reading as defined by the Florida A+ Plan.
3. At least 60% of the Lowest 25% in reading will make adequate progress as defined by the Florida A+ Plan.

4. At least 80% of students will earn an achievement level of 3 or higher on the mathematics portion of the FCAT.
5. At least 60% of students will make annual learning gains in mathematics as defined by the Florida A+ Plan.
6. At least 58% of the Lowest 25% in mathematics will make adequate progress as defined by the Florida A+ Plan.
7. At least 85% of 4th and 8th grade students will earn an achievement level of 3.5 or higher on FCAT Writes.
8. At least 50% of 5th and 8th grade students will earn an achievement level of 3 or higher on the science portion of the FCAT.
9. The goal of No Child Left Behind is to have 100 percent of students proficient by 2013-2014. Florida has set intermediate goals for reading and mathematics for all schools and all students across grade levels in order to reach 100 percent proficiency by the end of the 2013-14 academic year. The School will make every effort to meet Adequate Yearly Progress (AYP) in year 1, as defined by No Child Left Behind. For the 2010-2011 school year, AYP proficiency requirement will be to have 79% of students scoring at or above a level 3 in reading, and 80% scoring at or above a level 3 in mathematics on the FCAT.

In addition:

- All students will maintain a portfolio demonstrating and charting improvement and mastery of skills required at that grade level. This portfolio will be part of the Personal Learning Plan, which is the compendium of parent, student, and teacher conferences. This plan establishes academic goals for each individual student in relation to his/her performances and progress.
- The percentage of parents who agree, or strongly agree with the statement, “I would recommend our charter school to a friend,” will be 90%.

Year 1

The school-wide goal for year one, is set with the assumption that the longer a student stays with the School as he/she is promoted, the higher the performance of the student, and the school. It is the School’s intention to exceed the year one goal of earning a school grade of a “B”. Goals in year two and beyond, will be based on meeting or exceeding the baseline achieved in year one (or the year prior).

Year 2

With the assumption that the school will substantially increase enrollment in year (2) two, the School will sustain momentum by earning a school grade at or above an “A” while also maintaining Adequate Yearly Progress (AYP) as defined by No Child Left Behind (NCLB).

Objective: The School will decrease the percent of students NOT proficient in reading and mathematics by 7% from the previous year’s FCAT results.

Year 3

- The School will maintain a school grade of an “A”.
- The School will maintain Adequate Yearly Progress (AYP) as defined by No Child Left Behind (NCLB)

Objective: The School will decrease the percent of students NOT proficient in reading and mathematics by 7% from the previous year's FCAT results.

In order to measure a student's success in meeting these goals, a variety of assessment methods, from simple daily observations of students by a teacher in the classroom to highly sophisticated standardized tests, will be used. The School will measure student academic improvement through a combination of teacher created formative assessments as well as formal assessments such as the FCAT. Teacher created formative assessments will involve the traditional assessment of students through teacher-created and assessed classroom methods. Examples of teacher-created formative assessments include but are not limited to:

- Teacher created content tests
- Student portfolios
- Journals
- Teacher observations
- Writing samples

Teachers are required to assess students throughout the year, collect and analyze the data in Student Information System, make appropriate changes to individual student or class instruction, teach, re-teach, assess, and again modify or intensify instruction to meet the needs of students. All curriculum decisions are made by analyzing student data.

Formal testing will assess student academic improvement. Student academic improvement will be measured on an on-going basis by using Charter Schools USA Benchmark Tests. Annual student academic improvement gains will be measured by the comparison of student learning gains on the FCAT.

Teachers will utilize assessments as outlined in the Student Assessment section of this Charter Application to measure students' progress towards mastery of the Next Generation Sunshine State Standards. Each assessment has its own measure of proficiency, mastery and/or on, below or above grade level determinacy. For the Charter Schools USA Benchmark Test, mastery, partial mastery and non-mastery in each of the tested clusters are as follows:

- Mastery: 85%-100%
- Partial Mastery: 70%-84%
- Non-Mastery: 0-69%

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

The School will follow the pupil placement and promotion standards set by the District in accordance with the Florida statutory requirements and the Florida Department of Education guidelines. This includes the middle school promotion requirements of the State, as outlined within the placement and promotion standards set by the District.

- ◆ **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 baseline rates will be compared to the academic progress of the same students attending the charter school.**

Baseline achievement data will be collected from Florida's Progress Monitoring and Reporting Network, and previous year's FCAT scores, and further established through administration of Charter Schools USA Benchmark 1, Florida Assessments for Instruction in Reading and numeracy diagnostic assessments. This data will be used to Baseline assessments, and student performance data will be used to create the Personalized Learning Plan, which is created with all stakeholders (administration, student, and parent) with the information needed to determine prior rates of academic progress, to identify students' current strengths and areas of need, and to effectively target instruction. The District will provide the School, prior to the beginning of each school year and upon request during the school year, all student performance data electronically (in .txt, .csv, mdb, or .xls format) and cumulative records for all incoming students. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student via the Student Information System. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about instructional focus and strategies to best meet the needs of each student.

Personal Learning Plans

All students will have a Personalized Learning Plan. The Personalized Learning Plans is designed to track an individual student's strengths and weaknesses, and cumulative progress in attaining a year's worth of learning, at a specific grade level. The Plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. The Personalized Learning Plans identifies the student's strengths and weaknesses, and lists goals for improvement.

The student's teacher will consider the following information when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment.
- The results of any achievement testing.
- Examples of the student's work.
- A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups, etc.).
- Reports and observations from the student's teachers.
- Information and suggestions from the student's parents.

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress made. A measure of each student's rate of academic gains will be determined at the end of the year via their individual portfolio and the comparison of FCAT learning gains. The teachers will be trained on the use of the Personalized Learning Plan. Administrators and teachers will compare the data within the Personalized Learning Plan with students within the county in comparable populations.

Based on the instructional implications of the data, teachers will differentiate instruction to remediate any skill deficiencies and provide enrichment to extend learning for students who demonstrate mastery. Charter Schools USA Education Team and school leadership will use baseline data to identify professional development needs for the school and school-wide instructional goals.

- ◆ **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 the statewide assessment program and what other assessments will be used to document student progress.**

The School considers evaluation and assessment to be a broad and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. To ensure efficient collection and transfer of student performance data, the School will cooperate with sending schools, including district schools, in obtaining all necessary records and student information. This process begins with parents signing a release of records form, which is sent to the sending school with a request for records. With the release of records, the student is withdrawn from the sending school and entered into Student Information System, and the district computer system as enrolled in the School. In cases, where a student has an IEP, articulation or review meetings will be scheduled with appropriate District personnel in accordance with the student's IEP. The School would welcome an opportunity to participate in any other student articulation, or migration processes conducted by the District, to ensure a smooth transition of students and parents from a district school to the School.

Listed below are measurement tools that will be used for assessment purposes. The assessment tools listed below do not limit the school from incorporating other measures that may be determined necessary to support the mission of the School.

Criterion Referenced Assessments

Charter School USA administers assessments that mirror the state-mandated assessments in order to ensure adequate progress and preparation for every student.

- State Mandated Assessments – Students participate in the administration of the FCAT annually as well as the three assessment periods of the Florida Assessments for Instruction in Reading (FAIR). Kindergarteners participate in the FLKRs administration and ELL students participate in any state or district mandated assessments such as CELLA.
- Criterion Referenced Performance tests are created based on FCAT test specifications. Administration includes both pre and post testing measurements administered in the areas of reading, writing, science, and mathematics. These performance tests include weekly standards assessments and Charter Schools USA Benchmark Tests.
- Weekly Standards Assessments may include some objective questions for quick check of content material, as well as essay type questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.

- Charter Schools USA Writing Prompt will be administered regularly to measure progress in the four components of effective writing. Mastery of competencies outlined by the Florida Writes.
- Teacher made tests (including pre- and post-tests)

Project-based Performance Tasks

- Inquiry Based Projects – Students participate in problem solving tasks, hands-on experiments, and other inquiry based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001)
- Real World Application – Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios.
- Student Portfolios – Thematic Units of study with student work samples that focus on the development of reading, writing, and communication skills

Ongoing Formative Practice Assessments

- Achievement of goals and objectives in the student’s Personal Learning Plan.
- Quarterly progress summaries
- Journals
- Teacher observations
- Anecdotal records of the student’s performance
- Attitude inventories

The School’s plan to assess student performance in the core academic areas and the outcomes to be achieved are listed below:

Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken at different time intervals throughout the year. Benchmarks and student academic achievement gains will be based on the Charter Schools USA Benchmark Tests. For students entering the School from a district public school, past test results and cumulative records will be requested from the district to provide baseline data and student academic levels.

The first administration of the Charter Schools USA Benchmark Tests will identify initial student benchmarks and areas of needed student growth. Continual monitoring of student achievement data will be provided by administering the Charter Schools USA Benchmark Tests at least three times during the school year. This test is administered periodically prior to the FCAT providing teachers with an updated evaluation of student learning. Though formative assessment is not used for norm referencing or as an assessment of student overall academic achievement it does play an integral part in monitoring student growth and in modifying instruction.

Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student’s Personalized Learning Plans as a starting point for determining future rates of academic progress. Based on areas of mastery and

deficiency, students' Personalized Learning Plans will be modified. Goals will be set for each student, skill areas will be identified, and student grouping based upon academic needs will be adjusted. Each student's Personalized Learning Plans will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the Sunshine State Standards and the Guaranteed and Viable Curriculum. Students are expected, at a minimum, to achieve the benchmarks of the Sunshine State Standards for each grade level and the goals and objectives specified in their Personalized Learning Plans.

The following is a list of the formal testing methods that will be used by the School as part of its plan to assess student performance.

Baseline Assessment

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to the Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR), The Charter Schools USA Benchmark Tests, FLKRS, numeracy diagnostics or other diagnostic assessments.

Benchmark Tests

Benchmark Tests are simulated FCAT-like exams that are meant to provide administrators, teachers, parents and students information on individual student achievement based on a specific set of criterion – the Next Generation Sunshine State Standards. These exams are meant to be “formative” in nature. These exams should be openly discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve. The Charter Schools USA Education Team will assist the school in compiling this student assessment data by individual student, by individual skill, by class and by grade level. This will give the school administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

Florida Assessments for Instruction in Reading

Florida Assessments for Instruction in Reading, available to K- 12 public schools, was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! This assessment system will provide teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction.

The Assessment System can be administered three times yearly, and is augmented with a Broad Diagnostic Inventory for Grades K-2, a Diagnostic Toolkit for grades 3-12, and Progress Monitoring measures for all grades. Two, brief Broad Screening tasks, are available for administration to all students in order to identify those most likely to be on, or above grade level in reading, by the end of the school year. In Grades K-2, the screening task includes letter sounds, phonemic awareness, and word reading. In Grades 3-12, the screening tasks include an adaptive reading comprehension measure. This reading comprehension screen will predict student success on the Florida Comprehensive Assessment Test, and will also provide a Lexile score for each student.

Florida Comprehensive Assessment Test (FCAT)

The FCAT is the foundation of the statewide assessment and accountability program. The FCAT program includes assessments in reading and mathematics in grades 3-5, science in grade 5 and

writing in grade 4. Student achievement data is used to report educational status and annual progress for individual students, schools, districts, and the state. The FCAT measures student performance on selected benchmarks in reading, science, and mathematics as defined by the Sunshine State Standards. The Standards articulate challenging content that Florida students are expected to know and skill areas they are expected to perform. The administration of the FCAT is “summative” in nature. The results are distributed to the school and the parents and are the basis for the A+ Plan School Grades.

Florida Kindergarten Readiness Screener (FLKRS)

The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (FAIR) for kindergarten (Letter Naming and Phonemic Awareness) to gather information on a child’s development in emergent literacy.

Progress Monitoring Plan (PMP)

The Charter Schools USA Progress Monitoring Plan (PMP) was designed to provide students, parents, teachers, and administrators with specific academic intervention information on 4th – 5th grade students and retained 3rd grade students who performed below level 3 on the FCAT; 1st – 3rd grade students who performed at or below the 25th percentile on the standardized test; and Kindergarten students who are not demonstrating adequate progress. The PMP lists students’ areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science. Each student meeting the criteria above must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area. Please refer to Appendix B to view a sample PMP.

Charter Schools USA will provide the School’s teachers and administrators student data that identifies the lowest 25% in their school from the Charter Schools USA Benchmark Test, and individual student FCAT scores. The lowest 25% in reading is generated in order to assist teachers in targeting students who need remedial instruction. This is not meant to identify the lowest 25% in the school grade calculation but is meant to identify students who need academic support. Because the Charter Schools USA Benchmark Test is given within the first month of school, individual student strengths and weaknesses can be identified quickly and a PMP generated in order to ensure classroom instruction is geared toward meeting the needs of each student. This allows students, parents, teachers, and administrators to re-evaluate individual students’ academic achievement in a more time efficient manner. Recognizing areas of strength and weakness in a timely manner is vital to making sure students have enough instructional time and practice to solidify their understanding before reassessment occurs. If a student should need multiple specialized plans, such as Progress Monitoring Plans, Individual ELL Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

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

The School addresses four components of data driven instruction: culture, assessments, analysis, and action.

The use of student assessment and performance data is vital to the culture of the School, as evidenced by the Education Model, a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, is deeply embedded in the school's culture and is a top priority for school wide improvement. Each school leader uses a simple but highly effective yearly data calendar, which they display publicly and refer to constantly, so that everyone in the school community—including students and families—knows when important steps in the data cycle will take place. Even the School Principal plans to carve out time for the assessment, analysis, and action, through scheduled data chats with mentor teachers and administration as well as any professional development teachers need to succeed in each part of the cycle. (*Fenton and Murphey, 2010*) With the Guaranteed and Viable Curriculum at its core, the School will administer assessments as outlined above and follow administration with deep analysis to establish current baseline levels of mastery of specific skills, and identify specific areas of need for all students. Teachers use the data from the benchmark process and Florida Assessments for Instruction in Reading to differentiate instruction of specific skills through various instructional and regrouping strategies to ensure that individual student needs are addressed; this is data-driven instruction. To evaluate student learning and the effectiveness of instruction, the teacher will give students formative assessments on those specific skills. After itemized analysis of each assessment, the teacher reports feedback to students and parents through the Charter Schools USA Student Information System, and verbally, in order to update the students' Personalized Learning Plans. Based on the results of the assessment, the teacher then decides to either re-teach specific skills not mastered, or go back to baseline assessment to activate students' background knowledge, on the new skill to be introduced. Continual monitoring of student progress will be also be provided by administering the Charter Schools USA benchmark tests and the FAIR throughout the school year, with the first administration being a pre-test to establish a baseline, and the last administration being a post-test to determine academic progress achieved. This test is also administered periodically providing teachers with an updated evaluation of student learning on specific skills.

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

Student assessment and performance information will be shared with students and parents in multiple ways. Teachers will update Personalized Learning Plans and/or Progress Monitoring Plans as well as reflect data on the Report Cards, and discuss student progress via student/teacher and teacher/parent Data Summits. In addition, Charter Schools USA has designed and implemented the Student Information System, a web-based tool to assist in the daily communication and information maintenance of the school. This tool can be accessed from any computer with Internet access. The Student Information System is currently designed to be a tool for administrators, faculty members, parents and students. Each different type of school

community member can be given access to the Student Information System and what they are able to view will change depending upon their authorization level. Parents can view their child's assignments and cumulative grades, and can communicate via electronic mail with the classroom teacher.

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

Student progress will be evaluated by analysis of formative and summative assessments at Data Summits. Teachers are required to monitor and assess students throughout the year in order to target learning gaps, and improve achievement for students. This process includes collecting and analyzing data from formative assessments in the Student Information System, making appropriate changes to individual student or class instruction, teach, re-teach, assess, and again modify or intensify instruction to meet the needs of students. Personalized Learning Plans will also be formulated and student progress monitored, from benchmark to benchmark. The Personalized Learning Plans contains assessment data on each student's skill level, and a goal based on student need. The Personalized Learning Plans requires the measurement of learning outcomes to determine if the student has made progress, and/or mastery of a specific skill. The plans are developed for each content area. The Student Information System provides for comparison of student performance to the State, District and key comparison schools.

Data Summits are held throughout the year with school administrators and teachers. The summit enables school administrators and teachers to analyze data, drive instruction, and track student progress based on the needs of the class, grade-level, and school. The collection of data permits administrators and teacher to closely compare student populations. The evaluation of student data is vital to the success of the student. It is through the analysis and evaluation of data that administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve substantial learning gains.

Charter Schools USA will monitor learning gains in reading for every student using assessments such as the following:

Broad Screening

At the beginning of every school year, teachers will analyze previous year's FCAT and assess each student's reading level through a variety of assessments such as Florida Assessments for Instruction in Reading and running records.

- FAIR – provides baseline data in all five components of reading: phonemic awareness(K-2 only), vocabulary (K-2 only), phonics, fluency, comprehension and instructional reading level
- Charter Schools USA Benchmark – combined with previous year's FCAT score provides baseline data in mastery of FCAT content clusters

This data, combined with Benchmark 1, will be shared with parents and will be the basis for Personalized Learning Plans.

Progress Monitoring

Between assessment period of the FAIR, teacher will administer a variety of assessments. Official ongoing progress monitoring of FAIR tasks will occur after at least 20 days of instruction based on research from *Florida's Center for Reading Research*.

- Fluency assessments – Teachers will administer fluency assessment such as oral reading fluency checks using FAIR OPM templates (i.e. ORF and Scaffolded Discussion Templates) and high frequency word checks to determine fluency progress.
- Running Records – Teachers will track instructional reading level progress through periodic administration of running records using materials such as those from Core Reading Program and FAIR's Scaffolded Discussion Templates.
- Phonics & Phonemic Awareness assessments – Teachers will administer spelling assessments such as Words Their Way or those provided by the Core Reading Program to determine mastery of phonics skills. Additionally, teachers will administer TDI task ongoing progress monitoring.
- Standards Assessments - Teachers will administer standards assessments to measure mastery of FCAT content clusters. Standards assessments are formative assessments that are designed to evaluate whether a student has or has not mastered a specific standard at the lowest level that was taught. Charter Schools USA provides each grade level with standards assessments that are aligned to the Guaranteed and Viable Curriculum. Each standards assessment measures the academic performance of each student on a particular standard based on FCAT test specifications that has been introduced and practiced multiple times.
- Benchmark Testing – Charter Schools USA Benchmarks will be administered to will provide data regarding progress toward FCAT content cluster mastery, reading stamina, and reading level.

All elements of progress monitoring will be shared with parents through the Charter Schools USA Narrative Report Card and data conferences. This connection between home and school will enhance students' ability to achieve annual progress.

6. Exceptional Students

- ◆ **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 School will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all state and federal special education guidelines and regulations, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The School will implement the same identification, evaluation, placement, and due process procedures as other schools in the District. The School will utilize a service delivery model of inclusion for students with disabilities and will work with the District to determine the proper placement for students with disabilities within the full continuum of services offered by the District. The School will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. The IEP Team will determine the least restrictive environment, which also will include the services

and supports needed for the student with a disability. The IEP Team will determine the educational placement for the student with a disability and this placement decision will be based on the student's IEP.

As affirmed by sections 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes but is not limited to:

- A non-discriminatory policy regarding identification, location, evaluation, and selection
- Free and Appropriate Public Education (FAPE)
- Individual Education Plans (IEP) to include IEP meetings with the parents and the IEP Committee.
- Section 504 Plan

General education interventions have been implemented and indicate that the student should be considered for ESE eligibility. The nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the immediate needs of the student. If a parent requests that the District conduct an initial evaluation prior to the completion of the general education interventions, the School will obtain consent for and conduct the evaluation and complete the general education interventions concurrently with the evaluation but prior to the determination of the student's eligibility; or provide the parent with written notice of its refusal to conduct the evaluation. The School will work with the District to ensure that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) of which the student is in attendance, after the school district's receipt of the parental consent for evaluation.

The School is responsible for ensuring that competent evaluation specialists conduct evaluations for students suspected of having a disability. Examiners must be qualified in the professional's field as evidenced by a valid Florida license or certificate, and must have adequate training and knowledge to administer the particular assessment instrument. Tests of intellectual functioning must be administered and interpreted by a certified school psychologist or professional licensed under Chapter 490, F.S.

Documentation of the interventions is then reviewed to evaluate if the strategies were successful. If the strategies were successful, The School will monitor on a monthly basis. If the interventions were not successful, an additional set of interventions will be deployed for another three weeks. Review of these interventions is conducted. If these interventions are also deemed unsuccessful, a psychologist will be added to the team to determine the appropriateness of an Exceptional Student Education packet and to administer formal psychological evaluations when given parental consent.

After a psychologist concludes a formal evaluation of the student, results are given to an IEP Committee for evaluation. An IEP Committee is comprised of the minimum staff persons: the School's ESE teacher, psychologist, administrator, parent, and regular classroom teacher(s). The IEP Committee will determine a student's eligibility for ESE services based on the results of the psychologist's formative assessment. Placement of the student in ESE services will be designed in the least restrictive environment. The IEP Committee will:

- make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's IEP

- review placement decisions annually at the IEP review meeting
- ensure accurate placement occurs for the student based on that student's IEP and Free and Appropriate Public Education guidelines
- review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for exceptional student educational services. Services will be provided through contracts with an appropriate agency if necessary or a School staff member will be employed having the appropriate certificate in that exceptionality.

Written procedural safeguards for students with disabilities shall be given in the native language of the parent(s), unless it is not feasible to do so, in order to notify, to make aware, and/or to offer consent for any individually administered evaluation/reevaluation; any meeting scheduled to discuss eligibility and/or placement; any time a due process hearing is filed; announcements of all Individual Educational Plan (IEP) meetings; all meetings to discuss transition planning; all dismissal meetings; and any time there may be doubt or question as to procedural policy. If the native language of the parent(s) is not a written language, the explanation of the notice must be given orally or in a manner of communication the parent(s) will understand. . School personnel will ensure the parent(s) has understood the information. They will also collect written documentation that this requirement has been met. These safeguards are in place in order to help the parents of children with disabilities to understand the rights that accompany programs for students with disabilities. Federal and state laws regarding the protection of both the rights of the student and the rights of the parent(s) including but not limited to the protection of rights related to notice, consent, independent evaluation, records, hearings, and appeals. Additionally, the parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for an exceptional student education program or used for assessment purposes. For accountability purposes, all students will participate in assessment procedures for students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment. In accordance with the Florida Department of Education, and as stated in and quoted from "Policy Paper: Accountability for Students with Disabilities in State and District Assessment Programs," revised January, 1998, exclusion may be permitted only when all of the following criteria are met:

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the Sunshine State Standards even with appropriate and allowable course accommodations.
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.
- The student's inability to complete the required coursework is not due to excessive or extended absences or the result of social, cultural, or economic differences.

It is imperative that the parent(s) be afforded the right to understand the purpose of each assessment and the skills being assessed. The parent(s) will understand that school personnel will determine how the results of the assessment shall be reported and how, when, and where the performances of the student will be assessed. The parent(s), teachers, and administrators must

agree upon the desired goals, outcomes, and standards for each student with a disability to ensure that the progress of the student will be assessed appropriately. Specific standards may need to be assessed by using alternate assessment procedures. The parent(s), teachers, and administrators must agree on this matter as well. If all of the standards cannot be addressed in one academic year, the parent(s) must understand that the assessments that have been conducted within the academic year are accurate reflections of what his/her child knows and can accomplish. The results of any assessment must be reported in a way that is fair to both the student and the program. Parent(s) will understand that assessments designed specifically for the individual needs of a student will be assessed and reported individually with explanations of modifications or accommodations made or required. Results may be reported to the parent(s) in a report card. School improvement reports may reflect the number of students being assessed alternatively. This information can then be reported to the community. As of July 1, 2000, the numbers of students being assessed using alternate assessment procedures are required to be reported to the Florida Department of Education for reporting to the U.S. Department of Education. If a student should need multiple specialized plans, such as Progress Monitoring Plans, Individual ELL Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for Students with Disabilities, members of committees will overlap so that communication among members and alignment of plans can be ensured.

The School will utilize a service delivery model of inclusion for students with disabilities in order to support them in the least restrictive environment. The School believes that it is very important that each student has the opportunity to learn and grow within his or her community so that they will be productive citizens upon graduation from the school. The School will employ or contract with the necessary personnel to provide Speech and Language services, Occupational Therapy and Physical Therapy as required by the IEP. In providing for the educational needs of the exceptional student, the School Principal, the ESE teacher and the general education teacher will utilize the regular school facilities, which are physically designed and adapted to meet the needs of exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA. The School will work collaboratively with the District to determine the least restrictive environment and proper placement within the full continuum of services offered by the District as the Local Education Agency.

Once a student has completed the registration process and there is an indication that the student has a current Individual Educational Plan (IEP), the District's Exceptional Student Education (ESE) staffing specialist assigned to the School will be notified. The parents of a student with a current IEP will be invited to attend a meeting with the School staff, the School District staffing specialist or other assigned ESE representative to discuss the type and degree of services required to meet the needs of the students. A recommendation will be made as to how the required services may be reasonably delivered to the student within the School and/or the District. It is vital that the School and the District review specific services that may be required for individual students in order to ensure that they are placed in the most appropriate educational setting. The number of ESE certified teachers will depend on the student population of the school. This will be routinely reviewed once enrollment begins continuing for the duration of the school. For budget purposes, it has been allocated for one ESE certified teacher to be initially hired.

The School will also comply with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability can be excluded from or denied benefits of any program receiving

federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment, which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate "any person who, because of a disability, needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the school must develop and implement the delivery of needed services and/or accommodations. The determination of what services and/or accommodations are needed must be made by a group of people knowledgeable about the student. An appropriate accommodation for an eligible student may consist of education in general classes with accommodations and program design to meet the student's needs.

As mandated by IDEA and state rules and regulations, the IEP Team of students with disabilities attending the charter school will develop and have in place prior to a student with a disability entering ninth grade or by age 16, whichever comes first, the transition component of the IEP transition plan.

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

The ESP is knowledgeable of the placement and service delivery of student with disabilities. Appropriately certified teachers will serve students meeting the eligibility criteria for special education in our educational program, as specified in the students' Individualized Education Program (IEP). Based on the enrollment of students with disabilities, Charter Schools USA will hire and train the appropriate number of teachers/ para-professionals, to ensure adherence to the Federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented.

The School will include among its staff, teachers who will be gifted certified/endorsed and who will participate in staff development opportunities with the State and with District schools so that guidelines and procedures established by the District are implemented and followed. Additional services such as speech, language therapy, occupational therapy, and physical therapy will be provided through a contracted vendor. For specific information regarding the staffing plan for the School refer to the budget documents.

The School will provide a comprehensive professional development program for the teachers, but the school will also participate in the necessary training provided by the district for data systems, compliance, reporting, and implementation of necessary Exceptional Student Education services. Charter Schools USA will participate in the district contact meetings for Exceptional Student Education services to foster clear communication and implementation of necessary services. Ongoing professional development, either within the district or by outside consultants, for the implementation of RtI will be provided for the continuous improvement of interventions provided to all students.

◆ **Describe how the school will serve gifted and talented students.**

Gifted learners are defined as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the

school in order to fully develop those capabilities." (No Child Left Behind, 2002). Students who have been identified and qualify for a Gifted Education Program each have an Educational Plan written yearly which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved. Development of the Educational Plan process will build parent/school relationships, provide a forum for discussing student needs beyond the general curriculum, facilitating changes in instruction and classes, and determining appropriate service options. The Educational Plan is reviewed during the year to determine if a goal has been met and/or should be rewritten. An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths and weaknesses. An effective gifted education program will focus on writing goals that are high but achievable, continuously reviewed, created with student & parent input, evaluated for successful completion, and build on each student's strengths and weakness.

The School's Gifted Curriculum objectives are focused on developing cognitive, learning, research and reference, and metacognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education.

In addition to continuously monitoring the Educational Plans of our gifted students, teachers will analyze the benchmark test results of our gifted student population each quarter. After determining enrichment areas, teachers will work with the Guaranteed and Viable Curriculum to determine instructional focus, strategies, and curriculum resources for enrichment during the six weeks between benchmark tests.

At the end of the year, several sources of data will be considered in evaluating our services to gifted students. FCAT Data, Benchmark Testing Data, and classroom assessment records will be analyzed to determine areas in which our students need challenging goals and higher levels of enrichment. Tracking enrollment and registration of elementary students in advanced/gifted groups, as they prepare for and are placed in middle school courses, will also be used as a measure of effectiveness.

For middle schools students, tracking enrollment and successful completion of high school math and foreign language classes while still in middle school for these gifted students will also be used as a measure of effectiveness. This data will be used to revise our Guaranteed and Viable Curriculum, when needed, to further motivate, challenge and prepare our gifted students.

◆ **Describe how the school's effectiveness in serving gifted and talented students will be evaluated.**

The School's effectiveness in serving special education students will be evaluated on a continuous basis in several ways. The first way is for the ESE teachers and the general education teachers to meet as a team, on a quarterly basis, to review progress notes on the students that they serve to determine if students are meeting the goals and objectives of their IEPs. During this meeting all IEP accommodations will be reviewed in order to ensure that they are being applied in the general education setting. This will ensure that the focus will be on every student's

progress, by all teachers who service special education students within the school. Each year, the administration, faculty and staff of the school will review all special education student data to ensure that the entire ESE program is focused on student achievement. FCAT data and AYP data are two more ways to evaluate the progress of the schools' special education students.

Another way the effectiveness of the ESE program will be monitored and evaluated, is by providing and requiring participation of the ESE teachers, and the general education teachers in professional development opportunities, that focus on writing successful IEPs, the use of research based instructional strategies for special education students, implementing accommodations in the general education classroom, and modeling how to analyze the effectiveness of student goals. This will assist each ESE teacher, school-based ESE Director (if applicable) and any other staff member who assists in servicing special education students in understanding how to track the progress of their students. There will also be two Open House meetings in addition to the School's Open House schedule offered throughout the school year to all parents of students who are receiving ESE support services. This will provide everyone an opportunity to meet all teachers and staff members who provide services to special education students and visit their classrooms. Parents will also have the opportunity see work samples on a continuous basis, check student progress through the Student Information System, contact teachers by phone or through the Student Information System message board, and provide input through parent meetings and surveys.

7. English Language Learners

- ◆ **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 and providing support services.**

The mission of the ESOL program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. Staff with ESOL certification/endorsement in accordance with the policies and procedures of the State of Florida and the District will serve students identified as having limited proficiency in English.

English Language Learners (ELLs) are identified through the registration process. At the time of registration, parents are given a Home Language Survey to identify potential ELLs. Those students whose parents respond affirmatively to any of the questions are referred to the English for Speakers of Other Languages (ESOL) liaison for language screening. Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL Program. The student is then referred to a trained language assessor at the school. Within 20 days of registration. If the student is not assessed within these 20 days, this period is extended to an additional 20 days, as long as parents are notified in writing in their native language. To ensure that the Reading/Writing test is administered within one year of the aural/oral test, the following procedures are implemented:

- Reading and Writing subtests are administered by to Grades 3-12 students identified.
- This testing is completed within 20 days of the identification of the student. The District ESOL Program staff informs the school ESOL Contact or designee of the results so appropriate student placement is made universal database can be done by school staff.

The mission of the ESOL program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. Staff with ESOL certification/endorsement in accordance with the policies and procedures of the State of Florida and the District will serve students identified as having limited proficiency in English. Assessment instruments used will follow the established guidelines and procedures of the District.

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

The School offers English Language Learner (ELL) students instructional services through an English Immersion program mainstream/inclusion instructional delivery models. Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELL students are comparable to those used by their non-ELL counterparts. Supplemental text and materials are also provided. Students meet the English Language Proficiency Standards on their language proficiency level. State adopted language proficiency texts are supplied in addition to regular classroom texts to enable teachers to instruct students on their current level of language proficiency. This allows teachers to assign grades in English/Language Arts, communication skills and reading/writing levels at the language acquisition stage at which the student is currently functioning. This grading on the appropriate language development level, using a variety of instructional sources, provides optimal opportunity for promotion.

◆ **Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.**

In compliance with Florida State law, META requirements, and the META Consent Decree, the School's teachers are required to participate in training when they have an English Language Learner (ELL) assigned to their class. We will provide adequate staffing of certified ESOL Teachers, based on our student population, including an ESOL liaison for the school. Teachers will adhere to the following state requirements:

Category I Teachers:

- Certification in another subject appropriate to the teaching assignment
- Complete 300 in-service points, or 15 semester hours of college credit through the courses listed below:
 1. Methods of Teaching ESOL
 2. ESOL Curriculum and Materials Development
 3. Cross-Cultural Communication and Understanding
 4. Testing and Evaluation of ESOL

5. Applied Linguistics

- Experienced Teachers have 6 years for completion of ESOL Endorsement.
- Beginning Teachers have 6 years for completion of ESOL Endorsement.

Category II Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 60 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category III Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 18 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category IV Administrators and Student Services Coordinator:

- 3 semester credit hours or 60 in-service points
- Experienced School Administrators & Student Services Coordinator hired prior to September 9, 2003 have 3 calendar years to complete from date of hired.
- Beginning School Administrators & Student Services Coordinator hired after September 9, 2003 have 3 calendar years to complete from the date hired.

8. School Climate and Discipline

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

The School will follow the District's annual calendar, including the number of days. The School's course offerings will reflect FLDOE course coding and the School's instructional day will accommodate a minimum of 300 minutes. See Appendix C for sample school calendar and sample daily schedule.

- ◆ **Describe the school's philosophy regarding student behavior.**

The School's discipline plan is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment thus enhances the opportunity for exemplary academic achievement and personal development.

The School will utilize the District's Code of Conduct for discipline, suspension, dismissal and recommendation for expulsion. The School will work collaboratively with the District on severe disciplinary matters in order to ensure that the correct discipline process has been followed as well as any referrals to alternative learning environments.

Copies of the District's Student Code of Conduct will be distributed to each student and parent at the beginning of the school year. Additional disciplinary procedures will be published in the School's Parent/Student Handbook.

Infractions will be divided into two categories – minor infractions and major infractions. Minor infractions would include items such as dress code violations, horseplay, tardiness, misuse of equipment, failure to do homework, etc. Major infractions would include items such as disrespect, cheating, having a weapon on campus, smoking, having drugs on campus, fighting, skipping school, etc.

Consequences for minor infractions may include verbal reprimand, detention, Saturday school and detention. Consequences for major infractions may include in-school suspension, expulsion, and such actions deemed appropriate by the School Principal. Student suspensions/expulsions will be coordinated with the District to ensure proper handling with the District’s Code of Student Conduct.

The School will comply with the legislative requirements for charter schools that are deemed a “persistently dangerous school”, and any student who is a victim of a violent criminal offense (as defined by the Florida Department of Education) would have the option to transfer from the School as it is a school of choice.

Furthermore, active parental participation will be required at the school. Parent participation is the key to the success of the overall program, including school discipline, and will be solicited for the development of school goals and objectives. Parents must sign a “contract” agreeing to volunteer a minimum of twenty hours per school year. When two or more children from the same family are enrolled, parents shall be required to volunteer a total of thirty hours per school year. Parents are given access to our Student Information System allowing them to track their volunteer hours. The School Principal verifies the completion of the hours and credit is applied to the parent account. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours. See Appendix D for a sample copy of the School’s Student Handbook.

◆ **Describe the school’s Code of Conduct including the school’s policies for discipline, suspension, dismissal and recommendation for expulsion.**

Referencing F.S. 1002.33(7)(a)7, the School will utilize the District’s Code of Conduct for discipline, suspension, dismissal and recommendation for expulsion. Copies of the District Code of Conduct will be distributed to each student and parent at the beginning of the school year. Additional disciplinary procedures will be published in the parent handbook and parent/student contract of the School.

Infractions will be divided into two categories – minor infractions and major infractions. Minor infractions would include items such as dress code violations, horseplay, tardiness, misuse of equipment, failure to do homework, etc. Major infractions would include items such as disrespect, cheating, having a weapon on campus, smoking, having drugs on campus, fighting, skipping school, etc.

Consequences for minor infractions may include verbal reprimand, writing assignments, detention, Saturday school, academic probation, assigned tutoring, homework, detention, and community service. Consequences for major infractions may include in-school suspension, work

detail, restitution, community service, expulsion, and such actions deemed appropriate by the School Principal.

Student expulsions will be coordinated with the District to ensure proper handling with the School District's Code of Student Conduct. See Appendix C for a copy of the District's Code of Conduct.

To ensure the safety and security of students and staff each student will receive a copy of the Student Handbook, which clearly outlines the behavior expectations of the School. Students who become violent or disruptive shall, when safety permits be removed from other students. If safety does not permit the removal of the student, staff will immediately remove the other students from the area and locate them in a safe area. The student's parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, Law Enforcement shall be immediately notified and the appropriate disciplinary action shall be taken. The School will maintain a safe learning environment at all times. The "Jeffrey Johnson Stand Up for All Students Act" (F.S. 1006.147) prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee. Pursuant to this statute, the Florida Department of Education adopted a model policy to prohibit bullying and/or harassment and directed all school districts to adopt a similar policy. School districts are required to report all instances of bullying and/or harassment and to notify the parents of the bully and the parents of the victim. This required communication among parents, students and teachers concerning incidents of bullying will help to prevent acts of violence and future tragedies. Schools should be a safe place for teachers and children to teach and learn. The School will follow the District policy in order to meet these required standards.

II. ORGANIZATIONAL PLAN

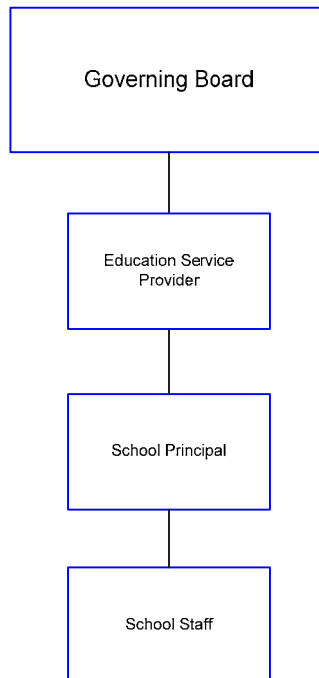
9. Governance

◆ **Describe how the school will be governed.**

Renaissance Charter School, Inc. is a Florida not-for-profit corporation (the “Governing Board”) The Governing Board has been designated as a 501(c)(3) status by the IRS and is organized exclusively for the purposes of charter school. The current Governing Board members are: Ken Haiko, Chairman; Dennis Clark, Vice Chairman; Thomas Wheeler, Treasurer; and Corey Gold, Director. See Appendices E & F for corporate documents including IRS Letter of Determination, Articles of Incorporation, By-Laws and Governing Board member’s resumes.

◆ **Provide an organizational chart for the school and a narrative description of the chart. Describe the proposed reporting structure to the governing board and the relationship of the Board to the school’s leader and administration.**

The graphic below depicts the organizational structure between the Governing Board and the School.



The following is a narrative description of the organizational relationship:

- The Governing Board leads the organization and has ultimate authority and responsibility for school operations.
- The Governing Board has contracted with ESP to manage the day-to-day operations of the School.
- The ESP is responsible to the Governing board.
- The School Principal will be an employee of the ESP.
- The School Principal is responsible for managing all School Staff.

The direct relationship between the Governing Board and the ESP provides clear accountability for the services provided by the ESP. The organization as a whole is responsible for the School's performance and the ESP must be actively involved in managing the School's operations to be successful. While the School Principal will not report directly to the Governing Board, a strong relationship will exist. The School Principal will provide a monthly status report for the Governing Board and attend all board meetings. During board meetings, the School Principal will present the School's status report and field any questions of the board. The ESP maintains primary responsibility for reporting to the Governing Board and conducting follow-up action items.

The Governing Board will hold the School Principal accountable primarily through the performance expectations defined in the management agreement between the Board and the ESP. The School Principal will be employed by and report directly to the ESP. A comprehensive and rigorous performance evaluation process has been developed by the ESP that aligns expectations to the Educational Model and the specific mission of the School. Governing Board members will be given the opportunity to provide input on the School Principal's performance. In addition, the School Principal or designee will attend all Governing Board meetings and provide status updates to them on a routine basis.

- ◆ **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 Charter holder for the School and is responsible for the affairs and management of the School. The Governing Board provides continuous oversight of the School operations, including effectively and proper use of public funds. The Governing Board is a Florida Not-for-Profit entity organized exclusively for educational purposes. The Governing Board is comprised of respected Florida leaders that are committed to providing quality educational options for the citizens of Florida. The Governing Board is comprised of at least three members at any one time, and in order to facilitate efficient and effective daily operations, Board members shall define roles of board members as minimally as possible. Board members shall not have the authority or ability to formulate or implement policy on an individual basis and all decisions shall be made collectively in accordance with board procedure.

The Governing Board shall be responsible for developing and outlining the mission, vision, and values of the School and developing the appropriate policies to ensure those fundamentals are maintained. The Governing Board has contracted with a professional education service provider, Charter Schools USA, to provide all necessary management and professional expertise. Charter Schools USA will assist in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. Charter Schools USA will be responsible for developing, implementing, and ensuring the ongoing operational procedures in accordance with the mission, vision, and values outlined by the Governing Board and other stakeholders.

The Governing Board is responsible for the legal and financial obligations of the School. The Governing Board establishes policy consistent with the School's mission and ensures that the School's programs and operations are faithful to the terms of the Charter including compliance

with statutory and regulatory requirements. The Governing Board will continue to uphold the mission and vision of the School through visible leadership and stewardship of the School, including the following:

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

The ESP will provide comprehensive education management services and perform all necessary tasks to develop, implement, and operate the School according to the Board's Mission. The ESP will be held accountable for the School's performance via a performance-based management agreement with the Governing Board.

The ESP will provide support to the Governing Board by preparing agendas, providing data, researching issues, ensuring compliance with local, state, and federal laws, negotiating contract services, and providing solutions to problems that may arise. The ESP will be responsible for day-to-day school operations and be a catalyst for school improvement. As the management company, they will also employ a process for continuous improvement that involves the use of data to benchmark performance.

Procedures for the Governing Board will follow State Statute, Florida Sunshine Law, and District School Board policy for open, public meetings. Meetings will be run under Robert's Rules of Order and presided over by the Chairperson of the Board.

According to Statute, the Board will present an annual progress report to the District. This report will include: 1) the School's progress towards achieving the goals outlined in the Charter; 2) the information required in the Annual School Report, pursuant to F.S. 229.592; 3) financial records of the charter school, including revenues and expenditures; and 4) salary and benefit levels of School employees.

- ◆ **Describe the policies and procedures by which the governing board will operate including board powers and duties, board member selection and removal procedures and term limits, code of ethics, conflict of interest, and meeting schedule.**

The Governing Board will be accountable to the District, parents, students, teachers and community through regularly scheduled board meetings. The Governing Board will be responsible for developing and implementing all policies related to the School. The Governing Board, including specific board of director positions, is specifically outlined in the By-Laws.

Policies to be set by the Governing Board include;

- Oversee operational policies
- Academic and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report the School's progress annually to the District

- Ensure that the School has contracted with a certified public accountant for the annual financial audit
- 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):
- Student achievement performance data
 - 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
 - Documentation of the facilities in current use and any planned facilities for use by the School
 - School Staff teaching in-field or out-of-field

Number and Selection: The number of directors of the Corporation will be determined by the Board of Directors of the Corporation from time to time, but under no circumstance will there be fewer than three directors at any given time. When the number of directors is decreased, each director in office shall continue to serve until his or her term expires or until his or her resignation or removal. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two 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.

Election, Term of Office, and Qualification: Directors shall be elected annually by the affirmative vote of a two-thirds (2/3) majority of the directors of the Corporation, at the annual meeting of directors. All Directors will hold office for the term on one year, until the next annual meeting of the directors or until their earlier resignation or removal, or until their successors are elected and take office. All directors shall be elected as a group, with all candidates voted upon in a single ballot, and all directors participating in the election being required to vote for as many different candidates as the number of director positions to be filled in such election. The candidates receiving the largest number of votes in such a single ballot shall be elected. Directors may be re-elected without restriction.

Resignation: Any director may resign at any time by giving written notice of such resignation to the Board of Directors.

Removal: Any director may be removed from office by the affirmative vote of the membership of the Corporation at any regular meeting or at any special meeting called for that purpose, with or without cause.

Vacancies: Any vacancy in the Board of Directors occurring during any term of office, including a vacancy created by an increase in the number of directors made by the Board of Directors, may be filled for the un-expired portion of the term by the director then serving by affirmative vote of the majority. Any director so elected by the Board of Directors shall hold office until the next annual meeting of the Board of Directors or until his or her successor is selected and takes office or until his or her earlier resignation or removal.

Public Meetings and Minutes: The Governing Board will conduct regularly scheduled meetings, provide reasonable public notice of the date, time and place of its meetings, and make minutes of its meetings available for public review in accordance with Florida's Public Records Law, Chapter 19 F.S. The Governing Board's regularly scheduled meetings shall include sufficient member attendance to constitute a quorum of the governing body for the official conducting of School business. Meeting information presented at minimum includes the School's monthly financial expenditures, enrollment, personnel issues and changes, facility updates, and any additional issues related to the School.

Conflict of Interest: The purpose of the conflict of interest policy is to protect the Governing Board of Directors' interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

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

The Founding Board will serve as the School's Governing Board and be comprised of the elected Board members that currently serve.

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

New Board members will be nominated by existing members through a nominating committee. The Board may appoint a nomination committee to consist of no fewer than two 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 for each person named. Persons shall be offered a position on the board contingent upon a favorable vote of the Board. All board members will complete initial and ongoing governance training in accordance with Rule 6A-6.0784. Topics to be covered as specified in Section 1002.33(9)(k), Florida Statutes, will include:

1. Conflicts of Interest
2. Models of Governance and Leadership
3. Charter School Law in Florida
4. Ethics
5. Basic Understanding of Parliamentary Procedures
6. Government in the Sunshine Law
7. Financial Responsibility
8. Guided Questions for Mission Statement and Strategic Planning
9. Drafting Board Policies

Each board member will receive a comprehensive binder containing copies of the board by-laws, charter contract, management agreement, minutes for the previous year, contact information and other pertinent information.

- ◆ **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 contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.**

There are no proposed members, since the Governing Board is already established. The current board members are: Ken Haiko, Chairman; Dennis Clark, Vice Chairman; Thomas Wheeler, Treasurer; and Corey Gold, Director. See Appendices E & F for corporate documents including IRS Letter of Determination, Articles of Incorporation, By-Laws and Governing Board member’s resumes.

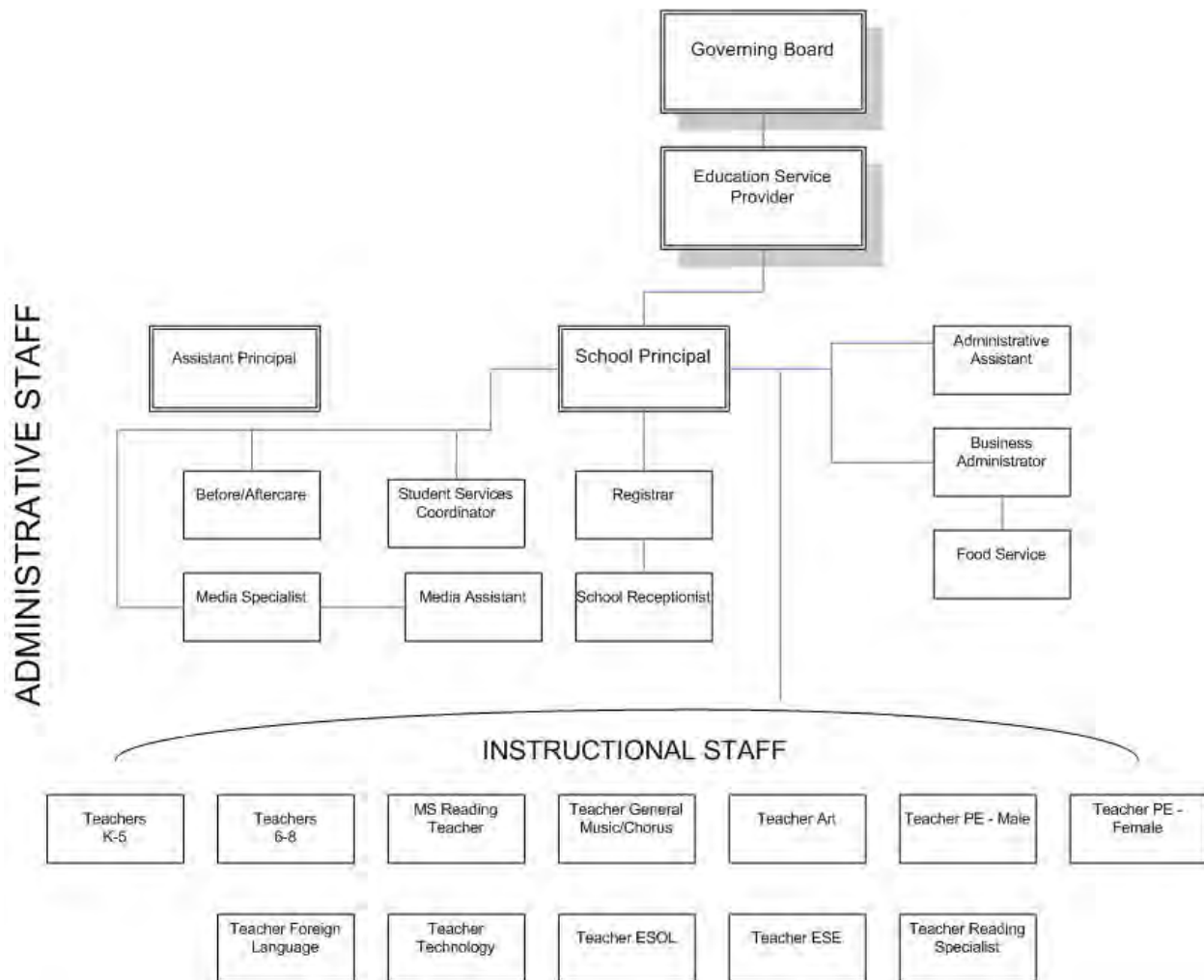
- ◆ **Explain how parents and the community will be involved in the governance of the school.**

The Governing Board believes that active parental participation is essential to operating high-quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives. Parent/Teacher Co-ops (PTC) will be established to provide a voice for parent and community input that can be used in the development of the School. The PTC will be organized each school year. The PTC shall be comprised of parents of enrolled students, administrators and teachers. Parental participation in the schools’ operations and governance will be fostered by a parental “contract” between the parent, student, and the School. Semiannual parent surveys will be distributed to all parents to receive input for school improvement and satisfaction. Moreover, the Student Information System provides a parent portal that gives parents access to real time student data, message boards and direct to teacher and administrator e-mail capability. This supports continual and meaningful parental involvement in each student’s education. PTC reports/representation will be provided at all Governing Board meetings. All parents are invited to attend the regularly scheduled public Governing Board meetings. All meeting minutes are available to the parents.

In addition, School Advisory Councils (SAC) will be established at the beginning of each school year, which shall be comprised of parents of currently enrolled students, administrators, and teachers. The SAC facilitate achievement of the mission of the School and ensure they meet the needs of the children and community. The SAC will act as a link between school administration, teachers, and the school community to discuss school-based issues, bringing them together in an authentic role in decisions, which affect instruction and the delivery of programs. SAC reports/representation will be provided at all Governing Board meetings.

10. Management

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



Job Descriptions:

The knowledge, skills and qualifications required for members of staff are specified in the job descriptions. See Appendix H.

Title	Position Function	Certification	Subject Area
School Principal	Serves as the school leader.	☑	Educational Leadership
Assistant Principal	Assist the principal in providing school-wide leadership	☑	Educational Leadership
Dean	Assist the Principal as needed and implement company policies	☑	Educational Leadership
Business Administrator	Administers the business affairs of a school	N/A	N/A
Student Services	To help students achieve personal fulfillment by	☑	Support Services Coordinator

Title	Position Function	Certification	Subject Area
Coordinator	providing them with guidance and counseling services		
Registrar	Coordinates and performs student registration and promotion of the school.	N/A	N/A
Administrative Assistant	Ensure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of children can be realized.	N/A	N/A
ESE Director Specialist	Support the school's instructional program by directing ESE Teachers and the ESE program	<input checked="" type="checkbox"/>	Certified in one area of Special Education (preferably two)
Teacher	Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develop lesson plans consistent with our Guaranteed and Viable Curriculum.	<input checked="" type="checkbox"/>	Appropriate subject area
Before and After Care Director	Maintain an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising staff and students during authorized Before or After School Program.	N/A	CPR, First Aid Training
ESOL Teacher	Supports the school's instructional program by identifying ELL students, planning an appropriate developmental program for them and implementing Instruction.	<input checked="" type="checkbox"/>	Endorsement in ESOL and certification in non-endorsement field
Before and After Care Worker	Help and supervise students during authorized Before or After School Program in accordance with School policy and established school procedures	N/A	N/A
Food Service Director	Administer the food service program at school level in an efficient and effective manner	N/A	N/A
Food Service Worker	Prepare and serve meals at the school level in an efficient and effective manner	N/A	N/A
Media Specialist	Organize, administer, and coordinate the school's library media center/facility and its programs.	<input checked="" type="checkbox"/>	Education Media Specialist
Reading Specialist	Provides training and support to teachers; assists with Reading program implementation.	<input checked="" type="checkbox"/>	Reading Specialist
School Receptionist	Serves as primary reception and information resource for the school. This position is the focal point for the school.	N/A	N/A
Substitute Teacher	Enable children to pursue their education as smoothly and completely as possible in the absence of the regular teacher	N/A	N/A

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

The School Principal is responsible for the administration of the School Staff. The selection criteria at a minimum include the following:

1. Educational Leadership Certification
2. Educational Background- Degree in Education with appropriate school grade level background; experience as an educational leader

3. Teaching experience
4. Knowledge of the needs of the School's population
5. Knowledge of curriculum for appropriate grades of student body
6. Experience in working with governing school boards
7. Skills in using technology as a tool for learning and monitoring student progress
8. Ability to work with community organizations, agencies and resources
9. Motivation to establish innovative and creative learning programs
10. Dedication to providing supplementary programs to enhance student learning
11. Commitment to professional development programs for faculty and school concepts
12. Ability to implement staff development and training
13. Ability to promote a positive school climate
14. Commitment to enabling each student to reach his/her personal best

Process used to select the School Leaders

The ESP uses a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. All candidates for Dean, Assistant Principal and School Principal participate in the one day event. Leadership Assessment Center activities consist of:

In-Basket Activities (90 Minutes)

This activity evaluates a candidate's ability to handle real life situations that are part of the principal's job. Candidates are asked to prioritize scenarios in terms of level of priority and are then asked to describe what action they would take to address each situation.

- Each in-basket item requires a separate action that must be completed and its priority level, identified.
- Assessors of this activity look for identification of problem, steps to solution, priority level, communication skills and overall approach to each situation.

Essay Writing (60 Minutes)

This activity is used to assess the candidate's writing ability as well as their overall philosophy of education.

- The subject of the essay forces the candidate to read an education article, reviewing the subject and asserting a personal view point.
- Assessors of this activity look for congruence with the Educational Model as well as the candidate's ability to articulate their viewpoint in written word.

Group Presentation (40 Minutes)

This activity is used to determine the candidate's ability to work collaboratively with a group as well as their ability to present in front of a group.

- Group topics are decided by company assessors. The group of candidates use chart paper and markers to brainstorm topic solutions. The group uses cluster techniques to prioritize and synthesize solutions and to develop an implementation plan.
- Assessors will look for specific behaviors observed in terms of group interaction.
- Assessors also look for the presentation results, communication, clarity, voice and other leadership traits.

Interview (1 hr.)

Each candidate is interviewed by the ESP. Interview templates are prepared in advance and include the following topics:

- The candidate's philosophy of education

- The candidate’s understanding of his/her role
- The candidate’s use of data including understanding of FCAT
- The candidate’s familiarity with charter schools, knowledge of and accountability to governing boards and other key information relevant to being a building leader in a charter school environment.
- The candidate’s grasp of specific responsibilities relevant to his/her role such as: interviewing, creating a school-wide culture, discipline, outreach, instructional leadership, supervision, etc.
- For scenarios that may come up at a school, interviewers use behavioral interviewing techniques to gain insight into the candidate’s past behavior, which is the best predictor of future behavior.
- Each question is scored; a minimum score must be achieved to be considered a serious candidate.

Candidates that participate in the event may be invited into the company’s pool of approved candidates. As the organizational demand for talented leaders arise, candidates in the pre-approved pool are offered positions within their preferred regional areas. Care is also given to match each school leader to the school environment that best matches their leadership strengths. The governing board is also consulted about leadership candidates in an effort to support a positive working relationship between the School Principal and the Governing Board.

Setting Performance Expectations (School Principal)

Performance expectations are communicated in August of each year in two ways:

- **Criteria on Performance Evaluation Tool.** All criteria that the School Principal will be evaluated on, is communicated in August. Given the range of responsibilities for which principals are accountable, the August communication ensures that specific expectations are set. Charter Schools USA clearly defines “what good performance looks like”. Performance within each criterion is used to determine merit increases.
- **School Principal Goals:** Each school has a Strategic Plan as well as a School Improvement Plan. School-wide goals are developed from these two documents. The School Principal in conjunction with the ESP jointly determines performance goals. The School Principal goals are developed in these five areas:
 1. Academic Excellence
 2. Operational Performance
 3. Superior Culture
 4. Financial Health
 5. Growth

Achievement of these goals are evaluated at the end of the year and linked to an incentive bonus.

Monitoring Performance and Providing Feedback

Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance. Monitoring methods include:

- School site visits conducted semiannually.
- Staff surveys conducted in November and April.
- Parent survey conducted in November and April.
- Monthly Principal meeting and reporting.

- Benchmark tests.
- Regular conversations and visits with the ESP’s Education team.

Performance Management – School Principal Evaluation Tool

A formal evaluation is conducted at the end of the year. The following are the categories included in the School Principal evaluation tool. For each factor, specific criteria have been identified in terms of what performance is expected.

School Principal Evaluation

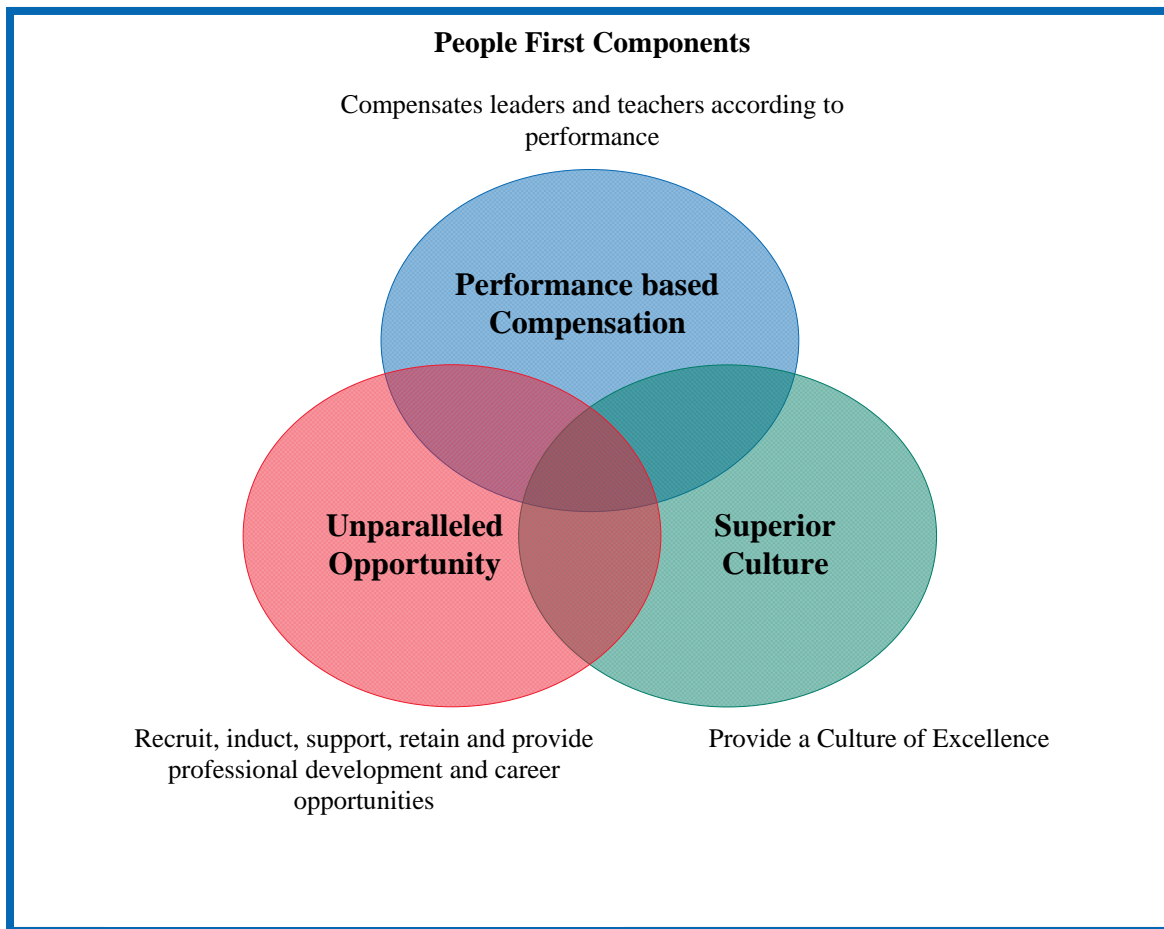
Academic Excellence	Operational Management	Superior Culture	Financial Growth	Growth
<ul style="list-style-type: none"> • Guaranteed and viable curriculum • Challenging goals and effective feedback • Parent and Community involvement • Safe and orderly environment • Collegiality and professionalism • Teacher level factors • Technology 	<ul style="list-style-type: none"> • Registration and student record keeping • Customer service • Governing board relations • Following ESP guidelines for facility operations • Supports ESP communications functions • Compliance with district and state regulation 	<ul style="list-style-type: none"> • Leadership • Human Resources • Performance and planning • Compensation management • Charter Schools USA values • Staff Recognition • Hiring • Fellowship 	<ul style="list-style-type: none"> • Budget development and management • Business manager relations • Fundraising • Risk management 	<ul style="list-style-type: none"> • Enrollment • Succession Planning • School Opening Team

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

A staffing plan is included in the 5 year Budget in Appendix K.

◆ **Explain the school’s plan for recruitment, selection, development and evaluation of staff.**

The Governing Board will work directly with the ESP to implement the School’s employment procedures and policies. The ESP has conducted extensive internal and external research to determine the most important elements in designing a work environment and culture to support employee performance, build morale, and promote student achievement. The following describes the School’s People First Plan which is the framework for all employment policies and procedures.



The School will implement the People First Plan as outlined below:

Performance Based Compensation

Research supports the notion that people are motivated through achievement and growth. Moreover studies indicate that not only does this contribute to the retention of high quality staff, but also positively impacts student achievement. Consequently, the School will adopt a performance-based compensation plan that includes:

- Performance bonuses for Administration based on pre-determined goals
- Merit increases for faculty and staff are determined by a robust evaluation tool based on the research of Robert Marzano
- Participation in various programs to provide incentive bonuses for teachers
- Participation in American Board for Certification of Teacher Excellence which will provide an incentive bonus to teachers who achieve this distinction
- School –wide performance incentive goal– provided to faculty and staff at each school that achieves predetermined school wide goals

Superior Culture

The culture of each school is integral to the attraction and retention of high quality staff. The following are cultural elements that will be built into the School:

- Uniforms

- Parent Involvement including voluntary involvement contracts
- Strong discipline plans
- Classroom management expectations
- Action plans based on semiannual staff surveys
- Action plans based on semiannual parent surveys
- Strong focus on the 21 Responsibilities of a Leader that research shows drives student achievement
- Recognition programs (corporate and school based)
- Company Summit and Conferences that celebrate success, involve staff in planning and provide motivation and excitement about our mission
- Teambuilding and recreational events that build camaraderie and a sense of belonging
- STRIVE character education program that supports an Ethical Learning Community and positive school culture
- Other factors that support a positive culture include:
 - Safe and Orderly Environment
 - Collegiality and Professionalism
 - Parent and Community Involvement

Unparalleled Opportunity

From New Teacher induction for new teachers to the Leading Edge Program aimed at high performers, there are numerous opportunities provided to allow staff to learn, grow and adjust their career path according to their professional goals. One example is the school site visit process that will allow the ESP to not only monitor the School's progress, but it also allows staff throughout the network to gain an opportunity to visit other schools and be involved in the continual improvement process. Conferences, seminars and other professional development are all opportunities that are provided.

Recruitment

All employees must be committed to the high academic standards of the School. Faculty must have the ability to work cooperatively and collaboratively with fellow faculty, parents, community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and to make a difference in the educational experience of each student.

If students are to succeed to their maximum potential, having a quality teacher working with every student is paramount. The Governing Board and the ESP are committed to recruiting, selecting, inducting and retaining highly effective teachers. It is recognized that hiring talented people who continue to develop skills and increase their value to the school and to students is critical and that high performing educators are the School's most important asset. The purpose of the employment procedures and policies is to recruit employees who contribute to the School in a way that aligns with the organization's mission, and behave in a way that is consistent with the organization's values.

The No Child Left Behind Act of 2001 simplifies the process of identifying and hiring "highly qualified" teachers. The ESP provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused

on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

The School is an equal opportunity employer and recruits quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- School's website
- Student Information System to advertise all vacant positions internally
- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover.
- Search Resume Databases and Scan Social Networks
- Job Fairs: Holds education job fairs to seek teaching professionals.
- College Recruiting: Identifies colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
- On-line Job Posting Boards: Utilizes select educational and job recruitment websites sites to advertise teaching openings.
- Minority Organizations: Works closely with minority referring organizations to help ensure that the work force is reflective of the diverse community served.

The ESP will manage job advertising, conduct applicant screening, and refer qualified applicants to the School Principal and administration to ensure the school's staffing needs are met. A consistent process of screening, interviewing and selecting employees is essential to the school's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

Screening

The School will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners ask questions of applicants that focus on their abilities, skills and experiences in an initial screening interview. Then as the applicant pool is narrowed, successful applicants advance toward a more in-depth building-level interview with the School Principal and/or interview team.

Selection

The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. The following information is used to guide the process of paper screening applications, analyzing oral interviews, and teaching demonstrations:

School Principal: Responsible for the administration of the School

- School Principal must have Educational Leadership Certification
- Educational Background- Degree in Education with appropriate school grade background; experience as an educational leader
- Teaching experience
- Knowledge of the needs of the School's population
- Ability to work with community agencies and resources

- Experience in working with school boards, board of directors, and advisory boards
- Experience in the start-up of a new school
- Skills in using technology as a tool for learning and monitoring student progress
- Knowledgeable of curriculum for appropriate grades of student body
- Motivated to establish innovative and creative learning programs
- Dedicated to providing supplementary programs to enhance student learning
- Committed to professional development programs for faculty and school concepts
- Ability to implement staff development and training
- Promoter of positive school climate
- Committed to enabling each student to reach his/her personal best

Assistant Principal: Responsible for assisting in the supervision of the school program and the curriculum

- Assistant Principal must have Educational Leadership Certification
- Responsible for assisting in the supervision of the school program and the curriculum
- Possesses similar qualities as designated for the School Principal

Classroom Teachers:

- Educational Background- Bachelors Degree or higher in Education and/or area of specialization in the grades he/she is teaching
- Presents positive teaching evaluation history
- Displays exemplary personal presentation and interpersonal skills
- Demonstrates strong written and oral communication skills
- Literate in computer skills
- Demonstrates in-depth knowledge of subject area
- Understands various teaching methods and learning styles
- Ability to make learning exciting and interactive for students
- Committed to the academic development and character development of each student
- Displays enthusiasm, flexibility, and innovative techniques toward education
- Ability to work effectively with parents, students, resource personnel, and other school wide groups of individuals
- Engages in continual professional development seminars, presentations, and organizations
- Professional Certification

Interviews

The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective.

The interview process for hiring instructional staff uses a panel or team interview approach, assembled by the School Principal. Final candidates progress to an interview with the School Principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate their responses.

Research-based data on interviewing and the qualities of effective teachers provides the foundation for the teacher selection process. According to research, six quality indicators of teacher effectiveness ultimately influence student achievement. They are: 1) Prerequisites of effective teaching; 2) the teacher as a person (i.e., personal attributes); 3) classroom management and organization; 4) planning for instruction; 5) implementing instruction (i.e., instructional delivery); 6) monitoring student progress and potential (i.e., student assessment and student expectations). These quality indicators are explicitly linked to core qualities of effective teachers, and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants:

Teacher Selection Process

Prerequisites of Effective Teaching	Teacher as a Person	Classroom Management and Organization	Planning for Instruction	Instructional Delivery	Assessment
<ul style="list-style-type: none"> • Verbal ability • Content knowledge • Education coursework • Teacher certification • Teacher experience 	<ul style="list-style-type: none"> • Caring • Fairness and respect • Interaction with students • Enthusiasm • Motivation • Dedication to teaching • Reflective practice 	<ul style="list-style-type: none"> • Classroom Management • Organization • Student Discipline 	<ul style="list-style-type: none"> • Importance of instruction • Time allocation • Teacher expectation • Instructional planning 	<ul style="list-style-type: none"> • Instructional strategies • Content and expectations • Complexity • Questioning • Student engagement 	<ul style="list-style-type: none"> • Homework • Monitoring of student progress • Response to student needs and abilities

Hiring Policy

Interviewed applicants are required to complete an Employment Application and a Release of Information form. The Release of Information form allows the School to conduct a background check and the candidate’s employment history.

The School is an equal opportunity employers and do not unlawfully discriminate in their employment practices. The hiring policy is to offer equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability, physical or mental handicap, or any other characteristic protected by law. Pursuant to all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1963, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Worker’s Compensation and Unemployment Compensation.

Hiring Qualifications

The School will comply with F.S. 1002.33(9)(1)4, the minimum and preferred qualifications for each instructional and student service position applicable to the School will be available for review. Qualification information will include: degree(s) held, past teaching experience, certification, years of experience, and any other relevant information.

Upon selection, education credentials will be verified by the ESP. The verification process includes checking for clearance of disciplinary actions. All employees will be fingerprinted and have background checks conducted as required by 1012.56 (2)(d), Florida Statute. The School contract with the District to process fingerprinting and background checks. The support staff will include cafeteria staff, custodians, paraprofessionals, secretaries, and substitute teachers, and others approved to support the School's programs. All support staff will be required to be fingerprinted and have background checks prior to employment.

Certification Monitoring

Teachers' certification status will be actively monitored throughout their career with the School. As a best practice, Human Resources will maintain a file for every teacher (and staff member) and ensure that their certification is current. Teachers who do not possess current certification will be separated from employment until such certification may become current. It is the responsibility of the ESP to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. Non-renewable certificates and 5-year renewable requirements will be actively monitored for compliance by the ESP.

Offer of Employment and On-boarding Practices

Processes are in place to ensure hiring is consistent with all state and federal law and supports the School's budget. Approval processes are followed that include school requirements, human resources consistency, and financial accountability. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended.

Upon acceptance of the offer, a New Hire Packet is presented to the new employee. The packet includes the required payroll forms, such as I-9 (to be completed within 3 days of employment), W-2, state income tax form, Employee Handbook (and acknowledgement page), and information related to company-offered benefits.

Employment Offers

Every hired employee will sign an offer of employment. Staff will be hired "at will" on a year-to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12-month period. Instructional personnel will begin approximately two weeks prior to the start of school and work about one week after the end of school.

New Teacher Orientation

Once the above requirements are satisfied and the candidate is hired, new employees participate in a mandatory Human Resource Orientation geared to familiarize new employees with the School, company history, vision and mission, and to review key areas of our Employee

Handbook. The first 90 days of employment are considered an orientation period, during this period new teachers go through a Teacher Induction Program.

Professional Development

Professional development process has proven to be of great benefit to the organization and to individual employee success. The professional development available to all employees includes, but is not limited to the following:

- Professional Ethics
- Policies and procedures
- Employee benefits
- Classroom protocol, including the reporting of suspected child abuse and neglect
- Discrimination / harassment training
- Teambuilding and leadership
- Teacher Induction Program
- Employee Handbook
- Student Handbook
- Professional Seminars, Memberships and fee's
- HR workshops given with the current trends of new hiring procedures, progressive discipline, EEO compliance, customer service, and non-harassment training.

With the on-going guidance and support of the corporate staff each school has developed a professional development calendar to include:

- Pre-school in service
- Staff development during teacher planning week at faculty meetings
- Participation in Curriculum Cadres

Dismissal

The first 90 days of employment are considered an Introductory Period. The employee may resign from the school/company and the school/company may terminate employment without cause and without notice. After the first 90 days, progressive discipline policies will be followed for minor performance situations and immediate termination for any violations of a serious nature. Per the employee handbook, the School requests two weeks notice of all voluntary resignations. The School reserves the right to dismiss employees "at will" but without being in violation of federal and state laws.

11. Education Service Providers (ESP)

- ◆ **Describe the services to be provided by the ESP.**

The Governing Board has contracted with Charter Schools USA, to provide all necessary management and professional expertise. Charter Schools USA will assist in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. Charter Schools USA's scope of services includes, but is not limited to:

Charter Schools USA Services Provided

Educational Management	<ul style="list-style-type: none"> • Customized curriculum designed to meet national, state, and local standards • Continuous program evaluation • Accountability • Sustainable performance • Curriculum material selection • Student data analysis • Student individual education plans, assessments, records, etc. • Professional/school development • Teacher instructional support, coaching, and mentoring • Assistance in coordinating parent, teacher, and student organizations
Development and Operations Management	<ul style="list-style-type: none"> • Charter Application, Submission, and contract negotiations • Assist in recruiting advisory board • Ensure state, local, and school board compliance • Develop project timeline • Negotiate contracted services (food, transportation, security, custodial, etc.) • Assess demographic and market needs • Develop enrollment marketing plan
Financial Management	<ul style="list-style-type: none"> • Establish accounting systems • Budget development and oversight • Operation and capital budgets • Monthly, quarterly, and annual financial and governmental reporting and analyses • Fundraising, where applicable • Application for grants and loans
Facilities Management	<ul style="list-style-type: none"> • Strategic financing and construction partnerships • Assist in site acquisition and/or lease negotiations • Liaison with building and/or renovation team to ensure quality and design standards are met • Operational design of classrooms and school space and programmatic input for functionality purposes • Procure furniture, fixtures, equipment, and supplies • Secure basic utility services (phone, water, electric & disposal service)
Human Resource Management	<ul style="list-style-type: none"> • Employee benefits Worker's Compensation and 401(k) • Compensation planning & performance evaluations • Personnel administration: hire and employee principals, teachers and other staff • Personnel policies and procedures and ongoing staffing assistance • Payroll service • Government compliance and reporting • Professional back-office services
Technology Management	<ul style="list-style-type: none"> • Design and development of technology labs and student stations • Local and Wide Area network installation

	<ul style="list-style-type: none"> • Remote access and software integration • Technology support • Purchasing of technology • Maintenance of Student Information System • Maintenance of school websites • Email hosting
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- ◆ **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 provisions, and terms of property ownership (real, intellectual and personal.)**

The Governing Board has entered into a management agreement with the ESP to provide services for the School, see Appendix G.

General Functions of the ESP according to the Management Agreement

- Perform day-to-day management of the School, in accordance with the Management Agreement, the non-profit purpose of the Governing Board, the Charter Contract and subject to the direction given by the Board
- Implement and administer the Educational Program, including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Foundation.
- Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Foundation upon its request;
- Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations or as required by the Charter Contract;
- Manage all personnel functions, including professional development for the School Administrator and all instructional personnel and the personnel functions outlined in the Management Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the ESP and as approved or requested by the Governing Board;
- Manage all aspects of the business administration of the School.
- Manage all aspects of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related , and preparing the proposed annual budget for presentation to the Governing Board for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Foundation and be consistent with the staffing and educational models set forth in this Application
- Market and Recruit to Students.

- Implement pupil performance evaluations that permit evaluation of the education progress of the School student and administer all standard tests which are required.
- Provide other functions and services as necessary or expedient for the administration of the School.

ESP's Whole Management Model matches the academic, financial, and operational needs of the Governing Board's School

- The ESP has developed an organization structure and delivery model that drives a philosophy of accountability for all facets of school operations. The whole management model is consistent with this operating philosophy and is in the financial interest of the governing board.
- The ESP will be held accountable for the School's performance via a performance-based management agreement. The ESP will be compensated under a whole management method, meaning fees are a "residual" amount paid based on availability of funds. In this method, fees vary based on both revenues and expenditures. This method is more consistent with the comprehensive style of education management to be provided and by its nature holds the ESP accountable for performance across all facets of school operations.
- The Governing Board will hold the Charter Contract and is completely independent of the ESP. In the event of a termination, the Governing Board would retain exclusive rights to operate the School. To ensure the survival of the School the Governing Board would either assume direct control of the School or contract with another ESP.

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

The Governing Board has contracted with the ESP to provide charter school management services for over ten years. This long standing relationship has been very successful, as evidenced by all of our schools' outstanding historical performance, both academically and financially. Current due diligence is based on the Governing Board's continuous oversight and review of the ESP's performance, including the following:

- High Academic Achievement – Collectively, the ESP's schools perform favorably against their peers (with an "A" rating in the State of Florida and a higher rate of schools meeting AYP). Several individual schools are the highest rated schools in their district and many schools have received high awards of distinction including the National Blue Ribbon Award. Refer to Appendix J for the ESP's summary of school's performance.
- Financial Stability – All of the ESP's schools operate with a positive fund balance
- Customer Satisfaction – Annually more than 90% of students re-commit to return and parent satisfaction measures also exceed 90%.
- Financial Health– Ethical use of public funds is a necessary condition for effectively managing a charter school, but it is not a sufficient condition. It takes more than just goodwill to maintain financial health in a charter school. All of the ESP's Schools carry a fund balance.

- Durability – The ESP has been a pioneer in the charter school movement, opening its first charter school in 1998 and experiencing steady growth ever since, including three new schools this coming year.
 - Diversity – The ESP operates successful charter schools in inner city, suburban, and rural communities. The majority of students enrolled in ESP’s schools are of minority status; ~40% qualify for Free and Reduced Lunch; and the rate of students designated as English Language Learners and/or ESE equals or exceeds comparable district averages.
- ◆ **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.**

In compliance with F.S. 1002.33(9)(i), the Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures. Amendments to the budget will require the approval of the Governing Board. The ESP will provide to the Governing Board, on a monthly basis, an accounting of all School revenues and expenditures. In addition, the ESP will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list if any. The School will make available monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The ESP will be responsible for the day-to-day financial management of the School. All accounting procedures will be performed using General Accounting Standards Board’s (GASB) 34 guidelines and will be maintained utilizing the “Financial and Program Cost Accounting and Reporting for Florida Schools” as recommended in F.S. 1002.33(9)(h).

In compliance with F.S. 1002.33(9)(g), the school will obtain an annual financial audit to be performed by an independent certified public accountant. The School’s audited financial statements are comprised of three components: 1) entity-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Please refer to questions number 18 and 19 of the Charter Application for a more detailed explanation of the financial management processes and internal controls.

- ◆ **Explain how the governing board will ensure that an “arm’s length”, performance-based relationship exists between the governing board and the ESP.**

The relationship between the Governing Board and the ESP is codified with a performance-based contract. The management agreement between the Governing Board and ESP is provided as Appendix G and outlines the duties and responsibilities of each party and the specific performance requirements of the ESP. The Governing Board has complete authority to cancel the management agreement with the ESP for non-performance. Specifically, board members are forbidden from attaining any form of compensation from the School’s operations. Employees of the School are not eligible to become board members, nor are any of vendors, who provide

services to the School. Governing board members have no financial interest in the School's operations; see Appendix F for signed conflict of interest forms.

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

Founded in 1997, Charter Schools USA is one of the nation's largest private operators of public charter schools serving students from kindergarten through 12th grade. Charter Schools USA is the first and largest Education Service Provider in Florida with approximately 1,700 employees currently educating over 18,000 students in 23 charter schools. Charter Schools USA contracts with both municipalities and private foundations to assume educational and operational responsibility for individual charter schools. Over the past ten plus years of intensive research and development, Charter Schools USA's team of leading educators and scholars have developed an innovative, research-based curriculum and school design.

Charter Schools USA has unparalleled experience and qualifications in charter school management, including team members with direct oversight to plan, design, develop, staff, operate, equip and maintain the facility and programs. Appendix H provides profiles of the ESP Management Team and key staff who will be working directly with the School.

Over the past 10 years, Charter Schools USA has developed and managed K-8 schools, K-5 schools, 6-12 schools and 9-12 schools. These schools have ranged in type and size from as little as 200 students to more than 1,600 students. In August 2004, Charter Schools USA opened a new high school for 1,600 students in Lee County that is the "feeder" school for four Charter Schools USA operated K-8 schools in the area, creating the State's first county-wide charter school continuous feeder pattern. Most recently in August 2009 we opened the Renaissance Charter School of St. Lucie serving kindergarten through eighth grade and it is currently at full enrollment.

Charter Schools USA's educational philosophy is rooted in the belief that all children can learn when provided the appropriate environment. Charter Schools USA creates a learning environment that is founded upon the following traditional educational methodologies and current research: Howard Gardner's Theory of Multiple Intelligences, and Robert J. Marzano's *What Works in School: Translating Research into Action*, a synthesis of 35 years of research. Meeting high standards at the School means that "every child can learn" given appropriate learning tools. Measurable progress is supported by consistent data and a variety of teaching strategies that match a student's learning style. Charter Schools USA's philosophy is the belief that all children can learn, function as responsible citizens and actualize their potential as productive members of the workforce. The mission of the ESP stems from this core philosophy and values the relationship between teacher and student and the role the family plays in a child's academic and social development. The mission is to build a rigorous and productive learning environment where students can reach their academic potential and where teachers set clear educational goals.

The Governing Board and the ESP will be effective at replicating the existing school designs as outlined at the end of Section #3 of this Charter Application, primarily due to the fact that the Educational Model is well developed and we have extensive experience implementing this model in other schools. The entire Charter Schools USA network, including corporate staff, as well as

key leaders from other existing schools will be deployed to implement and monitor the school design. The ESP will leverage all of the tools and techniques in use at existing schools into the School.

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

See Appendix J for complete list of the ESP's managed schools, including contact information. No schools managed by the ESP operate with a deficit. Moreover, all of these schools have clean audits. Review of audited financial statements for each school is the best method to demonstrate financial performance. Due to the length of material, copies of audited financial statements are not included in this Charter Application. However, the ESP will provide copies of any audited financial statements upon request.

12. Employment

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

Performance Based Compensation: Both internal and external research has validated that school employees believe it is very important to be eligible for pay differentiation based on performance. Research also supports that people are motivated through achievement and growth. Moreover, studies indicate that not only does this contribute to the retention of high quality staff, but also positively impacts student achievement. Consequently, the School will have a performance-based compensation plan that includes the following:

- Merit increases for administration and teachers based on robust evaluation tools
- Performance bonuses for administration based on pre-determined goals
- Participation in various programs to provide incentive bonuses for teachers based on student achievement
- School - wide performance incentive goal provided to faculty and staff at each school that achieves predetermined school-wide goals

As allowed in Section 1002.33(12)(i) Florida Statutes, the School will operate as a private employer and will reflect an employment practice that will seek to mirror the diversity of the community and student population.

The Governing Board believes that it is in the best interest of both, the School and its employees, to fairly compensate it's workforce for the value of the work provided and have, structured the compensation system in a way that rewards high performers based on criteria linked to student achievement. Pay scales have been established by which job families can grow with merit increases. How quickly an employee moves toward the maximum is determined by the budget and the level of individual performance through an annual performance appraisal process. Incentive bonuses are provided that link to the school strategic plan. Examples of these are: student achievement and school enrollment criteria. The Governing Board will establish budget criteria, incentives, and other motivating factors that will attract, reward and retain the best

employees. When determining an employee's starting salary several factors are considered, including but not limited to:

- Base Pay which is the start of the salary band
- Years of experience the candidate brings with them
- Higher education of a Master's or Ph. D
- Critical shortage area: Science, Math, etc. (as needed)

The ESP works very hard to provide performance incentives to supplement base pay and to reward high performing staff. Each year a percentage increase is built into the budget for merit increases, as funding allows. During the initial years of operation as enrollment in the School is growing, it is a challenge to build additional incentives into the budget. However there is always a strong focus on differentiated pay to attract and retain top talent and on identifying funding sources to support this strategy. Incentive strategies include but are not limited to:

- Merit increases - Merit increases are built into the budget and awarded based on performance on formal evaluations. In many cases, this allows high performing staff to meet or exceed what they might earn in the District.
- Merit Award Program (MAP) – In order to provide incentives to the top 25% performing administrators and instructional staff, Charter Schools USA participates in the MAP program funded by the State of Florida. Since its inception, Charter Schools USA has applied for and received these funds each year.
- EPIC Grants - Charter Schools USA supports qualified schools in participating in EPIC grant opportunities
- FCAT A+ Incentive based on school grade - Last year 80% of Charter Schools USA schools earned A+ awards that provided an additional performance incentive based on school performance
- School Wide Incentive Bonus – Charter Schools USA works diligently to manage costs so that budget surplus funds can be allocated towards a school wide incentive bonus to reward all team members for the achievement of specific goals. During the early years of operation these funds must be found via costs savings. In subsequent years, this is built into the budget. One percent of total FTE funds are designated for this purpose after year two of operation (if state funding supports)
- Recognition Programs – Charter Schools USA provides network wide recognitions such as Teacher of the Year, New Teacher of the Year and Team Member of the Year. These are awarded at an individual school level as well as overall winners. The recognition is accompanied by a cash award.

- ◆ **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.**

Refer to Question #10 for a complete description of personnel polices. See Appendix I for the School's Employee Handbook.

School Staff will participate in a Human Resources Orientation Program where policies will be reviewed in detail and each employee will acknowledge their responsibility to adhere to School policies. Some of these policies will include harassment, discrimination, workplace violence, EEOC, safety, company ethics and conduct and other policies, as outlined in the Employee

Handbook. Part of each employee’s performance evaluation will be based on how well they perform their job and how well they demonstrate the values and principles of the company. Each employee will be accountable for a safe and positive work environment and learning environment for the students.

Professional Development:

Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-yield research based instructional strategies the ESP will provide the following professional development trainings:

Required Trainings	Other Offerings
<p>New Teacher Induction: a two to five-day seminar depending on the needs of the teachers that includes instructional methods for data-driven instruction and research based classroom management and student motivation.</p> <p>Teacher Learning Communities- an on-going community for new teachers that include monthly meetings to review and enhance the teacher’s knowledge of high-yield instructional strategies.</p> <p>Curriculum Cadre - teachers from the ESP’s network of schools meet to discuss innovative classroom strategies that support student achievement once a month, as well as to monitor the success of past strategies.</p> <p>Curriculum Mapping- although the process of curriculum mapping occurs throughout the school year, once a year teachers meet to discuss the notes they have taken throughout the year to see how they can improve the curriculum maps for each subject area. Master teachers then take this information to the classroom teachers to ensure that they have a successful next year by making them aware of any changes to the curriculum map.</p> <p>Data Analysis - staff development is provided to teachers to ensure that they are analyzing their students’ data for maximum student achievement.</p>	<ul style="list-style-type: none"> • Writing Effective Lesson Plans • Formalization of the Instructional Program • Development of a Comprehensive Assessment Plan • Collection and Interpretation of Student Performance and Achievement Data • Theory of Multiple Intelligences • Harry Wong: The Effective Teacher • Assessment and Evaluation • What Great Teachers Do Differently: 14 Things that Matter Most • Classroom Instruction that Works: 9 High-Yield Strategies • Six Traits of Effective Writers • Using Manipulatives in Math • Strategies for Successful Test Taking • CHAMPs: A Proactive and Positive Approach to Classroom Management (CHAMP: Conversation, Help, Activity, Movement, Participation) • “Best Practice” Strategies for the Classroom • Centers in the Classroom • Technology in the Classroom • The Interdisciplinary Curriculum • English for Speakers of Other Languages Regulations and Procedures • Exceptional Student Education Regulations and Procedures • Research-Based Innovative Learning Methods

Professional development is a strategic tool for the School's continued growth, productivity and ability to retain valuable employees. Short-term plans for projects, long term plans for the organization, career development plans for the employee and skill building for immediate improvement in employee performance in areas of deficiency, are all a part of professional development.

13. Parent and Community Support and Partnerships

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

Active parental participation will be required at the School. Parental participation is essential to operating high-quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives. Parent/Teacher Co-ops (PTC) will be established to provide a voice for parent and community input that can be used in the development of existing schools as well as new schools and programs. PTCs will be organized each school year at the School. The PTC shall be comprised of parents of enrolled students, administrators and teachers. Parental participation in the schools' operations and governance will be fostered by a parental "contract" between the parent, student, and Schools. Annual surveys will be distributed to parents to receive input for school improvement and satisfaction. Moreover, the Student Information System provides a parent portal that gives parents access to real time student data, message boards and direct to teacher and administrator e-mail capability. This supports continual and meaningful parental involvement in each student's education. PTC representatives provide regular reports to the Governing Board.

Parents will be notified via routine postings regarding the time and place of Governing Board meetings, and they will be invited to attend and participate. The School Principal and the ESP will be represented at the Governing Board meetings to discuss all issues pertaining to the management of the School. Issues to be discussed will include school finance, student achievement benchmark results, institutional focus, personnel issues, facility issues, and/or ancillary services issues.

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

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

- A parental contract between the parent, student, and School.
- Governing Board meetings will be open to the public and notification will be disseminated per Sunshine Law
- Parent/teacher conferences will be held to provide a forum for open discussion and to build parent/teacher understanding and support.
- Semiannual surveys will be distributed to parents to receive input for school improvement and satisfaction.

◆ **Describe any community partnerships.**

Upon approval of this Charter Application, the School will work to develop community partnerships that are in the best interest of both the School and the community. These community partnerships will enhance the integration of public entities that are charged with the welfare of our children and increase the quality of services provided at the School. Examples of the type of partnerships we expect to develop include:

- Law Enforcement Agencies
- Other Public Safety Entities
- Health & Human Services Agencies
- Not-for-Profit Organizations with Child Focused Missions
- Youth Programs / Organizations (e.g. YMCA)
- Chambers of Commerce
- Local Businesses

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

The School believes in just, fair and equitable treatment of ALL students and in providing a learning environment which is free from unfair or discriminatory practices. Procedures for disciplinary complaints and resolution of discriminatory practices have been established.

Rights: Students/Parents have the right to report, and seek redress for unfair treatment, discriminatory practices or harassment.

Responsibilities: Students/Parents have a responsibility to know and follow procedures for filing complaints.

There may be times when students feel they have been treated unfairly. In most cases, problems can be resolved if students/parents speak with the teacher or staff member involved. If the student/parent does not resolve the problem or feels uncomfortable addressing the issue directly to the teacher or staff member, the student may request a conference with the School Principal or Assistant Principal. The student/parent may also request the presence of a third party, such as a counselor, resource teacher or other staff person. The parent may also be present. If the problem is not resolved at this level the following steps should be followed:

1. The student/parent must present a written and signed statement to the School Principal within five (5) school days. The statement should include the following information: (a) description of the incident; (b) date and time of the incident; (c) persons involved and/or witnesses; (d) location of the incident; and (e) attempts made to resolve the issue.
2. The School Principal shall respond, in writing, within five (5) school days of the receipt of the statement. The School Principal shall make every effort to resolve the matter.
3. If the problem still has not been resolved or the School Principal fails to respond in a timely manner to the student's statement, the student/parent may submit the grievance to the ESP for resolution.
4. A meeting will be scheduled within five (5) school days of receipt of the student's request for such a meeting. This meeting will include the person involved in the original

action, the School Principal, the student, the parents and representative from the ESP. If a decision is made at this meeting, documentation of the agreed upon actions will be forwarded to all parties within five (5) school days.

5. If the student or parents are not satisfied with the outcome of the decision, they may contact the Governing Board for their input. This may be done at any point of the process.
6. At any time, a parent(s) may withdraw their student(s) from the school and enroll them in the student's assigned district school in accordance with school district policy.

14. Student Recruitment and Enrollment

- ◆ **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.**

Understanding that the School is indeed a "school of choice", the Governing Board recognizes the importance of marketing and recruiting to parents and students. In general, the extent or degree of marketing efforts depends primarily on the targeted population. In order to promote a neighborhood school environment, the marketing strategy starts in the immediate area and then broadens to the mass market.

Recruitment

Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a "wait-list" application pool, marketing will occur to all appropriate populations (geographic, ethnic, age). Utilizing the Schools' Student Information System, applicants will be tracked and ordered appropriately. This method will provide an opportunity for all students applying to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels.

Marketing Plan

The School will conduct a three phase marketing campaign: Identification, Awareness and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

Phase I: Identification

First, the School will identify eligible students as identified in the Charter. Second, the ESP will identify the target recruitment area based on a detailed and thorough analysis of the area and compliance with the Charter. Some of the indicators to identify a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance
- Perform scientific surveys for interest areas (e.g. programs, transportation, etc)

Phase II: Awareness

Beginning approximately one year prior to School opening or upon approval of this Charter Application, the School will conduct a broad marketing campaign throughout the targeted areas that educates and publicizes to the community information about the charter school movement and more specifically the opportunities and benefits available at the School. Publications and

media clips will be produced in languages as needed to match the demographics of the community.

These efforts will include, but not be limited to:

- Local print media
- Development of a school website accessible via the internet, with email options
- Distribution of brochures and pamphlets about the School and the programs offered
- Participation in “town hall” type meetings with local organizations
- Direct mailings to the community
- Local radio and television public service announcements
- Announcements in Human Resources Newsletters for area businesses

Phase III: Recruitment

Enrollment will take place until the School is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive hands-on marketing strategy will be implemented.

These efforts will include, but will not be limited to:

- Continued distribution of brochures and pamphlets about the School and the programs offered
- Presentations/Information sessions to the local community, neighborhood clubs, libraries, and other organizations
- Display signs and posters throughout the immediate and surrounding communities
- Open Houses and information sessions at the School
- Information sessions and meetings at area schools classified as “overcrowded”
- Announcements at the local college and university career centers
- University and college print media
- Attendance at local career fairs
- Presentations/Information sessions for employees at local businesses
- Education fairs for employees
- Internal company email advertisements through local businesses
- Notifications and information through municipal opportunities (e.g. – notice in utility bills, etc.)

- ◆ **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.**

The School is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

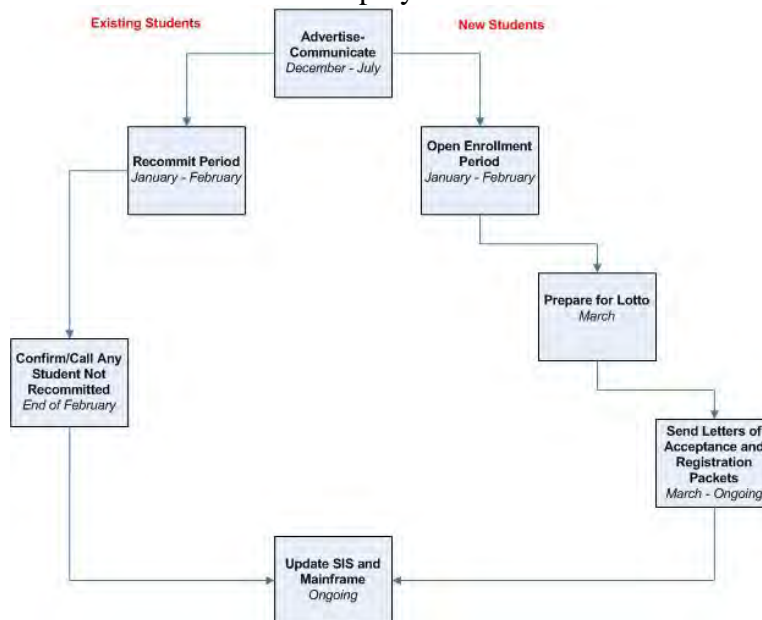
Marketing strategies to announce the opening of the charter school to “hard to reach” populations will include, but not be limited to the following:

- Production of marketing materials and school applications in languages other than English, such as Spanish and Haitian-Creole, as needed, to accommodate the needs of the community
- Availability of bilingual staff to answer questions
- The website will have enrollment applications in multiple languages
- Radio public service announcements in multiple languages
- Posting of information (in appropriate languages for the community) in local public areas (i.e., libraries, grocery stores, YMCA, centers, etc.)
- Advertising in magazines, including free community publications
- Distribution of information to local businesses' human resources departments
- Advertise Open House Information Sessions in a variety of locations and languages throughout the community

◆ **Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline criteria and/or any preferences for enrollment, and lottery process.**

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section 1022.33(10)(b)- Eligible Students, the School shall enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. Enrollment will also follow FS 1002.33(15)c, which includes enrolling students according to racial/ethnic balance provisions in FS1002.33 (7)(a)8. In accordance with 1022.33 (10)(d), the School may give enrollment preference to the following populations:

- students who are siblings of a student enrolled in the School
- students who are the children of Active Duty military personnel
- students who are the children of a board member of the School
- students who are the children of an employee of the School



Student applications will be made available online through the Student Information System, accessible on the school website, and in paper form at local distribution sites. The Student Information System accepts student applications and monitors the number of applications submitted for each grade. Student Information System is the only system designed specifically to meet the unique needs of charter school's application management needs. Student Information System manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. If, at the end of the Open Enrollment, there is an over subscription for any grade level a lottery will be conducted.

All accepted applicants will be provided with written registration requirements. Documentation required by the District is collected for review and verification. The following items are generally required for all students:

- proof of residence
- social security number (optional)
- birth certificate
- report card, transcript
- current immunization/medical history

The School provides a bar code tracking system for recording receipt of registration items. Reports detailing status of student registration items are produced using this data.

Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are accepted on an ongoing basis and maintained on a waiting list. Communication with perspective students is generated as appropriate. The timetable below will be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the program capacity.

Year 1	
Open Enrollment	January – February
Applications accepted by date/time	February 12
Application verification	February 14 – 18
Notification of Lottery	February 21
Lottery	March 1
Admission/ waitlist notice sent	March 3
Registration	March 15-30
Applications accepted by date/time	March 31 - ongoing
Registration	April 1 - ongoing

Year 2

Recommit letters to current students	January
Open Enrollment	January – February
Applications accepted by date/time	March 1 st
Application verification	March 1 st week
Notification of Lottery	March 8 th
Lottery	March 18 th
Admission/ waitlist notice sent	March 20 th
Registration	April 1 st - ongoing
Applications accepted by date/time	January – February
Registration	January – February

Early Registration - Prior to opening, an open enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to the School or assigned a lottery number in the event that applications exceed capacity. If capacity is not reached after the established enrollment period, subsequent applications will be accepted on a first-come, first-serve basis until capacity is reached.

In subsequent years, applications will be accepted each year during an open enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who recommit minus the capacity. This is in compliance with F.S. 1002.33(10)(b). The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. The lottery will be system generated. Parents will be notified in writing of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have a specific timeline to respond to the school in writing of their decision to attend. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list.

The School is committed to enrolling a diverse student population and shall abide by the provisions of the Florida Equity Act, Section 1000.05, and Florida Statutes that forbid discrimination on the basis of race, national origin, sex, marital status, or handicap.

In compliance with F.S. 1002.33(7)(a)8, the School will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. The School will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves or within the racial/ethnic range of other public schools the District. This effort will include marketing to under represented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Lottery Rules and Procedures

Rules: General

1. For the purposes of the following rules, the following terms are defined as:

- All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.
 - Manual lottery refers to the selection of applicant names by a random method such as the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
 - Student Information System lottery refers to the process whereby all eligible applicants are assigned a random number by Student Information System and sorted, by grade, in order of the randomly assigned number.
2. All Applicants (Students not already attending the School) participate in the lottery irrespective of preference status.
 3. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
 4. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excludes declines) will be moved to a pool for the subsequent lottery.
 5. Only one (1) lottery shall be conducted by a school to include all grades in which the number of Applicants exceeds the number of expected seats available.
 - If the number of Applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. However, the computer system shall assign each Applicant a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, ALL offers shall be rescinded and Applicants shall be offered admission based upon the system assigned numbers.
 - Siblings of Applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer SHALL maintain the seat accepted and the sibling whose offer which has been rescinded shall be considered to have a preference of an Applicant with a sibling applying for the same academic year.
 6. ALL offers of registration shall be made in the order of the lottery results and established Waitlist. NO OFFER SHALL BE MADE TO A STUDENT NOT PROPERLY ENTITLED TO THE NEXT AVAILABLE SEAT.

Rules: Preferences

1. All preference categories shall be published prior to the conduct of the lottery
2. All Applicants entitled to receive a placement preference shall be identified PRIOR to the lottery
3. Preference status entitles an Applicant to be offered an available seat ahead of Applicants without a preference status.
4. Preferences granted are subject to review and verification. The School reserves the right to rescind acceptance offers if the preference status is not verified or validated (i.e. proof of residency, proof of legal guardianship).
5. In accordance with 1022.33 (10)(d), a charter school may give enrollment preference to the following populations:
 - students who are siblings of a student enrolled in the School
 - students who are the children of Active Duty military personnel
 - students who are the children of a board member of the School

- students who are the children of an employee of the School
6. Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

Procedure:

The open enrollment period must be published in advance of the lottery date regardless of the type of lottery.

Student Information System Based Lottery Process:

1. Enrollment office will select the applicants eligible to participate in the lottery.
2. Enrollment office will select the grade levels which require a lottery.
3. Enrollment office will run the lottery process.
4. The lottery results module of Student Information System will highlight the students eligible for "offer" letters, along with noting the siblings.
5. Letters will be generated to offer students an acceptance in the charter school.
6. The remaining students will move to a waitlist based on their lottery number.

Applications received after the enrollment period will be placed on the waitlist in the order in which they are received (according to date & time).

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

Active parental participation will be required at the School. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives. Parents must sign a contract agreeing to volunteer a minimum of twenty hours per school year. When two or more children from the same family are enrolled, parents shall be required to volunteer a total of thirty hours per school year. Parents are given access to our Student Information System allowing them to track their volunteer hours. The School Principal verifies the completion of the hours and credit is applied to the parent account. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours. A sample copy of the Student Handbook with contract is included in Appendix D.

III. BUSINESS PLAN

15. Facilities

If the site is not secured:

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

The exact location for the School facility has not yet been identified. However at this time several sites are being evaluated. The site will be compatible with existing neighborhoods and with local municipal and county planning efforts. The Governing Board’s intent is for the School to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. In the event that an existing facility is available for conversion to an applicable facility, we would consider that as an alternative to a newly constructed facility. Regardless, the facility layout will be based on previous plans that have been successfully deployed by the ESP for charter schools serving similar populations. The facility is expected to be 80,000 - 100,000 square feet in size, occupying one to three floors. The facility layout will accommodate a logical separation of the elementary (K-5) and middle (6-8) school grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests. The District shall not be responsible for costs in the areas of facility construction or maintenance.

- ◆ **Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.**

The ESP has extensive experience acquiring and developing properties to operate charter schools. In addition, the ESP has been actively engaged in developing the cost model for this School. Estimates have been derived based on the following:

- Industry Experience
- Historical Projects
- Detailed Spreadsheets/Models Defining Cost Factors
- Actual Cost Data, as applicable
- Cost Estimates from Proposed Contractors, as applicable

Using the tools described above, we can estimate the cost of a newly constructed facility, exclusive of land but inclusive of site work, facility construction, and furniture, fixtures, and equipment to outfit the school. The table below provides a more detailed breakdown of this cost estimate.

Cost Element	Estimated Cost (low)	Estimated Cost (high)
Due Diligence / Legal	\$ 50,000	\$ 100,000
Land Purchase Cost	TBD	TBD
Architectural & Design Fees	\$ 180,000	\$ 250,000
Engineering	\$ 200,000	\$ 350,000
Site Work	\$ 800,000	\$ 1,500,000
Construction Expenditures	\$ 12,000,000	\$ 14,000,000
Furniture, Fixtures, & Equipment	\$ 750,000	\$ 1,000,000
TOTAL	\$ 13,980,000	\$ 17,200,000

Pending approval of this Charter Application, the proposed school facility will be built using one of the following sources of financing: 1) Developer financing that has been bank approved based upon the developer's financial capability, anticipated FTE funding, and the success of the Governing Board's other Charter Schools. This is a traditional financing and development structure that has been used across the State of Florida and has been reviewed by the ESP's attorney as well as by the attorneys for the developer/builder and in their professional opinion, meets all applicable law; 2) Third party private real estate investor financing; or 3) Tax-exempt bond financing.

In accordance with S. §1002.33 , the School will also seek to be included in and have made available local funds, from whatever source, distributed and expended for the construction of student stations in the District. Furthermore, the School will seek to be included in local monies, from whatever source, distributed for the ongoing operation and maintenance of school facilities not currently provided by state and federal sources.

Regardless of the source of funds, the School will make rent payments for the facility adequate to cover the cost of servicing the associated debt/lease costs. The facility costs line item provided in our budget projections is derived to accommodate the carrying cost for the estimated expenditures presented above. Historically, we have been successful at securing long-term, low-interest financing for our charter schools. In addition, the financing is typically structured to allow the repayment schedule to accommodate the gradual enrollment growth. Therefore, our budget allocation for facilities costs is lower in the first three years of operations.

◆ **Explain the strategy and schedule that will be employed to secure an adequate facility.**

Pending approval of this Charter Application, the School facility will be developed. It is anticipated that the facility will be owned and constructed by a private developer, who will then lease the facility to the Governing Board. The School will make rent payments for the facility. The facility lease will be developed and executed as a component of the school development project plan. Before the School begins operations, the District will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, health and accessibility for the disabled. The facility will meet all applicable building codes, including the Americans with Disabilities Accessibility Guidelines for new building construction. In accordance with F.S. 1002.33(18)(a), the School will not elect to follow the State Requirement for Educational Facilities. The facility will comply with all

building code standards and regulations adopted by city and county in which the School is located. The facility project will be managed by the ESP, who is a leader in the design and development of charter schools in the State of Florida, and has developed schools in a variety of settings including: urban, suburban, rural, and commercial centers. The ESP during its history has developed charter schools in a variety of settings including: urban, suburban, rural, and commercial centers. The ESP has opened charter schools ranging in size from 45,000 to 110,000 +/- square feet and in 2009 finalized construction of a brand new 100,000+ square foot facility in St. Lucie County. The ESP will design a superior learning environment to achieve thematic and specialty programs inclusive of school technology, academic communities, and arts and sciences. The ESP has an extensive network of architectural firms experienced in designing schools, which provide a safe learning environment and operate efficiently and effectively. The design process is accomplished by a team of experts, both in-house and contracted, whose disciplines include: education, licensed general contracting, and project management.

Refer to Question # 20, Action Plan, for a schedule of the key milestones for the development of the School. Detailed project plans will be built for each phase of the project. All construction and renovation projects undertaken prior to the opening of the School or during the term of the Charter will be carried out by experienced and appropriately licensed and insured construction professionals who will perform all work in accordance with the construction specifications, drawings and other documents, as directed by the design professional.

The School’s facility planning includes providing a detailed drawing and itemized list of every Furniture, Fixture, and Equipment (FF&E) item planned for the School. Every chair, whiteboard, file cabinet, and locker is accounted for before the first day of school.

Utilizing a project timeline, the ESP’s development team will guide the project to successful completion by leading: weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management. The exhibit below provides a high-level timeline of the key milestones for the development of the charter school. Detailed project plans will be built for each phase of the project.

ID	Task Name	Duration	Start	Finish	2011				2012			
					Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	
1	Charter School Development Timeline	260 days	Mon 8/2/10	Fri 7/29/11								
2	Charter Application / Contract Approval	90 days	Mon 8/2/10	Fri 12/3/10								
3	Site Plan Approval	90 days	Mon 8/2/10	Fri 12/3/10								
4	Land Development Permit	40 days	Mon 12/6/10	Fri 1/28/11								
5	Building Permit	20 days	Mon 1/17/11	Fri 2/11/11								
6	Land Development	20 days	Mon 2/14/11	Fri 3/11/11								
7	Construction	100 days	Mon 3/14/11	Fri 7/29/11								
8	FF&E / Fit-up	10 days	Mon 7/18/11	Fri 7/29/11								
9	Facility Complete	0 days	Fri 7/29/11	Fri 7/29/11								

◆ **Describe the back-up facilities plan.**

The School is evaluating several potential locations. Once a primary site has been selected, the remaining options will be considered a backup if the development of the primary location becomes unavailable.

Once construction begins on a site it will be the long-term facility solution. In the rare event that issuance of the Certificate of Occupancy is for any reason not delivered in a timely fashion, the Governing Board intends to direct the ESP to locate short-term alternative facilities options. Any such alternate facility shall be suitable for school use, until such time as the school is able to open. In the unfortunate event that an adequate school facility or alternative short term facility cannot be secured, the application will be deferred for one year until the facility plan can be carried out fully ensuring safety and compliance in all areas.

◆ **Describe the plan and methods the school will employ to comply with Florida’s constitutional class size requirements.**

The School will comply with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002 as it relates to charter schools. The School’s staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time our school design will be modified to achieve necessary compliance, which may include modification to staffing, enrollment, and additional revenue that are not in our current projections. For the 2010-11 school year, charter schools are mandated to comply with class size at the school wide average.

16. Transportation Service

◆ **Describe the school’s plan for transportation, including any plans for contracting services.**

Please refer to Appendix A for a detailed list of issues related to transportation. The School will contract with a state licensed and bonded transportation provider to ensure safe and effective transportation of students throughout the entire academic year.

For budget purposes, it is projected that the School will be responsible for the transportation of students who live within a reasonable distance from the school, generally considered to be within a 2-4 mile walkout radius of the school, and those students subject to a hazardous walking condition as defined in 1006.23. Using this criterion and based on previous experience, the number of students that are offered transportation is often close to 30% of the School population.

During the enrollment process, the applicants accepted for admission are required to submit a “Transportation Request”. All students are accepted without regard as to whether transportation is requested. Once transportation requests are compiled, bus routes and transportation zones are established to most efficiently transport the highest number of students. These zones are published and parents within the zones are notified of route and pick-up/drop-off information.

In compliance with F.S. 1002.33(20)(c), the School and the District shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within the reasonable distance zone stated in the School’s charter. The School may provide transportation to students outside of the reasonable distance when transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available. Also, the School may provide transportation through an agreement or contract with

the District, a private provider, or parents. The provider shall furnish proof that it meets or exceeds all applicable rules and regulations governing student transportation. The School shall receive its portion of categorical funds relating specifically to transportation of students. Pursuant to Section 1011.68(5) Florida Statutes, the School is entitled to its proportionate share of categorical program funds, including transportation.

17. Food Service

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

The School intends to contract with Preferred Meal Systems to provide food service. This is due to their proven track record for compliance with National School Lunch Program requirements, product quality, and consistency and efficiency in the delivery of food services. Preferred Meal Systems has been chosen by the Governing Board to provide food services in many of its Schools.

Preferred Meal Systems was founded in 1967 and since then has pioneered the development of a comprehensive school meal system to meet the needs of rapidly expanding school enrollments, rising food, labor, and equipment costs. Preferred Meal Systems provides a quality unitized meal program that includes all the "components" of a full service operation. Their "component meal system" consists of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners. In addition to providing these items, Preferred Meal Systems also provides the following services to the school: delivery of all items to the school; menu planning; nutritional analysis; all necessary kitchen equipment (ovens, refrigeration, freezers, milk coolers, etc.); equipment maintenance; commodity utilization; food service training; marketing and promotions.

Prior to the beginning of the school year, Preferred Meal Systems will send training personnel to the School to work with the food service staff on how to properly run the food service program, including: ordering, inventory, food prep, serving procedures, and clean up. During the school year, the cafeteria staff will prepare all of the required meal components following the directions provided by Preferred Meal Systems. Depending on the size of the schools enrollment, there will be up to two serving lines for the students. The serving lines are set up with the point of service station at the end. This set up ensures the cafeteria personnel can see students are receiving all of the required components to make up a reimbursable meal. The School will utilize a computerized point of sale system (Microcheck) that will track meals and provide a reporting function for accountability and claiming. All students are assigned an account number at the beginning of the school year and can add funds to their account in the cafeteria office. Regardless of account balance, no child is ever denied a meal.

At the end of each month the cafeteria staff will be responsible for sending the monthly historical edit check report to the National School Lunch Program Director which will be used in the submission of the reimbursement claim.

In addition, the Governing Board eligible to participate in the National School Lunch Program. The Governing Board will complete all necessary applications in advance of the school year on behalf of the School. If, for any reason, the School's application for participation in this program

is not accepted, the School will amend its operating budget to reflect the reduction in revenues associated with reimbursement from the National School Lunch Program.

18. Budget

- ◆ **Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.**

A copy of the School's projected 5-year Projected Budget is included in Appendix K and contains all revenue projections, operations costs, and start-up expenses.

- ◆ **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.**

The planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. Costs of planning and development of the School will be recovered by the ESP through the management fee it collects in future years.

- ◆ **Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.**

Revenue assumptions:

- FEFP Revenue was calculated using the 2010-2011 charter school revenue estimator worksheet provided by the Florida DOE. The revenue for year one of the budget is based on the 10-11 base student allocation. Subsequent years are adjusted by 3% per year for inflation.
- Capital Outlay Revenue begins in year four at an average rate of \$456 per student for the year. A 10% reduction in the per-student allocation was assumed for year five.
- Board Refund over 250 is the refund of the school board administration fee of 5% for the students in excess of 250.
- The School will apply for the Charter School Program Grant; however, those funds were not used in the budget because they are not a guaranteed source of revenue.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program.
- Although interest income will be calculated at current market rates on the fund balance this amount is not shown in the budget as a conservative measure.

Expense assumptions:

- Please refer to the "Notes" page of the budget included in Appendix K for details about the expense assumptions.
- Rent will be set in years one through three at 16% of FTE Revenue. Rents in years 4 and 5 years are calculated at 19% of FTE Revenue.
- The initial expense in year one for Furniture, Fixtures, Equipment, and Computers will be covered by bank loan or an operating/capital lease, based on a 4 year term at an interest

rate of 9%, which will be secured on behalf of the school prior to school opening by the management company. Payments on the lease will start in year one of operation.

- Purchases in subsequent years will be paid for from the school's cash flow.
- Variable costs are based on a per student basis and increase accordingly, as well as increase at 3% per year from the base rate.
- Other operating expenses grow at 3% annually.

The projected 5-year budget includes the following schedules:

- Notes – detailed line by line explanation of revenue and expenses in the budget.
- Project Assumptions – basic assumptions used in the plan.
- School Design – details on the number of classrooms and students in each classroom along with expected enrollment see below; the budget assumes that it will take approximately 4 years to reach full capacity. Expenses are closely matched to this 5-year enrollment schedule to ensure positive fund balances throughout the start-up period.
- Staffing Matrix – highlights the structure and pay of all personnel at the school.
- Capital Technology – a five year plan for technology purchases.
- Summary Income Statement – a five year summary income statement incorporating all revenue and expenses for the school.
- Annual Income Statement – an annual income statement has been provided for each of the five years.
- Monthly Income Statement (Cash Flows) – a monthly budgeted income statement that shows the monthly surplus or deficit.

◆ Explain the school's spending priorities.

The spending priorities of the School are as follows:

1. Personnel expenses
2. Instructional Resources
3. Facilities costs
4. Furniture Fixture & Equipment lease payments
5. All other operating expenses, excluding the fee paid to the management company
6. ESP Fees

◆ 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.

A copy of the School's monthly cash flow projections is included in Appendix K.

◆ 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.

The School budget is designed so that all of the ordinary and necessary costs of operating the School, including capital needs, will be met primarily by the State FEFP. Although fundraising amounts are not included in the budget, fundraising may be provided from the School's PTO and/or student fundraising campaigns. Currently there are no fundraising efforts taking place.

19. Financial Management and Oversight

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

The Governing Board has contract with the ESP to provide financial management services to the School. Charter Schools USA has well established processes and procedures to ensure fiscal responsibility and sound internal controls. A financial policy manual will be approved by the Governing Board. The policy manual will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the DOE, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting DOE data reporting requirements.

- ◆ **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 Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the charter schools it governs. Amendments to the budget will require the approval of the Governing Board.

In addition to preparing a conservative budget, the Governing Board has a rigorous budget management process to ensure that the schools it governs achieve the desired positive financial results. The Governing Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of the School's monthly financial statements. These financial statements are prepared on a monthly basis by the ESP's accounting team and are distributed to both the school leadership and the Governing Board. Monthly financial statements will be prepared using General Accounting Standards Board's GASB 34 and GASB 54 guidelines and the "Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in F.S. 1002.33(9)(g). Monthly financial statements will also a comparison of actual results as compared to the approved budget. In compliance with F.S. 1002.33(9)(j)(1), the schools will obtain annual financial audits that are performed by an independent certified public accounting firm. Audit reports will be compliant with the newly published GASB 54 requirements for fund balance reporting.

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

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

The School will employ a school-based Business Administrator or Bookkeeper who will act as a liaison to the ESP's Finance and Accounting Departments for human resource, payroll, and financial matters relating to cash collection and accounts payable. The Business Administrator or Bookkeeper, in addition to the ESP's Finance Department, will also work with the School Principal to ensure adherence to the Governing Board approved budget. Below is a summary of the finance and accounting functions that the Business Administrator or Bookkeeper will perform:

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

The ESP's financial management team consists of the following:

- Accounts Payable Coordinator: Pays approved expenditures for the School
- Staff Accountant: Prepares the monthly financial statements for the School
- Accounting Manager: Oversees the work of the Staff Accountant
- Controller: CPA; oversees the Accounting Department
- Budget Analyst: Prepares the schools' annual budgets; reviews the financial performance of the Schools on a monthly and quarterly basis, focusing on budget variances
- Director of Financial Planning and Analysis: Oversees the work of the Budget Analyst; conducts Quarterly Dashboard reviews with the accounting team and the school leadership.
- Vice President of Finance: Oversees the work of the Accounting Department, the Finance Department, and the school-based Business Administrators

Training for the School Principal and School Business Administrators will be provided by the Finance and Accounting Staff of the ESP. On an annual basis, these school administrators will be required to attend the Schools Summer Leadership Institute, which will include training on relevant subjects such as budgeting, financial management and human resources and educational best practices. In addition, ongoing training will be provided in the form of quarterly meetings, at a minimum, which will focus on current developments in industry best practices.

◆ **Describe the method by which accounting records will be maintained.**

Accounting records will be stored in the ESP's accounting information system, utilizing the Microsoft Dynamics SL accounting software. Journal entries and the appropriate back up documentation will be maintained at the ESP's corporate offices, in a secured environment.

◆ **Describe how the school will store student and financial records.**

Student records shall be maintained in a limited access area and shall be locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a locked fireproof cabinet. Access to the records shall be confined to required school personnel (i.e. clerical personnel). Records shall not be made available to anyone outside the School except in accordance with the guidelines for public records or in the event of a lawful court order. Records shall be made available to district staff for the purpose of monitoring and oversight.

Financial records will be maintained at the ESP corporate offices, in a secured environment, with limited access to pertinent staff. However, should the District request or require an examination of financial records, the ESP will either accommodate the District at its Fort Lauderdale location, or will arrange to bring the requested documentation to the School for the District’s review.

◆ **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 comply with all requirements specified by the District, or applicable state statutes regarding insurance and liability coverage. These include:

- Errors and Omissions Insurance
- Fiduciary Liability Insurance
- Officers and Directors Liability Insurance
- Fidelity Crime Coverage
- Commercial General Liability Insurance
- Automobile Liability Insurance
- Employment Practices Liability Insurance
- Property Insurance
- Educators Legal Liability Insurance
- Employee Health Insurance
- Worker’s Compensation Insurance
- Unemployment Compensation Insurance

The insurance companies that provide coverage will have a rating of “A-” or better and a financial size category of “VI” or better, according to A.M. Best Company, a national insurance rating company.

SAMPLE MODEL OF INSURANCE DATA

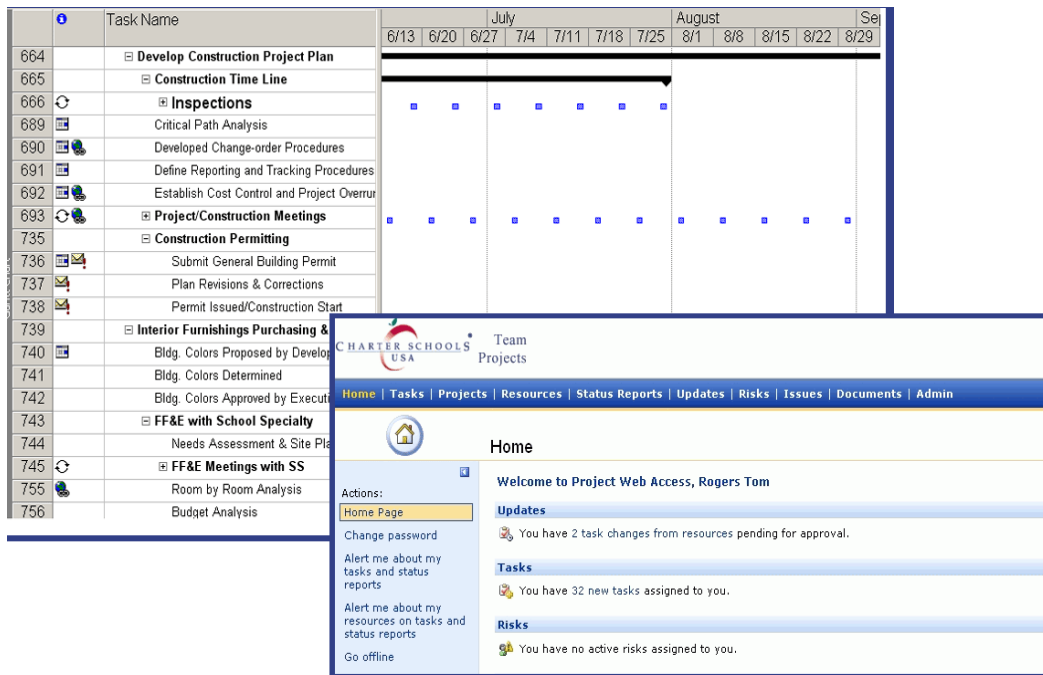
Coverage Type	Coverage	
Commercial, General Liability	Up to:	
	Each Occurrence	\$1,000,000
	General Aggregate	\$3,000,000
Automobile	Each Accident	Combined Single Limit
	Bodily Injury	\$1,000,000
	Property Damage	
Professional Liability	Each Occurrence	\$1,000,000

Coverage Type	Coverage	
(Errors and Omissions)	Aggregate	\$3,000,000
Officers and Directors Liability	Each Loss	\$1,000,000
	Each Policy Period	\$1,000,000
Property Insurance		Based on value of property
Fidelity Crime		\$1,000,000
Workers' Compensation and Employer's Liability	EL Each Accident	Statutory Limits
	EL Disease Occurrence	\$1,000,000
	EL Disease Limit	\$1,000,000
Student Accident Insurance	Basic Each Occurrence	Reimburses Out-of- Pocket Expense
	Catastrophic	100% after \$25,000
Excess Liability	Each Occurrence	ESP carries between \$1,000,000 to \$4,000,000 depending on the needs of the contracting organization
	General Aggregate	
Educators Legal Liability	Each Claim	\$3,000,000
	Aggregate	\$5,000,000
Fiduciary Liability		\$1,000,000

20. Action Plan

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

The construction project will be managed by the ESP. The ESP has developed charter schools in a variety of settings including: urban, suburban, rural, and commercial centers. The development team of project managers coordinates the creation, implementation, and adherence to school opening milestones and benchmarks. All project related schedules are tracked and accessible via the Internet to ensure the most up-to-date information is available at all times. The development team will guide the project to successful completion by leading: weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.



In compliance with F.S. 1002.33(7)(16), the following start-up timeline is proposed. The following model assumes a 15-month project cycle and opening in August 2011. A model project timeline for school opening next year would include, but not be limited to, the following milestones/benchmarks. Each represents broad areas of activity. Detailed project plans will be built for each phase of the project. The ESP has developed a proprietary comprehensive checklist detailing over 1,000 items to be completed to ensure a successful and safe school opening.

Period	Key Project Tasks / Milestones
5/10– 10/10	<ul style="list-style-type: none"> Approval of Charter Application / Contract Site Selected and contract executed Management Agreement Executed Site Review <ul style="list-style-type: none"> Facilities–Use for Programs (e.g. Athletics, Sciences, etc.) Site Plan–Ingress/Egress, Transportation, Fields, Parking, Signage Zoning Site Plan Approval Land Development Permit Construction Financing Finalize Architectural Design
11/10 – 12/10	<ul style="list-style-type: none"> Apply for General Building Permit Land Development Enrollment – Finalize School Budgets/Forecasts – General Community Awareness/Information Marketing
1/11 – 03/11	<ul style="list-style-type: none"> Begin construction RFP's for Vendors <ul style="list-style-type: none"> Services

Period	Key Project Tasks / Milestones
	<ul style="list-style-type: none"> ○ Furniture, Fixture, and Equipment listing (FF&E) ○ Technology ● Direct Marketing for Student Enrollment ● Community Activities ● Open Enrollment Period ● Identify Potential Leadership Candidates
04/11 – 06/11	<ul style="list-style-type: none"> ● Facility Lease Executed ● Construction (Ongoing) ● Begin Faculty Hiring ● Direct Marketing for Student Enrollment ● Student Enrollment/Registration (Ongoing) ● Complete Construction / Certificate of Occupancy
07/11 – 8/11	<ul style="list-style-type: none"> ● Installation of FF&E ● Staff Move-in ● Teacher Professional Development ● “Open House” Sessions for Parents/Students ● Student Enrollment/Registration (Ongoing) ● First Day of School

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 a charter for Renaissance Charter School, Inc. 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 Section 1000.05, F.S.
- Will adhere to all applicable provision of state and 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 section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., 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 section 218.39, F.S.

The governing board, at its discretion, allows Ken Haiko, Chairman to sign as the legal correspondent for the School.

Signature on Original
Ken Haiko, Chairman

July 27, 2010

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Transportation Plan

Transportation Plan

Level of service to be provided:

What provisions will be made to ensure that transportation is not a barrier to equal access, as required by section 1002.33, F.S.?

- The school will provide transportation to all students living within the designated reasonable distance from the school and to those students subject to a hazardous walking condition as defined in 1006.23. In some instances the school may provide transportation to students outside of the reasonable distance when transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available.

Will courtesy transportation be provided for students whose homes are less than two miles walking distance from the school?

- If they are subject to a hazardous walking condition as defined in 1006.23.

How far will school bus stops be (maximum) from students' homes?

- It is our policy to ensure stops are no further than a ½ mile walking distance from the student's home.

What will the school establish as a reasonable distance beyond which transportation will not be provided, as required by section 1002.33, F.S.?

- All students residing within a 2-4 mile walkout radius of the school and those students subjected to a hazardous walking condition as defined by 1006.23 are eligible for transportation. Students living without this zone may be offered transportation based on demand and/or need.

What special transportation services (for example, provision of wheelchair lift-equipped or air-conditioned buses, special stops) will be required for students with disabilities (if applicable) pursuant to their Individual Education Plans (IEP)?

- Enrolled students with disabilities will be accommodated pursuant to their IEP.

What provisions will be made to accommodate elementary students who are subject to specified hazardous walking conditions and, therefore, must be provided transportation, regardless of distance from the school?

- Transportation will be provided to any student who is subject to specified hazardous walking conditions and request transportation in accordance with FS 1006.23.

Transportation service providers:

Will the charter school own and operate school buses?

- No; The School will contract with an authorized vendor or with the local school district.

Will the district provide transportation in district-owned school buses?

- If available, the school may request a quote from the school district to provide this service and may choose to contract with the school district.

Will private contractors provide transportation in their school buses?

- In the event that the school district is unable to provide this bus service to the school, then a private contractor will be retained to provide this service with their own buses.

School bus fleet acquisition, specifications, inspection, and maintenance:

How will the charter school acquire buses that are not owned by the school district?

- At this time the school does not have plans to acquire their own buses, but plans on contracting with the local school district or a private vendor.

How will the school ensure that the buses are fully compliant with Florida School Bus Specifications and federal requirements for school buses?

- All contracted buses are FLDOE certified and cleared by state inspectors. They are purchased by our vendor through Florida state recognized school bus dealers.

How will the school ensure that buses are inspected at least each 30 school days by inspectors who have been certified by the Florida Department of Education?

- Our vendor ensures that all maintenance records, including the 30-day in-service inspections, are kept for the life of the vehicle and are available at request. Their office also maintains proof of inspector's state certification under the Florida Department of Education, which again, is available upon request. All of their school buses receive in-service inspections and, depending on county regulations, these are either performed by our on-staff State Certified School Bus inspectors or at requisite inspection facilities. Drivers conduct pre and post-trip inspections in order to ensure that vehicles do not have any defects. If a bus has a defect that puts it out of service it is taken off the road and replaced with another vehicle until the necessary repairs are completed.

What entity will be performing preventative maintenance, repairs, and diagnosis of the buses?

- Our maintenance staff consists of state certified mechanics that are able to perform the necessary repairs. In addition, buses may be repaired at dealerships that are Florida State certified.

School transportation operation and logistics:

When will transportation service be needed?

- The school district may need six months to one year in lead time if additional equipment and/or operators must be acquired. Bus transportation will be needed on the first day of school and every school day following.

What is the location of the charter school facility? TBD

Where do the students live?

- The school district may require a specific list of student addresses or at least the estimated number of students from specific neighborhoods or areas of the district who are expected to attend the charter school. Once enrollment begins the transportation provider will be given a complete list of students requesting transportation. The list will include any information the provider would need to accurately route the students.

What are the desired opening and closing (bell) times of the charter school? Will the school district be granted the authority to establish the bell times to improve bus utilization and efficiency?

- Coordinating bell times with other schools and transportation schedules allows districts to dedicate routes using existing buses (i.e., use buses on multiple runs) or incorporate charter school students into existing routes. The opening and closing times have not been determined, but the school would be willing to grant the school district authority to establish the times if the school contracts with the district for transportation.

How many and on which days will the school operate?

- The school follows the local school district calendar.

Will transportation be provided following after-school activities?

- Transportation can be provided to after school activities/sports events if prearranged with the transportation vendor.

Is the school offering a breakfast program that would necessitate early transportation?

- Breakfast service is offered at our schools, we work with the transportation vendor to ensure that the students arrive in time to eat breakfast at the school.

May all students from the same area be transported simultaneously; for example, will elementary and middle school students be transported on the same bus to a multi-grade school?

- Yes, elementary and middle school students can be transported on the same bus to a multi-grade school.

May the charter school students be integrated into existing routes with other public school students?

- We prefer that our students are bused together and not with other schools' students.

Will transportation be expected on days when the regular district schools are not in session?

- No, transportation will not be expected on days when the regular district schools are not in session.

How will school bus routes and stops be established to ensure safety, prevent overloading, etc.?

- Our vendor uses advanced routing software to create all routes. This software allows them to provide a precise itinerary, while also giving a detailed map to aid in ensuring stop safety. Their routing managers are educated on all county regulations for stop placement, taking into account sexual offenders/predators, construction on roadways, etc. Their routing managers spend time carefully establishing each stop to make sure that each student has safe walking conditions to and from their pick-up location. All students within the 2-4 mile radius of the school receive stops within a .5 mile walking distance of their home. In order to guarantee the safety of those students within the 0-2 mile radius of the school, our staff uses county maps of unsafe walking conditions to create any necessary stops. To prevent the overloading of students, their staff maintains thorough attendance records for each morning and afternoon run, making sure that ridership does not exceed regulations.

How will the school recruit and retain an adequate pool of school bus operators?

- All school bus operators must meet strict requirements in order to work for our vendor. Their trained compliance manager maintains all employee files and makes certain that all staff is compliant. If an employee falls out of compliance they are suspended until the issue is remedied.
- All employees of the transportation vendor receive a pay wage that typically exceeds local standards, which includes health benefits and paid vacation.
- The school bus operator requirements are as follows:
 1. Operators must maintain a Class A or B Commercial Driver's License with Passenger and School Bus endorsements.
 2. Operators must maintain a safe driving record.
 3. Operators must have a certificate of completion of Florida's 40 Hour School Bus Driver Training course before employment and maintain that training annually.
 4. Operators must have a minimum of two years of experience with commercial passenger transportation.
 5. Operators must pass a road test prior to employment as well as annually.
 6. Operators must have a current DOE physical, including a dexterity exam.
 7. Operators must complete a pre-employment drug screen and are subject to random testing throughout employment.
 8. Operators must pass a background check in order to receive clearance through the school district they will be operating in. Their vendor clearance must be maintained during employment.

How will the school ensure that all school bus operators receive the required training and licensure?

- Our vendor has three certified Commercial Driver's License examiners on staff to provide any necessary road tests, dexterity exams, etc. In addition, their State Certified Trainer of the School Bus Driver Instructor Course maintains that all employees are compliant under the Florida Department of Education's training policies.

How will the school ensure school bus rider safety instruction and evacuations are provided?

- Part of the annual transportation training that our school bus operators receive includes rider safety and evacuation drills and how to properly relay that information to their passengers. For students assigned to daily transportation, this instruction is given once per semester. These instructions are also given at the start of each field trip so that any students not regularly riding the school bus will be properly educated.

How will the school ensure the safety of its school bus and parent pickup loading zone and procedures?

- The school bus loading zones must be separate from parent pickup zones. There is to be no traffic within the school bus loading zones. There must also be teachers or school staff supervising the school bus loading zones at all times.

Who will be responsible for handling student discipline on school buses?

- The school administrators will be responsible for handling student discipline on school buses.

How will inquiries from parents and others about bus service, discipline, and other issues be handled?

- The school staff will handle all inquiries from parents and others about bus service, discipline, and other issues.

How will field and activity trips be handled (logistics, cost accounting)?

- The schools administrative staff will handle all field and activity trips (including logistics and accounting).

How will insurance and risk management relating to transportation be provided?

- Our vendor maintains \$5,000,000 of auto liability coverage and in addition, their drivers receive worker's compensation insurance. Annually, their company has a Professional Safety Consulting Engineer perform a mock audit of their company in order to evaluate our safety and risk management.

Transportation finance, funding claims, and reimbursement:

If transportation is to be provided on charter school operated or contracted school buses, how will all aspects of the required student ridership surveys and transportation database reporting be handled (i.e., describe the process that will be used to claim state transportation funding).

- We follow all county guidelines in regards to ridership surveys. Our school bus operators complete attendance on a daily basis for both the morning and afternoon routes, therefore they are familiar with the process when the student ridership surveys occur. School bus operators are given detailed instruction on how to complete these surveys in compliance with county guidelines. During the survey process our operations management team is in the field daily ensuring that drivers complete their forms accurately and our office management reviews the completed surveys for compliance.

Describe the process being used to estimate state transportation reimbursement.

- We use the states guidelines regarding transportation reimbursement (estimated reimbursement amount per student times the estimated number of transported students).

If transportation will be provided by the school district, how will the charter school and the district sponsor establish the per-student or other charges by the district and the related payment and accounting schedule and procedures?

- The school will work with the school district to create a mutually beneficial agreement regarding per-student charges by the district and the related payment and accounting schedule and procedures.

How will charges and reimbursement for other services that may be provided by the district (for example, bus inspections and maintenance) be handled?

- Our contracted transportation vendor will be responsible for working with the school district regarding charges and reimbursement for other services that may be provided by the district (i.e. inspections and maintenance).

Compliance:

Describe the process to be used by the charter school and the district to ensure scheduled monitoring of compliance with statutes and rules pertaining to the safety of transported students.

- Our vendor's state certified trainer and the owner of the company have open lines of communication with Charlie Hood, Bud Fletcher and Kay Kanupp of the Florida Department of Education in Tallahassee. All new compliance statues are discussed on a regular basis. Staff members are constantly informed of updates to State and County Laws or federal legislation. School Bus Operators are also required to attend monthly safety meetings at which any changes in legislation are discussed.

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- **Sample of the School's Teacher eGrade Book**



Six Mile Charter Academy
 Report card: 2008-2009 07/28/2009
 Principal: Sara Abraham
 SECOND GRADE

Student Name: RAFFEY, CAMERON	Homeroom Teacher: HORN, LISA
PROMOTION STATUS: Passed	

Evaluation Key(s):			Attendance Summary							
E	90-100	Excellent	A	90-100	Attendance	Q1	Q2	Q3	Q4	Student Information
S	75-89	Satisfactory	B	80-89	Days in grading period	46	45	46	45	ESE: No
N	65-74	Needs Improvement	C	70-79	Days Absent	1	0	0	0	
U	0-64	Unacceptable	D	60-69	Days Tardy:	0	0	0	0	ESOL: No
N/C	---	Not Covered	F	0-59						
CNA	---	Covered Not Assessed								
I	I	Incomplete								

GRADES						
Course Information		Q1	Q2	Q3	Q4	
Teacher Name	Subjects	Acad. Grade	Acad. Grade	Acad. Grade	Acad. Grade	Final
HAN	50010002 Art Grade 2	97%	98%	99%	99%	99%
BERGMAN	50020002 Introduction to Computers Grade 2	100%	92%	100%	100%	98%
GARCIA	50070202 Spanish Grade 2	100%	100%	100%	100%	100%
HORN	50100402 Language Arts Grade 2	98%	96%	96%	95%	97%
HORN	50100502 Reading Grade 2	95%	90%	95%	92%	94%
HORN	50120002 Mathematics Grade 2	92%	81%	89%	90%	89%
LAWRENCE	50130002 Music Grade 2	100%	100%	100%	100%	100%
LEGGE	50150102 Physical Education Grade 2	100%	100%	100%	100%	100%
HORN	50200002 Science Grade 2	96%	93%	100%	94%	96%
HORN	50210002 Social Studies Grade 2	99%	98%	98%	95%	98%

Parents, please sign and return a copy of the report card to your child's homeroom teacher within the next two days.

Signature:

Teacher Name	Subject	Effort	Participation	Conduct	Practice
HAN	Art Grade 2	E	E	E	E
	Comment(s): Demonstrates excellent classroom attitude/Demuestra una actitud excelente en el salón de clases				
BERGMAN	Introduction to Computers Grade 2	E	E	E	N/C
	Comment(s): A pleasure to have in class/Es un placer tenerle en clase				
GARCIA	Spanish Grade 2	E	E	E	N/C
	Comment(s): Actively participates in class/Participa activamente en clase				
HORN	Language Arts Grade 2	E	S	E	S
	Comment(s): Excellent Work/Trabajo excelente,Is self-directed and works well independently/Es autodirigido y trabaja muy bien independientemente,Uses classroom time wisely/Utiliza el tiempo en el salón de clases juiciosamente				
HORN	Reading Grade 2	E	E	E	E
	Comment(s): Excellent Work/Trabajo excelente,Uses classroom time wisely/Utiliza el tiempo en el salón de clases juiciosamente,Works cooperatively with others/Trabaja coopera con otros				
HORN	Mathematics Grade 2	E	E	E	S
	Comment(s): Has shown much improvement/Ha demostrado mucha mejoría,Puts forth maximum effort/Pone su mayor esfuerzo,Uses classroom time wisely/Utiliza el tiempo en el salón de clases juiciosamente				
LAWRENCE	Music Grade 2	E	E	E	N/C
	Comment(s): Excellent Work/Trabajo excelente				
LEGGE	Physical Education Grade 2	E	E	E	N/C
	Comment(s): A pleasure to have in class/Es un placer tenerle en clase				
HORN	Science Grade 2	E	S	E	S
	Comment(s): Actively participates in class/Participa activamente en clase,Excellent Work/Trabajo excelente,Works cooperatively with others/Trabaja coopera con otros				
HORN	Social Studies Grade 2	E	E	E	E
	Comment(s): Actively participates in class/Participa activamente en clase,Excellent Work/Trabajo excelente,Puts forth maximum effort/Pone su mayor esfuerzo				



Six Mile Charter Academy
 Report card: 2008-2009 07/28/2009
 Principal: Sara Abraham
 SECOND GRADE

Student Name: RAFFEY, CAMERON

Homeroom Teacher: HORN, LISA

PROMOTION STATUS: Passed

Art Grade 2

Applications to Life	E
Cultural and Historical Connections	E
Skills and Techniques	E

Introduction to Computers Grade 2

Introduction to Computers	E
---------------------------	---

Spanish Grade 2

Connections	E
Culture	E

Language Arts Grade 2

Language	E
Listening, Viewing, and Speaking	E
Writing	E

Reading Grade 2

Literature	E
Reading	E

Mathematics Grade 2

Data Analysis and Probability	S
Geometry and Spatial Sense	S
Number Sense, Concepts, and Operations	E

Music Grade 2

Creation and Communication	E
Skills and Techniques	E

Physical Education Grade 2

Physical Education Literacy	E
Responsible Physical Activity Behaviors	E

Science Grade 2

Earth and Space	S
How Living Things Interact with Their Environments.	E
Processes of Life	E
The Nature of Science	E

Social Studies Grade 2

People, Places, and Environments [Geography]	E
Time, Continuity, and Change [History]	E

Integrated Character Education

The Schools implementation of an integrated character education program will have its foundation within the following principles:

- Provide ample opportunities for students to learn how to be productive citizens through earning opportunities structured to their developmental level including explicit instruction regarding teaching students what is excellent character, including respect for oneself and others, compassion and empathy, honor, and bravery.
- Allow Students to actively participate in setting their own goals through their Personalized Learning Plans and Portfolios to foster self-confidence within students.
- Provide ample opportunity to do relevant work both in school and through the partnership activities which will connect classroom learning to the real world.
- Provide venues for constructive social interaction. The school day will include time for study in groups and collaboration on team projects, in addition to the informal socializing that occurs in a regular school day.
- Prepare students for high academic achievement by instilling character traits that will lead to high expectations for themselves and others.
- Inspire ethical character and promote responsibility through a school culture of mutual social respect, positive discipline, and collaborative learning through real-world applications, community engagement, and strategic partnerships.

The School will use these principles as the guiding tool in the continual selection of a character program to integrate within its academic structure. Below are example character education programs that would serve as the foundational program for the school to build on in its development of an integrated character education program to meet the needs of its specific student population.

STRIVE CHARACTER EDUCATION

STRIVE Character Education Model						
III. Influencing Thinking, Feeling, Action						
II. Prescriptive Moral Development Approach	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">VIII. Fosters student engagement and motivation</td> </tr> <tr> <td style="padding: 5px;">VII. Experiential learning/ opportunities to take moral action</td> </tr> <tr> <td style="padding: 5px;">VI. Embedding throughout the curriculum</td> </tr> <tr> <td style="padding: 5px;">V. Rules, procedures, routines, media</td> </tr> </table>	VIII. Fosters student engagement and motivation	VII. Experiential learning/ opportunities to take moral action	VI. Embedding throughout the curriculum	V. Rules, procedures, routines, media	IV. Ethical leadership/role model <ul style="list-style-type: none"> • Administrative • Parent • Student • Staff • Community (ethical learning community)
VIII. Fosters student engagement and motivation						
VII. Experiential learning/ opportunities to take moral action						
VI. Embedding throughout the curriculum						
V. Rules, procedures, routines, media						
I. Moral Character, Performance Character, Citizenship Supported by Explicit Behaviors						

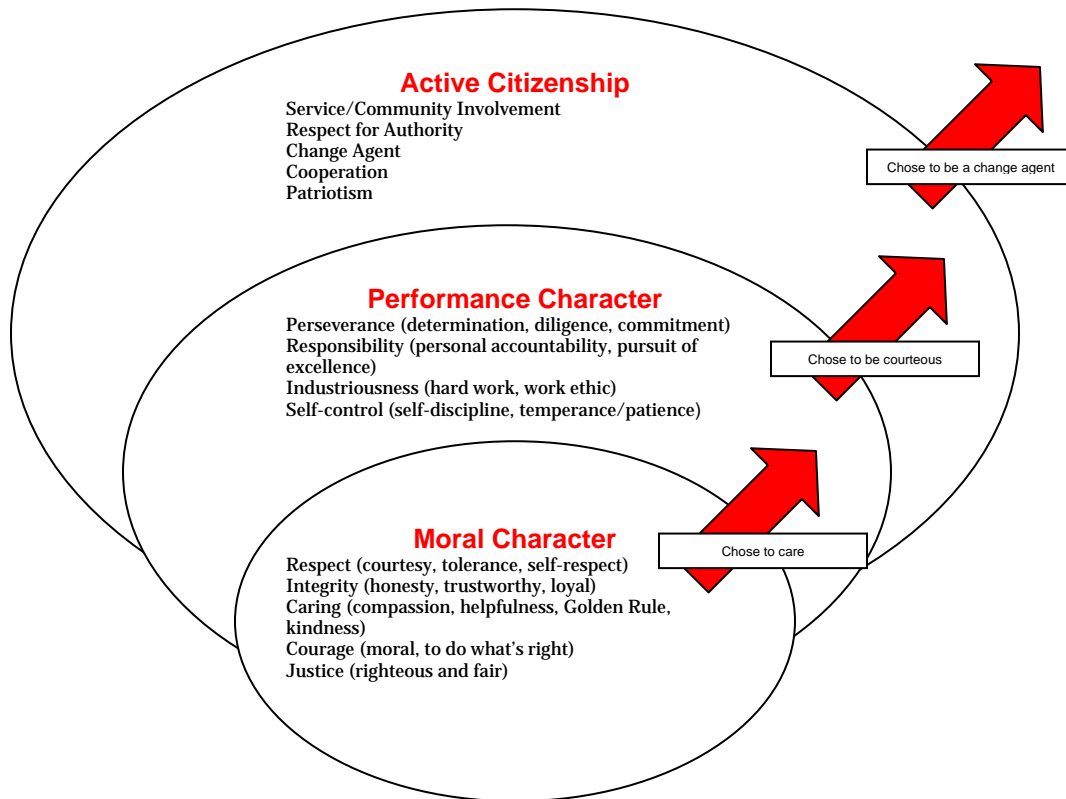
I. Moral Character, Performance Character, Active Citizenship Supported by Explicit Behaviors

Character education begins with moral character, teaching students what is ethical and good such as respect, integrity, caring, moral courage and justice.

As students begin to understand these moral principles, they are encouraged to care enough to commit to performance character – those characteristics that will produce excellence such as perseverance, responsibility industriousness and self- control. Finally, students are challenged to be courageous in taking an active role in society and engaging the traits of service, community involvement, respect for authority, cooperation, patriotism and to choose to be a change agent - to make the world better. Thus taking moral action is an outpouring of ethics and excellence expressed in active citizenry. Our students are actively involved in community service projects.

Moreover values and concepts are brought to life through explicit behaviors that demonstrate how to live and act. So for each character trait in the three domains (Moral Character, Performance Character, Active Citizenship), age appropriate behaviors have been identified that embody and demonstrate the character trait. We teach the character traits that should elicit the correct behavior and we identify and practice the behaviors that can lead to the internalization of “charactered” thought. Choice is the key in this initiative. At every age students have conscious choices to make and STRIVE helps students understand and make positive choices.

These character traits are taught, reinforced, practiced, role modeled and permeate the environment.



II. Prescriptive Moral Development Approach

We have adopted the findings of the research and work of psychologist and educator Lawrence Kohlberg, “Essays on Moral Development,” 1981. Kohlberg maintained there are principles that guide our decision-making in the moral domain. Moreover, these principles are the supreme arbitrator of what is right and wrong and are therefore prescriptive – they prescribe what one ought to do and what, given any circumstance, would be defined as moral action. Kohlberg also built on the work of cognitive developmental psychologist, Jean Piaget, who outlined stages or “steps” of cognitive moral development. Our character education program intentionally helps students develop moral reasoning and guides them, through practice, to establish productive habits. This is done through age appropriate teaching that supports effective thinking and reasoning as well as the habits of good and right behavior. Faculty and staff are trained on the moral development approach so that they can guide students at every age level in developing moral decision-making. A decision-making model is used at each grade level and gains more complexity as students progress.

III. Influencing Thinking, Feeling and Action

Good character that will form and remain a part of a person's moral fiber involves understanding, caring about and acting upon ethical values. Therefore our holistic approach seeks to develop Cognitive, Emotional and Behavioral aspects of life. Another way to express this is:

- Know what is right
- Value what is right
- Do what is right

Cognition is developed through study, discussion, resolving and considering behavioral models. Reading and discussing great literature, considering the choices of historical figures, learning rules and procedures and how they support a safe and orderly environment are all ways to develop and understand character.

Emotional aspects are developed through empathy skills, caring and nurturing relationships, listening to illustrative and inspirational stories, being praised and recognized and given an opportunity for reflection, internalizing the feeling of a job well done. Many opportunities throughout the school day, progressing through grade levels will help students internalize morality. Holding up heroes that inspire students can also develop emotional aspects.

Behavioral elements are developed by adherence to rules and procedures, established protocols, developing social behaviors and by repeated practice that is reinforced throughout the school day. Proactive, explicit behaviors that are reinforced throughout the school at age appropriate levels produce competency and skill. The key is to create habits of mind, embedded feelings and practical living.

IV. Ethical Leadership and Role Models at All Levels (Ethical Learning Community)

Students interface with multiple groups of people, such as teachers, administrators, the governing board, staff, peers, parents and the community at large. The idea is to engage multiple stakeholders in an intentional and concentrated effort to model, influence, teach, reinforce and transfer a deep understanding to the student fortified through multiple interactions.

V. Rules, Procedures, Routines, Media, School-wide Events

The School must be permeated with reminders, positive statements, examples and inspiration. This will be done through a variety of efforts:

- School motto – will be identified the first year of the School and then incorporated into print media, banners and classroom signs throughout the building
- Honor code – this will be a work product produced the first year of the School and included in Parent Handbook, Student Code of Conduct, Staff Handbook and Banners
- Media and practices such as morning announcements that reinforce and teach character are used throughout the School
- Policies, procedures, protocols are embedded into the classroom routines as well as throughout the School

VI. Embedded Throughout the Curriculum

A key differentiator of the STRIVE program is embedding character education throughout the curriculum so that it supports academic rigor and is a meaningful part of the overall curriculum as opposed to an add-on that may be perceived as an after-thought. This embedding is accomplished in a variety of ways.

General Pedagogical Practices:

- Assign work that matters
- Study examples of excellence
- Build a culture of critique
- Require multiple revisions
- Provide opportunities for public presentation
- Support cooperative learning

Curriculum Alignment and Lesson Planning – teachers will be encouraged to develop and access lesson plans aligned to character. So when students are in U.S. History class studying the American Revolution they can learn that John Adams, our nation’s second President said, “All sober inquirers after truth, ancient and modern, have declared that our happiness as well as our dignity consists in virtue.” When students are in English class studying the great literature they can learn it was author C.S. Lewis who said, “Courage is not simply one of the virtues, but the form of every virtue at the testing point.” Or when studying math and learning about counting money, students are challenged to think about their responsibility in using money wisely and with integrity.

Lesson plans aligned to character may include, but not be limited to:

- Literature rich in meaning
- Writing prompts
- Civics in life
- Incorporation of performance character into daily classroom instruction
- Historical content and examples
- Teaching for thinking
- Controversial issues discussion
- Cooperative learning
- Scientific issue discussions
- Assignments, lessons, discussions that highlight ethical performance, character and active citizenship

Teachers will be provided a lesson plan template and asked to submit their lesson plans to a central curriculum team who will:

- Evaluate
- Ensure correct alignment to standards
- Create an approved lesson plan bank
- Develop curriculum maps

A recommended book and media list arranged by grade level will be provided to the Parent Teacher Organization who will be encouraged to supply these resources through their fund raising efforts.

In this way a combination of new character resources developed at the school level, along with existing resources, will be available and mapped into the curriculum.

The School will comply with F.S. 1003.42 (2) with respect to required areas of study. These content pieces will be covered as a part of the K-5 social studies curriculum as well as the 6-8 social studies curriculum, and the STRIVE curriculum.

Character Curriculum Map – a curriculum map will be provided to instructional staff so that they can:

- Identify foundational understanding and essential questions for each grade level
- Identify character curriculum components available to embed within each lesson, aligned to Florida State Standards
- Access tested electronic lesson plans to support the classroom teacher’s efforts to embed character training into curriculum content
- Access online media to supplement classroom instruction
- Access reading resources and writing prompts
- Access ideas on how to stimulate discussion and include inspirational stories

VII. Experiential Learning with Opportunities to Take Moral Action

As part of the overall curriculum, students will be engaged in experiential learning and have opportunities to take moral action. These experiences include but are not limited to:

- Classroom service projects.
- Travel experiences aligned to grade level curriculum:
 - The School will integrate travel, explicit behaviors, service projects and align experiences to the curriculum
 - The School will coordinate visiting a location with other schools and incorporate student presentations and other speakers and seminars into the visit. Class room studies will be provided to students in advance to prepare them for the experience.
 - The School will support a “Character in Washington” travel experience where students present their research and share character centered lessons with each other.
 - Use cascading teaching by students to grade level below to prepare younger students for the next year’s experience

VIII. Fostering Student Engagement and Motivation

Student engagement and motivation will be a key part of STRIVE. Students will be engaged in a variety of ways, including but not limited to:

- Service projects and travel experiences will involve and engage student participants
- Lesson plans will be chosen for engagement and excitement that will be embedded into the curriculum
- Pedagogical practices taught to engage students
- Conferences, seminars and events designed to engage and empower students
- Recognition for student’s positive choices and contributions

- A key to engaging students and providing student motivation is to continually encourage students to STRIVE for the performance character traits that produce greatness

Community Service

All middle school students will be required to complete community service hours. The basic tenants of a community service program include building responsibility for self and others, building self-esteem, building community pride/awareness, contributing to the benefit of others and developing compassion and empathy for those less fortunate. Each grade level in the middle school will have a specific focus for the completion of the volunteer hours. By the end of eighth grade each child will have completed 45 hours of community service hours. To meet this end goal the following guidelines have been established:

Overall Theme

The United States has a rich heritage of national heroes who have demonstrated moral character, performance character, and active citizenry. Moreover, modern day heroes, many in our military, exemplify the desirable character that we want to develop in students. STRIVE will use present day and historical heroes to inspire and instruct.

Understanding that our students will take their place in American society, shining a light on positive national role models will help students see how they can make a positive difference as future citizens. Links will also be made in terms of how a great country requires citizens who personally strive for greatness. So the message of the STRIVE character education program is to inspire future citizens to elevate their country by elevating their lives. An American, patriotic theme will provide a backdrop for STRIVE that will bring an inspirational component.

The application of the Charter Schools USA Educational Model in conjunction with the previously mentioned methods allows teachers to apply research-based instructional strategies within a researched-based framework of data-driven instruction. The innovative nature of the Charter Schools USA Educational Model applies baseline data to the instructional methods, the assessment, and feedback provided to students. Applying instruction to the areas of deficiency identified by baseline assessment allows for the most efficient application of the researched-based instructional strategies. The instruction is followed by the formative assessment of the students using publisher created assessments, teacher created assessments, and the ongoing application of baseline assessment and data analysis. The assessment is then followed by feedback. The timely and specific feedback given to students is an essential component of the Charter Schools USA Education Model.

COMMUNITY OF CHARACTER PROGRAM

The Community of Character program provides teachers and students the opportunity to apply explicit character education within a real community environment set up within the School. Teachers oversee students who are practicing their content skills and knowledge (education curriculum) in a mock community environment where each student has a responsibility to function within the group. Students will create, govern and support the daily operation of their Community of Character, known as a learning group. The goal of this program is to teach, practice and instill good citizenship within each person in the entire educational environment. With the oversight and guidance of teachers, the Community of Character program is designed to be a microcosm of the global world within the school environment, run by students. The School will create simulated real-world environments wherein students interact daily with other students regarding real-world issues. The Community of Character will provide students with a safe environment for taking risks and making errors while they grow in their knowledge of the world around them. Further, the Community of Character will be made up of learning groups where students will be further explore and apply their learning. The learning groups will function as independent communities within a larger community taking responsibility for their contribution as a member of the larger Community of Character. The focus of every single learning group within the larger Community of Character is to develop students who can apply their character knowledge by doing what is right in a real-world setting. The school-wide community provides the opportunity to explore future career choices. The community-based learning groups will focus on gaining students' interest in work experiences so that they can make informed decisions about possible future educational or vocational opportunities.




The Community of Character program will also promote self-governance through the Student Government. This body will examine issues and solve problems in their school and community and will work to develop leadership qualities that will propel them in life. The self-governance aspect of the environment will create a spirit of ownership of challenges and successes.

Guest speakers and other community volunteers are a critical component of the Community of Character program; however, it should be noted that all guest speakers and community volunteer opportunities will be approved by the principal before presenting and interacting with students. If a parent is uncomfortable with the material to be presented, the parent may request an alternate activity for their student.

Community of Character promotes an increase in student motivation towards character development and academic learning by incorporating students' interest in real-world experiences. This is congruent with research that guides educators toward student engagement methods to increase student achievement. Students' interests are utilized to fuse the data-driven curriculum with real world application of principles giving students an opportunity to grow in character within the safe environment of the smaller learning groups.

The core goal of Charter Schools USA's philosophy is that all children can learn, function as responsible citizens, and actualize their potential as productive members of an increasingly competitive global society.

STRIVE 65 for Successful Students

Type of Character	Foundation Behaviors	Advanced Behaviors
<p>Active Citizenship Service/Community Involvement Respect for Authority Change Agent Cooperation Patriotism</p> 	<p>46. Don't ask for rewards 47. Open the door for others and let them go first 48. Pick up trash 49. Share – take turns 50. Follow the rules 51. Show respect for teachers, all employees in the building, parents, and police 52. Accept your task or duty – do not make excuses 53. Show respect for the flag and the national anthem</p>	<p>54. Use your talent to help others 55. Do random acts of kindness 56. Keep yourself, your space and your school clean and germ free 57. Recycle 58. Volunteer to help 59. Stand up for what you believe 60. Consider the viewpoints of others 61. Register to vote when you are 18 62. Keep up with current events 63. Carpe diem- Seize the day 64. Write to soldiers who are serving our country 65. Respectfully communicate your views to your elected officials</p>
<p>Performance Character Perseverance Responsibility Industriousness Self control</p> 	<p>23. Be organized 24. Keep hands, feet and objects to yourself 25. When walking in line, keep arms at your side and move quietly 26. Control your emotions – if you win, do not brag. If you lose do not show anger 27. Report wrong or dangerous behavior 28. Try your hardest 29. Do your homework 30. Check your work before you turn it in 31. Read 20 – 60 minutes every day 32. Pay attention in class 33. When grading other student's paper always give the correct grade 34. When offered food, take only your share</p>	<p>35. Do not complain about assignments 36. Come to class prepared and ready to learn 37. Stay focused on goals, don't give up 38. Turn in quality work 39. Take ownership of academic goals, track your progress 40. Practice new skills until you get them right 41. Help without being asked – do more than what is required 42. Think before you act – communicate feelings and needs in a calm problem solving way 43. Be positive – enjoy life 44. Live so you will have no regrets 45. Make healthful choices</p>
<p>Moral Character Respect Integrity Caring Courage Justice</p> 	<p>1. Say “yes ma’am and yes sir, please and thank you” 2. Make eye contact 3. Congratulate a classmate 4. Respect the ideas and comments of others 5. Never cut in line 6. Be a good listener 7. Admit your mistakes, say you are sorry, learn, and move on 8. Tell the truth the first time 9. In the hall, call other teachers by their name 10. Don't touch other people's belongings without permission 11. Don't push 12. Use kind words 13. Do your own work</p>	<p>14. Do not show disrespect with gestures 15. Use respectful language and respect diversity 16. Turn in lost items 17. Ask how others are and listen for the answer 18. Help the person others are bullying or being mean to 19. When meeting new people, offer a firm handshake and repeat their name 20. Forgive other people for their mistakes 21. Don't gossip 22. Be proud of doing what is right</p>

Month	Essential Questions	Topics	Vocabulary	NGSSS	Skills/Content	Resources
August	<p>What are the parts of speech?</p> <p>How do I use the parts of speech correctly within a piece of writing?</p> <p>How does knowing spelling patterns help me to spell words?</p>	<p>Review Conventions: Parts of Speech & Usage</p> <p>End Punctuation</p> <p>Spelling Patterns</p>	<p>noun, verb, adjective, adverb, pronoun, conjunction, interjection, preposition, period, exclamation point, question mark</p>	<p>LA.5.3.4.1</p>	<p>Identify basic parts of speech in a sentence</p> <p>Utilize proper punctuation and subject-verb agreement</p> <p>Recognize and apply proper spelling patterns (continuous throughout the year)</p>	<p>Recources: enchantedlearning.com, abcteach.com, Razzle Dazzle Writing, Handwritingworksheets.com education-world.com</p> <p>Activities: Imagine It! Unit 1 Skills Practice Wkbk. Writer's Express - Houghton Mifflin Co.</p> <p>Assessment: Weekly Standards Assessment II Language Arts Unit 1 Lesson 1</p>
September	<p>What are the 5-steps of the Writing Process?</p> <p>What are examples of a complete (effective) sentence?</p> <p>In prewriting, how do I organize my ideas to main a focus?</p>	<p>Writing: Brainstorming, make a list, mapping ideas, webbing, grouping, note taking, spelling patterns</p> <p>Grammar: Adjectives, adverbs, sentence types, commas, commas in dialogue, capitalization, nouns, types of verbs, verb phrases, simple sentences</p>	<p>focus, prewriting, discuss, write, create, plan, outline, brainstorm, sensory description, graphic organizer, ideas, paraphrase</p> <p>adjectives, adverbs, sentence types, commas, commas in dialogue, capitalization, nouns, types of verbs, verb phrases, simple sentences</p>	<p>LA.5.3.1.1 LA.5.3.4.1 LA.5.3.4.4</p>	<p>The student will be able to identify the writing process.</p> <p>The student will use the writing process effectively.</p> <p>Uses a variety of strategies to prepare for writing.</p> <p>Write notes, comments, and observations.</p> <p>Recognize and apply proper spelling patterns.</p> <p>Produce effective sentences</p>	<p>Recources: enchantedlearning.com, abcteach.com, Razzle Dazzle Writing, eduplace.com/graphicorganizers 4 Square writing - Teaching & Learning Co. internetforclassrooms.com Florida Writes Rubric Six Traits Trait Crates</p> <p>Activities: Imagine It! Unit 1 Skills Practice Wkbk., Writer's Express - Houghton Mifflin Co.</p> <p>Assessments: Weekly Standards Assessment II Language Arts Unit 1 Lesson 2</p>








Progress Monitoring Plan
Charter Schools USA
2009-2010

Student Name:	School Name:	School Year:
PMP Status:	Grade Level:	Student #:
Parent/Guardian:	Address:	Phone:

CONTENT AREA:		Development Area:	
Creation Date:	Status:	Teacher:	
ELIGIBILITY CRITERIA REASON:			
Eligibility Factor:		Eligibility Reason:	
DIAGNOSTIC RESULTS:			
Date:	Diagnostic Source:	Result:	Recorded By:
INTERVENTION STRATEGIES:			
		Comment:	
PROGRESS UPDATES:			
Date:	Progress Type:	Comment:	Recorded By:

Sample Charter School

Logged in as: Craig Horn | Academic Year/Term: 2008-2009/Q3 | SIS Support: 0 Open : 1
Updated

 Home
  Students
  Attendance
  Curriculum & Instruction
  Data
  Communication
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  Help
 

SIS) Student Information System » Mathematics Grade 2

GRADEBOOK BY GRADE LEVEL EXPECTATION
Teacher: Craig HORN Course: Mathematics Grade 2 Period: 5

Strand			Geometry						Measurement			Number and Operations		
			M2G1	M2G1	M2G2	M2G2	M2G3	M2G3	M2M1	M2M1	M2M3	M2N1	M2N3	
Attending Students	Progress	Avg	Cumulative Scores											
	132/159	83%	----	8/10 80%	18/25 72%	34/42 81%	10/10 100%	9/10 90%	16/18 89%	0/1 0%	21/25 84%	3/4 75%	13/14 93%	
	154/157	98%	12/14 86%	10/10 100%	25/25 100%	25/26 96%	10/10 100%	10/10 100%	18/18 100%	1/1 100%	25/25 100%	4/4 100%	14/14 100%	
	144/155	93%	13/14 93%	10/10 100%	9/10 90%	38/39 97%	10/10 100%	8/10 80%	17/18 94%	1/1 100%	21/25 84%	4/4 100%	13/14 93%	
	97/109	89%	12/14 86%	9/10 90%	24/25 96%	17/18 94%	10/10 100%	----	----	----	17/24 71%	----	8/8 100%	
	146/173	84%	12/14 86%	9/10 90%	25/25 100%	35/42 83%	10/10 100%	7/10 70%	9/18 50%	1/1 100%	21/25 84%	4/4 100%	13/14 93%	
	141/173	82%	14/14 100%	9/10 90%	18/25 72%	31/42 74%	10/10 100%	9/10 90%	15/18 83%	1/1 100%	20/25 80%	2/4 50%	12/14 86%	
	147/173	85%	13/14 93%	8/10 80%	22/25 88%	34/42 81%	10/10 100%	9/10 90%	18/18 100%	0/1 0%	19/25 76%	3/4 75%	11/14 79%	
	111/127	87%	14/14 100%	10/10 100%	10/10 100%	19/23 83%	10/10 100%	9/10 90%	11/18 61%	0/1 0%	12/13 92%	3/4 75%	13/14 93%	
	155/173	90%	12/14 86%	8/10 80%	23/25 92%	41/42 98%	10/10 100%	9/10 90%	13/18 72%	1/1 100%	20/25 80%	4/4 100%	14/14 100%	
	165/173	95%	14/14 100%	10/10 100%	25/25 100%	39/42 93%	10/10 100%	8/10 80%	17/18 94%	1/1 100%	24/25 96%	4/4 100%	13/14 93%	
	145/161	90%	12/14 86%	9/10 90%	22/25 88%	39/42 93%	10/10 100%	9/10 90%	16/18 89%	1/1 100%	12/13 92%	4/4 100%	11/14 79%	
	128/155	83%	12/14 86%	9/10 90%	9/10 90%	33/39 85%	10/10 100%	7/10 70%	14/18 78%	0/1 0%	21/25 84%	2/4 50%	11/14 79%	
	164/173	95%	14/14 100%	10/10 100%	22/25 88%	38/42 90%	10/10 100%	9/10 90%	17/18 94%	1/1 100%	25/25 100%	4/4 100%	14/14 100%	
	148/161	92%	14/14 100%	10/10 100%	23/25 92%	37/42 88%	10/10 100%	8/10 80%	17/18 94%	0/1 0%	11/13 85%	4/4 100%	14/14 100%	
	115/145	79%	13/14 93%	10/10 100%	9/10 90%	33/39 85%	----	6/10 60%	12/18 67%	0/1 0%	21/25 84%	2/4 50%	9/14 64%	
	137/149	92%	14/14 100%	9/10 90%	23/25 92%	18/18 100%	10/10 100%	8/10 80%	16/18 89%	1/1 100%	23/25 92%	3/4 75%	12/14 86%	
	89/123	72%	10/14 71%	----	7/10 70%	29/39 74%	----	7/10 70%	12/18 67%	0/1 0%	11/13 85%	1/4 25%	12/14 86%	
	142/173	82%	12/14 86%	9/10 90%	22/25 88%	35/42 83%	10/10 100%	7/10 70%	9/18 50%	1/1 100%	22/25 88%	4/4 100%	11/14 79%	
	132/155	85%	11/14 79%	7/10 70%	22/25 88%	39/42 93%	10/10 100%	7/10 70%	8/12 67%	----	20/24 83%	----	8/8 100%	
	146/173	84%	14/14 100%	8/10 80%	21/25 84%	35/42 83%	10/10 100%	8/10 80%	16/18 89%	1/1 100%	21/25 84%	1/4 25%	11/14 79%	
	134/163	82%	12/14 86%	9/10 90%	13/15 87%	37/42 88%	10/10 100%	8/10 80%	8/18 44%	0/1 0%	22/25 88%	1/4 25%	14/14 100%	
	76/84	90%	----	----	----	21/24 88%	----	9/10 90%	15/18 83%	0/1 0%	13/13 100%	4/4 100%	14/14 100%	
	104/135	77%	14/14 100%	8/10 80%	18/25 72%	26/42 62%	10/10 100%	6/10 60%	----	----	22/24 92%	----	----	
	122/173	71%	12/14 86%	7/10 70%	20/25 80%	30/42 71%	10/10 100%	8/10 80%	6/18 33%	0/1 0%	20/25 80%	1/4 25%	8/14 57%	
	161/173	93%	14/14 100%	10/10 100%	25/25 100%	38/42 90%	10/10 100%	7/10 70%	17/18 94%	1/1 100%	23/25 92%	4/4 100%	12/14 86%	
Withdrawn Students	Progress	Avg	Cumulative Scores											
	36/38	Incomplete 95%	----	----	----	----	----	----	6/6 100%	1/1 100%	11/13 85%	4/4 100%	14/14 100%	
Mean		86%	91%	90%	88%	85%	100%	80%	78%	57%	87%	76%	88%	
Median		86%	86%	90%	89%	85%	100%	80%	86%	100%	85%	75%	93%	
Mode		82%...	86%	90%	88%	83%		90%	94%	0%	84%	25%...	79%...	
High		98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Low		71%	71%	70%	70%	62%	100%	60%	33%	0%	71%	25%	57%	

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- **Proposed Annual School Calendar**
- **Sample Daily Schedule**
- **Student Code of Conduct**

2010-2011 School Calendar - SYNOPSIS

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

First Quarter

Monday, August 16, 2010	Employee Planning - 1
Tuesday, August 17, 2010	Employee Planning - 2
Wednesday, August 18, 2010	Employee Planning - 3
Thursday, August 19, 2010	Employee Planning - 4
Friday, August 20, 2010	Employee Planning - 5
Monday, August 23, 2010	Start 1st Quarter - (47 Days)
Monday, September 06, 2010	Holiday - 1
Thursday, September 09, 2010	Day Off
Thursday, September 23, 2010	Early Release - 1
Friday, September 24, 2010	Interim Reports Issued
Thursday, October 28, 2010	Early Release - 2
Thursday, October 28, 2010	End 1st 9 weeks
Friday, October 29, 2010	Employee Planning - 6

Second Quarter

Monday, November 01, 2010	Start 2nd Quarter (44 Days)
Tuesday, November 02, 2010	Employee Planning - 7
Thursday, November 11, 2010	Holiday - 2
Thursday, November 18, 2010	Report Cards Issued for First Quarter
Wednesday, November 24, 2010	Day Off
Thursday, November 25, 2010	Holiday - 3
Friday, November 26, 2010	Day Off
Tuesday, December 07, 2010	Interim Reports Issued
Monday, December 20, 2010	Day Off
Tuesday, December 21, 2010	Day Off
Wednesday, December 22, 2010	Day Off
Thursday, December 23, 2010	Day Off
Friday, December 24, 2010	Day Off
Monday, December 27, 2010	Day Off
Tuesday, December 28, 2010	Day Off
Wednesday, December 29, 2010	Day Off
Thursday, December 30, 2010	Day Off
Friday, December 31, 2010	Holiday - 4
Monday, January 17, 2011	Day Off
Friday, January 21, 2011	Early Release - 3
Friday, January 21, 2011	End 2nd 9 weeks
Monday, January 24, 2011	Employee Planning - 8

Third Quarter

Tuesday, January 25, 2011	Start 3rd Quarter (43 Days)
Wednesday, February 09, 2011	Report Cards issued for Second Quarter
Monday, February 21, 2011	Holiday - 5
Friday, February 25, 2011	Interim Reports Issued
Monday, March 14, 2011	Day Off
Tuesday, March 15, 2011	Day Off
Wednesday, March 16, 2011	Day Off
Thursday, March 17, 2011	Day Off
Friday, March 18, 2011	Day Off
Friday, April 01, 2011	Early Release - 4
Friday, April 01, 2011	End 3rd 9 weeks
Monday, April 04, 2011	Employee Planning - 9

Fourth Quarter

Tuesday, April 05, 2011	Start 4th Quarter (46 Days)
Thursday, April 21, 2011	Report Cards Issued for Third Quarter
Friday, April 22, 2011	Day Off
Thursday, April 28, 2011	Early Release - 5 - Take Our Children to Work Day
Tuesday, May 10, 2011	Interim Reports Issued
Monday, May 30, 2011	Holiday - 6
Thursday, June 09, 2011	Early Release - 6
Thursday, June 09, 2011	Last Day of School
Friday, June 10, 2011	Employee Planning - 10
Tuesday, June 28, 2011	Report Cards Issued for Fourth Quarter

Adult, Community, and Technical Alternate Term 2011

Monday, June 13, 2011	Start Alternate Quarter (43 Days)
Monday, July 04, 2011	Day Off
Thursday, August 11, 2011	End Alternate Term

Sample Daily Schedule

ELEMENTARY SCHOOL	
School:	SAMPLE
Start Bell	8:30 AM
End Bell	3:00 PM
Total Minutes in Day	390.00 minutes
Less: Lunch Time	30.00 minutes
Less: Recess	30.00 minutes
Total Instructional Minutes	330.00 minutes

Subject	# of Minutes
Homeroom	5
Reading	90
Math	60
Lunch	30
Recess	30
Language Arts	45
Social Studies	45
Science	45
Enrichment	40
End of Day Clean-Up	5
TOTAL MINUTES	395

MIDDLE SCHOOL	
School:	SAMPLE
Start Bell	8:30 AM
End Bell	3:00 PM
Total Minutes in Day	390.00 minutes
Less: Lunch Time	30.00 minutes
Less: Passing Time	21.00 minutes
Total Instructional Minutes	339.00 minutes

Subject	# of Minutes
Homeroom	10
Period 1	47
Period 2	47
Period 3	47
Lunch	30
Period 4	47
Period 5	47
Period 6	47
Period 7	47
Passing Time	21
TOTAL MINUTES	390

Sample Middle School Student Schedule	
Period	Subject
Homeroom	Homeroom
1 st	World Geography
2 nd	Comprehensive Science 2
3 rd	Computer Applications with Career Planning
Lunch	Lunch
4 th	Language Arts 2
5 th	Reading 2
6 th	Mathematics 2
7 th	Intensive Mathematics



CODE OF STUDENT CONDUCT



BROWARD COUNTY PUBLIC SCHOOLS

CHARACTER • BROWARD COUNTY PUBLIC SCHOOLS • STOODS

THE CORE OF OUR LIVES •

COOPERATION
RESPONSIBILITY
CITIZENSHIP
KINDNESS
RESPECT
HONESTY
SELF-CONTROL
TOLERANCE



2009

2010

2011

FALSE ADDRESS CAN LEAD TO ARREST

IMPORTANT NOTICE TO PARENTS

SUBJECT: RESIDENCY

Your child has the right to attend school in the boundary in which you, the parent, reside. It is the responsibility of the parent to provide proper and accurate documentation to the school to prove residency. **The school shall have the right to verify any information that is provided to them.**

Submission of Fraudulent Documentation

In accordance with School Board Policy 5.1, any parent who submits fraudulent documentation to register a student gives cause for such student ***to be withdrawn immediately*** and referred for enrollment in the appropriate boundaried school.

False Information

Florida Statute 837.06 states: “whoever knowingly makes a false statement in writing with intent to mislead a public servant in the performance of his or her official duty **shall be guilty of a misdemeanor of the second degree, punishable by law.**” Additionally, a person who knowingly makes a false declaration under penalties of perjury is **guilty of the crime of perjury by false written declaration, a felony of the third degree** under Florida Statute 92.525 and will be reported to the State’s Attorney’s office.

Renting Homestead Exemption Property

Florida Statute 196.061 prohibits the rental of an entire dwelling previously claimed to be a homestead for tax purposes. Such action shall constitute abandonment of said dwelling for homestead exemption purposes and will be reported to the Broward Property Appraiser. **Homestead Exemption may be lost.**

IMPORTANT THINGS TO DO

PLEASE REVIEW THIS BOOK
WITH YOUR STUDENT SO
THAT YOUR FAMILY IS
AWARE OF WHAT IS AND
IS NOT APPROPRIATE IN
SCHOOL, DURING SCHOOL-
SPONSORED ACTIVITIES,
AND ON SCHOOL BUS
TRANSPORTATION.

1. Since *parent(s) can be held responsible for the actions of their children, it is important that they are aware of the rules and the consequences if their students break the rules. However, parents also have the right to advocate for their children. Therefore, the school system must have proof that every student and every parent has had a chance to read this Code of Student Conduct.

Sign and return the Acknowledgement Form on page 7 to the school within 3 days of receipt of the Code of Student Conduct 2009/2010/2011 to confirm that you have received the book and you know what the rules are. Your signature does not mean that you agree or disagree with the rules, but rather that you have received a copy of these rules. A copy of the Acknowledgement Form is provided on page 11 of this booklet and should be retained for your records.

2. Choose your options for Media Release on page 8. You must select one option in Section A and another option in Section B. If you do not choose an option in either section, you will default to allow the school to photograph your child, videotape your child, or for your child to be interviewed by the news media or the School District.
3. This year, the federal government has changed the race and ethnicity categories for reporting student data. Please indicate your child's race and ethnicity on the Required Data from Parents Form on page 9 and return it to your school within three days of receipt of this booklet.
4. For 11th and 12th grade students who do not wish to share Directory Information with armed services/military recruiters and/or postsecondary educational institutions, complete the opt-out section on page 10 and submit the form to the principal within 10 days from the date of enrollment.
5. The District's Discipline Matrix assigns specific consequences for violating the rules of the Code of Student Conduct and is part of the school's discipline plan. A copy is now located on pages 49-57 of this booklet. Please review the Discipline Matrix with your child. For more information on the matrix, talk with a school administrator.

Please Note: This version of the Code of Student Conduct has been adopted for the next two school years (2009 - 2010 and 2010 - 2011)

**Whenever the term "parent " is used, it also refers to either or both parents, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of a parent.*

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301-3125



James F. Notter
Superintendent of Schools

July 2009

Welcome to the New School Year!

SCHOOL BOARD

Chair MAUREENS DINNEN
Vice Chair JENNIFER LEONARD GOTTLIEB
ROBIN BARTLEMAN
BEVERLY A. GALLAGHER
PHYLLIS C. HOPE
STEPHANIE ARMA KRAFT, ESQ
ANN MURRAY
ROBERT D. PARKS, Ed.D.
BENJAMIN J. WILLIAMS

Dear Students and Parents:

Broward County Public Schools is dedicated to meeting the educational needs of all students in a safe learning environment. The *Code of Student Conduct* booklet is designed to promote this mission.

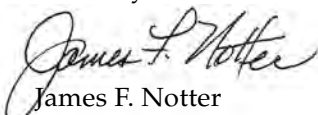
The *Code of Student Conduct* provides specific information regarding the rules that all students are expected to adhere to, as well as consequences for violations of the policies set forth in this document. The *Code of Student Conduct* addresses expectations for all students in terms of consistent and timely attendance, respect for people and property, appropriate dress, technology usage, student publications, student activities, student records, and the right to appeal, including grievance procedures. Please review all information in the *Code of Student Conduct* carefully and together discuss the consequences of violating the rules. Students and parents are required to sign a statement indicating that they have received their *Code of Student Conduct* booklet, are aware of the explanation of rules it provides, and have selected their options for media release.

It is important for you to review the booklet, because it incorporates changes from previous versions, including the one issued last year. A complete list of the current changes can be found on page 6 and includes information on when make up work will be accepted for credit and grade for suspended students. In some cases, suspended students are given specific homework assignments; in these cases, the assignment will be graded if it is graded for non-suspended students. Additionally, the School Board has adopted a strong anti-bullying policy that prohibits any form of bullying in our schools. Strict consequences apply in all documented bullying incidents.

Public engagement is one of the School Board's strategic plan goals, and this applies to the *Code of Student Conduct*. Each year, the District seeks input from a variety of parent, student, and staff groups on this subject. You may view the *Code of Student Conduct 2009/2010/2011, Policy 5.8*, under School Board Policies on the District's website (www.browardschools.com). You may also view the accompanying video on BECON television during the first two weeks of classes and on the District's website. Schools will provide parents and students with the program schedule.

I hope that you experience a fulfilling, engaging and safe school year as we strive to continue educating today's students for tomorrow's world.

Sincerely,


James F. Notter
Superintendent

*For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.

"Educating Today's Students For Tomorrow's World."

Broward County Public Schools Is an Equal Opportunity/Equal Access Employer

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Haitian-Creole Règleman sou Kondwit Elèv disponib an kreyòl nan lekòl-la.
Spanish El Código de Conducta de Estudiantes está a su disposición en español, en la escuela.
Portuguese O Código de Conduta do Estudante encontra-se disponível em português, em sua escola.



SUMMARY OF CHANGES

- Clarified when suspended students are eligible to be provided specific homework assignments and may earn credit and grades for make up work.
- Added a statement notifying students that possession of electronic devices during any standardized testing (e.g., Advanced Placement Exams) may result in the invalidation of test scores.
- Separated the Acknowledgement and Media Release Forms into two separate documents. Each form requires a parent and student signature that must be returned to the school within three days of receiving a copy of the Code of Student Conduct.
- Separated the sections on the Media Release Form to differentiate between school and District publications. Parents must choose an option in both sections.
- Printed the Discipline Matrix inside the Code of Student Conduct, rather than as two separate documents. The Discipline Matrix outlines the possible consequences for violating the rules of the Code of Student Conduct.
- Requested parents to declare their child's race and ethnicity because of changes to federal reporting categories.
- Added additional definitions of bullying and cyberbullying from the Bullying Policy (SB Policy 5.9). Selected excerpts from the Bullying Policy are also included.
- Removed the telecommunications class as a possible intervention and/or consequence for misbehavior because the program is defunct.
- Removed the Juvenile Assessment Center (JAC) as a consequence for students who are taken into custody by a law enforcement officer when the child is absent from school without authorization because the program is defunct.
- Expanded the Technology Usage rules to address students who attempt to spread computer viruses but do not actually complete the act.
- Added ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casing, magazines, or clips to the list of items considered Class B weapons.
- Revised the personal technology rules to allow students to use these items during non-instructional time; however, use of cell phones and other wireless communication devices remain prohibited at all times during school hours.



ACKNOWLEDGEMENT

This booklet lists the District's rules for students in Broward County. The rules apply to all activities occurring on school grounds, on other sites being used for school activities, and on any vehicles authorized to transport students. **Your signature below does not indicate that you agree or disagree with the rules, but rather that you have received a copy of these rules.** Return this form to school within 3 days of receipt of the Code.

Parents need to be involved in the education of their children and have the responsibility to:



- Know that for school safety, schools are not required to provide supervision more than 30 minutes prior to the official starting time, nor are they required to provide supervision for more than 30 minutes after the official school closing time (Florida Statute 1003.31(2)).
- Know that for school safety, for students who ride a school bus, drivers are NOT permitted to let students off the bus except at the designated stop.
- Provide the school with the names of current emergency contact person(s) and/or telephone numbers on an annual basis and when there are changes.
- Notify the school of anything that may affect their child's ability to learn, to attend school regularly, or to take part in school activities.
- Be aware that medicine must be administered in accordance with SB Policy 6305, as may be amended, and that consequences for transmittal and/or sale or attempted sale of over-the-counter medications and possession and/or use of unauthorized medications can be found in SB Policy 5006. SB Policy 6305 outlines the rules regarding over-the-counter and prescription drugs and SB Policy 5006 outlines the consequences for violating those rules. You may view the complete health and suspension and/or expulsion policies, as well as all School Board policies, on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.
- Be aware that parents have rights with regard to the privacy and confidentiality of student records that are maintained by schools as defined in Section VIII of this booklet. This includes privacy rights related to protected health information (PHI) found in your child's or your mental health and medical records.
- Neither the School Board of Broward County nor its employees will be held liable for items that are prohibited and are lost, stolen, or confiscated or for wireless communication devices (e.g., cellular telephones, ipods, and pagers) or other personal technology that is lost, stolen, or confiscated.
- Be aware that confiscated items not claimed by the end of the school year will be donated to local charities.
- Recognize that they are responsible for their student's behavior on the way to and from school and at the bus stop. A safe and respectful learning environment is key to academic achievement, therefore any student's off campus actions that seriously affect a student's ability to learn or a staff member's ability to teach may be handled as a disciplinary infraction. For serious incidents that occur at bus stops and/or that are not on School Board property, parents should contact law enforcement directly. For bullying incidents (see bullying definition, pp. 19-21), school officials should be notified and will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer.
- Ensure their child demonstrate legal, ethical and responsible use of technology including networks, digital tools, the Internet, and software, as defined in Section IV of this booklet.

Student Name (PRINT)

Student Signature

Parent Signature

Date

As a parent of a student in Broward County Public Schools, I understand that my student may be photographed, videotaped or interviewed by the news media or by the School District to promote Broward County Public Schools. I understand that pictures and interviews may be used on the District's Web site, in School District publications and external publications and electronic media, as indicated below.



You Must Mark A Choice In Both Section A And Section B

Section A

Please Check Choice #1 or Choice #2

(If no choice is marked, then it will default to Choice #1.)

1. **I WILL** permit my student to be photographed, filmed or interviewed by the news media or by the School District to promote Broward County Public Schools.
2. **I WILL NOT** permit my student to be photographed, filmed or interviewed by the news media or by the School District to promote Broward County Public Schools.

Section B

Please Check Choice #1 or Choice #2

(If no choice is marked, then it will default to Choice #1.)

1. **I WILL** permit my student to be photographed, videotaped or interviewed for school publications, such as school yearbooks, school newspapers, class pictures, or other school communications tools. I understand the District is required to release this information if requested by the media or other members of the public (i.e., public records requests).
2. **I WILL NOT** permit my student to be photographed, videotaped or interviewed for school publications, such as school yearbooks, school newspapers, class pictures, or other school communications tools. I understand my student will not be included in school publications, such as school yearbooks, school newspapers, class pictures or other school communications tools.



Student Name (PRINT)

Student Signature

Date

Parent Name (PRINT)

Parent Signature

Date



REQUIRED DATA FROM PARENTS



Every school district in Florida is required to report to the Florida Department of Education each year student data by race and ethnicity categories that are set by the federal government. The Department of Education does not report individual student data to the federal government but does report the total number of students in various categories in each school. These reports help us keep track of changes in student enrollments and ensure that all students received the educational programs and services to which they are entitled.

The federal government recently changed the reporting categories for student data. As a result, you have the opportunity to update the student data for your child. With the new reporting categories, you may now identify your child by ethnic group (either Hispanic/Latino or not Hispanic/Latino) **and** by *one or more* racial groups (American Indian/Alaska Native, Asian, Black/African-American, Native Hawaiian/Other Pacific Islander, White). Starting with the 2009-10 school year, all schools in Florida will report student data to the Department of Education using the new categories.

Please complete the information below and return it to your child's school within 3 days of receipt of the Code of Student Conduct booklet. For more information about the student data reporting categories for ethnicity and race, please contact your child's school.

Student's Name: _____ Grade: _____

Please answer **BOTH** questions 1 and 2.

1. Is your child Hispanic or Latino? **(Please, mark only one.)**

____ No, my child is not Hispanic or Latino

____ Yes, my child is Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

2. What is your child's race? **(Please, mark all that apply.)**

____ America Indian or Alaska Native – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

____ Asian – A person having origins in any of the original peoples of the Far East, southeast Asia, or the Indian subcontinent, e.g., Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

____ Black or African American – A person having origins in any black racial groups of Africa.

____ Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

____ White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Parent/Guardian Signature: _____ Date: _____

Revised Date: 28-AUG-2009



TO PREVENT RELEASE OF STUDENT DIRECTORY INFORMATION

(11th & 12th Grade Students Only)

If you decide to opt out of providing Directory Information to armed services/military recruiters and/or postsecondary educational institutions, please complete this form to be submitted with the Acknowledgement and Media Release Form on the reverse side.



Pursuant to federal law, I request that my son's/daughter's Directory Information NOT BE DISCLOSED to the following entities without my prior permission.

_____ Armed Services/Military Recruiters

_____ Postsecondary Educational Institutions

Student Name _____

High School _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

NOTE: "Opt out" notification must be a written request provided ANNUALLY and must be submitted to the principal WITHIN 10 DAYS FROM THE DATE OF ENROLLMENT of a student after the start of each school year.





ACKNOWLEDGEMENT

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- Ensure their child demonstrate legal, ethical and responsible use of technology including networks, digital tools, the Internet, and software, as defined in Section IV of this booklet.

Student Name (PRINT)

Student Signature

Parent Signature

Date

211's Core Mission

1,731 homeless children

91,397 students in Broward schools receive free lunch, but only 58,955 Broward youth ages 0-18 are receiving food stamps.

Over the next year, the Miami-Fort Lauderdale metro area is expected to lose 84,800 more jobs, ranking No. 3 in losses in the country.

One in every 135 Florida households received a foreclosure filing last month, roughly three times the national average.

2-1-1 Broward provides a single, easy to remember number to call for anyone in Broward County who may be in need of help for a health or human service problem or may need crisis intervention. Trained counselors are available 24/7 to listen to any problem and have available information on over 3000 programs that may provide assistance. Today, more than 100,000 calls are received by the Helplines each year with each caller treated with respect and dignity. All calls are free, anonymous and confidential. 2-1-1 Broward Counselors are multi-lingual and have access to an interpreting service that permits callers to be helped in any one of more than 140 languages.

2-1-1 Broward is funded by The United Way of Broward County, The Children's Services Council of Broward, Broward County Human Services, The Florida Department of Children and Families, Broward municipalities, private and corporate foundations, and private donations.

Parents, Students, Teachers, Staff...



For free, confidential access to health and human service programs in Broward County
DIAL 2-1-1 or (954) 537-0211

Health Issues? Substance Abuse Problems? Mental Health Concerns? Need Help Coping? Need Help with Rent or Utilities? Short on Food? Depressed? Suicidal?

You don't have to handle it alone!

To volunteer or to donate toward the support of 2-1-1, please visit us on the web at www.211-broward.org or call us at (954) 390-0493

Corporate and private donations play a vital role in maintaining the service 2-1-1 Broward provides to our community

Policy 5.8

Adopted as amended 4/21/09

SECTION I - ATTENDANCE

The parent of a child of compulsory school age is responsible for the child's daily school attendance (Florida Statute 1003.24). School staff, parents, students, and appropriate state agencies are expected to work together to ensure that laws are obeyed including, but not limited to, referral to the state designated agency for possible court action for extended absence or truancy (Florida Statute 1003.27). SB Policy 5.5 outlines the rules that apply to attendance and attendance procedures. You may view this policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

A student's presence in class is required to maximize the attainment of instructional objectives. For students who demonstrate patterns of non-attendance, interventions may be recommended.

Rights

Students have a right to know how the District defines and handles excused absences, unexcused absences, and tardiness. The District's *Discipline Matrix* that assigns specific consequences for misbehavior is part of the school's discipline plan. The *Discipline Matrix* is located on pp. 49-57 of this document.

Students have a right to make-up work they missed during an excused absence or suspension.

Students who are married, are parents, or are expectant mothers have a right to remain in the regular school program or to attend a special program designed to meet their needs.

Students have a right to be protected from exposure to communicable diseases and infestations when in school.

Rule

The School Board of Broward County, Florida stresses the importance that all students attend school regularly and remain in school until they graduate from high school. However, "a child who attains the age of 16 years [or age specified by state statute, whichever is older] during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the child files a formal declaration of intent to terminate school enrollment with the District's School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce earning potential and must be signed by the child and the child's parent. The school district must notify the child's parent of receipt of the child's declaration of intent to terminate school enrollment" (Florida Statute 1003.21). *Declaration of Intent Forms* are available at each school's administration office. Also be aware that students who drop out of school are not eligible to receive a driver's license or driver's permit or will have their license or permit revoked (p. 15).

Responsibilities

Students have a responsibility to attend all classes.

Students have a responsibility to be on time for school and all classes.

Students have a responsibility to ask their parents to notify the school when they are absent.

Students have a responsibility to ask teachers for, and to complete, make-up assignments.

Students have a responsibility to get medical advice and/or counseling about how to adjust their schooling for marriage, pregnancy, and parenthood.

Students having or suspected of having a communicable disease are not allowed to attend school. In order to return to school, parents must obtain a doctor's note stating that the student is no longer contagious. Chickenpox is the only infectious disease that does not require a doctor's note.

NON-ATTENDANCE AND EARLY SIGNS OF TRUANCY

IT IS IMPORTANT TO BE IN SCHOOL EVERY DAY. If your child is not in school, he or she MAY BE showing early signs of truancy through a pattern of non-attendance (SB Policy 5.5).

WHAT IS A PATTERN OF NON-ATTENDANCE?

A student may be establishing a pattern of non-attendance when:

- 1) He or she has an accumulation of tardiness, early sign outs, and/or absences (excused and unexcused) that exceed 5 days in one marking period or 10 days in 2 marking periods; or
- 2) He or she is absent and unexcused 5 days in 30 calendar days or 10 days in 90 calendar days (Florida Statute 1003.26 (b)).

However, a student does establish a pattern of non-attendance when he or she has an accumulation of 15 unexcused absences within 90 calendar days, with or without a parent's knowledge (habitual truant) (Florida Statute 1003.01 (8)).

Parents and students may verify absences at any time at school or at home by contacting the school or by accessing electronic attendance records through Virtual Counselor.

If after an accumulation of absences as noted above, the principal and/or his designee determines that the reasons for time out of school are invalid, the principal/designee shall refer the student to the child study team (Collaborative Problem Solving Team) to determine if early patterns of truancy are developing and provide appropriate interventions (Florida Statute 1003.26 (1)(b)), and/or the State Attorney's Office will be notified due to non-compliance with compulsory school attendance laws. However, if the principal and/or his designee determine that the reasons for the absences are valid and there are no early signs of truancy, the parent must provide a note (to be kept on file at the school) that provides the reasons for those absences. No further action will be taken.

ABSENCE REPORTS

Absences may be reported by telephone or written note. The report must come from a parent and give the date(s) of the absence(s) and the reason for the absence(s). Parents

MUST report these absences within two (2) days, although school principals MAY make exceptions in cases of need. School staff members have a legal right to ask for a written medical excuse.

For High School Only, absences for shared-time students must be reported to both schools.

For Elementary Only, the Broward Truancy Intervention Program (BTIP) is a joint partnership program of the Broward State Attorney's Office and the School Board of Broward County. The program is designed to prevent excessive absences through parent notification and accountability, school interventions, and daily monitoring of attendance. Parents are expected to communicate with school personnel regarding absences. Parents who do not comply are referred to the State Attorney's Office for failure to comply with Florida Statute 1003.27 which provides that a parent commits a misdemeanor of the second degree, punishable as provided by law, if the parent refuses or fails to have a child attend school regularly or refuses to participate in meetings concerning the child's truancy.

EXCUSED ABSENCES

Students must be in school. However, when it is necessary to be out of school, absences may be excused for one of the reasons listed below. (Students on field trips, in internal in-school suspension, or attending alternative-to-suspension programs are not considered absent.) **For reasons 1-5, parents must report the absence the day before, the day of, or within 2 school days following the absence, or the absence will be considered unexcused.** Any absence is unexcused until the school receives a telephone call or a note to excuse the absence. **A reason for the absence must be provided and absences can only be excused for one of the eight School Board allowed reasons for absences.** Some situations will require written documentation from a private physician or public health unit. Excused absences include:

1. Illness. Students who expect to miss at least 15 consecutive school days due to illness, a medical condition, or for social/emotional reasons, or who would miss excessive days intermittently throughout the school year for the same reasons and could benefit from instruction, should obtain a copy of the Hospital/Homebound referral packet from the Hospital/Homebound contact person at their school.

2. Illness of an immediate family member.
3. Death in the family.
4. Religious holidays of the student's specific faith.
5. Required court appearance or subpoena by a law enforcement agency.
6. Special event. Examples of special events include important public functions, conferences, state/national competitions, as well as exceptional cases of family need. Students must get permission from the principal/designee at least five (5) days in advance.
7. Scheduled doctor or dentist appointments.
8. Students having or suspected of having a communicable disease or infestation that can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (Florida Statute 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies. Students are allowed a maximum of five (5) days excused absence for each infestation of head lice.

UNEXCUSED ABSENCES

It is the responsibility of the school principal to ensure that parents are contacted after each unexcused absence and to ensure that there are specific, appropriate consequences/interventions as a result of each unexcused absence. Parents may receive letters to inform them of their student's unexcused absences. These letters are generated from official attendance records.

1. Absences are excused only for the reasons previously listed. If absences are not excused, as defined in the previous section, the absences are considered unexcused. This does not apply to suspensions.
2. Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until the certificate is provided or a waiver is obtained. Students who receive the first shot in a series of immunizations but who are late obtaining subsequent

shots will be given 3 days grace period after which they will be excluded from school and the resulting absences will be considered unexcused.

3. **For Secondary Only**, students 14-18 years of age who drop out of school or who have 15 unexcused absences within 90 calendar days and have a driver's license or driver's permit will have their driving privileges suspended by the Division of Highway Safety and Motor Vehicles or will not be issued a license or permit if they apply for one. Additional information about procedures and waivers is available from school administration or guidance offices.

SUSPENSIONS

1. Students who have been assigned an out-of-school suspension and choose not to participate at the alternative-to-suspension site will be considered suspended.
2. Students who have been assigned an out-of-school suspension and do not attend all of the assigned days in the alternative-to-suspension site, those days that they do not attend will be considered suspended.

MAKE-UP WORK

1. Make-up work for credit and grade is allowed for all excused absences.
2. Students have two (2) class days to make-up the work for each class day of an excused absence, **not including the day of return**. However, previously assigned work is due the day of return. These deadlines may be extended by the principal for extenuating circumstances.
3. **Middle School Students:** Make-up work for credit and grade is allowed for all absences due to the statutory promotion requirements to high school and the impact on course recovery.
4. **For Secondary Only**, when class work is not completed for a marking period due to excused absences, a grade of "I" may be given. Students must complete the work prior to the end of the next marking period and may earn a grade to replace the "I." In extenuating circumstances, the principal has the authority to extend

the deadline. But in most cases, when these deadlines are not met, the “I” changes to an “F” and may cause a semester course failure. If and when the class is repeated and students earn a grade, the “I” or the “F” will not be counted in computing grade point averages.

5. **For Secondary Only**, when a semester exam is not completed, a grade of “I” is given. If students are absent on an exam day, the exam must be made up in order for credit to be given. For each semester exam day students are absent, they will have two (2) days to make-up the exam, not including the day of return. These deadlines may be extended by the principal for extenuating circumstances.
6. **Suspensions:** Make-up work for credit and grade is allowed. It is the student’s responsibility to get the missed work. All work is due on the day of return from the suspension. Student is NOT allowed to participate in any school activities during the suspension period. Students who are assigned in-school suspension are expected to be in school. These students must complete assignments and turn in work daily.

For students who are not offered the option to attend an alternative to-suspension site, specific homework assignments will be provided (F.S.1003.01). These absences will be considered suspensions.

TARDINESS

Tardiness is disruptive to the learning environment and can have a negative impact on student achievement. Tardiness may also count toward establishing a pattern of non-attendance that may indicate early signs of truancy (p. 14). A pattern of non-attendance may be established by an accumulation of tardiness, absences (excused and unexcused), and early sign outs that exceed five (5) days in a marking period or ten (10) days in two (2) marking periods.

1. A tardy is excused for the same reasons that an absence is excused. Excused absences/tardiness include: illness, illness of an immediate family member, death in the family, religious holidays of the student’s faith, required court appearance or subpoena by a law enforcement agency, special event, scheduled doctor

or dentist appointments, or communicable disease. In extenuating circumstances, principals and/or their designee may also excuse a tardy for reasons other than those stated if documentation is provided. Parents must follow the same process to excuse a tardy as they do to excuse an absence.

2. Tardiness is defined as a student not being in the classroom when classes are scheduled to begin. A student who has an excused tardy (note or telephone call) should report directly to class after first checking in at the designated check-in area of the school.
3. Excessive tardiness will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.
4. Tardiness to any class without documentation may be considered unexcused.

EARLY SIGN OUTS

When students are signed out early on an ongoing basis, their academic performance may be negatively impacted. The school system strongly encourages parents to ensure their student is in school for the full school day every day. Signing out early may count toward establishing a pattern of non-attendance that may indicate early signs of truancy (p. 14). A pattern of non-attendance may be established by an accumulation of tardiness, absences (excused and unexcused), and early sign outs that exceeds five (5) days in a marking period or ten (10) days in two (2) marking periods.

1. All schools will establish procedures for early release that ensure that all students are treated consistently.
2. Students shall not be released within the final 30 minutes of the school day unless the principal/designee determines that it is an emergency or the student has a medical/dental appointment that cannot be reasonably scheduled at another time.
3. Excessive early sign outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.

SECTION II – RESPECT FOR PERSONS AND PROPERTY

Character education is woven into the policies and procedures of Broward County Public Schools. Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control, Tolerance, and Cooperation are the foundation of this Code of Student Conduct.

Rights

Students have the right to be treated with respect and honesty.

Students have the right to privacy.

Students have the right to a safe and orderly school.

Responsibilities

Students have the responsibility to demonstrate the character education traits.

Students have the responsibility to treat others with respect and honesty.

Students have the responsibility to respect the rights of others.

Students have the responsibility to treat school property and the property of others with respect and to act in a way that does not interfere with the rights of others and is not harmful to the health and safety of others.

Rule

It is important for students to know their rights and responsibilities, which include obeying teachers and all other school employees, obeying each individual rule as defined by the school, and obeying bus drivers. Students are expected to honor their responsibilities and behave in ways that respect the rights of all. Consequences for unacceptable behaviors are found in the *Discipline Matrix* on pages 49-57.



EXPECTED BEHAVIORS

- Treat others with respect and honesty.
- Prepare for class by bringing paper, pencil, pen, books, and other needed supplies.
- Complete all class work and homework.
- Use class time properly.
- Take home and return necessary forms.
- Follow rules and regulations, including those for field trips.
- Take care of and return all textbooks, library books, or other school-owned materials loaned to them.
- Act responsibly on campus, on buses, on field trips, and at all school-sponsored events, regardless of location.
- Wear properly fitted safety-rated helmets when riding a bicycle. Law enforcement officers may issue traffic citations and assess fines to riders under age 16 who do not comply (Florida Statute 316.2065).

UNACCEPTABLE BEHAVIORS LEADING TO DISCIPLINARY ACTION

ATTENDANCE INCIDENTS

- Leaving class or school without permission.
- Not attending school (truancy).
- Being tardy excessively.
- Skipping class.
- Out of assigned area.

RULE VIOLATION INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Violating the dress code.
- Taking, possessing, displaying, distributing, and/or transmitting pictures using a camera telephone during the school day. Note: Use of a camera telephone may result in additional consequences (beyond confiscation) if used to take pictures that are pornographic or obscene or to break rules or laws.
- Littering.

DISRUPTIVE INCIDENTS (INCLUDING BUT NOT LIMITED TO)

- Disturbing the class or school by: being disrespectful or rude, refusing to obey any staff member, failing to follow classroom rules, running in the halls, throwing objects, possessing or igniting fireworks or firearms,

fighting, gambling, or bringing distracting items to school. Examples of distracting items include, but are not limited to: skateboards, scooters, in-line skates/roller blades/heelies (sneakers with wheels), toys, playing cards, games, cigarette lighters, radios, audio recorders, headphones, or laser pointers/pens and other laser devices.

- Sole possession of a wireless communication device (camera telephone, cellular telephone, or pager) is not a violation of the *Code of Student Conduct*. However, the possession of a wireless communication device which disrupts the educational process; the use of a wireless communication device during school hours; the use of a wireless communication device on school buses in the absence of an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay); and the possession or use of a cellular telephone (other than text messaging that does not disrupt the bus driver), would be a violation of the Code of Student Conduct, subjecting violators to progressive discipline.

[Note: School Board employees will not be held liable for wireless communication devices that are lost, stolen, or confiscated. Violations of this policy will result in confiscation, and the device will only be released to the parent. Florida Statute 1006.07(2)(e) requires school districts to notify parents that students who use wireless communication devices in the commission of a criminal act may face school disciplinary action and/or criminal penalties.

- Sole possession of personal technology is not a violation of the *Code of Student Conduct*. Personal technology, should be turned off and kept out-of-sight during all instructional and class time activities. The use of cell phones during school hours is not allowed. However, using personal technology (other than cell phones) during all non-instructional or non-class time activities or during class time at the direction of a teacher will not be subject to discipline under this policy. Violations of this policy will result in confiscation, and the device will only be released to the parent. Progressive discipline will apply for repeated violations.
- Using scooters and inline skates/rollerblades/heelies in the school building
- Behaving inappropriately on field trips.
- Possessing pornographic/obscene material or drug paraphernalia at school.

- Misrepresenting oneself by cheating, copying, plagiarizing, counterfeiting, using false identification, or making false reports by posing as a parent to excuse absences or tardiness, sign a report card, etc.
- Unauthorized possession or use of school/county documents or forms.
- Abusing another student or staff member including, but not limited to, verbal abuse, actual or threatened physical harm, extortion, destruction of personal property, intentionally making a false accusation, or **intentionally** providing misinformation.
- Conducting, recruiting, or participating in youth gang activities on campus.
- Using gang-related or cult-related gestures, language, and/or signs.
- Unauthorized presence on school property.
- **For Secondary Students Only**, parking a motorized vehicle on school grounds without an official permit or in unauthorized areas.
- Endangering the lives of students and staff by setting off unfounded fire alarms.
- Gambling.

- Harassing others because of a disability.
- Harassing others because of ethnicity, socio-economic background, or linguistic differences.
- Harassing others because of physical appearance or for any other reason.
- Hazing.
- Threatening, stalking, hitting, or hurting a teacher or other school personnel.
- Intentionally making a false accusation that jeopardizes the professional reputation, employment, or certification of a teacher or other member of a school staff.
- Committing a hate crime.

See definitions section on pp. 19-21

PROPERTY INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Damaging, destroying, or vandalizing school property.
- Misusing technology.
- Starting a fire (arson).
- Committing petty theft.
- Breaking and entering/burglary.

OTHER CRIMINAL INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Having and/or hiding a weapon (for definitions of weapons, see pp. 44-45)
- Threatening or hurting a person with a weapon.
- Committing robbery.
- Forcing someone to give money, possessions, or other things of value to another or oneself (extortion).
- Endangering the lives of students and staff by failing to report a threat of violence against others.
- Making a bomb threat.
- Sexual battery.
- Kidnapping or abduction.
- Homicide.
- Committing other criminal acts.

DEFINITIONS

Hazing means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student regardless of: 1) the student's willingness to participate or; 2) that the conduct or activity was not sanctioned by the organization or; 3) that the activity was not done as a condition of membership to an organization (Florida Statute 1006.63).

SUBSTANCE ABUSE/DRUG INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Possessing or using drugs, alcohol, and/or tobacco products, including unauthorized over-the-counter medications.
- Sale or attempted sale and/or transmittal of drugs, alcohol, and/or tobacco products, including authorized or unauthorized over-the-counter medications.
- Possessing drug paraphernalia.

ACTS AGAINST PERSONS (INCLUDING, BUT NOT LIMITED TO)

- Bullying and/or harassment.
- Cyber-bullying.
- Taking part in physical acts of a sexual nature, engaging in sexual harassment, or offending others by indecent exposure.
- Using insulting, abusive, profane, racially or sexually offensive written or oral language, or making obscene remarks or gestures.
- Harassing others because of age, color, gender, national origin, marital status, race, religion, or sexual orientation.

Hate crime refers to an attack or offense against an individual or his/her property in which the individual is intentionally selected because of his/her race, color, religion, national origin, gender, disability, or sexual orientation. The attack or offense may range from racial remarks or graffiti on school walls to threats of physical harm, intimidation, hate mail and hate e-mail, vandalism, arson, physical assault, etc. Students who believe they have been victims of a hate crime must immediately report the act to a teacher and/or school administrator. **The District's Special Investigative Unit conducts hate crime investigations.**

National origin pertains to, but is not limited to, an individual's or his/her ancestor's place of origin, as well as, physical, cultural, or linguistic characteristics.

"Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted purposeful written, verbal, nonverbal or physical behavior, including, but not limited to, any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power. Bullying may involve, but is not limited to:

1. Unwanted teasing
2. Threatening
3. Intimidating
4. Stalking
5. Cyberbullying
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public humiliation
10. Destruction of school or personal property
11. Social exclusion, including incitement and/or coercion
12. Rumor or spreading of falsehoods

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's educational performance, and employees work performance, or either's opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

"Cyberstalking" as defined in F.S. 784.048(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

"Cyberbullying" is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, e-mail, blogs, social websites (e.g., MySpace, Facebook), chat rooms, and instant messaging.

"Bullying," "Cyberbullying," and/or "Harassment" also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination.
2. Retaliation also includes reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.
3. Perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:

- a. Incitement or coercion;
- b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system; or
- c. Acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

“Bullying,” “Cyberbullying,” “Harassment,” and “Discrimination” also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socioeconomic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, parent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored activities or events, on school buses, and at training facilities or training programs sponsored by the District.

Note: Suspected acts of persistent bullying encompassing “Discrimination” relating to any “Protected Category” by any student, Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored activities or events, on school buses, and at training facilities or training programs sponsored by the District (refer to the School Board of Broward County (SBBC) Policy 4001.1, Nondiscrimination Policy Statement) shall be reported to the school based administration, but the complaint shall also be filed with, and investigated by, the EEO/Title IX Coordinator (754) 321-2150.

SCHOOL BUS BEHAVIOR

Misconduct by any student while riding a school bus represents a serious threat to the safety of all occupants of the bus as well as other motorists, pedestrians, and members of the community. All rules that apply to the school grounds and school activities also apply to the

school bus. Parents are responsible for their student’s behavior on the way to and from school and at the bus stop. While the District does not assume any liability for incidents that occur at a bus stop or en route to and from school, a student, parent, or witness may file a complaint following the same procedures for bullying and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.

UNACCEPTABLE BEHAVIORS ON A SCHOOL BUS LEADING TO *DISCIPLINARY ACTION

Level One Violations

- Eating or drinking on the bus.
- Failing to sit in the seat assigned by the bus operator.

Level One Consequences

First Offense	Verbal or written reprimand from the school principal or designee.
Second Offense	Parent Conference.
Third Offense	3-day suspension from school bus transportation.
Repeated Offenses	Repeated Level One unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

Level Two Violations

- Disrupting, distracting, or disobeying a bus operator.
- Failing to utilize required safety equipment on the bus.
- Getting out of the seat while the bus is in motion.
- Loud talking, inappropriate remarks, or spitting out of the bus window at other students, pedestrians, or motorists.

Level Two Consequences

First Offense	Verbal or written reprimand from the school principal or designee.
Second Offense	1-day to 10-days suspension from school bus transportation.
Repeated Offenses	Repeated Level Two unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

Level Three Violations

- Placing head, arms, or legs outside the window of the bus.
- Opening a school bus emergency door and/or exiting the bus when the bus is stopped, unless directed by the school bus operator in an emergency or during an evacuation drill.
- Threats against the bus operator, bus attendant, or passengers on the bus.
- Use of profanity.
- Fighting on the bus.
- Smoking on the bus.
- Opening a school bus emergency exit door while the bus is in motion.
- Throwing objects out of the window of the bus, which may or may not cause injury to persons or physical damage.
- Throwing objects at a bus after leaving the bus, which may or may not cause injury to persons or physical damage.
- Vandalism of seats or other bus equipment.
- Boarding or attempting to board a bus route other than the student's assigned bus route or attempting to leave the school bus at other than the student's assigned bus stop without permission of the school principal or designee.

Level Three Consequences

First Offense	1-day to 10-days suspension from school bus transportation and/or school.
Second Offense	10-days suspension from school bus transportation and/or school.
Third Offense	Repeated Level Three unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

*For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.

The principal or designee may review individual cases before assigning consequences.

DISCRIMINATION AND/OR HARASSMENT

The School Board of Broward County, Florida, prohibits any policy or procedure that results in discrimination on the basis of age, color, disability, gender, *national origin, marital status, race, religion, or sexual orientation.

If any **student feels that he or she has been discriminated against or harassed, there are specific procedures to report such offenses. See pp. 47-48 for further information.

***Whenever the word "student" appears, parents may become involved.*

FORMS OF DISCRIMINATION

Harassment is a form of discrimination. Harassment based on age, color, disability, ethnicity, gender, linguistic differences, *national origin, marital status, race, religion, or sexual orientation are violations of School Board policies, civil rights laws and statutes and should be addressed in a similar manner as detailed above.

**National origin pertains to, but is not limited to, an individual's or his/her ancestor's place of origin, as well as physical, cultural, or linguistic characteristics.*

SEXUAL HARASSMENT AND SEXUAL VIOLATIONS

Sexual harassment is a form of sex discrimination that violates the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and SB Policy 4001.1. Sexual violence is a physical act of aggression that includes a sexual act of sexual purpose. Sexual violence is also a violation of these same statutes and may also represent a criminal law violation. The school district prohibits any form of sexual harassment and sexual violence.

Sexual harassment and sexual violence are unlawful and will be grounds for disciplinary action. Students who believe they have been victims of sexual harassment or sexual violence should report the alleged act immediately to a teacher and/or school administrator. Because sexual harassment can take on many forms, the following are some examples of sexual harassment/violence.

SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or communication of a sexual nature. Sexual harassment includes, but is not limited to, the following behaviors:

- Unwelcome statements of a sexual nature.
- Unwelcome solicitation or pressure for sexual activity.
- Intentional brushing against, patting, or pinching of another's body.
- Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, unwanted physical contact, and blocking movements.
- Leering with sexual overtones, gestures, display of sexually suggestive objects, posters, or cartoons.
- Indecent exposure.

NOTE: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) SB Policy 4001.1, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against any students with regard to access to programs, services, and activities on the basis of disability. If any student feels he or she has been discriminated against because of such disabilities or perception of a disability, there are specific procedures to report such offenses. See pp. 47-48 for the steps to report such offenses.



SECTION III - DRESS CODE

*Appropriate dress and grooming can help to create a positive learning environment. Other attire may be allowed for special school activities with approval of the school administration. Possible consequences for violating the dress code are found in the Discipline Matrix. **Changes in clothing trends will not override the dress code policy.***

Rights

Students have a right to wear stylish clothes of their choice as long as those clothes are appropriate for school, are not dangerous to health and safety, and do not create a substantial and material disruption of the school.

Responsibilities

Students have a responsibility to dress neatly and appropriately, to be clean and well groomed.

Rule

All students are expected to honor their responsibilities and dress in a way that respects the rights of others.

1. Footwear must be worn at all times. For grades K-12, bedroom slippers are not allowed, and for elementary students, backless footwear is not allowed. Parents should ensure that the footwear their students wear to school does not impede their safety.
2. Special clothing, including footwear, may be required for safety reasons in certain programs or activities such as physical education, home economics, career/technical education, and science.
3. Revealing clothing or clothing that exposes the torso is not allowed. Examples include, but are not limited to: tank tops or spaghetti straps without overblouses (long shirts) or jackets; see-through garments; mini-skirts or mini-dresses; halters; backless dresses; jackets, shirts, or blouses tied at the midriff; and bare midriff outfits.
4. Clothing which is not worn appropriately, is not properly fastened, or has tears that are *indecent will not be permitted. All trousers, including oversized or low-hanging trousers, must be worn and secured at waist level.
5. Garments including, but not limited to, pajamas, boxer shorts, bloomers, and bustiers, which were traditionally designed as undergarments, sleepwear, or beachwear, may not be worn as outer garments. Other clothing not allowed are: leggings without overblouses (long shirts) that reach mid-thigh, tights, bodysuits, or hosiery, including those with lace trim, and bicycle racing attire unless they are worn underneath dresses, skirts, or shorts of appropriate length. Appropriate T-shirts may be worn as outer garments.
6. Clothing that exposes the upper thigh is not allowed. Shorts that are not shorter than mid-thigh, including walking shorts, Bermuda shorts, and split skirts (culottes), are allowed. **For Pre-K through 3**, shorter shorts may be worn since these are standard attire for these ages.
7. Clothing, jewelry, buttons, haircuts, or other items or markings which are, *suggestive, *revealing, or *indecent, associated with gangs or cults, encourage the use of drugs, alcohol, or violence, or support discrimination on the basis of age, color, disability, ethnicity, gender, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis are not allowed.

8. Head coverings including, but not limited to, caps and hats are not allowed unless they are necessary for safety in programs such as home economics, technology education, vocational education, and athletics or are worn for religious or medical reasons. Bandannas are not allowed. Hats, that do not violate #7 above, are allowed to be worn outdoors for physical education and recess as a safety precaution from sun damage.
9. Curlers and other hair grooming aids are not allowed. Personal grooming including, but not limited to, combing, brushing, and/or spraying hair, and applying cosmetics is allowed only in restrooms and/or designated areas.
10. Sunglasses may not be worn indoors unless a doctor's authorization is on file. Sunglasses are allowed to be worn outdoors for physical education and recess as a safety precaution from sun damage.
11. Any articles of clothing or jewelry that may cause injury including, but not limited to: items with spikes or sharp objects, wallet chains, and heavy link chains are not allowed.
12. Violators of the uniform policy (SB Policy 5309) shall be subject to the same penalties as violators of the dress code policy. For further clarification, see the District's Discipline Matrix that assigns specific consequences and is part of the school's discipline plan. The Discipline Matrix is available to parents upon request. You may view the complete uniform policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

*Indecent, suggestive, and revealing refer to exposure of private body parts and/or pictures or words with a sexual connotation.

We Love Broward's Dress Code!



SECTION IV - TECHNOLOGY USAGE

Computers, networks, and online communications and information systems such as the Internet and e-mail are becoming more commonplace in our classrooms and media centers every year. Digital Curriculum and Resources for students provided by SBBC are becoming commonplace via the Broward Enterprise Education Portal (BEEP) and accessible via the Internet. While these systems deliver a huge number of resources to our classrooms, their ability to serve students and teachers depends on the responsible and ethical use of every device and system.

Rights

Students have a right to use appropriate online communications and information systems, the Internet and networks to increase their access to information and resources.

Students have a right to use appropriate online communications and information systems, the Internet and networks to obtain information, create intellectual products, collaborate and communicate for educational purposes.

Students have a right to use appropriate online communications and information systems, the Internet and networks without the fear that their products or their personal reputation will be violated, misrepresented, tampered with, destroyed, or stolen.

Rule

Students are expected to use technology responsibly.

SB Policy 5306 defines the appropriate use of technology throughout the District. This policy describes how computers and networks must be used to support research and instructional activities in our classrooms, labs, and media centers. It also includes the use of the digital resources provided by SBBC and made available through the Broward Education Enterprise Portal (BEEP) for students. First, it promotes the use of technology as a powerful educational tool that is increasingly becoming a common part of every student's day. Second, it provides those students who use these computers, and the networks to which they are connected, to act in accordance with prescribed rules and behavioral codes detailed in the policy. Several major provisions are noted below. The full text of SB Policy 5306 is available upon request from each school's media center and on the School Board web site. You may view the complete technology policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

Responsibilities

Students have a responsibility to understand the difference between appropriate and unacceptable uses of online communications and information systems, the Internet and networks.

Students have a responsibility to use online communications and information systems, the Internet and networks in a responsible, efficient, ethical, and legal manner in accordance with their educational mission.

Students have a responsibility to recognize that the use of online communications and information systems, the Internet and networks is a privilege that can be withdrawn if they engage in unacceptable or illegal use of this resource.

MAJOR POLICY PROVISIONS:

- Use of computers, networks, the Internet and online communication and information systems must be related to students' educational activities.
- Students must recognize that computers, networks, and equipment used to support online learning are shared devices and agree to use them in ways which will maintain their continued operability for all users.
- No illegal activity may be conducted using the District's computers, networks, or online communication and information systems.
- Students must not access or distribute offensive, obscene, inflammatory, or pornographic material.
- Students shall not intentionally spread, or attempt to spread computer viruses, vandalize data, infiltrate systems, or degrade/disrupt computer and/or network performance.
- All users of computers, networks, and online communications and information systems shall adhere to laws regarding copyright.

FCAT ADMINISTRATION POLICY

- It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education for mandatory tests, such as FCAT, and knowingly and willfully fail to follow test administration directions specified in the test administration manuals (F.S. 1008.24).
- The FCAT Administration Manual states: "During FCAT testing, possession of any electronic device that reproduces, transmits, calculates, or records is cause for invalidation. "Possession" is defined as "within arm's reach," even if the electronic device is not visible. For example, students [shall] not have cellular phones in their pockets, clipped to their belts, at their desks, or anywhere they can be easily accessed during testing."
- Schools will direct students on the appropriate storage of electronic devices during testing.
- It is strongly advised that you do not bring a cell phone or any other prohibited electronic device to any testing environment, including but not limited to Advanced Placement exams, PSAT or International Baccalaureate. If your electronic device makes any noise, or you are seen using it at any time - including breaks- you may be dismissed immediately, your scores may be canceled, and the device may be confiscated.

Illegally using school district technology and/or software to alter information is a felony. Misusing school district technology and/or software to transmit insulting, profane, racially or sexually offensive written language, or to make obscene remarks or gestures is unacceptable behavior that will lead to disciplinary action. Using technology including, but not limited to, computers, networks, online telecommunication systems, cellular telephones, and camera telephones to bully, extort, or libel another student or staff member is a violation of the Code of Student Conduct and will result in disciplinary action.

SECTION V - STUDENT ACTIVITIES AND ASSEMBLY

School activities give students a chance to interact in positive ways. They can learn from each other how to work together harmoniously for common goals.

Rights

Students have a right to take part in extracurricular activities, assemblies, and school-approved organizations without discrimination on the basis of age, color, disability, ethnicity, gender, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis.

Students have a right to take part in electing officers for student government.

Students have a right to consult with faculty advisors of school-approved clubs and groups.

Students have a right to seek office in student government and/or school-approved clubs and groups without discrimination on the basis of age, color, disability, ethnicity, gender, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis.

Students have a right to attend educational field trips or educational school-sponsored activities. However, non-educational field trips are a privilege. Students on field trips will have the same rights, as it pertains to make-up work, as students with excused absences.

Rule

Many students take part in school-related activities that are extracurricular (take place outside of school hours), social, and interscholastic (engage in competition with other schools). Students must attend half of the classes on the day of an activity in which they want to take part unless they have been excused or exempted from class by the school administration in advance. Students are expected to have prior approval from the school administration for many activities related to school-approved and school-sponsored clubs and groups. They need approval to:

- Present a program or an assembly.
- Collect funds. Items cannot be sold for personal gain such as food, jewelry, T-shirts, etc.
- Have a fundraising project on or off school grounds. Fundraising drives among students initiated by outside organizations such as the Salvation Army, United Way, Girl Scouts, etc., are not permitted in the schools.
- Hold a demonstration.

Responsibilities

Students have a responsibility to keep their extracurricular activities from interfering with their academic work and to know and follow the rules for the activities they choose.

Students have a responsibility to ensure that their actions as members of school clubs and groups meet the standards that have been set by the school administration.

Students have a responsibility to educate themselves as to the qualities needed for leadership and choose officers who have those qualities.

Students who hold office have a responsibility to learn how to do their jobs, support the goals of the group that elected them, and to treat other members of the group fairly.

Students who participate in field trips, social and/or extra curricular activities that are school-approved and/or sponsored by school clubs or groups, have a responsibility to follow the rules set forth in the Code of Student Conduct, and where applicable, by the conferences, conventions or contests they may attend. (See SB Policy 6303.) You may view the complete field trip policy and all School Board policies on the Web: <http://www.broward.k12.fl.us/sbbcpolicies>

FIELD TRIPS

Under special conditions, students may be denied participation in educational or non-educational field trips and educational school-sponsored activities (See SB Policy 6303).

INTERSCHOLASTIC EXTRA CURRICULAR ACTIVITIES

RULE - Students must maintain satisfactory conduct in school and in the community to participate in interscholastic, extra curricular activities (See SB Policy 6201). This policy outlines the requirements to participate in these activities. You may view the complete student eligibility policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

MIDDLE SCHOOL ELIGIBILITY (BASED ON EACH 9-WEEK MARKING PERIOD)

To participate in interscholastic extracurricular athletics, middle school students must meet the following requirements:

1. Students must have been regularly promoted and must maintain a quarterly grade point average of 2.0 or above on a 4.0 scale. Middle school students must pass 5 of 6, or 4 of 5 classes, depending on the schedule.
2. Middle school students may receive no more than one unsatisfactory "U" in conduct.
3. Failure to meet requirements makes the student/athlete ineligible for contests for the entire next nine weeks. This will take effect as of report card issue date.
4. Requirements are subject to the principal's appeal based on extreme circumstances. A copy of the principal's appeal must be filed with the County Athletic Department.

HIGH SCHOOL ELIGIBILITY (BASED ON AN 18-WEEK SEMESTER REGARDLESS OF CLASS SCHEDULING FORMAT, I.E., BLOCK AND ROTATOR)

To participate in interscholastic extracurricular athletics, high school students must meet the following requirements:

1. Students shall be progressing satisfactorily toward graduation as provided for in the District's approved pupil progression plan.
2. Students must have been regularly promoted from the 8th grade and must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale or its equivalent in the courses required for high school graduation. The cumulative grade point average and courses for graduation include all attempted credits in high school.
3. Student participation will be disallowed if the student is convicted of, or found to have committed, a felony or a delinquent act that would have been a felony if committed by an adult, regardless of whether adjudication is withheld.
4. Since representing a school either as an elected school officer or in extracurricular activities is both an honor and a privilege, only students meeting requirements established by their club, school, instructional services, and/or the Board shall be eligible to serve as representatives of their school.

SECTION VI – STUDENT FREE SPEECH AND DISTRIBUTION OF MATERIALS

The Constitution of the United States guarantees to its citizens the right to express ideas freely. A basic education should prepare students to do that in responsible ways.

Rights

Students have a right to hear all sides of subjects about which people disagree.

Students have a right to give their opinions and points of view.

Students have a right to be free of censorship within a framework of mutual respect.

Students have a right to expect that materials listed under Section 1 below will not be allowed in the schools.

Responsibilities

Students have a responsibility to be informed about all sides of controversial issues.

Students have a responsibility to listen politely to the viewpoints of others.

Students have a responsibility to use good judgment in developing student publications.

Students have a responsibility to use good judgment in selecting sources of information.

1. No printed or written materials or electronic or electro-magnetic media (hereafter “material”) may be distributed in the schools or on school grounds unless the principal or his/her designee has granted permission. A principal or designee may deny permission to distribute if the material can reasonably be interpreted as:
 - a. Obscene or pornographic;
 - b. Libelous or slanderous;
 - c. Likely to create a substantial disruption of, or material interference with, normal school activity or appropriate discipline in the operation of the school. Material will not be deemed to fall within this subsection only because students, faculty or staff may disagree with or find the contents of the material offensive;
 - d. Profane, vulgar, or lewd language;
 - e. Selling a commercial product or attempting to make a commercial profit from the sale of products. (For rules governing student/school fundraisers, refer to Section V. Student Activities and Assembly, pp. 28-29 .)
2. If material is denied distribution, the principal or designee must state to the student the specific reasons why such material was denied distribution.
3. If the material is denied distribution under Subsection (1)(c) as likely to cause a substantial disruption or material interference, the principal or designee must state to the student the specific reasons why a disruption is likely to occur as a result of the distribution and why such disruption would be substantial.
4. Notices of student non-curricular group meetings posted on general purpose student bulletin boards do not represent the viewpoint of the School Board and/or the administration. The Board is only offering physical space to such groups and does not promote, endorse, or otherwise sponsor such materials. Students are encouraged to be sensitive to other viewpoints and beliefs when posting such notices.
5. Students may not hand out petitions or surveys during class time unless curriculum-based.

6. A principal or designee must either approve or reject a request from a student to distribute materials within 24 hours of the request by the student. Any request to distribute materials not acted upon within 24 hours by the principal or designee is deemed approved.
 - a. For approved materials, the principal or designee may assign reasonable restrictions with regard to time, place, and manner of distribution.
 - b. For approved materials, the publication shall contain this phrase: "THE OPINIONS AND/OR ACTIVITIES ARE NOT ENDORSED OR SPONSORED BY THE SCHOOL BOARD."
7. Any student aggrieved by a decision made under this section has the right to appeal such decision as specified in Section X of this policy on p. 46.

SECTION VII – SCHOOL SPONSORED PUBLICATIONS

School sponsored publications are important components of school – based instructional programs. All school publications shall be consistent with the educational curriculum and the cultural values of the school community and appropriate for the school setting. In this regard, considerable latitude shall be provided to individual school leadership to plan and develop school publications.

The contents of all school publications must meet the district's journalism standards, which prohibit obscenity, profanity, libelous or slanderous material, vulgar or lewd language, or material that may cause substantial disruption of normal school activities.

Approval for publication shall be based on:

1. Consistency with the educational curriculum of the School Board;
2. Reasonable school community standards and cultural values; and
3. The overall purpose of the publication in relation to the academic curriculum and school setting.

The principal or designee(s) shall retain final authority to approve the design and content of all school publications prior to publication or posting.



SECTION VIII - PRIVACY OF STUDENT RECORDS

Rights

Students have the right to expect that schools will keep student records safe, secure, and private. Students who are eighteen (18) years or older have the right to see their own school records.

Students have a right to expect that others will respect personal belongings.

Rule

Students have the right to personal privacy and have the responsibility of respecting the rights of others.

1. Information about another person must be treated with respect and privacy.
2. Student aides may not be in areas where they would be able to read student records and files that are private.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act is a federal law that protects the accuracy and privacy of students' educational records.

The Family Educational Rights and Privacy Act (FERPA), Florida Statute 1002.22, and SB Policy 5100 afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) *The right to inspect and review a student's education records within 30 days of the day the District receives a request for access.* Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. When the educational records contain information about more than one student, parents may review the information related only to his or her child.

Responsibilities

Students have a responsibility to learn how the information in their school records is gathered, how it is used, and what it means.

- (2) *The right to request the amendment of a student's education records that the parent or eligible student believes are inaccurate or misleading.* Parents or eligible students may ask the Broward County School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided when the parent or eligible student is notified of the right to a hearing.

- (3) *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.* FERPA permits disclosure without consent pursuant to a court order or a subpoena, and to *school officials with **legitimate educational interests. If disclosure is made in response to a court order or subpoena, you will be notified, except where the law prohibits said notification.

The School Board reserves the right to release limited and appropriate Directory Information to law enforcement agencies and other governmental agencies, including Medicaid. However, federal and state law provides that the information in a student's educational records may be released to appropriate parties in connection with an emergency if necessary to protect the health or safety of the student or other individuals. Student names, addresses, and telephone numbers (if available), also will be released to the military and/or Florida public institutions of higher education. "Directory Information" includes the student's name, gender, residential address, telephone number (if it is a listed number), date and place of birth, major field of study, participation in school-sponsored activities and sports, height and weight of athletic team members, dates of school attendance, degrees and awards received, and the name of the most recent previous school or program attended.

A parent/guardian may refuse to permit the release of any or all of the above Directory Information with respect to their child by notifying the principal of his or her school. This notification must be submitted to the principal, in writing, identifying the information that should not be released and to whom. This notification must be delivered to the principal prior to the beginning of the school year or within 10 days from the date of enrollment of a student after the start of each school year. Such requests must be submitted annually.

- (4) *The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.* The name and address of the office that administers FERPA is **Family Policy Compliance Office • U. S. Department of Education • 400 Maryland Avenue, S.W. • Washington, DC 20202-4605.**

If you wish to discuss and try to resolve any FERPA concerns before contacting the Family Policy Compliance Office, you may contact the SBBC Privacy Officer at 754-321-1914.

** School official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health and medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special function (such as an attorney, auditor, medical consultant or therapist); a clerical or paraprofessional staff member assisting another school official in performing his or her professional duties.*

***Legitimate educational interest exists when a school official needs to review an educational record in order to fulfill his or her professional responsibility.*

For additional information refer to SB Policy 5100. This policy outlines the confidentiality and the transfer of student records. You may view the complete student records policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

PLEASE REVIEW IT CAREFULLY

THE SCHOOL BOARD OF BROWARD COUNTY'S NOTICE OF PRIVACY PRACTICES RELATED TO STUDENTS & FAMILY MEDICAL/ MENTAL HEALTH RECORDS PROTECTED BY HIPAA

*This notice describes how
protected health information
about you and/or your child
may be used and disclosed
and how you can get access to
this information.*

HIPAA NOTICE

Effective Date of Notice: April 21, 2009

The School Board of Broward County (SBBC) Duties Under HIPAA

All medical and health records are protected by Florida Statute, FERPA or HIPAA depending on who the health care provider is, who created the records and the age of the student. Medical records of a student received from health care providers who are not acting on behalf of the School District are protected by the HIPAA. This HIPAA notice pertains only to the information that is protected by HIPAA.

HIPAA, a Federal law, requires entities covered by this law, including school districts in some limited situations, to maintain the privacy of all mental and physical health records. These records are referred to as "protected health information (PHI)."

HOW THE SCHOOL DISTRICT USES AND SHARES YOUR AND YOUR CHILD'S PROTECTED HEALTH INFORMATION

PHI includes demographic and medical information about the past, present, or future physical or mental health of an individual. Demographic information may include your and your child's name, address, telephone number, social security number, and any other means of identifying you and/or your child as a specific person.

PHI is information the school district has received from outside health care providers, such as a report from your child's doctor.

Your or your child's PHI may be used or shared by the school district for purposes of medical and/or mental health treatment and/or payment for services. Health care professionals may use this information in the clinics, schools, and/or hospitals to take care of you or your child.

It is important for you to be aware that this law allows the school district to share your and your child's PHI without your consent under the following circumstances:

- With another health care provider for purposes of your or your child's treatment;
- With insurance companies, Medicaid, or local, state, or federal agencies to pay for the services provided to you or your child;
- Reporting abuse of children, adults, or disabled persons;
- Investigations related to a missing child;
- Internal investigations and audits by the school district or any grant funding body;
- Investigations and audits by the State's Inspector General, Department of Education, and Auditor General;
- Public health purposes including vital statistics, disease reporting, and regulation of health professionals;
- Medical examiner investigations;
- Research approved by the school district;
- Court orders and/or subpoenas; and,
- Judicial and administrative proceedings.

HIPAA NOTICE

The school district may share your and/or your child's PHI at other times with your written authorization. This authorization will have an expiration date; additionally, you may revoke the authorization in writing at any time. Certain uses and sharing of psychotherapy (counseling) notes may also require your written authorization, except when required by a subpoena or court order.

INDIVIDUAL RIGHTS

- **You have the right to request the school district to restrict the use and with whom you and/or your child's PHI may be shared.** The school district will consider any of your requests but is not required to agree to them.
- **You have the right to be maintain the confidentiality of communications with you.** The school district may mail or call you with appointment reminders or regarding your responsibility to pay for services. We will make contact with you in the manner and at the address or telephone number you select. You may provide an address other than your residence where you can receive mail and where you may be contacted. You will be asked to put your contact information in writing.
- **You have the right to review and receive a copy of your PHI.** Your review of the PHI will be supervised and will be at a time and place that is convenient to you and a representative of the school district. You may be denied access as specified by law. This might occur if your child consented to care and the parent's consent was not required by law or if your child is receiving care at the direction of a court or a person appointed by the court. If access is denied, you have the right to request a review by a licensed health care professional who is not involved in the decision to deny access. The licensed health care professional will be designated by the school district.
- **You have the right to correct your PHI.** Your request to correct your or your child's PHI must be in writing and provide a reason to support your requested correction. If your correction is accepted, the school district will make the correction and tell you and others who need to know about the correction. The school district may deny your request, in whole or part, if it finds the PHI:
 - Was not created by school district;
 - Does not qualify as PHI;
 - Is by law not available for your review; or,
 - Is accurate and complete.

If your request is denied, the school district will place your request for corrections with your PHI. You may also send a letter detailing the reason you disagree with the decision. The school district will respond to your letter in writing. You may also file a complaint, as described below in the section entitled Complaints.

HIPAA NOTICE

- **You have the right to receive a list of the individuals and/or agencies with which the school district has shared your PHI within six years from the date of the request, except for those listed below.**
- Information shared with you;
- Information shared with individuals involved with your care;
- Information you authorized to be shared;
- Information shared to carry out treatment and/or payment;
- Information shared for public health purposes;
- Information shared for the purposes of research, other than those you authorized in writing;
- Information shared for health professional regulatory purposes;
- Information shared to report abuse of children, adults, or disabled persons;
- Information shared in response to court orders and/or subpoenas; and
- Information shared prior to April 14, 2003.

This notice tells you how your and your child's PHI may be used and how the school district keeps this information private and confidential. The school district has always kept this information confidential; this notice simply explains the school district's legal responsibilities, with regard to PHI.

The law requires the school district to give this Notice of Privacy Practices to you. The school district is required to do what this notice says it will do. If the school district changes how it handles your or your child's PHI records, you will be informed. The most current notice will be posted on the SBBC website, www.browardschools.com.

FOR FURTHER INFORMATION

Requests for further information about the matters covered in this notice may be directed to the SBBC Privacy Officer, Risk Management Department who can be reached at 754-321-1914.

COMPLAINTS

If you believe your HIPAA privacy rights have been violated, you may file a complaint with the SBBC Privacy Officer at 600 S.E. 3rd Avenue, 11th Floor, Fort Lauderdale, FL 33301/ Telephone (754) 321-1914 and/or Region IV, Office for Civil Rights, U.S. Department of Health and Human Services, Atlanta Federal Center, Suite 3B70 61 Forsyth Street, SW, Atlanta, GA 30303-8909/ HIPAA Privacy Hotline (404) 562-7886; Fax: (404) 562-7881; TDD: (404) 331-2867. Please be advised the SBBC will not retaliate against you or your child for filing a complaint.

EFFECTIVE DATE

This Notice of Privacy Practices was effective April 21, 2009, and shall be in effect until a new Notice is approved and posted.

When students do not follow the rules and expectations outlined in this Code of Student Conduct, one or more of the following actions may be taken until the problem is resolved.

SECTION IX – INTERVENTION and/or CONSEQUENCES

POSSIBLE INTERVENTIONS AND/OR CONSEQUENCES OF MISBEHAVIOR

It will not be necessary to use each consequence or to use consequences in the order listed below. However, as provided in the *Discipline Matrix*, certain rule violations do require specific consequences. The District's *Discipline Matrix* that assigns specific consequences for misbehavior and is part of the school's discipline plan is available to parents on pp. 49-57 and on the District's website at www.browardschools.com. For more information on the Discipline Matrix, talk with a school administrator.

- Guidance Counselor intervention.
- Social Worker intervention.
- Family Counselor intervention.
- Timeout for students.
- Teacher/student conference, including record review.
- Disciplinary action initiated by teacher.
- Restitution, work detail, etc.
- Before or after school detention (parent responsible for transportation).
- Saturday School (parent responsible for transportation).
- Referral to administrator.
- School/parent contact.
- School/parent conference.
- Conflict mediation.
- Alternative probationary contract.
- Confiscation.
- Principal involvement.
- Guidance/administration referral to school Social Worker.
- Removal from class by teacher.
- Suspension from the bus. Students must attend school and the parent(s) must provide transportation.
- **For Secondary Only**, warning, notification, or towing for motor vehicle violations:
 - a. First offense: Warning
 - b. Second offense: Parent notification
 - c. Third offense: Tow vehicle
- Administrative referral to student services, outside agencies, counseling programs, alternative education programs, and/or placement in other special programs, such as a state-licensed drug rehabilitation program.
- Out-of-school suspension from classes and all school activities in accordance with SB Policy 5006. This policy outlines the violations and the procedures for out-of-school suspension and expulsion. You may view the complete suspension/expulsion policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

SECTION IX – INTERVENTION and/ or CONSEQUENCES

- Recommendation for expulsion in accordance with SB Policy 5006.
- Referral to Special Investigative Unit/police.
- Full restitution by parent(s) for damage done by student in accordance with SB Policy 2303. This policy presents the School Board’s position on financial responsibility for children’s acts. You may view this complete policy and all School board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

If the student is suspended, the school shall provide the student’s parent(s) with a written explanation of the reason for suspension.

**For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.*

CONSEQUENCES OF SERIOUS MISBEHAVIOR LEADING TO SUSPENSION AND/OR EXPULSION (Sections II-V of SB Policy 5006: Suspensions and/or Expulsion)

The Code also includes provisions for action that **MUST** be taken if there are serious problems involving weapons, drugs (including alcohol), mood-altering substances, steroids, and criminal acts. Specific action, outlined in SB Policy 5006, will be taken as a result of these violations. However, if the principal determines that the student uses an instrument or object in self-defense, the student will not be suspended or expelled. Self-defense is an attempt to “ward off” an attack or stop the process of confrontation. It is not self-defense when an object is used in retaliation or when the student uses an object to become an aggressor. SB Policy 5006 outlines all the violations that result in out-of-school suspension and expulsion and/or the consequences. You may view the complete suspension/expulsion policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

All violations under SB Policy 5006 will involve the following steps:

- Principal involvement.
- Immediate parent contact.
- Suspension from school grounds, all classes, and all school activities.
- Referral to Special Investigative Unit and police.

OUT-OF-SCHOOL SUSPENSION

When, by the *school’s administration*, a student is removed from school and school-related activities on or off school grounds.

EXPULSION

When, by action of the *School Board*, a student is removed from school and school-related activities on or off school grounds.

SECTION IX – INTERVENTION and/ or CONSEQUENCES

OVER-THE-COUNTER MEDICATION, USE, POSSESSION, AND/OR TRANSMITTAL LEADING TO SUSPENSION AND POSSIBLE EXPULSION

Use and/or possession of unauthorized over-the-counter medications and sale or attempted sale and/or transmittal of authorized or unauthorized over-the-counter medications.

FIRST OFFENSE PROCEDURES:

The first time occurrence for the use and/or possession of over the counter medications and sale or attempted sale and/or transmittal of authorized or unauthorized over-the-counter medications, shall be counted at any time while the student is enrolled in a Broward County Public School. (1) If the student has been suspended or expelled for a prior drug offense by any in-state or out-of-state public, private, charter, or research school, then the disposition of this offense shall constitute a second offense and the procedures for second offenses shall apply. (2) Upon committing the first offense, a student may be referred to the area substance abuse case manager who shall refer the student to an appropriate counseling program.

SECOND OFFENSE PROCEDURES:

(1) The student shall be suspended from the regular school program for one to two (1-2) days. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action. (2) The student may be referred to the area substance abuse counselor.

Third and Subsequent Offense Procedures: (1) the student shall be suspended for a ten (10) day out-of-school suspension. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action. (2) The student shall be referred to the area substance abuse counselor. (3) The incident shall be considered a FIRST OFFENSE under Section III (A) of SB Policy 5006.

DRUG AND SUBSTANCE ABUSE OFFENSES LEADING TO SUSPENSION AND POSSIBLE EXPULSION

Each principal shall post, in a place readily seen by students a notice stating that a student's locker or other storage area may be subject to search based upon reasonable suspicion of possession of prohibited or illegal materials and may also result in a search of person, possessions, locker and/or vehicle. School personnel shall report to the principal/designee the suspected unlawful use, possession, sale or attempted sale by a student of any controlled substances as defined in Florida Statute 893.02(4) and 893.03, any alcoholic beverage or inhalant, and shall be exempt from the civil liability when making such reports.

However, any personal property brought on school grounds may be inspected by drug-sniffing dogs for alcohol, drugs, or other prohibited substances. Personal property that may be inspected includes, but is not limited to, cars parked on school grounds, desks, backpacks, lockers, book bags, and gym bags. Reasonable suspicion of improper conduct is not required to use drug-sniffing dogs to inspect personal property. Drug-sniffing dogs will not be used to inspect students for alcohol, drugs, or other prohibited substances.

SECTION IX – INTERVENTION and/ or CONSEQUENCES

Use, possession, or being under the influence of mood-altering substances, including alcohol and alcoholic beverages. (If the mood-altering substance is an unauthorized prescription medication, refer to FELONY POSSESSION at the end of this subsection.)

First Offense Procedures: (1) The first-time occurrence for the use, possession, or being under the influence of mood-altering substances, including alcohol and alcoholic beverages, shall be counted at any time during which the student is enrolled in a Broward County Public School. If the student has been suspended or expelled for a prior drug offense by any in-state or out-of-state public, private, charter, or research school, then the disposition of this offense shall constitute a second offense, and the procedures for second offenses shall apply. (2) The student shall be suspended from the regular school program for ten (10) days and referred to the area substance abuse case manager who shall refer the student to an appropriate counseling program. Up to seven (7) days of the suspension may be waived if the student attends and completes a counseling program authorized by the principal/designee in conjunction with the area substance abuse case manager. If the student does not complete the recommended counseling program, the remaining days of the full ten (10) days of suspension shall be imposed. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action.

Second Offense Procedures: (1) The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. In the case of a student with a disability, expulsion would constitute a change in placement and would require action by the IEP/504 Team. (2) The expulsion shall be held in abeyance if the student completes a state-certified drug/alcohol rehabilitation program or a treatment program with a certified addiction professional. (3) If the student fails to complete the state-certified drug/alcohol rehabilitation program, the full term of the expulsion shall be implemented. (4) The student may return to the regular school program upon successful completion of the prescribed rehabilitation program. The area substance abuse case manager shall monitor/verify that the student has completed the program.

Third and Subsequent Offense(s) Procedures: (1) The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. In the case of a student with a disability, expulsion would constitute a change in placement and would require action by the IEP/504 Team. (2) The student shall be placed in an Expulsion Abeyance Program for a period of one calendar year, commencing with the date of the offense and shall complete a state-certified drug/alcohol rehabilitation program. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action.

SALE, ATTEMPTED SALE, OR TRANSMITTAL of drugs or mood-altering substances, or other substances held out or represented to be drugs or mood-altering substances, including alcohol or alcoholic beverages. **(If the mood-altering substance is an unauthorized prescription, refer to FELONY POSSESSION at the end of this subsection.)**

Procedures for Sale, Attempted Sale, or Transmittal: (1) Student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. In the case of a student with a disability, expulsion would constitute a change in placement

SECTION IX – INTERVENTION and/ or CONSEQUENCES

and would require action by the IEP/504 Team. (2) The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year, commencing with the date of the offense. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action.

FELONY POSSESSION, SALE, ATTEMPTED SALE OR TRANSMITTAL OF DRUGS OR CONTROLLED SUBSTANCES as defined in Florida Statute 893.02(4) and 893.03: Student found to be in possession of any drugs or controlled substance which constitutes a felony under Florida Statutes. Procedures For Felony Possession of Drugs Or Controlled Substances as defined in Florida Statute 893.02(4) and 893.03: (1) The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. In the case of a student with a disability, expulsion would constitute a change in placement and would require action by the IEP/504 Team. (2) The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year, commencing with the date of the offense. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action.

OTHER OFFENSES (NON-DRUG AND NON-SUBSTANCE ABUSE OFFENSES) LEADING TO SUSPENSION AND POSSIBLE EXPULSION

Students shall be suspended and may be recommended for expulsion when they:

- Habitually commit a serious breach of conduct including, but not limited to, willful disobedience and/or open defiance of authority.
- Commit assault.
- Commit battery.
- Inflict serious bodily injury.
- Commit or threaten to commit damage to property.
- Commit any act that substantially disrupts the orderly conduct of the school.
- Commit grand theft.
- Possess and/or display or transmit a Class B weapon (p. 45).
- Possess, display, transmit, or handle laser pens/pointers and other laser devices in a manner that could potentially harm or injure another individual.
- Make an internet/electronic transmission of a threat to do harm to person(s) on school grounds, or to school property that results in a substantial disruption to the school climate.
- Conduct, recruit, or participate on campus in a formal or informal manner in order to foster youth gang activity. This activity may include an association or group of three (3) or more persons who are gang-related individually or collectively who engage in a pattern of youth or street gang activity and have a common name or common identifying clothing, jewelry, buttons, colors, signs, symbols, or markings with the intent to threaten and/or present a danger to public order and safety.
- Commit other criminal actions on School Board property not set forth in Policy 5006, including when the student is found to have committed a delinquent act which would be a felony, if committed by an adult; the student has had adjudication withheld for a delinquent act which, if committed by an adult, would be a felony; or the student has been found guilty of a felony.

SECTION IX – INTERVENTION and/ or CONSEQUENCES

- Are charged by a proper prosecuting attorney with a felony, or with a delinquent act which would be a felony if committed by an adult or found by a court of law to have committed a felony for an incident which allegedly occurred on property other than public school property, if that incident is shown in an administrative hearing to have an adverse impact on the educational program, discipline, or welfare of the school in which the student is enrolled.
- Use the school district's technology and/or software illegally.

MANDATORY EXPULSION

Students shall not be subject to mandatory suspension and expulsion proceedings when the principal determines that an instrument or object was used solely for the purpose of defense against an aggressor. A student shall not be subject to mandatory expulsion proceedings if it is determined that the student immediately returned a firearm to the person who gave it to her or him, or if the student took a firearm to a staff member or was in the process of taking it to a staff member.

OFFENSES LEADING TO MANDATORY EXPULSION

Students found to have committed the following offenses on school property, school-sponsored transportation, or during a school-sponsored activity shall receive the most severe consequences provided in this policy which shall be mandatory suspension and expulsion, referral to appropriate counseling services, and referral to criminal prosecution for the local law enforcement agency. (See section on Workback. This provision is not available for some of the following offenses.) These offenses include:

- Aggravated assault.
- Arson or attempted arson.
- Sexual battery (rape) or attempted sexual battery (rape).
- Possession, display, use, sale, or transmission of a Class A weapon (p. 44-45).
- Homicide or attempted homicide.
- Kidnapping or abduction.
- Possession, use, or sale of any explosive propellant or destructive device.
- Armed robbery or attempted armed robbery.
- Aggravated battery.
- Battery on School Board of Broward County employee.
- Extortion.
- Robbery or attempted robbery.
- Threats to throw, project, place, or discharge a destructive device with intent to do bodily harm to any person or with intent to damage any property of any person.
- Making a false report, with intent to deceive, mislead, or otherwise misinform a person, concerning the placing or planting of any bomb, dynamite, or other deadly explosive.
- Battery on a law enforcement officer.

SECTION IX – INTERVENTION and/ or CONSEQUENCES

AT NO TIME is it appropriate for any student to possess or bring a weapon of any kind onto a school campus. Federal and state laws require local school districts to notify parents, through the Code of Student Conduct, that any student who is determined to have brought a firearm, projectile device, electric weapon or device, or flare gun to school, to any school function, or on any school-sponsored transportation will be recommended for expulsion, with or without continuing educational services, from the student's regular school for a period of not less than one full year and referred for criminal prosecution.

Possession of a firearm, projectile device, electric weapon or device, or flare gun shall be defined as knowingly, intentionally, deliberately, or inadvertently (without meaning to do it) bringing a firearm on school property, school-sponsored transportation, or to a school-sponsored activity.

EXPULSION / EXPULSION ABEYANCE

1. The expulsion shall commence with the date of the School Board's final order or, in the case of a student with a disability, the date established by the IEP/504 Team. However, the term of exclusion from the regular school shall not exceed one calendar year from the date of the offense. If the expulsion shall be held in abeyance the student shall be given the opportunity to participate in an established Expulsion Abeyance Program. In the case of a student with a disability, movement to such a program would constitute a change in placement and would require action by the IEP/504 Team.
2. If a student enrolls in an Expulsion Abeyance Program or in a program designated by the Superintendent and successfully completes the program, all records regarding the incident shall be expunged from the student's record. The area student services substance abuse/expulsion case manager will facilitate the student's re-entry into the regular school program. In the case of a student with a disability, return to a school placement and would require action by the IEP/504 Team.
3. Refusal or failure to meet conditions specified in the Expulsion Abeyance Agreement may result in the removal of the abeyance option, and the student may be expelled from all programs and schools in the Broward County Schools until the duration of the original expulsion has lapsed. In the case of a student with a disability, expulsion would constitute a change in placement and would require action by the IEP/504 Team.
4. The appropriate expulsion code shall be entered into the student's permanent record. This record shall be forwarded to any school requesting that record for the purpose of student admission.
5. The area student services case manager shall monitor/verify that the student has completed the program.

SECTION IX – INTERVENTION and/ or CONSEQUENCES

WORKBACK

The Workback Program is designed to allow a student who has been recommended for expulsion to reduce the one-year period of expulsion by no more than ninety (90) school attendance days. However, students are not eligible for the Workback Program if they commit any of the following offenses:

- Arson or attempted arson.
- Sexual battery (rape) or attempted sexual battery (rape).
- Possession, use, sale, or transmittal of a firearm, projectile device, electric weapon or device, or flare gun.
- Homicide or attempted homicide.
- Kidnapping or abduction.
- Armed robbery or attempted armed robbery.
- Third and subsequent offenses for use, possession, sale/transmittal or being under the influence of mood-altering substances including alcohol and alcoholic beverages.
- Battery on a School Board of Broward County employee
- Battery on a Law Enforcement Officer.
- Serious bodily injury.

For all other offenses, the principal, with approval of the area superintendent, may recommend that a student not participate in the Workback Program due to the circumstances of the expellable offense. Upon successful completion of the Workback Program, the student shall transition back to the regular school program. In the case of a student with a disability, return to a school placement and will require action by the IEP/504 Team.

OUT-OF-DISTRICT EXPULSIONS

Expulsion or dismissal of a student from any in-state or out-of-state public, private, charter, or research school will be honored by the Broward County School Board if the act committed is one that would be grounds for expulsion under this policy.

If a student who has been expelled or dismissed from another district wishes admission, he/she shall be placed in an appropriate Expulsion Abeyance Program or a program designated by the Superintendent for a period of time commensurate with the terms of the original expulsion.

DEFINITION OF WEAPONS

Class A weapons include:

- Firearms, (whether operable or inoperable, loaded or unloaded) including, but not limited to, hand, zip, pistol, rifle, shotgun, and starter gun.
- Projectile devices including, but not limited to BB guns, pellet (hard and soft) guns, and paintball guns, and slingshots.
- Explosive propellants or destructive devices.
- Dirks.
- Brass knuckles and/or metallic knuckles.

SECTION IX – INTERVENTION and/ or CONSEQUENCES

- Billy clubs.
- Tear gas.
- Electric weapon or device including, but not limited to, stun guns and taser guns.
- Slungshot
- Chemical weapon or devices (any weapon of such a nature, except a device known as a “self-defense chemical spray,” that is carried solely for purposes of lawful self-defense, is compact in size, is designed to be carried on or about the person, and contains not more than two ounces of chemical).
- Flare guns.

Class B weapons include:

- Possession of a toy guns.
- Toys, which resemble weapons, when used in a threatening manner.
- Knives - any kind of knife, including, but not limited to, pen, switchblade or hunting knife.
- Chains, including any chain not being used for the purpose for which it was normally intended that is capable of harming an individual.
- Pipe - any length of metal or other hard substance not being used for the purpose for which it was normally intended.
- Razorblades of any kind or similar instruments with a sharp cutting edge.
- Ice picks and other pointed instruments.
- Nunchakus, Chinese stars.
- Pepper spray, a mace device with the capacity to hold two (2) ounces or less of the chemical.
- Any tool or instrument when used in a threatening manner, including, but not limited to, scissors, compass, or similar items.
- Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips.

DEFINITION OF CRIMINAL OFFENSES

Battery is defined as using force against another person, without that person’s consent, resulting in either (1) injury or (2) offensive touching.

Aggravated Battery is defined as committing battery (1) using a Class A or Class B weapon or (2) causing serious injury.

Assault is defined as (1) an attempt to commit a battery or (2) a threat of injury through words or actions.

Aggravated Assault is defined as an assault in which a Class A or Class B weapon is used to commit the assault.

Controlled Substances are defined in Florida Statute(s) 893.02(4) and 893.03.

Petty Theft is defined as taking property of another that is less than \$300.

Grand Theft is defined as taking property of another worth \$300 or more.

SECTION X - RIGHT TO APPEAL UNFAIR PENALTIES GRIEVANCE PROCEDURES for DISCRIMINATION, BULLYING and/or HARASSMENT OFFENSES, including SECTION 504 DISCRIMINATION

RIGHT TO AN APPEAL

There may be times when students feel they have been unfairly penalized. Most problems can be solved if students speak with the teacher or staff member who was involved. If students feel uncomfortable with this person, they may request a conference with the next level of authority. Students may also request the presence of a third party, such as a counselor, assistant principal, other staff person, translator, interpreter, or attorney. Parents also have the right to be included. If talking things over does not solve the problem, the following steps may be taken:

1. A written statement must be presented to the principal within five (5) school days after the last conference. The statement must tell what happened, when it happened, who was involved, and how the student would like the problem resolved. A copy of the statement should be filed and maintained as an educational record. The principal or the administrator with the most knowledge of the incident has 5 school days to respond in writing.
2. If the problem still has not been resolved within five (5) school days from receipt of the written response, the student may request in writing, for an appointment with the area superintendent/designee. The letter asking for the appointment must include a copy of the first written statement and the response.
3. Upon receipt of the letter, the area superintendent/designee will schedule a meeting within five (5) school days with the student and his or her parent. This meeting will include the person(s) involved in the appeal process, the principal, the student, the parent(s) and anyone else he or she wishes to attend. An attorney may be present to represent either the student and/or the school. The area superintendent/designee has five (5) school days after the date of the meeting to send a written response to the student.
4. If students still are not satisfied, they may take the problem to the Superintendent following the above procedures.
5. The Superintendent will schedule another meeting to see how the matter can be resolved. After the date of this meeting, the Superintendent has five (5) school days to send a written response. The decision of the Superintendent shall be final for the appeal of any penalties fewer than ten (10) days. For appeals of ten (10) days or more, students have the right to appeal to the School Board.

**SECTION X -
RIGHT TO APPEAL
UNFAIR PENALTIES
GRIEVANCE
PROCEDURES for
DISCRIMINATION,
BULLYING and/
or HARASSMENT
OFFENSES, including
SECTION 504
DISCRIMINATION**

**GRIEVANCE PROCEDURES FOR DISCRIMINATION, BULLYING AND/OR HARASSMENT
OFFENSES, INCLUDING SECTION 504 DISCRIMINATION**

REPORTING DISCRIMINATION, BULLYING AND/OR HARASSMENT OFFENSES

If any *student feels that he or she has been discriminated against or harassed, he or she may contact the Director of Equal Educational Opportunities, 600 Southeast Third Avenue, Fort Lauderdale, Florida 33301, 754-321-2150. Complaints relating to discrimination may also be addressed to the Office for Civil Rights, 61 Forsyth Street, S.W., Suite 19T70, Atlanta, GA 30303, or the state or federal Office for Civil Rights.

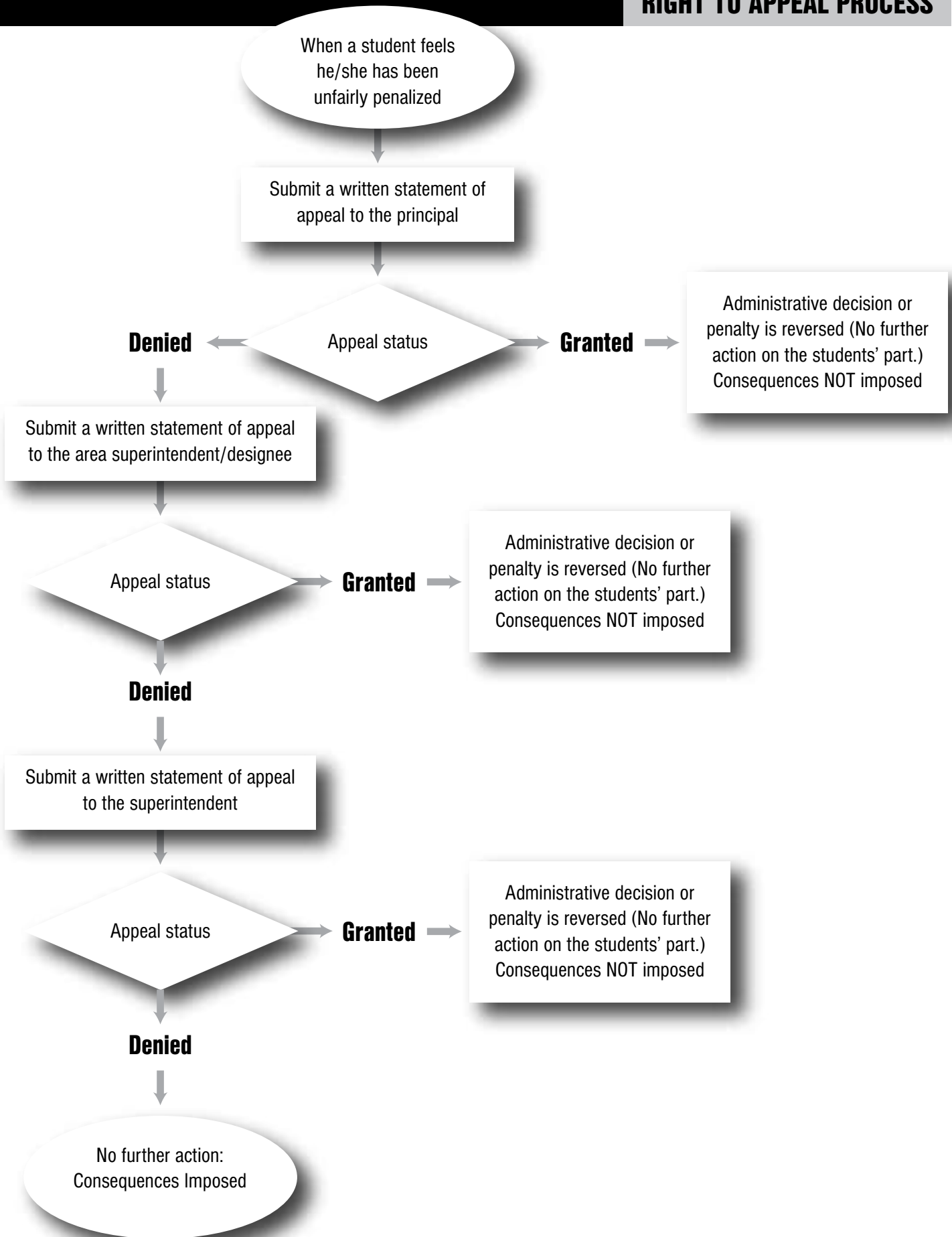
REPORTING SECTION 504 DISCRIMINATION

The steps below have been developed to comply with the law for resolution of individual complaints under Section 504/ADA. Aggrieved persons are not required by law to exhaust the District's grievance procedures before filing a complaint at the federal or state level.

The following steps should be followed if resolution on Section 504/ADA issues through informal discussion with appropriate school personnel is not achieved. All meetings, discussions, etc., should be documented. Appropriate school personnel could include teachers, the Section 504 liaison, counselors, school administrator, etc.

1. If informal discussions do not resolve the issue, students may obtain a Grievance Filing Form from the principal. The completed form should be submitted to the principal within 15 school days of the occurrence.
2. Within 15 school days of receipt of the written grievance, the principal shall render a Complaint Resolution Form that shall uphold, modify, or deny the resolution sought.
3. If the student is not satisfied with the response issued in Step 2, he or she may file a complaint with the Director of Equal Educational Opportunities at 754-321-2150, who will inform the student of his or her rights under Section 504/ADA, including an impartial hearing pursuant to federal and state regulations. The Department of Equal Educational Opportunities will conduct an investigation, convene pertinent parties, including legal counsel, and make a determination as to whether probable cause exists to believe that the student was, in fact, discriminated against. A determination of probable cause will include specific recommendations for corrective behavior.

RIGHT TO APPEAL PROCESS



The *Discipline Matrix*: A Tool For Administrators To Assign Consequences For Serious Misbehavior

The *Discipline Matrix* is a tool for administrators to respond appropriately when students have committed serious violations, per the *Code of Student Conduct*. This tool is designed to offer consistency at all levels across the District so that students are disciplined fairly from school to school when their behavior requires punishment beyond the classroom. There are two different versions of the Matrix: One to assign consequences to elementary students (grades K-5) and one to assign consequences to secondary students (grades 6-12).

A copy of the Matrix is included in the *Code of Student Conduct* to assist you and your child in understanding the consequences of seriously violating school rules. While most parents will have no need to be familiar with the Matrix, the School Board and the District want to ensure that parents are knowledgeable about the actions of its school administrators when students misbehave. The Matrix enables administrators to assign consequences consistently, regardless of the school your child attends.

HOW DO I READ THE MATRIX?

The Matrix outlines the violations in the same way as the *Code of Student Conduct* that you have received. When a student has multiple violations in one incident, e.g. fight; using a weapon, the administrator will impose the more severe consequences.

The first “X” in any row indicates the initial action when a student has been referred to his/her administrator for disciplinary action. In each row, an “A” to the left of the “X”, indicates a “possible” action; an “A” to the right of the “X” indicates a subsequent action.

IS THERE ANYTHING ELSE I NEED TO KNOW?

Yes. The *Discipline Matrix* does not apply to classroom management as assigned by the teacher but rather as a progressive step when a student has broken the rules requiring a principal and/or designee to assign consequences. While continuous disregard for classroom rules will almost always be referred to an administrator, certain violations of the rules, e.g. weapon possession, assault, sexual harassment, require initial administrative action.

Like the *Code of Student Conduct*, the Matrix is reviewed annually by District stakeholders, including parents, teachers, administrators, counselors, and other community representatives.

WHERE DO I GO IF I WANT FURTHER EXPLANATION OF THIS DOCUMENT?

Should you require further explanation of the *Discipline Matrix*, please call your school administrator.

ADMINISTRATIVE DISCIPLINE MATRIX

ELEMENTARY - 2009/2010/2011

Reported to State	Incident Code	Incident	Prevention/Intervention/Consequences (Record on TERMS C26 Panel) - Minimum of Two														Collaborative Problem Solving Team (Child Study)		Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	School Specific Consequences	Loss of Privilege	Removal From Class (Less than 1 day)	Detention	Detention (Extended/Multiple)	In-School Suspension: 1-5 days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-5 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days (AES for ESE)	Recommendation for Emergency Behavior Change	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local Law Enforcement required				
	<p>Documentation on TERMS C26 panel is required for all violations requiring administrative action.</p> <p>Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.</p> <p style="text-align: center;">LEGEND</p> <p>M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State B= Recommendation for emergency behavior change</p>																																						
Attendance Incidents																																							
	ZL	Class Cut (Skipping)	M	A						X	A										A	A																	
	ZM	Tardiness, Habitual	M	M						X	A										A	A																	
	ZV	Truancy	M	M									X	A							A	A																	
	ZG	Leaving Campus Without Permission	M	A																	X	A	A																
	ZU	Out of Assigned Area	M	A						X	A										A	A																	
Rule Violation Incidents																																							
	ZE	Dress Code Violation	M	A						X	A	A									A	A																	
	ZB	Cheating- Major	M	A																	X	A																	
	ZF	Class/School Rules violation (Classroom Management)	M	A						X	A	A									A																		
	ZP	Detention - Unserved	M	A									X	A	A						A																		
	ZR	Detention - Unserved Extended/Multiple	M	A																	X																		
§	ED	Electronic devices - offensive or unlawful use or publication																					X	A	A								M	M					
	ZY	Cell Phone Violation. <i>Punitive action begins on the 2nd offense</i>	M					M				X	A	A							A	A	A																
Disruptive Incidents																																							
	SB	Disruptive (Unruly) Behavior or Play	M	A						X	A	A	A								A	A	A																
	01	Disobedience/Insubordination	M	A						X	A	A	A								A	A	A																
	ZW	Defiance of Authority (See Definition)	M	M																	X	A	A	A	A														
	SM	Cumulative Administrative Referrals (5 or more)	M	M																	X	A	A	A	A														
	02	Profanity - use of insulting/Obscene Language	M	A						X		A	A								A	A	A																
	ZX	Profanity Directed Towards a Staff Member	M	M																	X	A	A	A	A														
§	SG	Gambling	M	A			M														X	A	A										M	M					
	Z1	Inciting a Disturbance	M	A																	X	A	A																
§	SF	Forgery of document/Signature (Passing Counterfeit Money)	M	A																	X	A	A										M	M					
	ZH	Falsification/Misrepresentation (Lying)	M	A								X	A								A	A																	
	ZC	Prohibited/Distracting Items - Possession/Use	M	A			M			X		A	A								A	A																	
	ZJ	Distribution/Sale of unauthorized Materials (Non-Criminal)	M	A			M			X		X	A								A	A																	
§	Z2	Laser Device - Inappropriate Use	M	A			M																X	A	A						B	M							
§	G1	Gang Related Activity (See Definition)																																					
	XA	Disruption on Campus (Minor)	M	A																	X	A	A																
§	D0	Disruption on Campus (Major)	M	A																			X	A	A								M	M					
§	66	Trespassing	M	A																	X	A	A										M	M					
§	F9	False Fire Alarm/911 Call	M	A																			X	A	A							M	M						
<p><i>B- A Recommendation for Emergency Behavior Change: This applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006. Since the policy does not contemplate the expulsion of elementary students (except where noted), other disciplinary action may be taken (i.e., administrative placement into the Behavior Change program).</i></p>																																							

ADMINISTRATIVE DISCIPLINE MATRIX

ELEMENTARY - 2009/2010/2011

Reported to State	Incident Code	Documentation on TERMS C26 panel is required for all violations requiring administrative action.	<p style="text-align: center;">LEGEND</p> M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State B= Recommendation for emergency behavior change																						
	Incident	Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.																							
Substance Abuse/Drug Incidents			Prevention/Intervention/Consequences (Record on TERMS C26 Panel) - Minimum of Two	Collaborative Problem Solving Team (Child Study)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	School Specific Consequences	Loss of Privilege	Removal From Class (Less than 1 day)	Detention	Detention (Extended/Multiple)	In-School Suspension: 1-5 days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-5 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days (AES for ESE)	Recommendation for Emergency Behavior Change	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local Law Enforcement required				
		<i>X* 1st Offense</i>	<i>Mandatory 10 day out-of-school suspension; up to 7 days may be waived after referral to the Area Substance Abuse Counselor.</i>																						
		<i>X* 2nd and 3rd Offense</i>	<i>Mandatory 10 day out-of-school suspension and referral to the Area Substance Abuse Counselor.</i>																						
	Z4	Medication - Over-the-Counter (Possession/Unauthorized use)	M	A		M		X	A	A					A	A	A				M				
Ⓢ	TU	Tobacco - Possession/Use/Sale/Transmittal	M	A		M									X	A	A	A				M			
Ⓢ	A1	Alcohol - Possession/Use/Under the Influence	M	M		M															X*		M	M	
Ⓢ	A3	Alcohol Sale/Distribution/Transmittal	M	M		M																X*		M	M
Ⓢ	D5	Drug - Possession/Use/Under the Influence	M	M		M																X*		M	M
Ⓢ	D7	Drug or Imitation Drug Sale/Distribution/Transmittal	M	M		M																X*		M	M
Ⓢ	DF	Drug - Felony Possession	M	M		M																X*		M	M
Acts Against Persons			<i>X* - When deciding what disciplinary action should be taken, the Principal or designee shall consider the severity of the offense and may impose a more severe consequence.</i>																						
	Z1	Fight - Minor/Altercation/Confrontation	M	A					X	A	A	A			A	A									
Ⓢ	F1	Fighting	M	M											X*	A	A	A	A				M	M	
Ⓢ	ZA	Bullying/Harassment	M	M	M										X	A	A	A	A				M		
	ZT	Hazing	M	M	M										X	A	A	A	A						
Ⓢ	SS	False Accusation Against School Staff	M	A											X	A	A	A	A				M	M	
Ⓢ	56	Sexual Misconduct/Indecent Exposure	M	M											X	A	A	A	A				M	M	
Ⓢ	50	Sexual Harassment	M	M											X	A	A	A	A				M	M	
	ZN	Assault/Threat (Low Level-Non-Criminal)	M	A	M					X	A	A			A										
Ⓢ	A5	Assault/Threat (Medium Level)	M	M	M										X	A	A	A	A				M	M	
Ⓢ	A6	Assault/Threat (High Level)	M	M	M											X	A	A	A				M	M	
Ⓢ	A7	Assault/Threat - Aggravated	M	A	M														X	A				M	M
Ⓢ	22	Battery - Simple	M	A												X	A	A	A				M	M	
Ⓢ	26	Battery on a SBBC Employee/Law Enforcement Officer	M	A																X	B		M	M	
Ⓢ	23	Battery - Aggravated	M	A																X	B		M	M	
		<i>B- A Recommendation for Emergency Behavior Change: This applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006. Since the policy does not contemplate the expulsion of elementary students (except where noted), other disciplinary action may be taken (i.e., administrative placement into the Behavior Change program).</i>																							

ADMINISTRATIVE DISCIPLINE MATRIX

ELEMENTARY - 2009/2010/2011

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		Documentation on TERMS C26 panel is required for all violations requiring administrative action.																		
		Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.																		
		LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State B= Recommendation for emergency behavior change																		
	Property Incidents																			
	T5	Theft - Petty < \$300	M	A		M	A	X	A	A			A	A					M	
§	T6	Theft - Grand ≥ \$300	M	A		M	A							X	A				M	M
§	80	Theft - Motor Vehicle				M									X				M	M
§	V4	Vandalism/Damage to Property < \$1000	M	A			A								X	A			M	
§	V5	Vandalism/Damage to Property ≥ \$1000	M	A			A								X	A			M	M
	Z3	Technology - Inappropriate use (Computers or Networks)	M	A				X	A	A	A			A						
§	ST	Technology - Illegal use (Computers or Networks)	M	A												X			M	M
§	13	Arson	M	M			A								X	A	B		M	M
§	36	Burglary -Unlawful Breaking/Entering into a school facility	M	M			A								X	A			M	M
	Other Criminal Incidents																			
§	OS	Other Serious Incident/Delinquent Act	M	M											X	A			M	M
	XX	Delinquent Act/Felony Off-Campus	M	M												X				
§	WA	Weapons - Class A (Possession)	M	M		M										X		M	M	M
§	WB	Weapons - Class B (Possession)	M	M		M								X					M	M
§	R2	Robbery or Attempted Robbery	M	M		M									X	A	B		M	M
§	R4	Robbery (Armed) or Attempted Armed Robbery	M	M		M									X	B			M	M
§	S1	Sexual Battery/Rape (Actual or Attempted)	M	M											X	B			M	M
§	K1	Kidnapping or Abduction	M	M											X	B			M	M
§	42	Homicide	M	M											X	B			M	M
§	SE	Extortion	M	M											X	A	B		M	M
§	B3	Bomb Threat (Placing)	M	M											X			M	M	M
§	B4	Bomb Threat (False Reporting)	M	M											X			M	M	M
		<i>B- A Recommendation for Emergency Behavior Change: This applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006. Since the policy does not contemplate the expulsion of elementary students (except where noted), other disciplinary action may be taken (i.e., administrative placement into the Behavior Change program).</i>																		

ADMINISTRATIVE DISCIPLINE MATRIX

ELEMENTARY - 2009/2010/2011

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			Documentation on TERMS C26 panel is required for all violations requiring administrative action.																			
			Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.																			
			LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State B= Recommendation for emergency behavior change																			
			Bus Behavior Incidents																			
		Z7	Level One Violations: Eating/drinking on the bus. Failure to sit as assigned by bus operator.	M																		
			1st Offense		Verbal or written reprimand from school principal or designee																	
			2nd Offense		Parent Conference																	
			3rd Offense		3 day suspension from school bus transportation																	
			Repeated Offenses		Expulsion from school bus for remainder of the school year and/or possible suspension or expulsion from school																	
		Z8	Level Two Violations: Disrupting, distracting, disobeying the bus operator. Failure to utilize required safety equipment on the bus. Getting out of seat while bus is in motion. Loud talking, inappropriate remarks, or spitting out of bus window at students, pedestrians, motorists.	M																		
			1st Offense		Verbal or written reprimand from school principal or designee																	
			2nd Offense		1-10 day suspension from school bus transportation																	
			3rd Offense		Expulsion from school bus for remainder of the school year and/or possible suspension or expulsion from school																	
		Z9	Level Three Violations: Placing head, arms, and legs outside of window. Opening the emergency door while the bus is in motion. Opening or exiting emergency door when the bus is stopped unless directed by the bus operator. Threats against the bus operator, attendant or passengers on the bus. Profanity directed at the bus operator or bus attendant. Fighting or smoking on the bus. Throwing objects out of the bus window or at the bus. Vandalism of seats or other bus equipment. Boarding or attempting to board (also attempting to leave) a bus other than the student's assigned route or stop without permission.	M																		A
			1st Offense		1-10 day suspension from school bus transportation and/or from school																	
			2nd Offense		10 day suspension from school bus transportation and/or from school																	
			3rd Offense		Expulsion from school bus for remainder of the school year and/or possible suspension or expulsion from school																	

ADMINISTRATIVE DISCIPLINE MATRIX

SECONDARY - 2009/2010/2011

Reported to State	Incident Code	Incident	Prevention/Intervention Consequences (Recorded on TERMS C26 Panel) - Minimum of Two														Collaborative Problem Solving Team (Child study)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	Detention	Detention (Extended/Multiple)	Saturday School	In-School Suspension: Less Than One Day	In-School Suspension: 1-5 Days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-2 Days (Offer AES)	Out-of-School Suspension: 3-10 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days (AES for ESE)	Alternative Probationary Contract	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local law Enforcement required							
	Incident Code	Incident																																							
	Attendance Incidents																																								
	ZL	Class Cut (Skipping)	M	A																																					
	ZM	Tardiness, Habitual	M	M																																					
	ZV	Truancy	M	A																																					
	ZG	Leaving Campus Without Permission	M	A																																					
	ZU	Out of Assigned Area	M	A																																					
	Rule Violation Incidents																																								
	ZE	Dress Code Violation	M	A																																					
	ZB	Cheating Major	M	A																																					
	ZF	Class/School Rules violation (Classroom Management)	M	A		A																																			
	ZP	Detention - Unserved	M	A																																					
	ZR	Detention - Unserved Extended/Multiple	M	A																																					
	ZS	Detention - Saturday - Unserved	M	A																																					
S	ED	Electronic Devices - Offensive or unlawful use or publication																																							
	ZY	Cell Phone Violation <i>Punitive action begins on the 2nd offense</i>	M				M																																		
	Disruptive Incidents																																								
	SB	Disruptive (Unruly) Behavior or Play	M	A																																					
	01	Disobedience/Insubordination	M	A																																					
	ZW	Defiance of Authority (See Definition)	M	M																																					
	SM	Cumulative Administrative Referrals (5 or more)	M	M																																					
	02	Profanity - use of insulting/Obscene Language	M	A																																					
	ZX	Profanity Directed Towards a Staff Member	M	A																																					
S	SG	Gambling	M	A		M																																			
	Z1	Inciting a Disturbance	M	A																																					
S	SF	Forgery of document/Signature (Passing Counterfeit Money)	M	A		M																																			
	ZH	Falsification/Misrepresentation (Lying)	M	A																																					
	ZC	Prohibited/Distracting Items - Possession/Use	M	A		M																																			
	ZJ	Distribution/Sale of unauthorized Materials (Non-Criminal)	M	A		M																																			
S	Z2	Laser Device - Inappropriate Use	M	A		M																																			
S	G1	Gang Related Activity (See Definition)																																							
	XA	Disruption on Campus (Minor)																																							
S	D0	Disruption on Campus (Major)	M	A																																					
S	66	Trespassing	M	A																																					
S	F9	False Fire Alarm/911 Call	M	A																																					

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	Incident Code	Incident	Documentation on TERMS C26 panel is required for all violations requiring administrative action.													Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.													LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State											
	Substance Abuse/Drug Incidents																																							
		<i>X* 1st Offense</i>	<i>Mandatory 10 day out-of-school suspension; up to 7 days may be waived after referral to the Area Substance Abuse Counselor.</i>																																					
		<i>X* 2nd and 3rd Offense</i>	<i>Mandatory 10 day out-of-school suspension and recommendation for expulsion.</i>																																					
	Z4	Medication - Over-the-Counter (Possession/Unauthorized use)	M	A															X	A	A	A	A									M								
S	TU	Tobacco Use/Possession/Sale/Transmittal	M	A																	X	A	A	A	A							M								
S	A1	Alcohol - Possession/Use/Under the Influence	M	A																							X*		X*		M	M								
S	A3	Alcohol Sale/Distribution/Transmittal	M	A																							X		M	M	M									
S	D5	Drug - Possession/Use/Under the Influence	M	A																							X*		X*		M	M								
S	D7	Drug or Imitation Drug Sale/Distribution/Transmittal	M	A																							X		M	M	M									
S	DF	Drug - Felony Possession	M	A																							X		M	M	M									
	Acts Against Persons																																							
		<i>X* - When deciding what disciplinary action should be taken, the Principal or designee shall consider the severity of the offense and may impose a more severe consequence.</i>																																						
	ZI	Fight - Minor/Altercation/Confrontation	M	A																	X	A	A	A																
S	F1	Fighting	M	A																			X*	A	A					M	M									
S	ZA	Bullying/Harassment	M	M	M																		X	A	A					M										
	ZT	Hazing	M	M	M															X	A	A	A	A																
S	SS	False Accusation Against School Staff	M	A																				X	A	A				M	M									
S	56	Sexual Misconduct/Indecent Exposure	M	M																				X*	A	A				M	M									
S	50	Sexual Harassment	M	M																X	A	A	A	A						M	M									
	ZN	Assault/Threat (Low level-Non-Criminal)	M	A	M															X	A	A	A																	
S	A5	Assault/Threat (Medium Level)	M	M	M																				X	A	A	A	A	M	M									
S	A6	Assault/Threat (High Level)	M	M	M																					X		M	M	M										
S	A7	Assault/Threat - Aggravated	M	A	M																					X		M	M	M										
S	22	Battery - Simple	M	A																					X	A	A	A	A	M	M									
S	26	Battery on a SBBC Employee/Law Enforcement Officer	M	A																						X		M	M	M										
S	23	Battery - Aggravated	M	A																						X		M	M	M										

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	Property Incidents																				
	T5	Theft - Petty < \$300	M	A		M	A					X	A	A	A	A				M	
S	T6	Theft - Grand ≥ \$300	M	A		M											X	A	A	M	M
S	80	Theft - Motor Vehicle				M											X		M	M	M
S	V4	Vandalism/Damage to Property < \$1000	M	A			A							X	A	A	A	A	A	M	M
S	V5	Vandalism/Damage to Property ≥ \$1000	M	A			A								X	A	A	A	A	M	M
	Z3	Technology - Inappropriate use (Computers or Networks)	M	A							X	A	A	A	A						
S	ST	Technology - Illegal use (Computers or Networks)	M	A												X		A	M	M	
S	13	Arson	M	A			A									X		M	M	M	
S	36	Burglary - Unlawful Breaking/ Entering into a school facility	M	A			A								X	A	A	A	M	M	M
	Other Criminal Incidents																				
S	OS	Other Serious Incident/Delinquent Act	M	A												X	A	A	M	M	M
	XX	Delinquent Act/Felony Off-Campus	M	A												X	A	A			
S	WA	Weapons - Class A (Possession)	M	A		M										X		M	M	M	
S	WB	Weapons - Class B (Possession)	M	A		M							X					A	M	M	M
S	R2	Robbery or Attempted Robbery	M	A		M										X		M	M	M	
S	R4	Robbery (Armed) or Attempted Armed Robbery	M	A		M										X		M	M	M	
S	S1	Sexual Battery/Rape (Actual or Attempted)	M	A												X		M	M	M	
S	K1	Kidnapping or Abduction	M	A												X		M	M	M	
S	42	Homicide	M	A												X		M	M	M	
S	SE	Extortion	M	A		M										X		M	M	M	
S	B3	Bomb Threat (Placing)	M	M												X		M	M	M	
S	B4	Bomb Threat (False Reporting)	M	M												X		M	M	M	

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		Bus Behavior Incidents																				
	Z7	Level One Violations: Eating/drinking on the bus. Failure to sit as assigned by bus operator.	M																			
		1st Offense																				
		2nd Offense																				
		3rd Offense																				
		Repeated Offenses																				
	Z8	Level Two Violations: Disrupting, distracting, disobeying the bus operator. Failure to utilize required safety equipment on the bus. Getting out of seat while bus is in motion. Loud talking, inappropriate remarks, or spitting out of bus window at students, pedestrians, motorists.	M																			
		1st Offense																				
		2nd Offense																				
		3rd Offense																				
	Z9	Level Three Violations: Placing head, arms, and legs outside of window. Opening the emergency door while the bus is in motion. Opening or exiting emergency door when the bus is stopped unless directed by the bus operator. Threats against the bus operator, attendant or passengers on the bus. Profanity directed at the bus operator or bus attendant. Fighting or smoking on the bus. Throwing objects out of the bus window or at the bus. Vandalism of seats or other bus equipment. Boarding or attempting to board (also attempting to leave) a bus other than the student's assigned route or stop without permission.	M																			A
		1st Offense																				
		2nd Offense																				
		3rd Offense																				

*** Sample Student / Parent Handbook**

- * The following handbook is presented as a sample representative of the content areas typically included in the Student Handbook. Student handbooks are created to formally communicate with parent and students the school's policies and regulations regarding various issues. The School's policies and regulations are created by the School Principal and school administration and are specific to the needs of that individual school. It is anticipated that the Student Handbook for the School will contain many elements that are similar to the sample handbook included here in this appendix; however specific policies that take into account the needs of the School District's student and parent population will be considered. A copy of the final handbook will be provided to the District

GENERAL INFORMATION

SCHOOL HOURS

Middle and High School

7:30 AM to 2:35 PM

HANDBOOK

As with all handbooks it is important to try to list every possible situation that might arise in a school. We have attempted to cover as many areas of concern as we could. Please read this handbook very carefully. We also require you to read the Broward County Student Code of Conduct. **Please note that students/parents are responsible to abide by the codes of conduct, the CSCS Addendum and the Broward County School Codes.**

ATTENDANCE PROCEDURE/POLICY

CSCS has developed the following attendance policy to comply with the School Board of Broward County, Florida. We encourage all students to attend school on a regular basis. Each day that a student attends school he/she has opportunities to develop personal, social, and academic skills. We encourage the commitment of students, parents, and staff to work together on this endeavor. Students are responsible to be on time to school, notify school when absent, make-up assignments missed and turn in work assigned on time.

Procedures for reporting absences are as follows:

- ❖ School Board of Broward County policy dictates that high school staff members may not accept notes as reports of excused absences. Parents/guardians must report absences on the day of the absence/absences by 9:00 AM. In addition, for middle school students, CSCS requires a written note within two days of the absence.

MAKE-UP WORK

All students are expected to make up class work missed during an excused absence. For absences due to (a) illness of student, (b) illness of an immediate family member, (c) death in the family, the student has **two days** to make up the work for each day the student is absent, **not including the day of return.**

Students who have an unexcused absence will receive a grade of zero, if, on the day of the unexcused absence, the teacher's instructional activities include work for which a grade is given. This work may not be made up. Teachers **WILL** include these zeros when averaging grades for a marking period.

After 5 unexcused absences or an excessive number of excused absences, a letter will be sent home to notify the parent/guardian. After 10 or more unexcused absences or excessive excused absences another letter will be sent to notify the parent/guardian. After 20 unexcused absences, a truancy letter will be sent to notify the parent/guardian and a social worker referral form will be completed. A conference will be called to meet with the student and/or parent/guardian to develop an attendance agreement.

If the unexcused absences continue, members of the staff will meet to review possible additional interventions. If the truancy persists and the student accrues twenty or more unexcused absences within a 90-day period, the school will make a second referral to the school social worker and/or the Broward County School Board.

START ON TIME PROGRAM

CSCS will be continuing the “**Start-on-Time**” program during the 2006-2007 school year in order to limit the amount of late students entering the building prior to first hour as well as eliminating the chaos in the hallways during class change throughout the school day.

Tardy to School (1st Hour of Day): defined as arriving to school after 7:30a.m.

Excused Tardy: A tardy will be considered as excused only if a parent/guardian personally escorts their child into the school and has a viable reason (see Broward County Code of Conduct).

Unexcused Tardy: Upon entering the building between 7:30am and 7:45am, without a parent escort, students will be sent to a “**designated area**” to be recorded as “late to school”. Upon being recorded as late the student will be escorted to their respective classroom. After the 2nd unexcused tardy, a phone call will be made home informing the student’s parent/guardian that their child’s next unexcused tardy will result in their child not being permitted into their respective classroom for their 1st period class of the day. If a student enters the building after 7:45 a.m., whether their 1st tardy or not, the student will remain in the cafeteria for their entire 1st period class.

Tardy to Class (Remaining of School Day): is defined as trying to enter a classroom once the late bell has rung for the student’s 2nd-6th Hour class. During the 2nd-6th Hours of the school day, any student found in the hallways after the late bell, without a pass, will be escorted to a “**designated area**” and be recorded as “late to class”. The student will then be escorted back to their respective classroom for the remainder of the period. The following are the respective “late” consequences for any student’s third or more 2nd-6th Hour late infraction:

3rd tardy: Thursday Afternoon Administrative Detention (2:45-3:30 p.m.)

4th tardy: Internal Suspension Referral for the 1st-3 hours of a following school day

5th tardy: Saturday Detention

6th or more tardy: Administrative Consequence To Be Determined.

REASONS FOR EXCUSED ABSENCES

Illness of student or member of immediate family, death in family, subpoena, religious holiday (faith of student), internal or external suspension, student sent home with contagious disease, participation in school or district-sponsored activities, doctor/dentist appointment or unusual emergency (i.e. house flood).

REASONS FOR EXCUSED TARDIES

Orthodontist or doctor appointment; student must produce note signed by doctor.

REASONS FOR UNEXCUSED ABSENCES/TARDIES

Last minute vacation, bus suspension, alarm clock failures, missed bus; “parents fault”, car trouble and inclement weather all constitute unexcused absences. If student rides a city bus that arrives late to school, **he/she will be unexcused if they do not present a valid bus ticket that indicates the time student was picked up by bus.**

TRUANCY/CUTTING CLASS

Not attending school or leaving school without the proper permission is considered unacceptable behavior that will lead to disciplinary action (i.e., parent contacted, parent conference, suspension, etc.) In addition, students who are absent from school may not enter the building during school hours unless accompanied by a parent and report to the front office.

BOMB THREAT AND FIRES

The fire alarm is the signal you will hear in the event of a bomb threat or fire. Upon hearing the alarm, students should follow the instructions previously given by the teacher making sure that all windows are closed. Teachers should follow students from the building. **Students should not stop by their lockers or utilize their cell phones during this time.** The principal or his/her designee will give a hand signal for students to return to class. The drill or real event should be conducted in an orderly manner. Exits may be blocked from time to time to practice alternative routes.

As a student, you have a responsibility to act appropriately and follow the rules when a serious safety issue occurs. With your help Coral Springs Charter school will continue to be a safe and secure environment.

BOOK BAGS/FOLDERS/PERSONAL ITEMS

The only items that may be carried throughout the school day by all students are school approved drawstring pouches that can be purchased through the school store. Book bags, backpacks, folders or any other personal items must not display patches, entertainment insignias, drawings, obscene words, gang signs or any other item that would be deemed inappropriate, offensive or reflect negatively on CSCS. **Backpacks must remain in the locker and are not permitted in the classroom. Girls may carry a small purse in addition to their backpack (backpacks remain in locker).**

CARE OF THE SCHOOL PROPERTY

Students are expected to respect the school buildings and property. Containers are provided throughout the buildings and grounds for proper disposal of waste. **Marking or defacing school property is a serious offense leading to suspension and possible expulsion.** Any student who damages/vandalizes school property will be required to make full restitution for damages. **Chewing gum or candy in the school building is forbidden.** All food must be consumed in the cafeteria or area designated by the administration. Any student who disregards this rule will receive Disciplinary Action.

CELL PHONES/ELECTRONIC EQUIPMENT

According to the Broward County School Board's Code of Conduct, *"the possession of a cellular telephone which disrupts the educational process; the use of a cellular telephone during school hours...and the possession or use of a cellular telephone which disrupts or interferes with safety-to-life issues would be a violation of the Code of Student Conduct, subjecting violators to progressive discipline. (Note: If students possess a cellular telephone, it should be **kept out of sight** inside a pocket, book bag, purse, or similar container, and it may not be allowed to emit any ring tone or other noise on school grounds during school hours.)"*

First Offense: The cell phone will be returned to the parent/guardian of the student after signing the cellular telephone policy form.

Second Offense: The cell phone will be returned to the parent/guardian of the student by signing in the space provided. In addition, the student will receive a detention from an administrator. **The parent/guardian understands that if the student is cited with a third offense the phone will be relinquished for the remainder of the school year.**

Failure to surrender items will result in a disciplinary consequence.

CS CHAMPS/POSITIVE SCHOOL CULTURE

CSCS has initiated a revolutionary program for its students and faculty. CS CHAMPS is a diverse group of educators and administrators who have collaborated with the Broward County "BLAST" team to become a groundbreaking model for building a positive school culture that includes:

- Anti-bullying education for students and faculty
- Student driven peer counseling
- Alternative dispute resolution models (peer mediation, "No Blame Approach", restorative justice practices)
- "Impact Panel" presentations (student driven dialogue about prejudice, discrimination, and social justice)
- Drug and Alcohol Awareness Programming for students, faculty and parents

Who can you speak with to get help from CS CHAMPS?

- ANY TEACHER can refer you to a CS CHAMPS Team member
- ANY high school *Peer Counselor*
- ANY *Human Relations Council Member*
- School Resource Officer
- ANY CSCS Administrator

COMMUNICATION

Communication with parents/guardians is an integral part of a student's program. A mutually beneficial rapport between home and school is important to us all. Our front office number is (954) 340-4100. Please listen to the voice prompts for your call to be directed. Teachers are required to return your phone call within two working days. Parents may also email teachers directly.

Our school newsletter *Panther Post* is sent home each month to all parents. This contains valuable information and important dates. Please make a habit of reading this newsletter each month. Please visit our web page at www.coralspringscharter.org. Pertinent information about school functions and events will appear on this page.

Another source of communication is now in place at CSCS. Our SIS system allows students and parents to access academic information. Parents and students are encouraged to check this system in order to maintain communication and stay abreast of academic progress. A password for students and parents is needed for this system. Please contact your respective guidance counselor if you have not received a password.

In addition to the forms of communication described above, phone calls may also go home through our automated ParentLink system. This system informs parents of weather or emergency events, disciplinary actions, or school functions.

DINING AREA REGULATIONS

Each student is required to show good manners, courtesy and consideration of others in the cafeteria. Students are to enter and exit the cafeteria in an orderly fashion. Students are to stand in a single file line while waiting for food; there is no passing of money to students ahead in line. Containers are provided for the disposal of trash and each student is required to dispose of the trash from the top of his/her table and the area surrounding it before the lunch period is over, or immediately upon the request of the moderator. No student is allowed to leave the dining area during the lunch period without a written pass to some other area of the school. **A student is not allowed to leave the school grounds during the lunch period.** NO FOOD OR BEVERAGE IS TO BE TAKEN OUT OF THE DESIGNATED DINING AREA AT ANYTIME. (Seniors are exempt from this policy).

DISMISSAL

An announcement will be made at 3:00 P.M. each day for students to exit the building if they are not involved in a supervised after school activity.

DRESS CODE

A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. It also prepares students for the dress code requirements of the workforce. Our dress code guidelines indicate appropriate school dress for normal school days. CSCS reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines. Every student in attendance will wear a school uniform. Failure to wear any part of the school uniform will result in a Disciplinary Detention.

- ◆ **Hair:** Hair must be neat and clean with no “unnatural” colors, i.e. bright colors, mohawks, blowouts, spiked looks or any other unnatural cuts or excessive attachments. No hats, bandannas or headbands may be worn. Braided hair must be neatly braided down.
- ◆ **Shoes:** Students must wear closed shoes at all times, no “mules”, slippers or “slides”. No heavy military type boots, shoes with metal tips or steel toes may be worn. Tennis shoes are preferred.
- ◆ **Socks:** Socks must be worn. Fishnet stockings or other inappropriate leg wear is not acceptable.
- ◆ **Shirts:** All shirts must be uniform shirts purchased from the school store. Shirts cannot exceed mid-thigh length. Sweatshirts and jackets, if worn, must be school sponsored and purchased at the school store. Only one **solid** white, gray, or black T-shirt can be worn underneath polo shirts. T-shirts may not be visible below the hem of the shirt. These are the only shirts permitted to be worn in school.
- ◆ **Slacks/Shorts/Skorts:** “Dickies” brand **UNIFORM** is the mandatory uniform bottom for CSCS. No other brands are accepted. All uniform slacks/shorts/skorts must be worn with a belt through the belt loops, worn at the natural waist, be in good repair and be the appropriate size. Pants are available in the school store. Tight fitting and short shorts are not acceptable. No cargo pants or capris are permitted. No jeans of any color or style. Skorts not skirts. Colors: Navy, Khaki and Black. **(UNIFORM STYLE ONLY)**
- ◆ **In General:** Earrings are permitted. No other body piercing or cartilage piercing (other than the ears) are permitted. At no time are students permitted to wear anything offensive, immodest or deemed inappropriate by the faculty or administration. No “Gothic” looks, dog collars, spiked jewelry,

etc. or any other accessories deemed inappropriate by the faculty and administration.

- ◆ **Uniforms:** Students not wearing the appropriate uniform will be sent to the office. Parents will be called and required to bring the correct uniform to school before the student can return to class.
- ◆ **Exceptions: No special interest groups/clubs will be allowed to deviate from the uniform dress code except on Fridays, at which time students will be allowed to wear SCHOOL APPROVED T-shirts with uniform pants.**

Although we tried to be specific to all dress code issues, there may be issues not included in this handbook that are left to the discretion of the faculty and administration of the school.

EMERGENCY PROCEDURES

In the event that school should be closed or dismissed at an unscheduled time due to an unforeseen emergency, we will follow Broward County School Board for all emergencies and/or closings. Our ParentLink phone system will be able to contact each household in order to provide necessary information. To assist the school in the event of an emergency, each parent/guardian must complete the *Emergency School Dismissal* form indicating who can pick up the student. Students who do not return an Emergency Card will not be permitted to participate in any extracurricular activities, i.e. dances, field trips, etc. Please notify the school immediately of any phone/address changes so that we may update our records.

EARLY DISMISSAL

Early dismissal for appointments or illness must be arranged prior to departure. The school will not accept notes "after the fact". Parents must be present to sign the student out of school. If the student is a driver, the parent must provide written permission with a copy of the parent's driver's license. Verbal permission from a parent is acceptable for students who are 18 years of age. There will be no early dismissal after 2 PM.

EXTRA-CURRICULAR ACTIVITIES

Students must attend half of their scheduled classes to be eligible to participate in an activity that day. Exceptions to this policy may be absences authorized by the Principal/Administration or Athletic Director.

FIELD TRIPS

Scheduled field trips will be educational in nature and considered part of the curriculum. The student must assume cost involved for transportation. It is necessary for parental permission to be granted before any student can accompany his/her class on a field trip. Written permission must be on file at the school before a student will be allowed to leave the building. Students must receive permission from their other teachers and/or administrators in order to attend any field trip. At the discretion of the Principal, students with an excessive number of disciplinary infractions in a given marking period may forfeit the opportunity to participate in a field trip.

GANG SYMBOLISM

Student behavior, dress, signing or symbolism (beads, bandannas, etc.) intended to represent gang affiliation will not be tolerated on school grounds or at school-sponsored events. Violation of this policy will result in suspension or possible expulsion. CSCS works in conjunction with the Coral Springs Police Dept. to determine what constitutes gang related activities.

HALLS/CORRIDORS

Students should be in the hallways only at the beginning and close of the school and while moving from one class to another, unless a teacher, administrator or staff person has signed their agenda books and issued a hall pass. There is to be no more than one student out of class at a time. **Students must be in possession of their agenda books at all times in the hallways.**

LOCKERS

All students are assigned a locker and locks will be provided for a rental fee. Sharing of lockers is prohibited. Students should not share their combination with anyone. CSCS is not responsible for theft of personal property. Students enrolled in Physical Education will be assigned a locker during the class period but must provide their own lock. Rules regarding lockers, as stated above, will apply to Physical Education lockers.

There is no assumption of privacy; the school reserves the right to search lockers as needed.

LUNCH SERVICES

Lunch is served each school day. If a student wishes to bring a bag lunch from home, a carton of milk, soda or juice can be purchased separately. CSCS participates in the free/reduced lunch program. Lunch menus can be found in the monthly newsletter or posted on the Website www.coralspringscharter.org. **Applications for free and reduced lunch can be picked up in the front office.**

MEDICATIONS

To enable students to receive their prescribed medications during the school day, a special medication/treatment form must be completed. This form requires the signature of the doctor prescribing the medication and parent's signature. Parents cannot fax information to the school.

Medications must be properly labeled in the original container from the pharmacy. Please notify the school nurse of any medication changes. A nurse or the principal's designee distributes medication in all circumstances. **Students are not permitted to carry medication. All medication is to be dispensed by the nurse or principal's designee.**

PARENTAL CONFERENCES

Conferences can be set up at the request of the school or the request of the parent. A conference with a teacher or multiple teachers should be set up through the Guidance Assistant at 954-340-4134. School personnel will get in touch with the parent and arrange a mutually agreed upon time for the conference. Conferences *requested by the school* will give a specific time and date for the meeting. All parents and visitors must sign-in at the front office upon entering the building for a visitor's pass before going to any classroom. Please be aware that teachers are not available for unscheduled conferences during the day because they are instructing children.

PARKING/STUDENT DRIVER REGISTRATION

Parking in student lots is a privilege. All cars must be registered to park in the designated lot and have a Student Parking Decal. **Cars, which are inappropriately or illegally parked, or cars parked so as to cause a safety hazard, may receive a warning or be towed at owner expense.** Students must abide by local speed limits set forth by the Coral Springs Police Dept. Failure to do so on school property may result in a loss of driving privileges and/or

suspension from school. Any student leaving school in their vehicle or lending their vehicle to any other student between the hours of 7:30 AM and 2:35 PM will have their driving privileges revoked permanently.

PERSONAL PROPERTY

Radios, tape players, toys, computer games, large sums of money, etc., are prohibited on school grounds. If they are brought to school, and subsequently lost or stolen, the school is not responsible for the loss. If items of this nature are discovered, school personnel will turn them into the office, and parent/guardian must claim items. It is encouraged that parents speak with the School Resource Officer with regard to any theft that occurs on campus.

SCHOOL SAFETY

As a student you can contribute to the decrease in student violence. Make a personal commitment not to participate in violence in any way. Do not bully, tease, or spread negative gossip about others. Respect others and value differences. Try to broaden your social circle to include others who are different from you.

Learn about ways to resolve arguments and fights without violence. Encourage your friends to do the same. Coral Springs Charter School also offers alternative dispute resolutions. Some examples include: mediation, restorative justice, the "No Blame Approach", and peer counseling. These methods are designed to assist students in resolving their conflicts amicably. Learn as much as you can about this program.

If someone is threatening you and you feel you are in serious danger, do not take matters into your own hands. Find an adult whom you can trust to discuss your fears, or contact school administrators or the police. Coral Springs Charter School has a School Resource Officer on campus that is willing to assist you with any concerns. Take precautions with your safety and avoiding being alone. Stay with a group of friends whenever it is possible.

If you know someone is in possession of a weapon or planning to harm someone else – report him or her. Most of us have learned from an early age that it is wrong to tattle, but in some instances it is the most courageous thing you can do. Breaking the "code of silence" is the first step in creating a positive school culture. Tell a trusted adult, like the teacher, guidance counselor, Dean of Students, Assistant Principal, Principal, parent or peer counselor. If you are afraid and believe that telling will put you in danger or lead to retaliation, place an anonymous note in the mailbox outside Room 204 or leave an anonymous message at the school or with the police department.

Take the initiative to make Coral Springs Charter School safer. Join the Human Relations Group at school that helps promote conflict resolution in a peaceable fashion.

SEARCH OF PERSON OR PROPERTY

When a student is suspected of being in possession of items considered harmful or dangerous, he/she will be given an opportunity to surrender those items voluntarily. If this does not occur, then he/she will be searched by a Security Specialist and an administrator. **Lockers will be periodically, randomly searched.**

STUDENT ID BADGES

The school issues identification badges. They may be needed for admission to dances and other school activities. **Students are required to wear their ID badges around their necks at all times.** (The first ID badge will be provided for students. Replacement ID badges will cost \$7.50 and can be purchased each morning from 7:20-7:30 in the bookroom).

TECHNOLOGY

Students may not bring any computer applications including games to school for any reason. School workstations may not be altered without direct administrative permission.

Any vandalism, (renaming, trashing, or moving files, illegal copying, etc), intentional copyright violations, or attempted access to authorized data will result in disciplinary action, which may include restitution.

With access to computers and people all over the world, comes the availability of material that may not be considered to be of educational value in the school. Please be aware that questionable materials that are not appropriate for this age may be available to inquisitive searchers. CSCS firmly believes that the valuable information and interaction available on the Internet far outweighs the possibility that users may procure material that is not consistent with the educational goals of CSCS.

Students and parents should be aware that as with any school property or activity, the inappropriate use of the Internet connection would subject the student to disciplinary action. **Examples of inappropriate behavior include the accessing, downloading and distributing of inappropriate materials, vandalism, or any other use incompatible with district or individual school policies.**

Any violation as related to Internet use will result in disciplinary action, including detention, suspension and/or the withholding of Internet access.

TELEPHONE USE

Students are not allowed to use the office telephones during school hours unless it is an emergency and has been approved by an administrator. Calls originating from the school will be strictly supervised. **No student will be called to the office to receive personal calls.** An administrator or counselor will deliver emergency messages to the student.

TEXTBOOKS

The textbooks issued for student use becomes the **responsibility of the student and/or parent**, and must be returned at the end of the year in the same condition in which they were issued. Any damaged or lost books must be paid for before another book is issued for home use. **Any student who has not paid for a lost book may be restricted from participating in school activities, i.e., Prom, Homecoming, field trips etc.**

TRESPASSING

Students are not to enter or remain on the school campus without proper authorization. Violators may be subject to suspension and/or arrest for criminal trespass. Students on campus while on suspension and/or expulsion are subject to additional disciplinary action and arrest for criminal trespass. **There is no supervision before 7:15 AM or after 4 PM.**

ACADEMIC/GUIDANCE INFORMATION

I. PROMOTION REQUIREMENTS: HIGH SCHOOL

1. To be classified as a 10th grader a student must have earned a minimum of 5 credits in Grade 9.
2. To be classified as an 11th grader a student must have earned a minimum of 11 credits.
3. To be classified as a 12th grader a student must have earned a minimum of 17 credits.

GRADING SCALE MIDDLE SCHOOL AND HIGH SCHOOL (MANDATED BY BOTH STATE AND COUNTY)

90-100	A -Superior Performance
87-89	B+ - Outstanding Performance
80-86	B – Commendable Performance
77-79	C+ - Above Average Performance
70-76	C – Average Progress
67-69	D+ - Below Average Performance
60-66	D – Lowest Acceptable Progress
0-59	F - Failure

II. SPECIAL PROGRAMS

ACE ACADEMY

CSCS offers students the opportunity to enroll in the Academy of Career Excellence. This comprehensive program of study provides students with academic and real world experiences related to the areas of technology, marketing, law and accounting/finance. The focus of the ACE Academy is to create meaningful, high level, innovative and authentic opportunities for students to develop their talents and interests while striving to meet their academic potential.

HONORS

Honors courses are offered for academically proficient students. Both course content and requirements are rigorous. Placement in the Honors program is based on honors exams, teacher recommendation, and previous academic record. Students must maintain an A/B+ average in Honors classes. Students are allowed one nine-week period of academic probation to meet the Honors standards. Each course carries an additional quality point in the High School if the student achieves a "C" or above.

ADVANCED PLACEMENT (FOR HIGH SCHOOL JUNIORS AND SENIORS)

The Advanced Placement Program (AP) gives students an opportunity to take college-level courses and the AP exam while they are still in high school. Through this, the student may earn credit, advanced placement or both for college.

There are many benefits for students who participate in AP, such as studying interesting and challenging subjects, discovering new interests, and getting a head start on their future!

Please refer to the curriculum guide. Advanced Placement will be contingent on standardized test scores, GPA and teacher recommendation. Each course carries two additional quality points if the student achieves a "C" or above.

III. CORAL SPRINGS CHARTER HIGH SCHOOL GRADUATION REQUIREMENTS

****24 credits, which must include the following:**
 (18 credit option- see course selection guide)

- 4 credits English
- 3 credits (1 credit must be Algebra 1 or higher) Math
- 3 credits (must include 2 lab courses) Science
- 3 credits (World History, American History, American Government/Economics)...Social Studies
- .5 credit Health/Life Management
- 1 credit Personal Fitness/Physical Education
- .5 or 1 Practical Arts
- .5 or 1 Performing Fine Arts
 (.5 credit of each is required, or 1 credit of either may be substituted for .5 credits in each)
- 8.5 creditsElectives
- 24TOTAL CREDITS

IN ADDITION, YOU MUST:

- ◆ Complete 80 hours of community service
- ◆ Take a computer course (in grades 6-12)
 (This satisfies .5 Practical Arts Requirement if taken in high school as a Vocational Course)
- ◆ Pass the Florida Comprehensive Assessment Test (FCAT)
- ◆ Have an overall Grade Point Average (GPA) of 2.0 (unweighted)
- ◆ State Universities and Colleges require two consecutive years of a foreign language.

CORAL SPRINGS CHARTER MIDDLE SCHOOL PROMOTION REQUIREMENTS

- Promotion is the act of changing a pupil's placement from a lower to a higher grade, academic level, age category, number of credits, or continuous progress level, based on the following criteria:
- To be promoted a student must pass four subjects during each year for grades 6-8.
- Students must pass the Reading and Math FCAT (Level 2 or NRT 25th percentile)

**For more information about High School requirements and options, see our Course Selection Guide

CODE OF CONDUCT

PARENT CONTRACT OF STUDENT/RE-ENROLLMENT

Included in each student's registration packet are a Parental Contract and a Student Contract. A parent/guardian must sign the Parental Contract agreeing to the terms therein. Each student is required to sign the Student Contract agreeing to the terms therein, including the Broward County Code of Conduct, the CSCS Addendum to the Broward County Code of Conduct and the CSCS Dress Code Policy.

Failure to comply with the terms of the Student Contract may result in the following:

- ◆ After School Detention
- ◆ In School Suspension
- ◆ Out of School Suspension
- ◆ Dismissal
- ◆ Recommendation for Expulsion

POLICY STATEMENT

The Code of Conduct at Coral Springs Charter School exists to protect the rights of all students and adults and to establish a safe well-ordered environment where students and teachers can focus on quality teaching and learning. **Mutual respect, good manners, and positive behavior are essential elements of the daily life at CSCS.**

School authorities will hold students and parents strictly accountable for any action that interferes with the learning process, good order, and/or the day-to-day operations at CSCS.

The School Board of Broward County Florida must have proof that every student and parent/guardian has had a chance to read the Code of Student Conduct or to hear it read aloud. **All parents/guardians must return the page in the Code of Student Conduct manual, which requires a signature.** In addition to the Broward County Handbook, we at CSCS have created an addendum.

AFTER-SCHOOL DETENTION (DISCIPLINARY DETENTION)

Administrative Detentions will be held after school on Thursdays from 2:45-3:45. The student must bring his/her copy of the detention slip, signed by a parent, to the after-school detention session. Those students who miss an after school detention due to a medical appointment will be permitted to reschedule the detention. A note from the medical provider, including the time/date of appointment will be required. If the student fails to attend detention, he/she will earn one half day of ISS. Future offenses will result in progressive disciplinary action. Teachers may also issue detentions for classroom infractions to be served on the date assigned and agreed upon by the teacher and parent.

SATURDAY DETENTION

Saturday detentions may be assigned to individuals as an alternative to internal or external suspension (ISS or OSS). This will be a consequence used in the progressive disciplinary procedures at CSCS.

BUS BEHAVIOR

Bus behavior is a primary concern due to the safety needs of all students. Any student who cannot conduct him/herself properly on the bus will have his/her bus privileges suspended and/or revoked.

To ensure the safety and pleasure of all students who ride the bus we:

- Incorporate bus behavior as criteria for special activities (i.e. future field trips).
- Document bus behavior on home notes.
- Implement the following consequences for bus referrals:
 1. Parent conference
 2. Bus suspension
 3. Bus privileges revoked
 4. ISS or OSS

Bus suspensions will be used if a student's behavior poses a safety violation threatening his/her safety or safety of others, regardless of the number of previous referrals.

Parent/guardian will be notified when a student receives a bus suspension. The parent/guardian will be responsible for transporting the student to and from school during the period of the bus suspension. If a student does not attend school due to a bus suspension, the absence is considered to be unexcused.

DANCES

CSCS holds dances for the enjoyment of our students and guests.

There are parameters established for all school-approved dances.

1. Students must attend half of their scheduled classes on the day of the dance in order to participate.
2. Students need to carry picture identification and show it upon demand to monitor/administrator.
3. Some dances will be open to CSCS students only while others will allow CSCS students to invite non-students as guests.
4. All dances will have a lock-in/lock-out policy. No students or their guests will be permitted to enter a dance after the lock-in or leave prior to the lockout time.
5. **The administrator on duty has the right to deny any person entrance to the dance. This includes Homecoming and Prom. No exceptions.**
6. Students whose dancing is inappropriate (i.e. "booty dancing") will be asked to leave the dance and may not participate in future dances.

ISS- INTERNAL SCHOOL SUSPENSION

Placement in ISS is largely at the discretion of the Principal, Assistant Principals, and Deans of Students. ISS is an alternative to Out of School Suspension (OSS). Students will be working on their current schoolwork while in ISS. **Failure to comply with the rules established in ISS will result in immediate OSS. As with all disciplinary measures, final decisions regarding suspensions are at the discretion of the Deans of Students, Assistant Principals or Principal.**

OSS- OUT OF SCHOOL SUSPENSION/ALTERNATIVE TO SUSPENSION

Students will receive OSS if the respective Dean of Discipline deems the behavior being consequence as appropriate for OSS. OSS is considered an unexcused absence and students will not be permitted to make up work. The Fresh Start program is offered as an alternative to suspension. Fresh Start

provides your child with the option of not having an external suspension on their record, while allowing them to receive credit for assigned schoolwork. If your child is offered Fresh Start, it is his/her responsibility to get enough work to keep them busy for the length of the suspension. It is not the responsibility of the school to collect work for the student. The student should obtain any assignments before they leave school the prior day or through the SIS or email system.

FALSE ALARMS

Pursuant to the 1991 Uniform Fire Code Section 13.203, false alarms shall not be given, signaled or transmitted or caused or permitted to be given, signaled or transmitted in any manner. **Under the law, false alarms are misdemeanors subject to a maximum fine of \$250.** Such action or involvement by a student will result in disciplinary action, which includes detention, suspension, or expulsion or arrest. **Bomb threats are considered felonies.**

MISREPRESENTATION

Misrepresenting oneself by cheating, copying, plagiarizing, counterfeiting, or using false identification is considered a serious offense. The penalty for violation of any of the above mentioned will result in one day of out-of-school suspension. Repeated offenses may result in expulsion. Misrepresentation by the class Valedictorian(s) or Salutatorian(s) will result in loss of those titles and notice will be provided to colleges/universities student has applied.

PUBLIC DISPLAY OF AFFECTION

The inappropriate display of affection is frequently embarrassing to adults & students. Students are expected to exercise self-control and respect for the reputation of others. Students failing to respect this policy will earn one day in ISS.

REFERRALS

Administrators and faculty will use a referral for those students whose action disrupts the school community. Examples of referrals to be issued are for infractions such as, but not limited to: profanity, destruction of property, misrepresentation, stealing, disrespect, insubordination, fighting (students who fight may also receive a citation), being under the influence or possession of alcohol or drugs. If a student receives a referral the administration will assign the proper disciplinary consequence (i.e. ISS or OSS).

THEFT

Theft may result in suspension from school for a period up to (10) ten school days. The student will be required to replace or pay for the stolen item(s). Proper legal authorities will be contacted.

TOBACCO/SMOKING REGULATIONS

CSCS promotes and maintains a smoke-free environment; therefore, students are prohibited from smoking or using tobacco products or having tobacco in their possession at any time during the school day or at any school-sponsored activities. Before and after school, students are not to use tobacco products on the school grounds. Violations will result in the following actions:

- After school detention
- Out of school suspension
- Citation from SRO (School Resource Officer)

INTERSCHOLASTIC ATHLETICS

It is a privilege to be part of an interscholastic athletic team at CSCS. We believe athletics is a true extension of your work in the classroom. We hope you will benefit as much from your athletic experiences as you do from your academic endeavors. A challenge we face annually is striving for sportsmanship. The positive values you will learn on the playing field now will last a lifetime. You are a leader and are always in the public eye. You represent CSCS. Whenever and wherever you are involved in competition, you are a role model to many young people in our community. Good sportsmanship is essential in the life of every school athletic program. The example you provide sets the standard of behavior for everyone associated with our program.

ELIGIBILITY

The following eligibility requirements are in compliance with the bylaws of the Florida High School Activity Association (FHSA) and with applicable Florida statutes.

Eligibility for interscholastic athletes is determined at the beginning of each semester based upon a student's cumulative grade point average (GPA). In order to be eligible for interscholastic athletic competition during each semester of the school year a student must have a cumulative GPA of 2.0 on a 4.0 un-weighted scale in all courses upon entering the 11th grade. Athletes must also maintain satisfactory conduct.

Eligibility is determined and declared by the Athletic Director after consultation with the administration as soon as the grades for each semester are posted. **A student who has not met these eligibility requirements may not participate in athletics for the entire semester.** He/she will be removed from any sport he/she is currently participating in and may not try out for any other sport until eligibility is regained.

An incomplete grade will be considered a failing grade until such time as the grade of "I" is replaced with actual grade. A student who is ineligible due to this conditional failure may regain eligibility once the "I" is replaced with actual grade.

DISCIPLINE PROBLEMS

Any problems concerning attitude, behavior, attendance, etc. may result in dismissal from any team at any time. **Detentions after school will not be rescheduled in order for any athlete to participate in a game, contest, or event. Athletes may not participate in a game contest or event while suspended from school - NO EXCEPTIONS.** The athlete will not be allowed to practice or sit on the bench while on suspension.

PRACTICE/GAME POLICIES

You are a team member; therefore, once you have made a commitment to participate, this takes precedence over any other extra-curricular activity.

TRANSPORTATION

Athletes are responsible for their own transportation to and from CSCS campus. Transportation will be provided to away games and contests unless the athletes are notified in advance. Student athletes are responsible for their own transportation after all practice sessions. **Note:** students may not earn volunteer hours for transporting other students to games.

Player Contract

Coral Springs Charter School

Athletic Contract for Student-Athletes

The following form is to be signed by the student athlete, torn off and returned to the Athletic Director.

I. Purpose

The Coral Springs Charter School Athletic Program is an extra-curricular student activity. In order to be successful, the student-athlete's first priority shall be academics. All Panther athletes must dedicate themselves to developing, promoting, and improving CSCS athletics in such a way as to make the program recognized and respected.

II. Athletes

While the Athletic Department at C.S.C.S. encourages as many students to be involved with athletics as possible, we require the athletes to adhere to certain standards, which are imperative to having a successful program:

Respect - towards the coaches, officials, and fans

Attendance and Punctuality - unexcused absences and tardiness on a regular basis to practice, games or school will not be tolerated. Students must be in attendance for at least half of their classes to participate in practice or a game on that day, unless otherwise approved by administration

Academics - students are required to maintain good academic standing

Equipment and Uniforms - must be kept up appropriately and returned as such

Behavior - should be exemplary both in and out of school

Forms - no athlete will be permitted to practice or play without all the proper documentation on file - NO EXCEPTIONS

Fundraising - athletes are expected to participate in all of their team's fundraising efforts, including the sports auction

Injuries - should be reported to the coach and trainer as soon as possible

III. Academic Standing

***If a student earns** below a "C" on any given subject, on either an interim or a report card, the student will attend required tutoring sessions to be set up by the athletic department. These may include teacher-student sessions and peer-tutoring sessions.

***If the student** fails to attend any mandatory session, he/she will be suspended for one contest.

***If the student** fails to attend 3 or more sessions during any quarter, he/she will be suspended from the team until the next report card/interim, which ever comes first.

**THIS FORM IS REQUIRED TO COMPLETE REGISTRATION.
INCOMPLETE REGISTRATION PACKETS WILL RESULT IN THE LOSS OF YOUR CHILDS SEAT**

School logo

PARENT CONTRACT 2007-2008

I (We) the parent(s)/guardian(s) of _____, grade _____, agree that:
(please print)

WHEREAS, in order to provide my (our) child with a unique educational opportunity;

WHEREAS, by choosing to enroll my (our) child at the SCHOOL NAME is a decision of my (our) personal choice and not a privilege;

WHEREAS, my (our) desire to enroll my (our) child at the SCHOOL NAME is premised upon my (our) desire to become an active partner in the education of my (our) child;

NOW THEREFORE, in consideration of the foregoing:

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

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

I (we) understand that my child can be dismissed from the school if the information provided on the application or registration materials is false.

I (we) understand that by not fulfilling my contractual obligation to the School and to my (our) child, this may result in my (our) child requested to stay after school, be suspended, lose the opportunity to recommit for placement for the following school year or withdrawn and sent to a regular Public School at the sole discretion of the Principal as approved by the SCHOOL NAME Governing Board.

Signature of Parent/Guardian _____ Date _____

Acknowledged by: _____ Date _____
School Official

**Governing Board's
IRS Determination Letter
Articles of Incorporation &
By Laws**

Internal Revenue Service

Date: June 17, 2004

Joy Yoder
6245 N. Federal Hwy. 5th Floor
Ft. Lauderdale, FL 33308

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Paul Perry 31-07423
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 8:30 p.m. EST
877-829-5500
Fax Number:
513-263-3756

Dear Sir or Madam:

This is in response to your request of June 17, 2004, regarding affirmation of the tax-exempt status of Ryder System Charter School Inc.

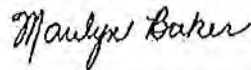
Our records indicate that a determination letter issued in June 2003 granted this organization exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified this organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in section 509(a)(1) and 170(b)(1)(a)(ii).

Donors may deduct contributions to this organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to the organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Marilyn Baker, Manager, TE/GE
Customer Account Services



FLORIDA DEPARTMENT OF STATE

Glenda E. Hood
Secretary of State

September 20, 2004

RENAISSANCE CHARTER SCHOOL, INC.
6245 N. FEDERAL HWY., 5TH FLOOR
ATTN: BRAD HACKER
FORT LAUDERDALE, FL 33308

Re: Document Number N98000004768

The Articles of Amendment to the Articles of Incorporation for RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC. which changed its name to RENAISSANCE CHARTER SCHOOL, INC., a Florida corporation, were filed on September 20, 2004.

The certification requested is enclosed. To be official, the certification for a certified copy must be attached to the original document that was electronically submitted and filed under FAX audit number H04000187789.

Should you have any question regarding this matter, please telephone (850) 245-6050, the Amendment Filing Section.

Michelle Milligan
Document Specialist
Division of Corporations

Letter Number: 204A00055391

Division of Corporations - P.O. BOX 6327 - Tallahassee, Florida 32314

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on September 20, 2004, to Articles of Incorporation for RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC. which changed its name to RENAISSANCE CHARTER SCHOOL, INC., a Florida corporation, as shown by the records of this office.

I further certify the document was electronically received under FAX audit number H04000187789. This certificate is issued in accordance with section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N98000004768.

Authentication Code: 204A00055391-092004-N98000004768-1/1

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capital, this the
Twentieth day of September, 2004



Glenda E. Hood
Glenda E. Hood
Secretary of State

**ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION OF
RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC.**

The following provisions of the Articles of Incorporation of RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC., a Florida not-for-profit corporation (the "Corporation"), filed with the Department of State on August 19, 1998, under document number N98000004768, be and they are hereby, amended as shown below:

1. Article 1 of the Articles of Incorporation of this Corporation is hereby deleted in its entirety and replaced with the following:

ARTICLE 1

Name

The name of this corporation is RENAISSANCE CHARTER SCHOOL, INC. (hereinafter called the "Corporation").

2. There are no members who are entitled to vote on the foregoing amendment.

3. The foregoing amendment was adopted by a unanimous vote of the Board of Directors of the Corporation, dated the 23rd day of August, 2004.

IN WITNESS WHEREOF, the undersigned, being a Director and Chairman of the Board of Directors of this Corporation, has executed these Articles of Amendment on this 24th day of August, 2004.



Ken Haiko, Director and Chairman of
Board of Directors

This instrument was prepared by:

Edward J. Pozzuoli, Esq.
FL Bar No. 717363
Tripp Scott, PA
PO Box 14245
Ft. Lauderdale, FL 33302
(954)525-7500

ARTICLES OF AMENDMENT
OF
RYDER SYSTEM CHARTER SCHOOL, INC.

(A Florida Corporation Not for Profit)

FILED
04 FEB -5 PM 3:36
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

Pursuant to the provisions of Sections 617.1002 and 617.1006 of the Florida Not For Profit Corporation Act, the undersigned authorized officer of Ryder System Charter School, Inc., a Florida not for profit corporation (the "Corporation"), hereby executes and submits for filing with the Florida Department of State these Articles of Amendment to the Articles of Incorporation of the Corporation.

FIRST: The name of the Corporation is RYDER SYSTEM CHARTER SCHOOL, INC.

SECOND: The Articles of Incorporation of this Corporation are amended by changing the Article Numbered "Article 2 – Principal Place of Business and Mailing Address" so that, as amended, said Article 2 shall read as follows:

"The address of the principal office of the Corporation shall be 6245 N. Federal Highway, 5th Floor, Fort Lauderdale, Florida 33308, Attention: Brad Hacker."

THIRD: The Articles of Incorporation of this Corporation are amended by changing the Article Numbered "Article 8 – Members" so that, as amended, said Article 8 shall read as follows:

"The Corporation shall not have any members."

FOURTH: The Articles of Incorporation of this Corporation are amended by changing the Article Numbered "Article 13 – Amendment" so that, as amended, said Article 13 shall read as follows:

"These Articles of Incorporation shall be amended only by the affirmative vote of a two-thirds (2/3) majority of the directors of the Corporation."

FIFTH: The Articles of Incorporation of this Corporation are amended by changing the Article Numbered "Article 14 – Registered Office/Registered Agent" so that, as amended, said Article 14 shall read as follows:

"The street address of the Corporation's registered office in the State of Florida is 6245 N. Federal Highway, 5th Floor, Fort Lauderdale, Florida 33308, and the name of its registered agent at such office is: Jonathan K. Hage."

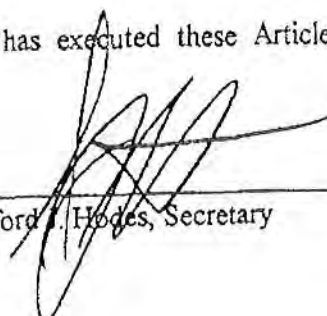
(FT209855;2)

SIXTH: Except as hereby amended, the Articles of Incorporation of the Corporation shall remain the same.

SEVENTH: This Amendment to the Articles of Incorporation was adopted by all of the members of the Corporation on the 21st day of January, 2004.

EIGHTH: This Amendment to the Articles of Incorporation shall be effective upon its filing with the Florida Department of State.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Amendment as of the 21st day of January, 2004.



Sanford J. Hodes, Secretary

**AMENDED AND RESTATED
BYLAWS OF
RENAISSANCE CHARTER SCHOOL, INC.
(A Not-For-Profit Florida Corporation)**

**ARTICLE I
NAME**

Section 1.1. Name. The name of the Corporation shall be Renaissance Charter School, Inc. formerly known as Renaissance Elementary Charter School, Inc., and Ryder System Charter School, Inc. (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, to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code 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 ("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 purposes.

**ARTICLE III
MEMBERSHIP**

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Directors of this Corporation serving from time to time.

**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 two (2) Directors are present. The affirmative vote of not less than two (2) Directors 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; and

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 the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased to no more than five (5) and decreased to 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 prescribed herein for the Election of Directors in accordance with Section 4.4.

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. Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. 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 4.6. 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 4.7. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors, and no loans shall be made to any Director.

Section 4.8. Meetings of the Board. All meetings of the Board and its committees are subject to the Florida Open Meetings Law, FL Stat. Chapter 286, and notice of meetings shall be provided as required therein.

4.8.1 Annual Meetings. The annual meeting of the Board shall be held without on April 1st of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings.

4.8.2 Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman 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 not less than two (2) days prior to such meeting. The 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 or waiver thereof.

4.8.3 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.

Section 4.9. Quorum and Action of the Board. Two (2) 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.

ARTICLE V **OFFICERS**

Section 5.1. Number. The Corporation may have a Chairman, President, Vice President, 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 United States citizens or residents of the State of Florida or of Broward County. 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 hereinabove 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 their earlier death, resignation or removal.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) 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 Chairman 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 hereinabove.

Section 5.5. Chairman. The Chairman of the Board shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board.

Section 5.6. President. The President 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. He 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. He shall report as directed to the Board at each meeting. He 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 President and such other duties as may be prescribed by the Board from time to time.

Section 5.7. Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.8. 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 5.9. 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 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. 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 services in the following order:

5.11.1. The Treasurer shall perform the services of the Chairman.

5.11.2. The Chairman shall perform the services of the Secretary and the President.

5.11.3. The Secretary shall perform the services of the Treasurer.

Section 5.12. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation.

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 Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen 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.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. 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 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 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 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. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his 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 and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him 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 evidences 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.

Section 8.3. Checks, Drafts, Etc. 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 devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7. Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the

results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE IX
CERTIFICATES FOR MEMBERS AND THEIR TRANSFER

Section 9.1. Certificates for Members. The Board shall not initially issue Certificates of Membership. The Board may elect to provide for the issuance of certificates evidencing membership in the Corporation. The form of such certificates shall be determined by the Board. The certificates will be signed by the President or a Vice President and by the Secretary or an Assistant Secretary. The certificates shall be sealed with the corporate seal and shall be separately numbered. The name and address of each member and the date of issuance of the certificates shall be recorded in the corporate records. If a certificate is lost, mutilated or destroyed, it may be reissued in the manner determined by the Board. The certificates shall be non-transferable.

ARTICLE X
FISCAL YEAR

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall end on June 30 of each year.

ARTICLE XI
CORPORATE SEAL

Section 11.1. Corporate Seal. The Board shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE XII
NOTICE

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by delivering the same to a telegraph company for transmission by wire, the cost thereof being prepaid, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered to the telegraph company shall be deemed to be the time of the giving of such notice.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE XIII
AMENDMENTS

Section 13.1. By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

Governing Board Members' Resume & Conflict of Interest

KENNETH J. HAIKO, CHAIRMAN

Kenneth Haiko serves as Chairman of The Renaissance Charter School, Inc. (RECS) and The Lee Charter Foundation, Inc. (LEE). His association with Charter Schools USA goes back many years and as a strong advocate for charter schools, Ken volunteers his time as chairman of two charter school boards. He is a strong believer in parental school choice for all students. As a not-for-profit entity, the RECS Board operates twelve charters in four counties in the state of Florida, with a population of over 7,500 students in grades K through 12. These schools are successfully managed by Charter Schools USA and provide innovative and comprehensive educational opportunities as an alternative to traditional public schools.

Ken also serves on the Board of Directors for Space Florida, the state's space agency. Appointed in June of 2007 by Governor Charlie Crist to serve out a vacancy, he was reappointed in June of 2008 to serve a full four year term. Space Florida is chaired by the governor, and was created to strengthen Florida's position as the global leader in aerospace research, investment, exploration, and commerce. In his capacity as board member, Ken chairs the Education, Research and Development, and Workforce Committee. He also serves on Space Florida's Executive Committee.

Prior to his appointment to Space Florida, Ken served on the legacy organization, The Florida Space Authority. Appointed by, then Governor Jeb Bush in June of 2000, Ken served for two years as Chairman, and three years as Vice Chairman to Lt. Governors Frank Brogan and Toni Jennings.

Ken has been active in local politics for over thirty years, serving as Vice Chairman, Finance Chairman, Director of Candidate Development and Precinct Committeeman for the Broward County Republican Executive Committee. In 1999, he was honored as Broward County Republican of the Year. Ken has been a delegate to the Republican National Convention and was closely involved in the election campaigns of Senator Bob Dole, Congressman E. Clay Shaw, Florida Senator Jeff Atwater,



Governor Jeb Bush, and Presidents George H.W. Bush and George W. Bush.

His other community activities include serving on the Area 14 Committee of the Employer Support of the Guard and Reserve, or ESGR. ESGR is an agency of the Department of Defense that educates employers and the general public of the important role that the guard and reserve plays in our national defense. In addition to Ken's military, space, educational, and political involvement, he has also served as a board member of the Angels of the Red Cross and was honored by the Cystic Fibrosis Foundation.

In his professional life, as a successful businessman in South Florida, Ken has been in the custom packaging design and manufacturing business since 1974. Currently he is employed as an account manager for Packaging Corporation of America. Originally from Connecticut, Ken served aboard the USS Lynde McCormick, a guided missile destroyer, and was involved in two tours of operation in the Vietnam War zone. Following completion of his enlistment in 1968, Ken settled in Fort Lauderdale, Florida, where he resides with his wife Paula. Ken has two children and five grandchildren, all of whom reside in Florida. He has maintained his alliance with the Navy as a member of the Board of Directors of Broward Navy Days.

DENNIS P. CLARK, VICE-CHAIRMAN FOR THE RENAISSANCE CHARTER SCHOOL, INC.

Dennis Clark is the current Vice-Chairman for The Renaissance Charter School, Inc. and The Lee Charter Foundation, Inc. He has been on the Board of Director's, serving in the past as Treasurer, and now in the role of Vice Chairman. Dennis brings a wealth of knowledge and expertise to the Board of Director's and his past financial experience brings a much needed focus to the Governing Board. He is a strong advocate of charter schools.



Dennis is a broadly experienced, results oriented banking executive with strong leadership and critical thinking skills. Dennis has experience in all phases of banking with an emphasis on Administration. His strengths are good judgment and human relations skills.

Dennis' professional and community involvement included President of Florida Association of Goodwill's; a member of the Broward County Workforce Development Board; a member of American Mensa; President of Goodwill Industries of Broward, Board of Director's; President of Broward County Bankers Association; President of Kiwanis Club of Coral Ridge, Fort Lauderdale; and President of American Institute of Banking (AIB) Broward.

In his professional career, Dennis currently owns and operates Risk Assessment Solutions, a company that provides assistance to non-profit organizations and small businesses in establishing a stronger, control-oriented infrastructure. Primary services include development of comprehensive policies and procedure manuals, supported by periodic risk identification reviews.

Prior to Risk Assessment Solutions, Dennis' former business career has been with BankUnited, FSB, where he managed 40 branch offices in South Florida. Prior to Bank United, he worked for Goodwill Industries as President/CEO. That organization provided all phases of rehabilitation programs serving 1,600 adults with disabilities annually, supported by a seven store retail store operation. Prior business experience was as President of the Southeast Bank-Galt Ocean Mile, in Fort Lauderdale.

Dennis graduated from Broward Community College with an AS degree in Banking and graduated with a Degree from the Banking School of the South at Louisiana State University. Personally, Dennis is a member of ArtServe, Fort Lauderdale. He enjoys sports and plays golf regularly.

COLONEL THOMAS P. WHEELER,

Colonel Tom Wheeler currently serves as Treasurer on The Renaissance Charter School, Inc. and The Lee Charter Foundation, Inc. He is an active member of the local and state, Florida communities, and has served in various positions throughout each.. Colonel Wheeler has professionally and personally holds a high interest in promoting and changing the needs of the K-12 student population. He is a strong believer in parental school choice for all students.

Colonel Tom Wheeler currently serves as Executive Director of the Department of Professional Standards, which includes Internal Affairs, Staff Inspections, Accreditation, the Institute for Criminal Justice Studies/Training and Grants Management. Col. Wheeler earned a bachelor's degree in Criminology from Florida State University and is a graduate of the prestigious FBI National Academy.

A 26-year veteran of law enforcement, he began his career with the Plantation Police Department, Plantation, Florida, and then joined the Florida Division of Alcoholic Beverages and Tobacco (ABT) where he worked his way up through the ranks to become chief of the agency. In recent years, Col. Wheeler served as a special agent for the Florida Department of Environmental Protection, as policy director for the Florida Department of Education, as director of law enforcement relations for the Florida Attorney General's Office and, most recently, as chief of the Florida Department of Law Enforcement.

Colonel Wheeler has served on numerous boards and commissions, including the Florida FBI National Academy Graduates Association, Dade County Police Chiefs Association, Florida Criminal Justice Standards and Training Commission and the Florida Violent Crime and Drug Council.



COREY GOLD, DIRECTOR OF THE RENAISSANCE CHARTER SCHOOL, INC.

Corey Gold serves as Director on The Renaissance Charter School, Inc. (RECS), The Homestead Charter Foundation, Inc. (HCF) and Chairman of The Local School Governing Council for the Keys Gate Charter School System (LSGC). He began his service as Chairman of The Homestead Charter Foundation, Inc. overseeing the Governing Board for Keys Gate Charter School and has served on the Board of Directors of that association for many years. Corey brings a wealth of knowledge and experience to the Board and his professional background enhances the skills necessary for strategic thinking.

Corey's qualifications are strengthened with his outstanding experience in community organizations and serves on numerous boards. He is a member of the Greater Homestead/Florida City Chamber of Commerce and has served on their Board of Directors since 1999. Additionally, he served as Chairman from 2002-2003 and chaired both the Quality of Life Committee and the Membership Committee.

Corey is a member of Kiwanis Club of Homestead/South Dade. He was President in 2008-2009 and 2003-2004; President Elect, 2007-2008; Membership Chairman, 2001-2003 and 2005-2007; and served on the Board of Directors from 1997-2008.

Continuing with his vast community service, Corey is currently on the Board of the Military Affairs Committee of Homestead, a member of Boy Scouts of America, and member of Florida Health Systems Federal Credit Union. With Boy Scouts of America, he served as Assistant Scoutmaster from 2003-2010 and Cub Master from 2001-2003. With Florida Health Systems Federal Credit Union he continues to serve as a Board Director, co-Chaired from 1998-2000; President from 1993-1998; and served on their Credit Committee from 1986-1993.

In his professional career, as a successful business man in South Florida, Corey is currently Vice President of Support Services



at Homestead Hospital, Homestead, Florida, beginning in 2003 to present. He has most recently coordinated the relocation of Homestead Hospital to its new facility including all functional equipment. Additionally he safely and effectively coordinated the transport of 100 patients from the old facility to the new without incident or injury and assured minimal disruption in service for all patients. Corey also assisted directly in the design, coordination of the construction and the new equipment purchases of the new 134 bed facility. Lastly, Corey established an After School program at the Children's Center of Baptist Hospital with 30 children attending daily, reducing the hospital subsidy from 55% to 30% per year.

Corey received his undergraduate degree from City University of New York at Brooklyn College with a Bachelor of Arts in Education. He then attended Nova University, School of Business in Fort Lauderdale, Florida and graduated on the Dean's list with a Master of Science in Human Resource Management, Business Administration. Corey is married and lives in Southern Florida.

**CONFLICT OF INTEREST POLICY
FOR
Renaissance Charter School, Inc.**

**Article I
Purpose**

The purpose of the conflict of interest policy is to protect Renaissance Charter School, Inc. (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

**Article II
Definitions**

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insignificant in value.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

- a. is not, and has not been for a period of at least three years, an employee of the Organization or any entity in which the Organization has a financial interest;
- b. does not directly or indirectly have a significant business relationship with the Organization, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of the Organization's executive officers or employees serve on that corporation's compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of the Organization or who holds a position that has a significant financial relationship with the Organization.

Article III **Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Recusal of Self

Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more

advantageous transaction or arrangement from a person or entity that would give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **Compensation**

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly,

from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

1. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Board shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement

1. Name: Ken Hartko Date: 6/25/10

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:
_____.

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.
R/H (initial)

I have read and understand the policy. R/H (initial)

I agree to comply with the policy. R/H (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. R/H (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?



Date: 6/25/10

Signature of Director

**CONFLICT OF INTEREST POLICY
FOR
Renaissance Charter School, Inc.**

**Article I
Purpose**

The purpose of the conflict of interest policy is to protect Renaissance Charter School, Inc. (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

**Article II
Definitions**

1. Interested Person

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2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insignificant in value.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

- a. is not, and has not been for a period of at least three years, an employee of the Organization or any entity in which the Organization has a financial interest;
- b. does not directly or indirectly have a significant business relationship with the Organization, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of the Organization's executive officers or employees serve on that corporation's compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of the Organization or who holds a position that has a significant financial relationship with the Organization.

Article III **Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Recusal of Self

Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more

advantageous transaction or arrangement from a person or entity that would give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **Compensation**

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly,

from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI **Annual Statements**

1. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Board shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement

1. Name: DENNIS CLARK Date: 6/18/10

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

3. I affirm the following (please initial): DC

I have received a copy of the Organization's Conflict of Interest Policy.
DC (initial)

I have read and understand the policy. DC (initial)

I agree to comply with the policy. DC (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. DC (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:
N/A

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

N/A

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?

Dennis Cook

Signature of Director

Date: 6/18/10

**CONFLICT OF INTEREST POLICY
FOR
Renaissance Charter School, Inc.**

**Article I
Purpose**

The purpose of the conflict of interest policy is to protect RECS, Inc (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

**Article II
Definitions**

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insignificant in value.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

- a. is not, and has not been for a period of at least three years, an employee of the Organization or any entity in which the Organization has a financial interest;
- b. does not directly or indirectly have a significant business relationship with the Organization, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of the Organization's executive officers or employees serve on that corporation's compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of the Organization or who holds a position that has a significant financial relationship with the Organization.

Article III **Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Recusal of Self

Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more

advantageous transaction or arrangement from a person or entity that would give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **Compensation**

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly,

from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI **Annual Statements**

1. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Board shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement

1. Name: Thomas P. Wheeler Date: 7/19/10

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

_____.

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.

TPW (initial)

I have read and understand the policy. TPW (initial)

I agree to comply with the policy. TPW (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. TPW (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?

Thomas P. White
Signature of Director

Date: 7/19/10

**CONFLICT OF INTEREST POLICY
FOR
Renaissance Charter School, Inc.**

**Article I
Purpose**

The purpose of the conflict of interest policy is to protect Renaissance Charter School, Inc. (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

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- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insignificant in value.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists, in accordance with this policy.

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- a. is not, and has not been for a period of at least three years, an employee of the Organization or any entity in which the Organization has a financial interest;
- b. does not directly or indirectly have a significant business relationship with the Organization, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of the Organization's executive officers or employees serve on that corporation's compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of the Organization or who holds a position that has a significant financial relationship with the Organization.

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Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

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c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more

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d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **Compensation**

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly,

from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI **Annual Statements**

1. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Board shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement

1. Name: COREY D. GOLD Date: 6/29/2010

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

Chairman

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.

CG (initial)

I have read and understand the policy. CG (initial)

I agree to comply with the policy. CG (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. CG (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

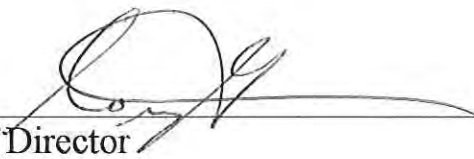
b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?

 Date: 6/29/2010

Signature of Director

Management Agreement with ESP

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the 23rd day of July, 2010, by and between Charter Schools, USA, LLC, a Florida Limited Liability Company (CSUSA), and Renaissance Charter School, Inc. (the Charter School).

RECITALS

WHEREAS, the Charter School has submitted a charter application for a charter contract for the operation of a Charter School (the "Charter") from the Local School Board (the "Sponsor")

WHEREAS, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational management firm to operate the Charter School; and

WHEREAS, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

WHEREAS, the Charter School wishes to hire CSUSA, and CSUSA wishes to be hired by Charter School to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

ARTICLE I CONTRACTING RELATIONSHIP

A. Authority. The Charter School represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Charter School further represents that it will be granted the Charter by the Sponsor to organize and operate a public charter school. The Charter School is therefore authorized by the Charter and the Sponsor to supervise and control such charter school, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Charter School hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School's Board of Directors (the "Board") and included in the Charter between the Charter School and the Sponsor. CSUSA's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being CSUSA's responsibility shall remain the Board's sole responsibility.

C. Designation of Agents. The Board designates the employees of CSUSA as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act (“FERPA”) and other applicable law. The Board, subject to its discretion, hereby authorizes CSUSA to communicate with and negotiate on the Board’s behalf with all state and governmental agencies, as directed by the Board.

D. Status of the Parties. CSUSA is a Florida Limited Liability Company, and is not a division or a part of the Charter School. The Charter School is a Florida Limited Liability Company authorized by the Charter, and is not a division or part of CSUSA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in Article I C. above, no agent or employee of CSUSA, shall be deemed to be the agent or employee of the Charter School. CSUSA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CSUSA and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between CSUSA and the Charter School.

ARTICLE II TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter unless terminated or cancelled earlier. After the initial term, then the term of the Agreement shall be extended to (i) the extent the CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter between the Charter School and the Sponsor are extended or replaced, and (iii) the Charter School Board of Directors approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter unless the Charter is otherwise terminated or cancelled earlier. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

ARTICLE III FUNCTIONS OF CSUSA

A. Responsibility. CSUSA shall be responsible and accountable to the Board for the administration, operation and performance of the Charter School in accordance with the Charter. CSUSA’s responsibility is expressly limited by: (i) the Charter School’s budget which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither CSUSA nor the Charter School shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School budget.

B. Educational Program. CSUSA agrees to implement the educational goals and programs as set forth in the Charter (the “Educational Program”). In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and CSUSA are interested in

results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, CSUSA will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. CSUSA shall be responsible for the management, operation, administration, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Foundation, the Contract and subject to the direction given by the Foundation;

2. Implement and administrate the Educational Program, including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Foundation. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Foundation upon its request;

3. Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations or are required by the Contract;

4. Manage all personnel functions, including professional development for the Charter School Administrator and all instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the CSUSA and as approved or requested by the Foundation;

5. All aspects of the business administration of the Charter School.

6. All aspects of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Foundation for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Foundation and be consistent with the staffing and educational models set forth in the Charter School Application, and

7. Any other function necessary or expedient for the administration of the Charter School.

D. Purchases. Purchases made by CSUSA on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. The Charter School will own all proprietary rights to curriculum or educational materials that are both directly developed and paid for by the Charter School. CSUSA shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Charter School. CSUSA's educational materials and teaching techniques used by or at the Charter

School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

E. Subcontracts. CSUSA reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School, including, but not limited to transportation and/or food service. However, CSUSA shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board.

F. Place of performance. CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Student Recruitment. CSUSA and the Board shall be jointly responsible for the recruitment of students subject to agreement on general recruitment and admission policies. Students shall be selected in accordance with the procedures set forth in the Charter and in compliance with applicable laws. CSUSA shall solicit and recruit enrollment of students by various means, including but not limited to the following: utilize paid and unpaid media-advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth, and presentations to interested groups and distribute information through advertisements utilized by the Sponsor.

H. Due Process Hearings. CSUSA shall provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Charter School's own obligations. The Charter School Board shall retain the right to provide due process as required by law.

I. Legal Requirements. CSUSA shall provide educational programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter, unless such requirements are or have been waived, but the Charter School shall interpret state and local regulations liberally to give CSUSA flexibility and freedom to implement its educational and management programs.

J. Rules and Procedures. CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

K. School Year and School Day. The school year and the school day shall be as required by law and as determined annually by the Board.

L. Pupil Performance Standards and Evaluation. CSUSA shall implement pupil performance evaluations that permit evaluation of the education progress of each Charter School student. CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to parent satisfaction.

M. Services to Disabled Students and Special Education. CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and

federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Budget. The Board and CSUSA mutually agree to adjust the Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

N. Contract between the Charter School and the Sponsor. CSUSA will not act in a manner which will cause the Charter School to be in breach of its Charter with the Sponsor.

O. Unusual Events. CSUSA agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Charter School in complying with its responsibilities hereunder.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are Charter School property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter and applicable law, the Sponsor and the public shall have access to the Charter School's records.

Q. CSUSA Performance Goals.

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the Approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs;
- c) Teacher retention of 85% representing continuing teachers, and excluding any teachers dismissed for cause, relocation, or CSUSA does not choose to retain;
- d) Student re-enrollment of 85% of eligible students, representing continuing enrolled students and excluding those moving from the area;
- e) At least 75% of parent surveys, student surveys, and staff surveys must indicate that the Charter School management meets or exceeds expectations.

**ARTICLE IV
OBLIGATIONS OF THE BOARD**

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA's ability in implementing the school design as set forth in the Charter, CSUSA shall have the option of terminating this Agreement.

B. Assistance to CSUSA. The Charter School shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Charter School agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.

D. Retained Authority. The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.

E. Building Facility. The Board shall lease or otherwise make available a facility to CSUSA. CSUSA will support the identification and securing of such facility as directed by the Board. The facility shall comply with, or otherwise be approved, with respect to state regulations governing the use of the facility as a Charter School.

F. Food Service. The Charter School shall be managed, operated and administered by or shall otherwise provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

ARTICLE V FINANCIAL ARRANGEMENTS

A. Revenues. Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and CSUSA. The signatories on the account shall only be the Board members or designated CSUSA employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to special education students in the Charter School.

3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to At-Risk students in the Charter School.
5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School start up funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Charter School (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law.
(all of the above are hereinafter collectively referred to as the "Revenues").

The Board may advance funds to CSUSA for the fees or expenses associated with the Charter School's operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by CSUSA in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA's option, deposit funds into the Charter School Operating Accounting ("Operating Advances"). Operating Advances can only be made in accordance with the approved Annual Budget. The Foundation shall reimburse CSUSA all Operating Advances, together with Interest earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA shall forgive the un-reimbursed balance of Operating Advances, including Interest earned thereon.

B. Budget. CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Contract and the approved Annual Budget by the Board.

CSUSA shall prepare and submit to the Foundation for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the School Facility or portions thereof. CSUSA shall obtain approval from the Foundation to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of FTE funding per year for both the reserve and fund balance.

(i) CSUSA shall submit to the Foundation for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before May 31st of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Foundation a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Foundation must notify CSUSA in writing that it approves the Annual Budget within thirty days of submission by CSUSA, which approval shall not be unreasonably withheld or delayed. If the Foundation does not approve the Annual Budget, the Foundation shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Foundation does not approve the Annual Budget within thirty days of submission by CSUSA, Foundation shall be deemed to approve the Annual Budget. CSUSA and the Foundation acknowledge that a Final Budget shall be completed no later than June 30th.

(iii) CSUSA may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent FTE count and may make such other modifications as it may from time to time find necessary or advisable pursuant to the terms of Paragraph 19 (i) and (ii) above. Any such amendment shall only be valid if approved by the express vote of the Foundation Board of Directors. CSUSA shall report any changes upon which the Annual Budget was based within fifteen days after CSUSA becomes aware of any such change.

(iv) CSUSA shall operate and manage the Charter School according to its Annual Budget.

(v) CSUSA shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. Fee. CSUSA shall receive all Revenues minus expenses paid by the Board directly as its gross revenue, from which it shall pay all other operating costs of the Charter School identified in the Budget approved by the Board, including the provision of reserve expenses and fund balance as provided in the approved budget. CSUSA shall be entitled to retain as compensation for its services rendered pursuant to this Agreement the difference, if any, between the amount of the Charter School's Revenues and the amount of Revenues actually expended by CSUSA in operation and/or management of the Charter School during its fiscal year (the "Fee") in accordance with the approved budget. The approved budget will include a projected management fee. Fees in excess of the projected fee require board approval.

D. Availability of Funds. CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Financial Reporting. CSUSA shall provide the Board with:

1. The projected annual Budget as required by the terms of this Agreement.

2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.

3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures.

4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter and/or applicable laws.

G. Access to Records. CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all of the said records for a period of time as may be required by the Charter. CSUSA and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Board shall be responsible for reviewing and approving the annual Budget of the Charter School as presented by CSUSA.

I. Annual Audit. The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Charter School's independent auditor.

J. Start-up Financing/Operating Losses. CSUSA may, in its sole discretion, provide funds for operating losses for the Charter School, including funds for the development of a curriculum, technology system and school operations plan; recruiting, selecting and pre-service training of staff members; and cleaning, fixing and equipping of the Charter School building as required by this Agreement. CSUSA advances shall be budgeted and shall be in amounts acceptable to CSUSA. CSUSA shall be reimbursed from the Revenues as and when funds are available.

K. Marketing. Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and shall not include costs for the marketing and development of CSUSA.

ARTICLE VI PERSONNEL & TRAINING

A. Personnel Responsibility. CSUSA shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of CSUSA, unless otherwise agreed by CSUSA and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of CSUSA to the Charter School is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall consult with the Board with respect to the hiring of the School Administrator, and CSUSA shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

C. Teachers. CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA.

E. Training. CSUSA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the Budget, local, state and federal law, and consistent with the parameters adopted and included within the Educational Program.

ARTICLE VII DEFAULT

A. Default. An event of default ("Event of Default") by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within five (5) days after the date such payment was due.

2. The Charter School materially breaches any of its obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.

3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervenor, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed for more than sixty (60) days.

4. If CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license which may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.

5. If CSUSA materially breaches this Agreement, Material Breach includes (i) failure to account for its expenditures or pay the Charter School's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules & curriculum duly adopted by the Board which is not in violation of this agreement or the law, (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) if the health, safety, or welfare of the student's is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by CSUSA, and (vii) the revocation by the sponsor of the Charter solely as the direct result of an act or failure to act CSUSA. In the event of a material breach, CSUSA shall have (60) days after receipt of written notice to remedy said breach.

B. The Charter School's Remedies. Upon the occurrence of an Event of Default by CSUSA, the Charter School shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, CSUSA may, for a fee reasonably acceptable to CSUSA, provide the Foundation reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records,
- Transferring any and all other non proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement,
- Transferring and/or assigning to the Foundation all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at CSUSA's option, assignment of contracts for Personnel.

ARTICLE VIII INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence of the other party, (ii) any action taken or not taken by the other party, or (iii) any noncompliance or breach by the other

party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, “party” shall include the party’s trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree. In addition, each party to this Agreement shall indemnify the sponsor to the fullest extent of the law from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence of CSUSA or the Foundation, (ii) any action taken or not taken by CSUSA or the Foundation.

ARTICLE IX INSURANCE

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party’s insurers, to the extent reasonably practicable

B. Workers’ Compensation Insurance. Each party shall maintain workers’ compensation insurance as required by the Charter and applicable laws, covering their respective employees.

ARTICLE X WARRANTIES AND REPRESENTATIONS

A. Charter School Warranties and Representations. The Charter School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. CSUSA Warranties and Representations. CSUSA warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Florida. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Charter School agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The Charter School and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and CSUSA.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Florida, and subject to venue in Broward County. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Charter School against the other.

D. Agreement in Entirety. This Agreement (including attachments) constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Charter School shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President and Board, are as follows:

The Charter School:

Renaissance Charter School, Inc.
4145 Cypress Reach Court, #505
Pompano Beach, FL 33069
Phone: (954) 562-1671

with a copy to:

Fertig & Gramling
200 S.E. 13th Street
Ft. Lauderdale, FL 33316
Phone: 954-763-5020
Fax 954-763-5412

CSUSA:

Jon Hage, CEO
6245 N. Federal Highway, 5th Floor
Fort Lauderdale, FL 33308

Telephone: 954-202-3500

Facsimile: 954-202-2047

with a copy to:

Tripp Scott, P.A.
110 SE 6th Street, 15th Floor
Fort Lauderdale, FL 33301
Attn: Edward J. Pozzuoli
Telephone: 954-525-7500
Facsimile: 954-761-8475

F. Assignment. Either party may assign this Agreement with the written consent of the other.

H. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President of the Charter School and the CEO of CSUSA.

I. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

J. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

K. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to CSUSA powers or authority of the Board which are not subject to delegation by the Board under applicable law.

L. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

M. Compliance with Charter. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter.

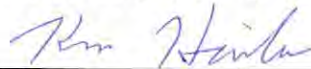
[SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Charter Schools USA, LLC

By: 
Jonathan K. Hage
Chief Executive Officer
Date: _____

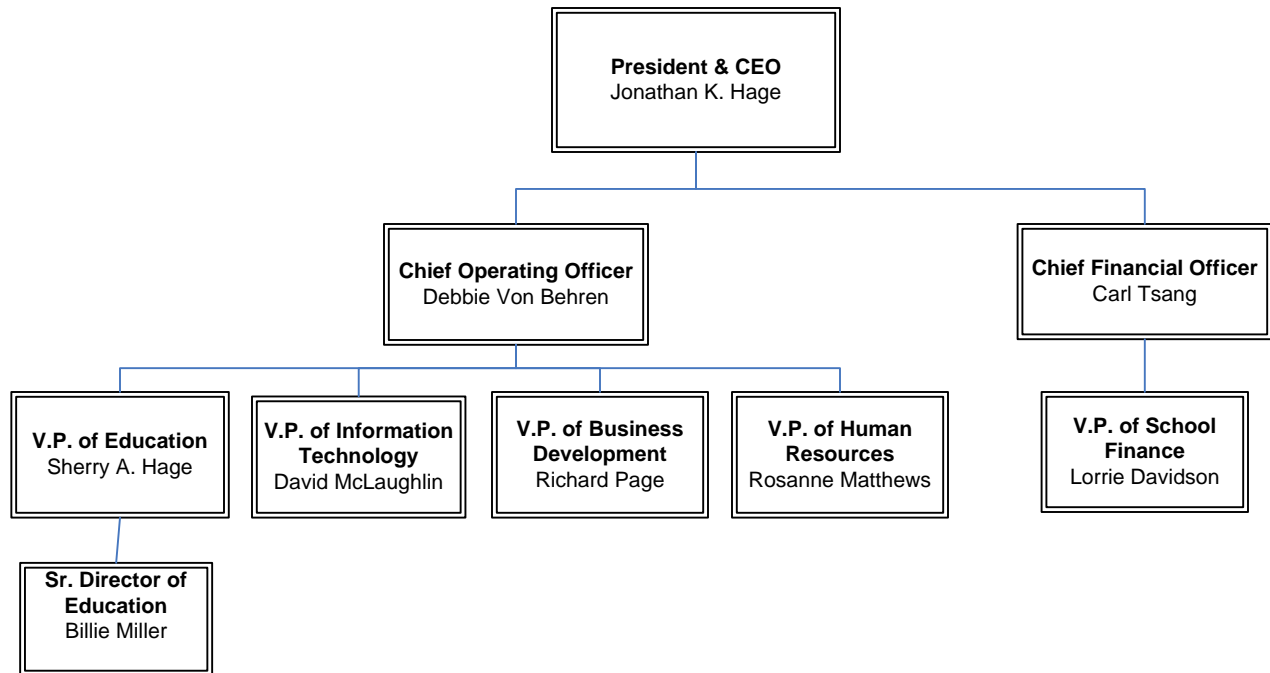
RENAISSANCE CHARTER SCHOOL, Inc.

By: 
Ken Haiko
Chairman
Date: 7/28/10

ESP Management Team & School Staff Job Descriptions



**CHARTER SCHOOLS USA
ORGANIZATION CHART
07.26.2010**





JONATHAN K. HAGE

PRESIDENT AND CEO

Jonathan Hage serves as the President and Chief Executive Officer of Charter Schools USA (CSUSA), an education management company he founded in 1997. CSUSA is one of the nation's fastest growing and most successful education companies, with approximately 2,000 employees educating approximately 14,000 students. CSUSA schools produce some of the strongest academic gains in reading and math in the nation based on state and federal standards. Under Mr. Hage, CSUSA started the nation's first charter school-in-the-workplace, the first municipal charter school and the largest charter high school.

In 2003, Mr. Hage helped form the nation's first national association for the emerging private education service industry, the National Council of Education Providers (NCEP). Representing the \$2.6 billion industry, Mr. Hage served for two years as the founding president and chairman of the board of NCEP, based in Washington, D.C. and currently serves as Vice Chairman. Mr. Hage has advised numerous political leaders, agencies and government bodies regarding education reform, including serving on the National Steering Committee of the 2004 Presidential Campaign, Education Transition Advisor to Florida's Governor Charlie Crist in 2007 and testifies regularly before Legislative and Committee bodies. He is a sought after source for comment and insight, being quoted in the media nationally, including Education Week, Fox News, and other national media. During the 1992 Presidential race, Mr. Hage developed research material for President George H. W. Bush. He has also served on multiple public boards including Broward County's Charter Task Force and the Charter Review Panel appointed by the Senate President.

Prior to CSUSA, Mr. Hage was President & CEO of Integrated Strategies Group, Inc. (ISG), a corporate and government affairs consulting firm serving government, non-profit, political and corporate clients. Prior to ISG, Mr. Hage was Director of Research for Jeb Bush's Foundation for Florida's Future. Mr. Hage also assisted in the early development of the first charter school in Florida, the Liberty City Charter School, a collaboration between Jeb Bush and T. Willard Fair, President of the Miami Urban League. From 1990-1994, Mr. Hage served as Research Associate in Foreign Policy and Defense Studies for The Heritage Foundation, a Washington, D.C. based think-tank, where he researched, wrote and published public policy studies and articles.

Mr. Hage served in the United States Army, Army National Guard and Army Reserves as a commissioned officer in the Special Forces (Green Berets), from 1986-1996 and was discharged honorably. He holds a B.A. in Political Science from the University of Colorado and an M.A.L.S. in International Affairs and Economics from Georgetown University. Mr. Hage currently serves on the Board of Directors for Goodwill Industries, Child Net and Associated Industries of Florida.





DEBBIE VON BEHREN
EXECUTIVE VICE PRESIDENT AND COO

Debbie Von Behren is Executive Vice President for Charter Schools USA. Her professional career spans three decades and includes elementary, secondary and post secondary education as well as strategic planning, organizational development and executive leadership. Prior to joining CSUSA, she was co-founder and president of VBA Consulting Group an organizational development and strategic planning consulting company. As president of VBA, she led her firm in many successful engagements in the US, Canada, South and Central America, Europe and Asia. Clients included Dell, Hewlett Packard, Nike Global Retail, Disney, Sun Trust Banks, The City of Coral Springs, Florida, Florida Division of State Parks and many other world class organizations. Ms. Von Behren received her Bachelor's degree in Education from Florida Bible College and subsequently taught elementary, middle and high school. After completing advanced degree work at the University of Central Florida in Organizational Development and at Rollins College's Master of Liberal studies, Ms. Von Behren became an adjunct professor at Valencia Community College's School of Business and Industry.

Prior to founding VBA Consulting, she served as Director of Corporate Training for Harcourt Brace and Jovanovich where she supported organizational and professional development projects for divisions throughout the US including SeaWorld Parks, HBJ Publishing, WB Sanders and the Psychological Corporation. Having served as an external consultant for Charter Schools USA, Debbie is familiar with the organization's opportunities and challenges. Ms. Von Behren's role includes executive oversight of strategic planning, organizational alignment and process and system development to maximize operational effectiveness and to drive successful outcomes.





CARL T. TSANG
CHIEF FINANCIAL OFFICER

Carl Tsang joined Charter Schools USA in early 2009, with over thirty five years of domestic and international experience in both Fortune 500 and entrepreneurial companies. Mr. Tsang is very hands-on and has a passion for building organizations to be accountable and well-governed, and creating value for stakeholders. He has in-depth experience in all financial and administrative matters, regulatory reporting, tax planning, treasury operations, risk management, information systems, and mergers & acquisitions. His leadership skills extend beyond the private sector to the not-for-profit arena.

Before joining CSUSA, Mr. Tsang was the CFO of Unico Holdings, Inc., a Florida-based manufacturer of pharmaceutical products, and the CFO of Slim-Fast Foods, a world leader in weight-loss and nutritional food products which is now owned by Unilever. Prior to Slim-Fast, Mr. Tsang served as Vice President of Finance at Sonoco Products Company, a South Carolina-based Fortune 500 global packaging manufacturer.

Earlier, Mr. Tsang served ten years at MacAndrews & Forbes Holdings Inc., a New York based conglomerate, where his position grew from Controller to Treasurer to Senior Vice President-Finance. Businesses included consumer products, food manufacturing and distribution, retailing, medical laboratories, film processing and syndication, publishing, and banking. In addition to training and building a strong financial organization, Mr. Tsang analyzed numerous acquisition targets, performed due diligence, structured transactions, and arranged financings.

Mr. Tsang started his career at the New York office of PricewaterhouseCoopers, an international public accounting firm. His audit clients included Columbia University, Marymount Manhattan College and Fairfield University. He is a CPA and a graduate of Baruch College of the City University of New York with a BBA degree in accounting, and has completed advanced management courses at The University of North Carolina, Massachusetts Institute of Technology and Northwestern University.





SHERRY A. HAGE **VICE PRESIDENT OF EDUCATION**

Sherry Hage is Vice President of Education at Charter Schools USA. Mrs. Hage obtained her Masters Degree in Education from the University of Maryland. A seasoned educator for 17 years, her career started in the elementary and middle school classrooms within

Broward County Public Schools where she also served in the Curriculum Department as a Teacher on Special Assignment. Additionally, Mrs. Hage has worked as an Adjunct Professor for the School of Education at Florida Atlantic University. Mrs. Hage has aligned the CSUSA Educational Model and the Student Information System with Sunshine State Standards to ensure that the combination is innovative and stimulating both for the teacher and the student. She is a keen supporter of educators, believing in their ability to guide and move all students to higher levels of performance and proficiency, serving as a model for high academic achievement. As Vice-President of Education with Charter Schools USA, she assesses and monitors student progress at CSUSA-managed charter schools and continually refines and utilizes best practices that promote high academic achievement for all.





RICHARD PAGE **VICE PRESIDENT OF OPERATIONS**

As Vice President of Operations, Mr. Page oversees school facilities, maintenance, contract management, enrollment & marketing, information technology and planning and communications. Mr. Page brings a depth of experience in business management, organizational and strategic planning, contract management, government reform and public sector relations. Prior to joining CSUSA, Mr. Page was the Chief Operating Officer for a land development/resort operations company in the Florida panhandle. He also spent many years working for Bearing Point (formerly KPMG Consulting) as a manager in the State of Florida government practice with lead responsibility for Health and Human Services. Mr. Page started his career as an employee with the State of Florida performing various roles primarily related to health care reform. Mr. Page holds Bachelor's and Master's degrees in Economics from Florida State University and is a Certified Public Accountant.





LORRIE DAVIDSON **VICE PRESIDENT OF FINANCE**

Lorrie Davidson serves Charter Schools USA as Vice President of School Finance. Ms. Davidson joined CSUSA from key accounting positions at major corporations in South Florida. Prior to CSUSA, she was the Controller for Stephens Distributing Company, an Anheuser-Busch wholesaler, for five years. Prior to Stephens Distributing, Ms. Davidson contributed in taking ProSource Distribution Services, a national food distribution company, through its initial public offering. With an entrepreneurial spirit. She also ran her own financial consulting business focusing on computer automation, financial management and business acquisitions. Ms. Davidson's early 5 career began at Barnett Bank of Palm Beach County where she managed two banking offices in Northern Palm Beach County. Her focus at Barnett was on Business Development and Commercial Lending. Ms. Davidson is a graduate of the University of Florida with a BS in Accounting and a BS in Business Administration.





SCOTT WOODREY **VICE PRESIDENT OF RED APPLE DEVELOPMENT**

Scott Woodrey joined Red Apple Development during the summer of 2008, with over 20 years of experience in development and construction management. As Vice President of Development, Mr. Woodrey oversees land acquisition, entitlement, development, construction and maintenance of school facilities. Mr. Woodrey brings extensive experience in planning, design, and project management for new construction. Prior to joining Red Apple Development, Mr. Woodrey spent 9 years as a Division President for a Fortune 500 Developer managing development, sales, and construction for a division with revenues of as much as \$300,000,000 annually. Mr. Woodrey holds a Bachelor's degree in Finance and is a State Certified General Contractor.





DAVID MCLAUGHLIN CHIEF TECHNOLOGY OFFICER

David is a veteran with more than 20 years of consulting leadership, systems integration, outsourcing, staffing and commercial software development experience. David has held senior leadership and technology positions for companies such as CAP Gemini and MetaSolv Software. As

Vice President at Provali Group, he is responsible for IT strategy, IT due diligence and outsourcing engagements. David has served as chief information officer and senior advisor to many Provali Group IT outsourcing and strategy clients. David works extensively with private equity groups and senior management to evaluate and optimize their investment in information technology. David began his career at Electronic Data Systems (EDS), and is a graduate of Texas A&M University.

David is the author of “Information Technology Uncovered: What Every Financial Officer Should Know” Corporate Finance Review (May/June 2007) and has been named “Who’s Who in Dallas High Tech” by D Magazine. His comments have appeared in Mergers and Acquisitions Journal and he has been a panelist in industry due diligence forums.





BILLIE MILLER
SENIOR DIRECTOR OF EDUCATION

Billie Miller joined the Education Team at Charter Schools USA as Senior Director on July 1, 2010. Prior to going to the corporate level, Ms. Miller served as Principal of Coral Springs Charter School for six years. Under her leadership the 6-12 school, with an enrollment of 1620 students, was rated an “A” all six years. Before joining Charter Schools USA, Ms. Miller was a Broward Schools’ Assistant Principal at Pompano Beach High School, a District Curriculum Specialist and a classroom teacher. In 1992, she was named Broward Teacher of the Year. In 2004 Ms. Miller retired after 31 years with Broward Public Schools.



Job Title: PRINCIPAL

Reports to: Vice President of Education

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

Serves as the site based leader of the school. Responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Develops and coordinates educational programs in accordance with CSUSA and state standards and guidelines.
- Supervises the guidance program to enhance individual student education and development.
- Leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities.
- Supervises the instructional programs of the school, ensures lesson plans are evaluated and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA guidelines and procedures.
- Requests and allocates supplies, equipment and instructional material as required in CSUSA guidelines and procedures.
- Formulates student personnel policies within CSUSA guidelines.
- Approves and provides supervision to school student activity programs.
- Provides regular opportunities for students to celebrate success in instructional programs and extracurricular activities

Serves as Chief Administrator of School

- Plans, organizes, and directs implementation of all school activities.
- Works to achieve/sustain 100% of projected student enrollment capacity.
- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Maintains a professional rapport with students and staff.
- Operates school within approved budget and follows budgetary guidelines.
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
- Tours school frequently to monitor safety, security and effectiveness of school programs.
- Plans and directs building maintenance.

- Supervises all operations involving the management of the school including school funds, payroll, purchases, inventories and office operations.
- Prepares and submits the school's budgetary requests and monitors expenditures.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
- Plans and supervises fire drills, emergency readiness programs and ensures a safe school environment.
- Directs preparation and maintenance of class schedule, cumulative records and attendance reports.
- Ensures personnel and student records are complete and secure.
- Ensures compliance with Federal, state, and local regulations and policies.
- Communicates with supervisor regularly about the needs, successes, and general operation and performance of the school.
- Supervises and establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and student pick-up and drop-off areas.
- Completes in a timely fashion all records and reports as requested by CSUSA.
- Manages and administers CSUSA workers compensation program.
- Follows policy for the school's Abuse posting requirements.
- Adheres to statutory, regulatory and company hiring guidelines, including completing background checks for all school personnel, contacting references and verifying employment history.

Supervises and Develops Staff

- Motivates staff to achieve school objectives.
- Communicates with staff and is responsive to their workplace-related needs.
- Evaluates performance of staff and provides ongoing performance feedback.
- Counsels staff regarding inappropriate behavior or violation of CSUSA policies and/or practices.
- Adheres to Human Resources policies and practices. Notifies appropriate CSUSA personnel of serious employee violations.
- Maintains a productive and positive employee climate.
- Selects and hires school staff, including teachers and school-based support staff.
- Adheres to statutory, regulatory and company hiring guidelines, including policies and procedures for background check and employment history verification.
- Ensures the annual re-appointment process of staff is completed timely and within budget.

Communicates with Stakeholders

- Communicates regularly with parents, seeking their support and advice, to create a cooperative relationship to support the students in the school.
- Establishes and maintains relationships with colleges, community organizations and other SCUSA schools to promote the school.
- Confers with teachers, students, and parents concerning educational and behavioral issues in school.
- Maintains a positive, cooperative, and mutually supportive relationship with CSUSA, parents and community.
- Confers with Board Members and responds appropriately to issues that arise

- Represents school and SCUSA at community functions.
- Uses effective presentation skills when addressing students, staff, parents, board member and the community.
- Articulates the school's vision, values, and goals and models those values.
- Attends special events held to recognize student achievement, attends school sponsored activities, functions and athletic events.
- Promotes school in community.

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrated ability to lead people and get results through others.
2. Ability to think ahead and plan over a 1-2 year time span.
3. Ability to organize and manage multiple priorities.
4. Problem analysis and problem resolution at both a strategic and functional level.
5. Collaborate to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
6. Employee training and development.
7. Strong customer and student orientation.
8. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
9. High performance teams and a strong team player.
10. Strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
11. Broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
12. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
13. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Florida Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

Principal

- No physical exertion required.
- Required to sit and/or stand for long periods of time.
- 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.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate. Noise level may rise during periods of high student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: ASSISTANT PRINCIPAL

Reports to: Principal

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

Assist the principal in providing school-wide leadership so as to promote the educational development of each student and to ensure the effective operation of the assigned school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Assists the principal in establishing and maintaining an effective learning climate in the school.
- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the regular principal.
- Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students.
- Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student.
- Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school.
- Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs.
- Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth.
- Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs.
- Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage.
- Assists the principal in conducting an on-going assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators and parents; and other formal and informal data.

Serves as Administrator of School

- Evaluates staff in assigned departments in accordance with state law and regulation, and CSUSA policy and practices.

- Assists the principal in the recruiting, screening, recommending and assigning of school staff. Is familiar with hiring statutory laws and state regulations.
- Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures.
- Assists the principal in generating and maintaining personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures.
- Works to achieve/sustain 100% of projected student enrollment capacity.

Student Management

- Maintains high standards of student conduct and enforces discipline as necessary, according due process rights of the students
- Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal
- Attends school-related activities and events to oversee student behavior and achievements
- Generates and maintains accurate discipline records
- Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal

Communicates with Stakeholders

- Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school.
- Assists the principal in utilizing the resources of the school and community to enhance the educational program
- Serves as a member of such committees and attends such meetings as directed by the principal and/or Superintendent

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Demonstrated ability to lead people and get results through others.
3. Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
4. Work and interact with individual at all levels of the organization.
5. Think ahead and plan over a 1-2 year time span.
6. Ability to organize and manage multiple priorities.
7. Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
9. Ability to work with large amounts of data, to interpret data, to detect errors, and prepare reports.
10. Strong customer and student orientation.
11. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Florida Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of Florida.
- 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

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA’s policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: BUSINESS ADMINISTRATOR

Reports to: Vice President of School Finance

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

The Business Administrator administers the business affairs of a school by personally performing the duties below listed or by means of delegation to/through subordinate supervisors.

ESSENTIAL DUTIES AND RESPONSIBILITIES

SKILLS IN FINANCE/ACCOUNTING:

- a. Keep financial records and help staff accountants prepare monthly financial statements.
- b. Make bank deposits in accordance with company policy.
- c. Submit documentation for all receipts and disbursements made at the school level on a timely basis.
- d. Monitor and reconcile balances of school-based checking accounts.
- e. Follow-up on outstanding checks of school-based checking accounts. Assist payroll in resolving outstanding payroll checks.
- f. Follow up and collect returned checks received on a timely basis.
- g. Prepare and submit purchase orders. Obtain proper approvals based on company policy.
- h. Prepare and submit check requests with proper approvals to accounts payable.
- i. Review and approve expenditure invoices, in coordination with school Principal.
- j. Maintain reconciliation of internal funds accounts.

SKILLS IN BUDGETING:

- a. Assist in the establishment of budgets and budget procedures.
- b. Advise, assist and provide leadership to school Principal on budget line items, invoice processing, cash management, purchasing and other general financial items.

SKILLS IN HUMAN RESOURCES:

- a. Responsible for assisting all personnel in completing Human Resources (“HR”) paperwork, including but not limited to, new employee paperwork, benefit applications, HR on-line, Payroll information, etc.
- b. Conduct new employee orientation as needed.
- c. Enter new hire information into Student Information System (SIS) and Time & Attendance systems; maintain employee data in both systems.
- d. Maintain personnel files in a confidential manner.
- e. Assist HR Department in maintaining compliance with certification guidelines.
- f. Support the Principal in disciplinary actions, coach & counsels, exit interviews, etc... as requested.
- g. Assist Principal and HR Department in coordinating Performance Appraisal process, including maintaining data in SIS & HR On-line systems.

SKILLS IN HR/RECRUITING:

- a. Support the new hire/recruiting process by properly completing job requisition form, offer letter request, and other items as needed, and secure all the required paperwork.
- b. Support the Principal during the new employee-interview process, as needed.
- c. Work with Principal, Finance and HR to ensure that the school stays within the approved staffing budget.

BENEFITS:

- a. Assist the HR Department in setting up and executing open enrollments and other Benefit meetings.
- b. Support employees’ effective date of eligibility for 401K and other benefits and submit completed enrollment forms in a timely manner.
- c. Coordinate employee family status changes and collect the appropriate paperwork for timely submission to HR Department.
- d. Serve as the liaison between HR and the employees in FMLA, STD & LTD matters, including forwarding employee requests to HR and assisting employees in completing paperwork, if necessary.

SKILLS IN RISK MANAGEMENT:

- a. Liaison to Workers’ Compensation Manager in relation to respective employee injuries.

Job Description

- b. Ensure adherence to good safety procedures.
- c. Oversee, maintain and process all student accident claims.
- d. Liaison to Facilities and Finance departments on property and casualty claims.

SKILLS IN PAYROLL:

- a. Submit Personnel Action Forms (PAF), except employee absentee forms to the Payroll Department in accordance with the Payroll Cycle Calendar.
- b. Review entries to time and attendance system for accuracy. Make corrections when necessary as the time and attendance system administrator, and ensure proper authorization of the correction.
- c. Review payroll register presented by Payroll Department to authorize processing of payroll.
- d. Distribute payroll checks to employees.
- e. Keep all payroll information confidential.

SKILLS IN FACILITIES:

- a. Liaison to Facilities Department. Responsible for monitoring the facility as per the Facilities Handbook.
- b. Oversee all vendors and contracted services to ensure contract compliance. Notify Facilities if any contractor is not in compliance.

SKILLS IN OTHER SPECIAL SKILLS:

- Serve as acting building Administrator when Principal and Assistant Principal are out of the building.
- Prepare periodic reports for administrators, Finance and HR.
- Receive equipment and materials and arrange for distribution to the proper department.
- Interact effectively with the general public, staff members, students, teachers, parents and administrators, using tact and good judgment.
- Ensure that independent contractors adhere to the terms of their respective contracts and communicate deviances from the contracts to the respective departments.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience:

Associate's degree (A.A.) or equivalent from 2-year College or Technical school, or 3-5 years experience and/or training in bookkeeping; or equivalent combination of education and experience.

Language Skills:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals; ability to write routine reports and correspondence; ability to speak effectively before groups of customers or employees of organization.

Mathematical Skills:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry; ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills:

To perform this job successfully, an individual should have knowledge of Accounting software; database software; HR systems; inventory software; order processing systems; payroll systems; spreadsheet software and word processing software.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel and talk or hear. The employee is frequently required to walk and sit. The employee is occasionally required to stand and reach with hands and arms. The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate except during periods of heavy student activity.

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: ADMINISTRATIVE ASSISTANT

Reports to: Principal

Job Code: 730N00

Revision Date: 01/2009

JOB PURPOSE

Ensure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of children can be realized.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Administrative

- Takes and transcribes dictation of various types, including reports, correspondence, observation and evaluation reports, letters, memos, newsletters, and other documents
- Maintains the schedule of appointments for the principal and makes arrangements for meetings, conferences, interviews and other activities
- Types evaluations, memos, newsletters and other documents as required
- Coordinates the assignment and work of substitute teachers
- Performs office routines and practices such as sorting mail, operating the copy machine, serving as telephone receptionist and others
- Prepares, processes and maintains oversight of purchase orders
- Maintains an appropriate filing system and readily retrieves documents through the use of this system
- Manages the school office and communicates administratively-assigned duties to other office personnel in the building as required
- Maintains the confidentiality of school business
- Ability to organize and manage multiple priorities.
- Extremely organized, process driven, and detail oriented.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Holds strong customer orientation.
- Ability to work with large amounts of data, to research and interpret records, to detect errors, and make the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to implement best practices.

JOB REQUIREMENTS

- High School diploma or equivalent.
- Proficiency in secretarial and clerical skills.
- Bilingual ability may be required per advertised vacancy specifications.
- Proficiency in MS Word, Outlook, and Student Information System (SIS). Working knowledge of MS PowerPoint, Excel and Access.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PERSONAL PROTECTIVE EQUIPMENT

- None

WORK ENVIRONMENT

- Usual school working conditions

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.



Job Description

FLSA OVERTIME CATEGORY

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: REGISTRAR

Reports to: Principal or Designee

Job Code: 730N00

Revision Date: 01/2009

JOB PURPOSE

Coordinates and performs student registration and other school-related activities. Must be customer focused both internally with peers and externally with Parents and Students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Consults with appropriate CSUSA personnel to devise student registration schedules and procedures.
- Supervises the registration process at appropriate times.
- Registers individual students as needed and directed by CSUSA or Principal.
- Processes student withdrawals from school.
- Analyzes statistical data on registration for administrative use in formulating policies.
- Prepares and transmits requests for student transcripts and other official documents related to students to facilitate registration.
- Evaluates transcripts of incoming students and takes appropriate action to insure completeness.
- Issues official student transcripts.
- Maintains records of grades and absences for each student's file.
- Prepares statistical reports on educational activities for government and educational agencies and interprets registrations policies to faculty and students.
- Assists in clerical and administrative functions to ensure the smooth operation of school.
- Assists with marketing efforts for student recruiting and hosting our enrollment sessions biweekly.
- Maintains the state student database system (TERMS, ISIS, etc.) with proper coding/master scheduling to effectively monitor and update information for the four FTE cycles that create school and corporate budgets.
- Entering commitments into SIS.
- Mailing recommitment forms and reminder letters.
- Compiling sibling list for Lottery.
- Updates waitlists.
- Updates immunization records.
- Process Free and Reduced Lunch applications.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Ability to work and interact with individual at all level of the organization.
2. Ability to organize, prioritize and manage multiple priorities.
3. Ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
5. Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
6. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
7. Computer Basics – Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS).
8. Good knowledge of company and departmental policies and procedures.
9. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

PHYSICAL DEMANDS

- No physical exertion required.
- Required to sit for long periods of time.
- 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.

JOB REQUIREMENTS

- High School Diploma or equivalence.
- General clerical skills including proficiency in typing and word processing, filing and preparing accurate reports.
- Bilingual ability may be required per advertised vacancy specifications.
- Computer data entry / office experience preferred.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: BEFORE/AFTER CARE DIRECTOR

Reports to: Business Administrator

Job Code: 900X00

Revision Date: 01/09

JOB PURPOSE

Oversee maintaining an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising staff and students during authorized before or after school programs in accordance with CSUSA policy and established school procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Oversees Day-to-Day Operations of Before and Aftercare Program

- Oversees registration of students into program.
- Monitors staff and students.
- Oversees proper student sign-in and dismissal procedures for Before Care.
- Oversees proper student check-in and dismissal procedures for After Care.
- Observes who enters and leaves child care area.
- Oversees and/or assists students with homework.
- Oversees and/or passes out snacks.
- Oversees and /or plays with students on playground.
- Coordinates field trips.

Ensures Proper Infrastructure of Before and Aftercare Program

- Ensures background check work references have been conducted on staff.
- Organizes and plans for age specific craft/entertainment programs.
- Purchases crafts and snacks.
- Organizes and plans for Spring/Summer Camp Programs.
- Submits reports and maintain records.

Oversees Finances of Before and Aftercare Program

- Plans budget.
- Ensures compliance to Budget.
- Receives and handles money in accordance with CSUSA guidelines.
- Oversees collection of A/R and NSF checks.
- Maintains accurate financial records.
- Maintains up to date data base of customers.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrated ability to lead people and get results through others.
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong customer and student orientation.
- Ability to work with large amounts of data, to research and interpret records, to detect errors, and make the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to implement best practices.
- Ability to be courteous and professional when dealing with parents, children and other co-workers.
- Supervisory Skills

JOB REQUIREMENTS

- High School Diploma, or higher.
- Three (3) years experience in childcare management.
- Special certifications, i.e. CPR training, preferred.
- Computer literacy; proficient with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

- Frequent reaching and stretching to pass out snacks.
- Frequent bending and flexing of arms and legs to play active games with children.
- Light work: Exerting up to 40 pounds of force occasionally (ice coolers), and/or up to 20 pounds of force as frequently as needed to move objects.

PERSONAL PROTECTIVE EQUIPMENT

- None

WORK ENVIRONMENT

- Usual child care working conditions

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: Before/After Care Worker
Reports to: Before/After Care Director
Job Code: 900N00
Revision Date: 02/08

JOB PURPOSE

Assist in maintaining an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising students during authorized before or after school programs in accordance with CSUSA policy and established school procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position is one that is in the public eye and program assistants must always reflect a professional manner as well as provide excellent customer service.

Candidates must be able to resolve conflicts with children and parents, possess the ability to be firm but friendly, and must be able to be courteous and professional when dealing with parents, children and other co-workers. Program assistant report to the Director of the Before and After Care Program and to the school principal.

- Follows proper student sign in and dismissal procedures for Before Care
- Follows proper student check in and dismissal procedures for After Care
- Monitors students
- Observes who enters and leaves child care area
- Assists students with homework
- Passes out snacks
- Plays with students on playground

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Tutor and assist students with homework.
- Resolve conflict with children and parents.
- Ability to be firm but friendly.
- Ability to be courteous and professional when dealing with parents, children and other co-workers.

JOB REQUIREMENTS

- High school diploma or higher education credential.
- Previous experience as daycare assistant or summer camp counselor, preferred
- Must like children.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

- Frequent reaching and stretching to pass out snacks.
- Frequent bending and flexing of arms and legs to play active games with children.
- Light work: Exerting up to 40 pounds of force occasionally (ice coolers), and/or up to 20 pounds of force as frequently as needed to move objects.

PERSONAL PROTECTIVE EQUIPMENT

- None

TERMS OF EMPLOYMENT

Hourly rate shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

WORK ENVIRONMENT

- Usual child care working conditions

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: ESE DIRECTOR/SPECIALIST

Reports to: Principal

Job Code: 5104

Revision Date: 01/2009

JOB PURPOSE

Support the school's instructional program by directing ESE Teachers and the school's ESE program for children with educational disabilities in accordance with state law and regulation as well as CSUSA curriculum.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Supervise, direct and manage ESE Teachers and school's ESE program.
- Compile and review comprehensive evaluation data required to determine the appropriate eligibility of individual exceptional students.
- Assure confidentiality of any personally identifiable data.
- Provide consultant services to school-level staff which directly relate to the eligibility, placement and provision of services.
- Provide parent education information about types of programs, the locations of such programs, the district's policies and procedures for determining eligibility and placement, and their rights as a parent of an ESE student.
- Serve as liaison among Exceptional Student Education (ESE), regular education, and parents.
- Utilize resources from school(s), CSUSA, the district and the community
- Facilitate effective communication and articulation between school(s) staff members.
- Schedule and conduct Individual Education Plans (IEPs), Individual Transition Plans (ITPs), Family Support Plans (FSPs), and Education Plans (EPs) for exceptional students in accordance with state requirements.
- Assist with the development and implementation of inclusive procedures for CSUSA schools.
- Implement of least Restrictive Environment Instruction for ESE students.
- Provide technical assistance to schools in identification, evaluation/placement, and/or IEP, ITP, FSP, or EP disputes.
- Provide assistance in problem-solving.
- Travel to assigned CSUSA school sites as required.
- Report FTE data to appropriate bodies.
- Make recommendations for procedural and/or program improvement based on data analysis.
- Establish and maintain collaborative relationship with district's ESE department.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrate enthusiasm and commitment toward the job and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Work and interact with staff and relates to individuals at all levels of the organization; relate to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong time management & organizational skills and the ability to prioritize wisely.
- Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff.
- Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Look for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to implement best practices.

JOB REQUIREMENTS

- BS/BA degree or equivalent experience.
- Master's degree from an accredited educational institution preferred.
- Certified in one area of Exceptional Education (two areas preferred).
- Minimum of three (3) years successful teaching experience.
- Effective instructional delivery techniques and excellent communication skills.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Somewhat stressful due to frequent student activity.
- 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.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderate; it may rise during periods of heavy student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: ESOL (English for Speakers of Other Languages) Teacher

Reports to: Principal

Job Code(s): 250X00

Revision Date: 01/2009

JOB PURPOSE

Supports the school's instructional program by identifying students of limited English proficiency, planning an appropriate developmental program for them and implementing instruction in accordance with state law and regulation as well as CSUSA curriculum.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Diagnostic Evaluation

- Identifies students as limited English proficient (LEP) in accordance with state law and regulation as well as CSUSA policy by evaluation of available test and observational data, by consultation with staff members, by reviewing relevant registration forms and by recommendations made by other personnel.
- Uses appropriate standardized test instruments, informal diagnostic tasks, and observations to assess the student's level of English proficiency.

Instructional Planning

- Develops instructional program that will increase the acquisition of oral and written communication skills.
- Selects appropriate instructional materials and media to achieve the goals of the program.
- In cooperation with the principal, properly groups students for instruction after consideration of the level of each student's English proficiency.
- Prepares for assigned classes and shows evidence of preparation upon request of administrative and supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

Instruction

- Meets with and instructs students in accordance with schedules previously devised.
- Employs instructional media and techniques which are appropriate to the achievement of increasing oral and written communication skills in English.
- Assesses, on a regular basis, the extent to which students have increased English proficiency.
- Strives to maximize the educational achievement of each student.

ESOL Teacher

-
- Maintains accurate and complete records as required by CSUSA policy and state regulations.

Student Management

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Implements all relevant policies and rules governing student life and conduct.
- Develops reasonable rules of classroom behavior in accordance with district policy and guidelines, and maintains order in the classroom in a fair and just manner.
- Maintains confidentiality about students.

School and Community Relations

- Strives to establish cooperative relations and makes a reasonable effort to communicate with parents/guardians when necessary and as required by state law and CSUSA policy.
- Cooperates and shares professionally with members of the administration and other staff.
- Maintains confidentiality about students in accordance with state and federal law as well as district policy.
- Attends parent communication activities (i.e., Back-to-School Night, conferences) as directed by the principal.
- In accordance with prescribed state law as well as with CSUSA procedures, informs parents of placement in the ESOL (English for Speakers of Other Languages) Program.
- Provides progress reports on students assigned to the program to both classroom teachers and parents as required.
- Communicates with classroom teachers regarding objectives devised for each student and the materials being used to accomplish those objectives.
- Provides appropriate levels of consultation and training to staff about cultural background of LEP (Limited English Proficiency) pupils.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.

-
- Strong time management & organizational skills and the ability to prioritize wisely.
 - Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff.
 - Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
 - Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
 - Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
 - Strong student orientation.
 - Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
 - Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

JOB REQUIREMENTS

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid teaching eligibility in ESOL.
- 3 years of relevant experience.
- Previous experience in student instruction.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective instructional delivery techniques and excellent communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.



Job Description

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: FOOD SERVICE SUPERVISOR

Reports to: National School Lunch Program Director

Job Code: 760X00

Revision Date: 01/2009

JOB PURPOSE

Administer the food service program at school level in an efficient and effective manner to meet nutritional needs and program acceptability of students and staff in accordance with federal, state, and local regulations and CSUSA guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Ensures daily lunch count from teachers
- Oversees/conducts food preparation
- Oversees/conducts stocking of supplies for the day
- Functions as cashier
- Oversees/conducts kitchen and cafeteria clean up and preparation for next day
- Oversees/conducts the ordering of supplies
- Oversees/conducts receiving of deliveries
- Supervises and evaluates food service personnel. Recommends employees for appointment, re-appointment, transfer, and termination
- Maintains high standards of sanitation and safety and complies with all applicable CSUSA policies and procedures, state and federal regulations
- Submits reports and maintains records as required, especially regarding free and reduced lunch
- Controls labor, food, and non-food costs
- Recommends purchases of equipment
- Communicates with parents regarding their cafeteria questions/concerns
- Serves as resource person for school health and nutrition education activities
- Manages the collection of monies and makes daily deposit
- Maintains accurate financial records
- Inputs new students, processes withdrawing students and ensures student count on MicroCheck matches Registrar's (National School Lunch Program compliance)
- Allows/includes print rich environment in cafeteria to support curriculum
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Time Management – Prioritizing, Organizing, Scheduling
- Communication – Oral, Written, Interpersonal (active listening), Negotiating and Influencing
- Safety and sanitation procedures regarding food handling
- Organization skills for paperwork

JOB REQUIREMENTS

- High School Diploma, GED or equivalent.
- Three (3) years experience in Institutional Food Service preferred.
- Two (2) years experience in Food Service Supervision and/or successful completion of recognized Food Service Manager Trainee Program (or equivalent) preferred.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

- Stand for long lengths of time.
- Lift up to 40 pounds.
- Put away deliveries and stock; keep area tidy; sweep floors.
- Physical agility to break down boxes and carry trash to dumpster.

PERSONAL PROTECTIVE EQUIPMENT

- Heat resistant mitts

WORK ENVIRONMENT

- Room temperature may be warm while the ovens are working.
- Noise level is moderate but it may rise during meals due to heavy student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Food Service Supervisor

Job Title: FOOD SERVICE WORKER

Reports to: Food Service Supervisor

Job Code: 760N00

Revision Date: 01/2009

JOB PURPOSE

Prepare and serve meals at the school level in an efficient and effective manner to meet the nutritional needs and program acceptability of students and staff in accordance with federal, state and local regulations and CSUSA guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Receives deliveries properly – including accuracy of delivery compared to what was ordered, rotating stock, and putting delivery away
- Stocks the food serving line for that day
- Ensures proper, safe temperature of foods before serving
- Prepares and serves meals in a timely manner
- Cleans up kitchen, serving line, and tables including sweeping the floor
- Takes trash (including breaking down boxes) to dumpster
- Stocks for the next day including pulling appropriate food items from freezer
- Deals courteously with the public
- Maintains an effective working relationship with school faculty, staff and students
- Maintains high standards of work habits, sanitation and safety
- Maintains records and reports as required by supervisor
- Understands, follows, and gives oral and written directions
- Ensures cash drawer is in balance

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Time Management – Prioritizing, Organizing.
- Communication – Oral, Written, Listening.
- Proper food handling procedures.
- Understands and practices safety and sanitation.

JOB REQUIREMENTS

- High School Diploma or the equivalent preferred.
- Two years (2) experience in food service preferred.
- Knowledge of computer, cash register, and/or food processing machinery as related to specific job functions preferred
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

- Stand for long lengths of time
- Lift up to 40 pounds.
- Stock deliveries and keep the area free of obstacles.
- Sweep floors.
- Ability to break down boxes and carry trash to dumpster.

PERSONAL PROTECTIVE EQUIPMENT

- Heat resistant mitts

WORK ENVIRONMENT

- Room temperature may be warm when the ovens are working.
- May be noisy during meals due to heavy student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter School USA’s Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: GUIDANCE COUNSELOR

Reports to: Principal

Job Code: 610X00

Revision Date: 01/2009

JOB PURPOSE

To help students achieve personal fulfillment by providing them with guidance and counseling services to make successful personal, educational and occupational life plans.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Individual Student Counseling

- Assists students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Works with students in evolving educational and career plans in terms of such evaluation
- Provides individual counseling sessions for assigned students in dealing with their personal needs as they affect school performance, as well as their educational and career plans
- Provides small and large group counseling sessions, as needed, to address students' personal educational and career plans
- Assists students in course selections and the scheduling process. Works to prevent students from dropping out of school, and assists those that do in finding alternative educational programs.
- Assists in making arrangements for enrollment in summer school programs to make up noted deficiencies
- Participates in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school
- Provides emergency support to students as needed during crises
- Provides students with college financial aid/scholarship resources and assists with college selection (High School).

Staff Consultation

- Serves as a consultant to the faculty concerning matters related to guidance services
- Confers with staff regarding students with problems and/or special needs
- Serves as a resource person for administration in matters relating to students and guidance services; provides thorough and timely reports, data, etc. as requested by administration.

Student and Parent Orientation

- Provides students new to the school orientation and information relative to school procedures, curriculum and extra-curricular opportunities

Guidance Counselor

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- Participates in planning and implementing programs which contribute to a smooth transition between grade levels and/or to post-secondary education, which may include orientation programs for students and parents
 - Serves as a resource for information regarding the educational program, activities and services of the school.

Record Keeping

- Supervises the maintenance of cumulative records for assigned students in accordance with state and federal laws and regulations as well as CSUSA policy
- Provides information and prepares recommendations to colleges for admissions and scholarships as well as to potential employers and other agencies for assigned students.
- Maintains counseling record (i.e., summary, log) regarding conferences or other sessions with assigned students

Assessment

- Assists in the administration of state-mandated and CSUSA assessment programs
- Reviews and interprets results of assessment programs for assigned students and utilizes results for counseling purposes
- Contributes to the evaluation of current curriculum offerings
- Assists in developing and implementing an evaluation plan for the guidance program and utilizing results to determine strengths and areas in need of improvement.

School and Community Relations

- Strives to establish cooperative relations and makes a reasonable effort to communicate with parents when necessary and appropriate.
- Utilizes the resources of the community in developing and enhancing guidance services and activities.
- Cooperates and shares professionally with members of the staff.
- Assists in interpreting the Guidance Services Program within the school and community.
- Assists community agencies and resource people who deal with students' needs.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Ability to work and interact with individual at all level of the organization.
2. Ability to organize, prioritize and manage multiple priorities.
3. Ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.

5. Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
6. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
7. Computer Basics: Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
8. Good knowledge of organization's policies and procedures.
9. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

JOB REQUIREMENTS

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid Florida certification for Guidance Counselor.
- Minimum three (3) years experience of successful teaching or counseling services.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Somewhat stressful due to frequent student activity.
- 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.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderate; it may rise during periods of heavy student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: MATH TEACHER (MIDDLE SCHOOL)

Reports to: Principal or Assistant Principal

Job Code(s): Varied Job Codes

Revision Date: 01/2009

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develop lesson plans consistent with established guidelines. Establish effective rapport with students, staff members and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Present subject matter to students to maximize learning opportunity.
- Review student records in order to develop a foundation of understanding regarding each student's abilities and needs.
- Maintain accurate and complete student records.
- Strive to maximize the educational achievement of each student.
- Demonstrate a variety / range of student learning modalities in each lesson.
- Frequently utilize diagnostic assessment of student learning.
- Frequently assess student strengths and weaknesses, provide appropriate activities to address student needs and generates progress reports as required.
- Refer students with suspected learning problems to appropriate support personnel.
- Assign lessons, correct student work product and review oral presentations.
- Coordinate class field trips.
- Prepare students for state required achievement assessments.

Provide a Classroom Environment Conducive to Learning

- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Ensure classroom is clean, safe and includes student generated work on display as appropriate.
- Implement all relevant policies governing student conduct.
- Develop reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develop lesson plans consistent with established guidelines and goals.

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- Plan individual and / group learning activities designed to meet instructional objective and students needs.
 - Prepare for classes assigned and shows evidence of preparation upon request of supervisory personnel.
 - Participate with other staff members in curriculum planning during designated meetings.
 - Incorporate into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
 - Take all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strive to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicate clearly, consistently and positively with parents via all appropriate mediums.
- Cooperate with members of the administration and other staff.
- Maintain confidentiality about students.
- Attend parent communication activities.
- Participate in extracurricular activities as required.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong time management & organizational skills and the ability to prioritize wisely.
- Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff.
- Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).

Job Description

- Strong student orientation.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

JOB REQUIREMENTS

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid teaching certification in Middle School Math.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective instructional delivery techniques and excellent communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: MEDIA SPECIALIST

Reports to: Principal

Job Code: 107X00

Revision Date: 01/2009

JOB PURPOSE

Organize, administer, and coordinate the school's library media center/facility and its programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Plan, organize, implement, and supervise the program, collection, and staff of the school library media center.
- Direct the activities of library media center support staff (if appropriate).
- Establish and maintain an accurate circulation system for media and equipment.
- Schedule use of equipment, materials, and space of the library media center.
- Maintain and update written goals, objectives, policies, and procedures supporting both the educational objectives of the total school program and those of the library media program.
- Plan for and provide instruction for students and staff in the use of materials, equipment, and services.
- Provide instruction and assistance to faculty and students for the production of media.
- Provide instruction following a scope and sequence of information skills
- Plan with staff to integrate information skills within the school's curriculum
- Evaluate and select a variety of materials and equipment based upon the curriculum, needs and interests of the students and the staff
- Assist staff and students with selection, development, and preparation of library/media materials.
- Maintain accurate inventories and indexes of the library media center's collection of materials and equipment.
- Explain the school library media program and resources to the students, staff, and community.
- Involve students, staff, and school community personnel in planning, implementing, and evaluating the library media program.
- Perform and/or coordinate the ordering, cataloguing, processing, and maintenance of media and equipment for circulation.
- Assist the Principal with the development of the library media center budget.
- Provide an environment conducive to inquiry, research, study, and personal use by students and staff.
- Prepare bulleting boards and other displays that are related to the curriculum.
- Implement requirements of state law, county policies, and school building procedures.
- Coordinate with community libraries for additional resources to support educational objectives.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrate enthusiasm and commitment toward the job and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Work and interact with staff and relate to individuals at all levels of the organization; relate to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong time management & organizational skills and the ability to prioritize wisely.
- Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff.
- Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Look for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to implement best practices.

JOB REQUIREMENTS

- Bachelor's degree from an accredited college or university or equivalent.
- Certification in Educational Media Specialist (Grades PK-12) preferred.
- Proficient in media technology and instructional applications of library science.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective instructional delivery techniques and excellent communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.

Job Description

- Required to sit and/or stand for long periods of time.
- 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.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the school is moderate except during periods of high student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: READING SPECIALIST

Reports to: Principal or Assistant Principal

Job Code: 107X00

Revision Date: 01/2009

JOB PURPOSE

Position is responsible for providing training and support to teachers and assisting with Reading program implementation. Position conducts staff development, performs classroom visitations, collects and reports student data, and monitors program.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Develops and conducts in-service training for Reading teachers regarding the program, instructional strategies, and best practices.
2. Performs classroom visitations, assists teachers in the improvement of instructional performance, and monitors improvement.
3. Demonstrates lessons in classroom situations for observation by teachers.
4. Coordinates the testing of students.
5. Coordinates Reading schedules with existing instructional programs.
6. Monitors the progress of students
7. Serves as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional techniques, and implementing Reading program.
8. Assists with the development of school literacy teams.
9. Collects and reports student data.
10. Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and instructional best practices.

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.

Job Description

- Strong time management & organizational skills and the ability to prioritize wisely.
- Ability to guide and train teachers in effective instructional techniques and strategies.
- Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Ability to organize, prioritize and manage multiple priorities.
- Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Good knowledge of company and departmental policies and procedures.
- Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

JOB REQUIREMENTS

1. Master's degree and eligibility for Florida teaching certification.
2. Demonstrated evidence of involvement in school activities involving leadership responsibilities.
3. Reading Specialist Certification.
4. Effective instructional delivery techniques and excellent communication skills.
5. Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
6. Commitment to company values.
7. Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Duties may be occasionally performed on field trips away from school.
- The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must have the ability to sit and stand for extended periods of time.
- Exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear

Job Description

- and understand speech at normal classroom levels, outdoors and on the telephone.
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone.
- Physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, climb stairs, and reach overhead.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: SCHOOL RECEPTIONIST

Reports to: Principal

Job Code: 7300N00

Revision Date: 01/2009

JOB PURPOSE

Serves as primary reception and information resource for the assigned location by assisting walk-in traffic and by answering telephone inquiries. May provide supplementary clerical, computer, and operational support to school. This position is the focal point for the school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Greets and directs walk-in traffic providing general information and making referrals to offices and services as appropriate.
- Answers phone inquiries by providing general information and/or connecting calls to offices and services as appropriate.
- Maintains a master guide of activities, events, and related information for the school.
- Performs a variety of clerical tasks which may include scheduling and maintaining records of school activities, tracking student attendance, check-in/check-out of supplies and materials, photocopying, typing, data input, sorting mail, making up file folders, and/or transmitting/receiving fax documents and email.
- Schedules appointments and meetings, which may include reserving conference rooms and facilities, organizing materials, sending out meeting notices, arranging for catering services, and maintaining calendars.
- Responds to telephone requests for specific materials to be mailed and assists with mailing general school information to parents.
- Responds to telephone and written requests for school information.
- Maintains confidentiality of records as appropriate.
- Serves as liaison for administrators and teachers.
- Ensures Front Office is picked up and information sheets for parents is stocked.
- Maintains inventory of office supplies, ordering from outside vendors or bookstores, as needed within available budget with direction from Principal or Business Administrator.
- Provides passes to students as appropriate.
- Orients and situates substitute teachers.
- Calls parents on waiting list when an opening at the school arises.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong customer orientation.
- Ability to work with large amounts of data, to research and interpret records, to detect errors, and make the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to implement best practices.

JOB REQUIREMENTS

- High school diploma/GED or equivalent.
- Six (6) months directly related full-time work experience preferred.
- Ability to relate quickly and tactfully to a variety of people, including the general public, students, and fellow employees.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Knowledge of business telephone procedures, techniques, and etiquette.
- Must like children.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

- Stressful environment.
- Pleasantly answering the phone during busy in-bound call traffic.
- Sitting for long periods of time.
- Must be able to remain calm in fast paced environment.

PERSONAL PROTECTIVE EQUIPMENT

- None

WORK ENVIRONMENT

- Fast paced
- Open environment with extended periods of time where almost constant activity is vying for your attention.
- Noise level is moderate, but it can rise during periods of high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: SUBSTITUTE TEACHER

Reports to: Principal

Job Code: 104N00 (K-3rd), 105N00 (4th -8th), 106N00 (9th-12th)

Revision Date: 01/2009

JOB PURPOSE

Enable children to pursue their education as smoothly and completely as possible in the absence of the regular teacher

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction

- Reviews with the principal, supervisor and/or designated teacher the plans and schedule to be followed during the teaching day.
- Teaches the lessons prepared by the absent teacher.
- Reports in writing the day's activities at conclusion of each day and provides other feedback as requested by the building principal.
- Follows all school and CSUSA policies, rules, and procedures to which regular teachers are subject and which good teaching practice dictates.
- Consults, as appropriate, with the building principal and/or supervisor before initiating any lesson or other procedure not specified in the teacher's plans.

Student Management

- Maintains as fully as possible the established routines and procedures of the school and classrooms to which they are assigned.
- Assumes responsibility for overseeing pupil behavior in class and at other times during the school day as requested.
- Maintains appropriate student behavior at all times throughout the school day for assigned students.

School/Community Relations

- Maintains good relations with the faculty and staff of the district.
- Treats information about students and staff with utmost confidence.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Time Management – Prioritizing, Organizing, Scheduling
- Computer Basics – Windows (Word, Excel, Outlook).
- Communication – Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.

JOB REQUIREMENTS

- BS/BA degree or equivalent experience.
- Completion of District's Substitute Workshop.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: TEACHER

Reports to: Principal or Assistant Principal

Job Code(s): Varied Job Codes

Revision Date: 01/2009

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develop lesson plans consistent with established guidelines. Establish effective rapport with students, staff members and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Present subject matter to students to maximize learning opportunity
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs.
- Strives to maximize the educational achievement of each student
- Demonstrate a variety / range of student learning modalities in each lesson
- Frequently utilize diagnostic assessment of student learning
- Maintains accurate and complete student records
- Frequently assess student strengths and weaknesses, provide appropriate activities to address student needs and generates progress reports as required
- Refer students with suspected learning problems to appropriate support personnel
- Assigns lessons, corrects student work product and reviews oral presentations
- Coordinates class field trips
- Prepare students for state required achievement assessments

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students
- Ensures classroom is clean, safe and includes student generated work on display as appropriate
- Implements all relevant policies governing student conduct
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner

Instructional Planning

- Develop lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.

Job Description

- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration and other staff.
- Maintains confidentiality about students.
- Attends parent communication activities.
- Participates in extracurricular activities as required.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong time management & organizational skills and the ability to prioritize wisely.
- Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff.
- Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Strong student orientation.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

-
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Equivalent combination of education and experience.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Employee Handbook

Appendix I

INTRODUCTION

“PUTTING STUDENTS FIRST BY PUTTING PEOPLE FIRST”

A commitment to engage our teachers, staff and administrators in the discussion, planning and creation of learning environments that foster a community of students and teachers that extends far beyond the classroom.

ABOUT YOUR HANDBOOK

This Handbook was developed to acquaint you with Charter Schools USA (“CSUSA” or the “Company”) and to provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the Handbook. It describes many of your responsibilities as an employee and outlines the programs developed by CSUSA to benefit employees. It is our desire to create a safe and meaningful work environment that is conducive to both personal and professional growth, to recognize individual contribution, and to make open, direct and personal communication a part of our organization.

This Handbook summarizes CSUSA’s personnel policies and plans that are now in effect and controlling. It is intended only as a guideline and is certainly not all-inclusive. We welcome and encourage any suggestions you may have for improving your work environment and any aspect of our policies. CSUSA’s management specifically reserves the right to amend the policies contained herein at its sole discretion with or without notice to CSUSA employees.

This Handbook contains rules, regulations and general information regarding CSUSA. Read the Handbook carefully. You will be required to sign a “Receipt of Handbook, Acknowledgement of At-Will Employment and Disclaimer of Contract.” You are expected to read and understand the Handbook so it is very important that you do in fact read the entire Employee Handbook, understand its contents and ask for an explanation if you have any questions.

Employment “At Will”

Your employment with CSUSA is “at-will”, which means that you voluntarily entered into it and are free to resign “at will” at any time, with or without cause. Similarly, CSUSA may terminate the employment relationship “at will” at any time, with or without notice, cause or reason. Should you be employed within a state other than Florida, the laws of that state will be followed.

NONE OF THE POLICIES OR GUIDELINES CONTAINED IN THIS EMPLOYEE HANDBOOK CREATES EITHER AN EXPRESS OR IMPLIED CONTRACT WITH REGARD TO THE SPECIFIC POLICIES CONTAINED IN THIS EMPLOYEE HANDBOOK. THIS EMPLOYEE HANDBOOK DOES NOT CREATE A CONTRACT OF EMPLOYMENT.

No representative of CSUSA, other than the CEO, has any authority to enter into any employment agreement for any specified period of time.

Revisions, Additions and Confidentiality

No employee handbook can anticipate every circumstance or question about a policy. As CSUSA continues to grow, the need may arise and CSUSA reserves the right to revise, supplement, or rescind any policies or portion of the Handbook from time to time as it deems appropriate, at its sole and absolute discretion.

These provisions supersede all existing policies and practices.

Some of the subjects described here are covered in detail in official policy or benefit documents. You should request and refer to these other documents for specific information since this Handbook only briefly summarizes those benefits. Please note that the terms of the written insurance policies or benefit plan documents are controlling.

Please treat this Handbook and the information in it as confidential. No portion of this Handbook should be disclosed to others, except CSUSA employees and others affiliated with CSUSA whose knowledge of the information is required in the normal course of business.

MISSION

We have developed a mission and vision to help us achieve our goals and uphold our values. This mission should guide how we do business and how to make decisions when faced with choices.

Our Mission Statement

CSUSA designs, develops and operates high performing public schools:

- Committed to student achievement
- Supported by sound business practices

Providing a choice for communities, parents, students, and professionals that fosters educational excellence in America.

Our Values

- **Students** – A student centered organization
- **High Standards** – Quality and professionalism
- **Integrity** – Honesty, loyalty and personal accountability
- **Fiscal Responsibility** – Building a sustainable, long-term investment in the future
- **Learning** – Continual improvement and innovation
- **People** – Empowering people with courage, talent and vision
- **Teamwork** – Partnership and fostering a respectful, family atmosphere
- **Commitment** – A life of purposefulness to a greater cause. Giving back and making a difference
- **Accountability** – To disciplined processes and required outcomes

OPEN COMMUNICATIONS & OPEN DOOR POLICY

Our experience has shown that when employees deal openly and directly with Administrators /Managers, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that CSUSA amply demonstrates its commitment to employees by responding effectively to employee concerns.

Problem Solving Procedure

We realize that misunderstandings and differences of opinion sometimes develop in the daily work situation. Should a problem or concern arise, the following problem solving procedure will assist with its resolution:

Discuss your problem or concern with your Administrator/Manager, who will listen and investigate or make recommendations as to how your problem might be resolved. We encourage you to try to resolve such matters through open discussion with your Administrator/Manager.

- If you are uncomfortable taking your concern to your Administrator/Manager, or if he/she does not help you to your satisfaction, you can take your concern directly to the next level of management or to Human Resources.

By bringing any dissatisfaction or complaint of any nature out into the open, most problems can be improved, if not resolved. We will work to resolve problems in the best interest of both you and CSUSA.

SUGGESTIONS

If you have any suggestions or ideas that you feel would benefit CSUSA, we would encourage you to tell us about them. We are always looking for suggestions that improve methods, procedures and working conditions, reduce costs or errors, and benefit the Company and its employees.

Persons who make suggestions, which are used to substantially benefit the Company and its employees, might (at the sole discretion of CSUSA) be considered for a one-time appreciation award.

Public Media Policy

It is the policy of Charter Schools USA to communicate with the media in the following manner:

At the school level the employee who receives the call, or is visited in person by a member of the media, is to contact the principal's office immediately. At that time they will in turn refer the contact to our Public Relations Firm or Corporate Office.

At the Corporate Office location the employee who receives the call, or is visited in person by a member of the media, is to engage a member of the executive team.

Under NO circumstance should any employee give a statement, or answer questions to any member of the media, unless given permission and direction by an Executive Team Member or the Public Relations Firm.

Media is defined as any broadcast system, i.e Radio, Television, Newspaper etc.

EMPLOYMENT POLICIES AND PROGRAMS

EQUAL OPPORTUNITY

CSUSA is an equal opportunity employer. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at CSUSA will be based on merit, qualifications, and abilities. CSUSA does not unlawfully discriminate in employment opportunities or practices on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, veteran status, disability, or any other characteristic protected by law. CSUSA will not unlawfully discriminate against any qualified employee or applicant on the basis of a physical or mental disability.

All supervisory personnel shall, in advertising and posting job opportunities, make reasonable efforts to ensure that the information regarding those job opportunities is properly and effectively disseminated internally within the organization. All advertisements shall state in clearly distinguishable type that CSUSA is an “Equal Opportunity Employer.”

When opportunities for job advancement occur and persons who are already employed by the Company are qualified to fill such positions, the job posting process and selection procedure shall allow all qualified employees to apply and be considered for the advancement opportunity.

It is the responsibility of all supervisory personnel to see that this policy is continued in its full spirit and intent.

If you believe you have witnessed or experience any form of discrimination, or if you have questions concerning this policy, you should notify your supervisor/Administrator or Human Resources immediately. If you believe it would be inappropriate to discuss the matter with your supervisor with whom you work, you may bypass that individual and report it directly to the next higher level of management. Reports will be investigated, and appropriate corrective action will be taken. Complaints will be handled confidentially, except as necessary for investigation and resolution. This policy prohibits retaliation, harassment or other adverse action being taken against you because of making a complaint of discrimination, assisting in an investigation, opposing discrimination or otherwise exercising rights protected by law.

NON DISCRIMINATION / HARASSMENT

CSUSA is committed to maintaining a work environment in which all individuals are treated with respect and dignity. In keeping with this commitment, we will not tolerate harassment of our employees by anyone, including supervisors, co workers, vendors, clients, or clients of the Company. Harassment in employment is prohibited, both in the workplace and off the premises, including at social activities conducted or sponsored by the Company. Human Resources has overall responsibility for this policy and maintains reporting and monitoring procedures. Employees’ questions or concerns should be referred to Human Resources. Appropriate disciplinary action may be taken against any employee willfully violating this policy.

Harassment Defined

Harassment is defined as verbal, physical, or visual conduct which:

1. Denigrates or shows hostility or aversion toward an individual because of his/her protected status, or that of his/her relatives, friends or associates
2. Has the purpose or effect of creating an intimidating, hostile or offensive working environment
3. Has the purpose or effect of unreasonably interfering with an individual's work performance or
4. Otherwise adversely affects an individual's employment opportunities

Prohibited harassment includes, but is not limited to, epithets, slurs, jokes, emails, negative stereotyping, or threatening, intimidating or hostile acts that relate to any protected status. Prohibited harassment also includes written or graphic material that is placed on walls, bulletin boards or elsewhere on the premises, or circulated in the workplace. Harassment can consist of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's protected status, such as gender, color, race, ancestry, religion, national origin, age, physical handicap, medical condition, disability, marital status, veteran status, citizenship status, or any protected personal characteristic. The Company will not tolerate prohibited or unlawful harassment.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on gender can constitute sexual harassment, particularly when:

- Submission to the conduct is an explicit or implicit term or condition of employment
- Submission to or rejection of the conduct is used as the basis for an employment decision or
- The conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment

Sexual harassment may include, but is not limited to the following:

- Repeated unwelcome requests for a romantic relationship
- Explicit sexual propositions, sexual innuendo, suggestive comments
- Sexually oriented "kidding" or "teasing," "practical jokes," jokes about gender specific traits,
- Foul or obscene language or gestures
- Display or circulation in the workplace of sexually suggestive objects or pictures (including through email) and
- Physical contact, such as patting, pinching, or brushing against another's body

CSUSA requires that all incidents of discrimination, harassment or retaliation be reported, regardless of the offender's identity or position. Individuals who believe they have witnessed or experienced conduct that they believe is contrary to the Company's harassment or discrimination policy or who have concerns about such matters should file their complaints with their immediate Administrator/Manager, next level of management, or Human Resources. Individuals should not feel obligated to file their complaints with their Administrator/Manager first before bringing the matter to the attention of one of the other Company's designated representatives identified above.

Procedure for Complaints

The Company's policy is to investigate all such complaints thoroughly and promptly. To the extent practicable, the Company will keep complaints and the terms of their resolution confidential. If an investigation confirms that a violation of Company policy has occurred, the Company will take corrective action, including such discipline up to and including immediate termination of employment as is appropriate.

CSUSA prohibits retaliation against any individual who makes a good-faith report of discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is in violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action up to and including termination.

All Company employees are responsible for helping to assure that we avoid harassment. If you feel that you have experienced or witnessed conduct contrary to this policy you have an obligation to immediately take advantage of this complaint procedure. It is important to immediately report any complaint rather than let time slip by or let the situation escalate. The more timely the reporting the more effective Human Resources can be at resolving the situation.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, CSUSA strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

If an employee making a complaint does not agree with its resolution, the employee may appeal to the Company's Executive Vice President.

AMERICANS WITH DISABILITIES ACT POLICY STATEMENT

The Company is committed to complying with all applicable provisions of the Americans with Disabilities Act ("ADA"). It is the Company's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, the Company will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made the Company aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the Company.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the Human Resources Department. The Company encourages individuals with disabilities to come forward and request reasonable accommodation.

Procedure for Requesting an Accommodation

On receipt of an accommodation request, Human Resources and your supervisor will meet with you to discuss and identify the precise limitations resulting from the disability and the potential accommodation that the Company might make to help overcome those limitations.

The ADA does not require the Company to make the best possible accommodation, to reallocate essential job functions, or to provide personal use items (i.e., eyeglasses, hearing aids, wheelchairs etc.).

An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against based on a disability should notify the Human Resources Department. All such inquiries or complaints will be treated as confidential to the extent permissible by law.

IMMIGRATION LAW COMPLIANCE

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification I-9 Form and present documentation establishing identity and employment eligibility. This policy is in compliance with the Immigration Reform and Control Act of 1986. Former employees who are re-hired must also complete the form if they have not completed an I-9 with CSUSA within the past three years, or if their previous I-9 is no longer retained or valid.

Transition and transfer of employees to other subsidiaries must comply with local regulations.

In the case of a relocation to CSUSA subsidiary, the employment relationship will change to adhere to local regulations, policies/procedures and the compensation and benefits of that location.

Employees with questions or seeking more information on immigration law issues are encouraged to contact Human Resources. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

ORIENTATION PERIOD

Newly hired employees, and any current employees who have been transferred, promoted or reassigned to a new position, are employed with the understanding that their first 90 days in their new position are considered to be an orientation period.

This orientation period provides an opportunity for both you and CSUSA to evaluate each other and to determine the desirability of continuing the employment relationship. During your first 90 days in your new position your job performance will be observed by your Administrator/Manager to ensure job compatibility.

During this time, you will be provided with training and guidance from your Administrator/Manager. Under appropriate circumstances, your orientation period may be extended. Additionally, as is true at all times during an employee's employment with the Company, employment is not for any specific time and may be terminated at will, with or without cause or reason and without prior notice.

At the end of the orientation period, you and your Administrator/Manager may discuss performance. Provided the job performance is "satisfactory" at the end of the introductory period, you may continue in your employment as an at will employee. The orientation period does not represent a guarantee or contract of employment for 90 days or any other period of time and all aspects of "Employment-At-Will" will continue to apply.

Applicant Reference and Background Checks

To ensure that individuals who join CSUSA are well qualified and have a strong potential to be productive and successful, it is the policy of CSUSA to check the employment history, references and creden-

tials of all applicants.

Likewise, as a condition of employment, a release to conduct a background check is required. Examples include: driving records, credit checks, criminal background, fingerprinting, certification checks, District Ethics Committee, etc.

Providing References for Former Employees

Only the Human Resources Department are authorized to respond to inquiries for reference checks for current or former CSUSA employees. Responses to such inquiries will be limited to employment verification (confirmation of job position and dates of employment.) CSUSA is not responsible for any personal or business reference made by an employee on behalf of or regarding another employee.

PERFORMANCE

The results that CSUSA achieves are determined by how we perform – as individuals, teams, and as a company. The ways we focus our efforts, use our talents, manage our time and work together will determine our success. We emphasize the importance of ongoing communication between you and your Administrator/Manager about your performance, progress toward job expectations, results and any development or needs that you may have.

You and your Administrator/Manager are strongly encouraged to discuss job performance and goals on an informal, day to day basis. Additional formal performance evaluations are conducted to provide both Administrator/Managers and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated according to the schedule associated with your position. For a 10 month instructional, 12 month school administrators, or non-instructional employees, you are reviewed after 90 days, during the first semester and at the end of the school year. Your opportunity to recommit and your pay increase for the following school year will be dependent on your overall performance. For 12 month corporate employees, your performance reviews are after the first 90 days and then annual, usually in the Fall, or as the fiscal year dictates.

Your attendance and dependability is an important part of your overall performance. Excessive absenteeism could lead to disciplinary action and affect your performance rating.

Goal Setting

One of the most important aspects of the Performance Management process is goal setting. In this process, you and your Administrator/Manager meet in a highly participative manner to:

- Update your description of job duties and responsibilities so it reflects the current requirements and primary job content.
- Mutually agree upon and establish written SMART (specific, measurable, attainable, relevant and time bound) goals that clearly define what is expected by you.
- Ensure that individual goals are compatible with those of the work unit and the Company as a whole. Goals should be aligned with the Company and School Strategic Plan.
- Negotiate agreement on a weighting for each goal as a means of prioritizing what's important.
- Establish measures and standards that clarify how you will know if targets are being achieved and

- Agree on performance tracking and feedback requirements necessary for self-management or monitoring progress.

You should revisit and, where appropriate, reestablish goals with your Administrator at the beginning of the school year and/or with your Manager no less than quarterly.

At its sole discretion, CSUSA may award merit based pay adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process.

OUTSIDE EMPLOYMENT

CSUSA does not limit an employee's activities during non-working hours unless those activities interfere with or are in conflict with the performance of his/her job, or create a conflict of interest.

As a condition of employment, all employees must sign a non-compete and/or employment agreement if their work with CSUSA puts them in contact with or responsible for sensitive company information.

PROMOTIONS AND TRANSFERS

To provide our employees with opportunities for growth and advancement, CSUSA attempts to fill many of its job openings with qualified candidates from within. Internal candidates may be identified by management selection or thorough responses to job postings on the company website.

You are encouraged to seek advancement opportunities and to obtain promotion and career guidance from your Administrator/Manager and/or Human Resources.

The Leading Edge Program provides Professional Development opportunities to high performing employees who are identified by Senior Leadership as holding the characteristics and potential of leadership. Eligibility criteria may change from time to time as the needs of the business prepare for organizational growth, however, employees under an active Performance Improvement Plan are not eligible to participate for one year and must have clearance by the administration/manager to participate.

CSUSA strives to promote from within whenever possible. To obtain detailed information on the criteria and opportunity to participate, contact your Administrator/Manager.

TRANSFERS

Whenever possible, internal position opportunities will be communicated via the company website or through the Human Resource Department.

To be considered for an internal job opportunity, you must

- Possess the skills, education and experience required
- Be performing satisfactorily in your current position
- Have been in your current position at CSUSA for at least one year

If you are interested in promotion or transfer opportunities, it is ultimately your responsibility to apply for the position opening before the deadline shown on the job posting and to make your intentions known to your Administrator/Manager.

Consideration will be given based on the individual's skills, education, experience and qualifications, and will be in adherence to CSUSA's policy of equal employment opportunity.

EMPLOYMENT RECORDS

CSUSA maintains employment records on each employee. Your employment application and all other records that require specific information about you become part of your employment record. Information submitted on the employment application and other employment forms is subject to verification by the Company. If the Company determines you have provided false or misleading information, you may be subject to disciplinary action up to and including termination.

Keeping Your Files Up To Date

It is your responsibility to ensure your employment records are kept up-to-date. This includes notifying us of any changes in the following types of information:

- Name
- Telephone number
- Home and/or mailing address
- Number and identity of dependents (for benefits and tax purposes only)
- Telephone numbers and addresses of dependents, spouse, former spouse (for insurance purposes only)
- Beneficiary designations (for benefits purposes only)
- Persons to be notified in case of emergency
- Driving record or status of driver's license if you operate a Company vehicle or your position routinely requires you to drive during regular business hours
- Military or draft status
- Certification status

If there is a change to these types of information, you must notify Human Resources as soon as possible and/or log into HRO to make your changes.

Reviewing Your Employment Records

Employment records are the property of CSUSA, and access to the information they contain is restricted. Generally, only supervisors and management personnel of CSUSA who have a legitimate reason to review information in a file are allowed to do so.

With reasonable advance notice, employees may review their own employment records in CSUSA's offices and in the presence of an individual appointed by CSUSA to maintain the files. Records deemed to contain sensitive or confidential information could be excluded from the review. If you wish to review your employment records, contact Human Resources to schedule a file review.

SEPARATION FROM THE COMPANY

Every Company employee has the status of "employee at will," (as applicable by state law in which you work) meaning that no one has a contractual right, express or implied, to remain in the Company's employ unless they enter into a written contract signed by the President and CEO of the Company. This

means the Company or an employee may terminate his/her employment, without cause, and with or without notice, at any time for any reason. No Administrator/Manager or other representative of the Company (except the CEO or his designee) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

Resignation

If you initiate the separation, it is considered a voluntary resignation. If you elect to resign, your Administrator/Manager would like the opportunity to discuss your resignation before final action is taken. The Company often finds during this conversation that another alternative may be better. If, however, after full consideration you decide to leave, it is requested that you provide the Company with a written two week advance notice period (bear in mind that PTO days may not be included in the two-week notice period). Though CSUSA requests two weeks notice the company may request earlier resignation if the circumstances require.

Exit Interview

In addition, employees separating from CSUSA may be asked to participate in an exit interview and provide any constructive comments and suggestions on improving working conditions. This interview may take place on your last day and/or a survey may be sent to your home via the internet. We appreciate receiving your candid opinion of your employment with us.

Job Abandonment

If you are absent from work for three consecutive scheduled work days without giving proper notice to your Administrator/Manager, you are advised that the Company will consider this an abandonment of your job, and your employment will be terminated.

A DRUG FREE WORKPLACE

CSUSA prohibits the following:

- Reporting to work under the influence of alcohol or illegal drugs or substances, including the illegal use of prescription drugs.
- Being intoxicated while on Company premises.
- The sale or purchase of alcoholic beverages on Company premises or while performing Company business, except in connection with Company-authorized events and gatherings.
- Working under the influence of prescription or nonprescription drugs that could impair judgment or motor functions and place persons or property in jeopardy.

Possession of paraphernalia used in connection with the use of any drug is evidence of violation of this rule.

A drug means an amphetamine, a cannabinoid, cocaine, phencyclidine (PCP), a hallucinogen, methaqualone, an opiate, a barbiturate, a benzodiazepine, a synthetic narcotic, a designer drug or a metabolite of any of these substances. Non prescribed use of prescription medication is also prohibited.

Employees may be tested for any and all of these drugs.

As a part of our policy prohibiting reporting to work or working with the presence of drugs, drug testing may be required. The Company must and will conduct drug tests under the following circumstances:

- For an employee whose conduct creates a reasonable suspicion of improper use or possession of drugs.
- For an employee subject to regular fitness-for-duty medical examination.
- For an employee previously given a drug-related suspension or a leave of absence for prohibited drug use. Such tests will be conducted on a quarterly, semi-annual, or annual basis for up to two years thereafter.
- On a random, unspecified basis.
- For an employee suffering a reportable accident and any other parties associated with the accident. If an employee refuses to be tested, he/she will be subject to suspension or dismissal.

Refusal to cooperate in the drug testing procedure will result in termination of employment.

Investigation – Site Inspections

CSUSA reserves the right to access and inspect all Company-owned or managed areas. Desks, lockers, computers, cabinets, drawers, etc., are provided for the convenience of employees and may be searched at any time to the extent considered necessary by management. Please cooperate with us on this matter, as it is done for your protection. CSUSA also reserves the right to search employee property on Company property, such as handbags, lunch boxes, briefcases, laptops, and employee cars on Company property. CSUSA may, but is not required to, obtain the employee's consent when property belonging to or used by an employee is to be searched.

Where possible, the employee will be notified of the search and should be present. The search should be carried out in privacy, but with a supervisory witness. CSUSA shall have the right to conduct a search if there is reasonable suspicion to believe that a violation of this policy has occurred.

Employee Assistance Program

This is a program designed to offer counseling and rehabilitation services to support employees, dependents and all members of your household. It offers you free 24 hour assistance, toll free or online.

- Emotional Well –Being and Life Events
- Family and Caregiving Resources
- Health and Wellness Resources
- Daily Living Resources
- In-Person Counseling

For more confidential information please contact your Business Administrator, or the Human Resource Department for your Brochure.

EXPECTATIONS AND STANDARDS

ATTENDANCE AND PUNCTUALITY

To maintain a safe and orderly work environment, CSUSA expects you to be reliable and to be punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on other employees and on CSUSA. In the rare instances when you cannot avoid being late to work or are unable to work as scheduled, you should notify your Administrator/Manager as soon as possible in advance of the anticipated tardiness or absence.

Call-In Procedure

If it is necessary for you to be late or absent for any reason, you are responsible for following the call-in procedure for your work team or department.

While call-in procedures vary by department and location, there are some general requirements that are universal to all employees:

- You should telephone your Administrator/Manager before your starting time, if possible.
- If you are unable to make the call because of a medical condition, then you should have a person make the call for you and you should personally contact your Administrator/Manager at your earliest opportunity.
- If you cannot reach your Administrator/Manager when you call, speak with the person designated by your department/school.
- You must speak personally with an appropriate person. Leaving a message on voicemail is not sufficient.
- Provide an explanation of why you are going to be late or absent and when you expect to return to work. Also leave a phone number where you can be reached.
- If appropriate, provide an update on any pending work assignments that may need to be handled in your absence. Your Administrator/Manager may need to reschedule/redistribute your work activities while you are absent.

It is your responsibility to ensure that proper notification is given. Failure to do so will subject you to disciplinary action up to and including termination.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment.

WORK RULES AND STANDARDS

Work rules and standards regarding employee behavior are necessary in any company for the company's efficient operation and for the benefit and protection of the rights and safety of all. CSUSA is no exception. This section of your Handbook summarizes some of our expectations and work rules. The following lists are by no means all-inclusive.

Our Expectations

We expect our employees to be honest, reliable and conscientious in meeting the responsibilities of their job, and to perform all duties competently, professionally, and responsibly. In order to meet these expectations, you must understand and abide by the standards that govern job conduct. The following are examples of expectations that CSUSA has and some of the responsibilities you must observe:

- Comply with all of CSUSA's policies, procedures, safety and security guidelines.
- Learn your job and perform it to the best of your ability –efficiently, accurately, and safely.
- Take initiative to excel in your job and cooperate with your work team. Let us know your ideas for innovation and improvement.
- Speak up when you have problems, concerns or complaints.
- Report to work on time. Others depend on you.
- When you will be absent from work, or unable to arrive on time, follow the call-in procedure for your work team.
- Treat all clients, visitors, parents, students and co-workers with respect and courtesy. Provide the highest level of service to all clients.
- Follow and respect management's direction concerning job-related matters.
- Maintain the confidentiality of proprietary and confidential Company and customer information
- Present a professional, neat, and clean appearance appropriate to your work situation.
- Report to management any violations of the Company's policy, unethical or illegal conduct by co-workers, clients or vendors.
- Refrain from offensive or undesirable behavior or conduct.

Examples of Conduct Not Permitted

In general, conduct that interferes with operations, brings discredit to CSUSA or is offensive is not tolerated. The following are examples of conduct not permitted. Such conduct will subject the individual involved to disciplinary action up to and including termination.

- Failure to meet performance standards and fulfill job requirements
- Refusal to follow management's instructions concerning a job-related matter (insubordination)
- Unsafe practices or unsafe performance of any job
- Leaving the workplace during working hours without authorization
- Unauthorized use of Company or customer assets, including equipment, property, information and funds
- Improper use or disclosure of proprietary or confidential Company or customer information
- Violation of CSUSA's Code of Business Conduct (as outlined in this Handbook under separate section)
- Theft, misuse or willful destruction of Company property or of another individual's property
- Harassing, sexually or otherwise, another employee, business associate or customer, or failing to report harassment
- Improper, unprofessional, or threatening behavior or language while on Company property or on Company business

- Lying to employees, Administrator/Managers or clients
- Failure to report any knowledge of theft or other activities not in the best interest of CSUSA
- Any action that is or can reasonably be expected to be detrimental to CSUSA or its reputation
- Any violation of CSUSA's substance abuse policy
- Violation of Company safety or security policies or procedures
- Deliberately interfering with the operations of the Company
- Falsifying any Company record or report, including applications for employment, time sheets and client records
- Possession of firearms, weapons, ammunition or explosives on Company property or while on Company business
- Conviction of a crime committed in any Company workplace or during working hours

These examples are illustrative of the types of behavior that are not permitted at CSUSA, but are not intended to be all-inclusive. Other types of behavior or conduct could also lead to disciplinary action up to and including immediate termination. You are expected to comply with all Company policies and procedures and all standards of conduct.

Disciplinary Action

CSUSA seeks to resolve performance and conduct problems in the most positive and constructive manner possible. We believe our employees are responsible individuals interested in working together toward common goals. When situations arise which warrant disciplinary action, CSUSA will utilize corrective action to deal with the misconduct.

Improper conduct or improper work performance, regardless of whether covered by the specific rules of conduct above, may be grounds for disciplinary action in the judgment of the Company.

Disciplinary action may range from verbal, written or final warnings to suspension or immediate termination, depending upon the facts of the particular case and the employment history of the employee involved.

APPEARANCE AND DRESS CODE

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image CSUSA presents to clients and visitors. During business hours or when representing CSUSA, you are expected to present a clean, neat, and tasteful appearance. In all cases, good judgment and discretion are expected when selecting work attire. All attire must reflect current professional standards such as: Dresses and skirts (appropriate length), casual suits/slacks, blouses/shirts, blazers, vests, skorts (in business suitable fabrics, dress shoe or sandal, khaki or "docker" style pants.

You are expected to dress in a manner that is normally acceptable in similar business establishments. The wearing of suggestive attire or of denim jeans of any color, any material resembling denim, casual sandals, tennis shoes, hiking boots, flip flops, shorts, sweat suits, stirrup pants and leggings, sweatshirts or jogging suits, form fitting apparel, bare shoulders, character/advertisement printed which covers the front and/or back of shirts (chest pocket logos are acceptable), caps or hats, T-shirts and similar items of casual attire are not permitted as they do not present a business-like appearance.

In the event that CSUSA provides or requires uniforms which are expected to be worn in the perform-

ance of your duties, the uniforms should be kept clean and pressed.

Hair should be clean, combed, and neatly trimmed or arranged. Shaggy, unkempt hair is not permissible regardless of length. Sideburns, mustaches, and beards should be neatly trimmed.

Administrator/Managers will have the responsibility to privately correct any employee who violates accepted dress standards. Any employee who does not meet the standards of this policy will be required to take corrective action, which may include leaving the premises. Any work time missed because of failure to comply with this policy will not be compensated, and repeated violations of this policy will be cause for disciplinary action.

Business Casual Dress Code (for Casual Fridays/Summer Casual)

On Fridays or during the summer session, CSUSA allows employees to dress in a more casual fashion than is normally required. Our primary objective is to have employees project a professional image while taking advantage of more casual and relaxed fashions. Casual dress offers a welcome alternative to the formality of typical business attire. If CSUSA requires employees to wear uniforms in performance of their duties, the Casual policy does not apply; uniforms, if required, are to be worn on all working days.

Not all casual clothing is appropriate for the office. Casual business wear means clean, neat, professional clothing. It is never appropriate to wear stained, wrinkled, frayed, or revealing clothing to the workplace. If you are considering wearing something and you are not sure if it is acceptable, choose something else or inquire first.

Listed below is a general overview of acceptable casual business wear as well as a listing of some of the more common items that are not appropriate for the office. Obviously, neither group is intended to be all-inclusive. Rather, these items should help set the general parameters for proper casual business wear and allow you to make intelligent judgments about items that are not specifically addressed.

Examples of acceptable casual business wear include:

- Slacks
- Casual dresses and skirts
- Casual shirts and blouses
- Golf shirts
- Loafers
- Deck shoes
- Flats
- Dress sandals (not in schools)

Examples of inappropriate clothing items that should not be worn on casual days include:

- Jeans
- Warm up or jogging suits and pants
- T shirts or sweatshirts with offensive messages or images
- Thong sandals
- Bare midriffs or other revealing attire

- Stirrup pants or leggings
- Flannel shirts
- Tank tops/halter tops

For some, traditional business attire may simply remain a more favored option on casual days.

Body Piercing, Jewelry and Tattoos

All employees should exercise sound business judgment with regard to personal appearance, dress and grooming to enable them to be most effective in the performance of their duties. The company recognizes, however, that personal appearance is an important element of self-expression.

Factors used to determine whether jewelry and tattoos pose a conflict with the job or work environment will include, but are not limited to:

- Student Handbook (staff at each school shall follow and model the standard set by CSUSA for their students to follow)
- Safety of self or others
- Productivity or performance of tasks
- Perceived offensive on the basis of race, sex, religion, etc.
- Perceived offensive according to business norms. CSUSA's corporate business norm requires tattoos to be covered and visible jewelry piercing be removed when deemed necessary by their administrator/manager.
- Customer / Parent complaints

If a potential conflict is identified the employee will be encouraged to identify appropriate solutions such as removal of excess jewelry, covering of tattoos, transfers to alternative positions, etc.

Principals, managers, and supervisors will be responsible for answering questions and resolving issues related to this policy on a case-by-case basis to ensure unique circumstances are appropriately considered. The goal of CSUSA is mutual cooperation.

INTERNAL AND EXTERNAL CUSTOMER SERVICE

Charter Schools USA's, mission is to design, develop and operate high performing public schools. Superb customer service is everyone's responsibility and every employee must be able to deliver on this consistently. This may include clients, parents, community, boards, and other stakeholders.

Providing excellent customer service should be at the heart of everything you do. This means we expect the following from each of our employees:

- Establish and maintain effective relationships with clients, and work to gain their trust and respect.
- Always act with clients/students in mind.
- Work together (as a team) to support customer-focused goals and strategies.
- Exceed customer expectations at every customer touch-point.

- Work to obtain first-hand customer information and use it for improvements in work products and services. Be dedicated to meeting the expectations and requirements of you internal and/or external clients.

Remember ... you are a representative of CSUSA. To the student and parent, YOU are CSUSA.

Service Standards

CSUSA established service standards for employees use to interact with stakeholders (co-workers, parents, students, boards) and vendors. CSUSA expects that each employee provide excellent service to all they come in contact with. We know that our parents have a choice when it comes to their child's education and superior service along with academic excellence are the two main determining factors parents use to make their decision. Below are a list of behavioral standards we expect from each employee.

To help provide a good presentation

Standards

Use 10/5 Greeting

Everyone picks up trash as they pass

Speak first and last

Use intentional verbal's such as please, thank you, etc.

To be Reliable

Standards

Employees will use the LEAD technique (listen, empathize, apologize, do something or direct to someone who can) to deal with angry or upset parents/customers

All faculty and staff will know the answers to the top 10 questions asked about their school

Provide reassurance

Standards

Never talk about a student, supervisor, employment issue, another employee or negative school information in the presence of a parent/customer

Be empathetic

All employees will use NICE (neutralize through a positive beginning, immediately emphasize, courteously explain, emphasize your desire to help) technique when they have to decline a parent/customer request

All faculty and staff will thank parents and customers appropriately and/or offer a pleasant parting comment

Handling Customer Problems

Your job brings you into contact with many people – including both internal and external clients. Difficult situations and complaints may arise – regardless of how flexible, energetic or friendly you may try to be!

Always treat clients and business guests in a courteous, respectful manner. When a client has a question or complaint, give the matter your immediate attention. Look at complaints as an opportunity – to correct problems, improve customer service and ultimately raise customer satisfaction. If you ever feel you cannot properly handle a problem or difficult situation, refer the client to your Administrator/Manager or a higher member of management.

Telephone Courtesy

Telephone courtesy is essential to maintaining our favorable business reputation. Your telephone manners are a direct reflection on the Company and your professionalism. Therefore, please use proper telephone manners – be polite, helpful and service-oriented on the phone at all times.

We also ask that you try to return telephone calls as promptly as possible, even if you haven't obtained an answer for a client. Let the client know you are working on his/her issue. Continually communicate the status of your progress in resolving the issue to the customer.

BUSINESS CONDUCT

The successful business operation and reputation of CSUSA is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of CSUSA is dependent upon our clients' trust and we are dedicated to preserving that trust. Employees owe a duty to CSUSA's clients and fellow employees to act in a way that will merit the continued trust and confidence of the public.

The standards and expectations outlined in CSUSA's Code of Business Conduct are intended as a guide to making the right choice. When faced with a complicated situation, it is often difficult to decide where the ethical path lies. You have a responsibility to ask questions, seek guidance, report suspected violations, and express concerns regarding compliance with the Code and related procedures.

CSUSA's Code of Business Conduct

Unlawful and unethical business is of particular concern to CSUSA because they undermine employee and customer trust. CSUSA's Code of Business includes the following principles:

- **Conflicts of Interest:** You must conduct yourself in a manner that avoids conflicts of interest and that upholds the Company's business reputation.
- **Confidential Nature of Work:** Keep proprietary and personnel information to yourself and avoid compromising your integrity.
- **Fraud Dishonesty and Criminal Conduct:** Fraud, dishonesty and criminal conduct by employees will not be tolerated.

Conflicts of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which CSUSA wishes the business to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the VP of Finance, Sr. Director of Human Resources or the CEO for more information or questions about conflicts of interest.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of CSUSA's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of CSUSA as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which CSUSA does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving CSUSA (which is strictly prohibited).

Confidentiality

Your position at CSUSA may provide you with access to confidential information. The release of confidential information and/or trade secrets, whether intentional or unintentional, can injure the Company financially and competitively. Confidential information includes, but is not limited to, the following examples:

- New methods and materials research
- Pending projects and proposals
- Proprietary production processes
- Research and development strategies
- Technological data
- Technological equipment and prototypes
- Instructional methods
- Strategic Plan
- Student/Employee Information
- Facilities prototype

All Company records and information relating to the Company or its clients are confidential and employees must, therefore, treat all matters accordingly. No Company or Company related information, including without limitation, documents, notes, files, records, oral information, computer files or similar materials (except in the ordinary course of performing duties on behalf of the Company) may be removed from the Company's premises without permission from Company. Additionally, the contents of the Company's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for a business purpose. Employees must not disclose any confidential information, purposefully or inadvertently (through casual conversation), to any unauthorized person in-

side or outside the Company. Employees that are unsure about the confidential nature of specific information must ask their Administrator/Manager for clarification.

Any breach of confidentiality will be taken very seriously and may subject you to termination and possibly legal action. If you are unsure if something is confidential, or if you have any questions regarding your responsibilities in dealing with confidential materials, speak with your Administrator/Manager.

Inventions, Proprietary Rights and Non-Compete Agreement

As an employee of CSUSA you may be required to sign an Agreement that addresses such things as Inventions, Proprietary Rights and Non-Competition as a condition of employment. You should read this Agreement carefully for additional information regarding your responsibilities to protect the Company's proprietary information. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

Fraud, Dishonesty, and Criminal Conduct

CSUSA will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

A. Accurate Books and Records

All employees must record and report information accurately and honestly. This includes reports of time worked, business expenses and other business related activity.

CSUSA's financial statements and the records on which they are based must always accurately and fairly reflect the activities and transactions of the Company in accordance with generally accepted accounting principles and the Company's accounting and financial policies. No undisclosed or unrecorded corporate funds or assets shall be established for any purpose, nor should Company funds be placed in any personal or non-corporate account. No employee shall make an entry on the Company's books and records that intentionally hides or disguises the true nature of a transaction.

B. Criminal Conduct

Criminal conduct by employees will not be tolerated, and such conduct may result in criminal or civil legal action. Criminal conduct includes, but is not limited to:

- Theft, misuse or abuse of Company, employee or customer property, including telephone, computer, or mail resources
- Violence or threats of violence
- Bribery or extortion involving CSUSA's assets or operations

Compliance

In signing the Acknowledgement for this Handbook, you certify your agreement to abide by this Code of Business Conduct. In addition, this Code requires that you must agree to report any conflicts of interest and any violations of the Code of Business Conduct to a member of the Human Resources or a member of management.

Violations

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate Administrator/Manager and, if necessary, with the CEO for advice and consultation.

Compliance with this policy of business ethics and conduct is the responsibility of all employees. Any employee who violates CSUSA's Code of Business Conduct or fails to report a violation by another employee will be subject to disciplinary action up to and including termination.

PERSONAL RELATIONSHIPS

While our company has family relationships, consenting "romantic" or personal relationships between an Administrator/Manager and an employee may at some point lead to unhappy complications and significant difficulties for all concerned, for the employee, the Administrator/Manager and the Company. Accordingly, the Company strongly discourages such relationships and any conduct (such as dating between a Administrator/Manager and an employee) that is designed or may reasonably be expected to lead to the formation of a "romantic" or personal relationship.

By its discouragement of romantic and personal relationships, the Company does not intend to inhibit the social interaction (such as lunches or dinners or attendance at entertainment events) that are or should be an important part or extension of the working environment; and the policy articulated above is not to be relied upon as justification or excuse for a Administrator/Manager's refusal to engage in such social interaction with employees.

If a romantic or personal relationship between an Administrator/Manager and an employee should develop, it shall be the responsibility and mandatory obligation of the Administrator/Manager to promptly disclose the existence of the relationship to Human Resources. The employee may make the disclosure as well, but the burden of doing so shall be upon the Administrator/Manager.

Guidelines and Determining Factors

For the purposes of this policy, a personal relationship is any intimate relationship existing between a member of CSUSA's management and any employee within his/her chain of command. A "management team member" is defined as any exempt employee classified as an officer, Administrator/Manager, official or supervisor. "Intimate personal relationships" may be manifested as patterned associations with select individuals of the work group, romantic affairs, etc.

Upon being informed or learning of the existence of such a relationship, the Company's management may take all steps that it, in its discretion, deems appropriate. At a minimum, the employee and Administrator/Manager will not thereafter be permitted to work together on the same matters (including matters pending at the time disclosure of the relationship is made), and the Administrator/Manager must withdraw from participation in activities or decisions (including, but not limited to, hiring, evaluations, promotions, compensation, work assignments and discipline) that may reward or disadvantage any employee with whom the Administrator/Manager has or has had such a relationship.

In addition, and in order for the Company to deal effectively with any potentially adverse consequences such a relationship may have for the working environment, any person who believes that he or she has been adversely affected by such a relationship, notwithstanding its disclosure, is encouraged to make his or her views about the matter known to Human Resources.

This policy shall apply without regard to gender and without regard to the sexual orientation of the participants in a relationship of the kind described.

WORK ENVIRONMENT

SMOKE FREE ENVIRONMENT

In keeping with CSUSA's intent to provide a safe and healthful work environment for our students and employees, smoking in the workplace is prohibited. This policy applies equally to all employees, clients, and visitors. Employees who visit or work on-site at a school or at an administrative or corporate premise are expected to follow the smoking policy for that location.

You are expected to exercise common courtesy and respect the needs and sensitivities of your co-workers with regard to the smoking policy. CSUSA does not provide smoking areas for employees nor are smokers entitled to additional break time. Employees should not smoke at building entry ways, around students is never allowed, or in areas where others are obligated to be exposed to smoke in order to enter the workplace or school. In situations where the preferences of smokers and nonsmokers are in direct conflict, the preferences of non-smokers will prevail.

HIRING OF RELATIVES

To avoid misunderstandings, complaints of favoritism, and other problems of management credibility, CSUSA has established the following policy concerning the hiring of relatives.

Although CSUSA has no prohibition against employing relatives of current employees, we require executive approval before hiring. We will monitor situations in which such relationships exist to ensure they support a productive work environment. In case of actual or potential problems, CSUSA will take prompt action. This can include reassignment or, if necessary, termination of employment for one or both of the individuals involved.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

SAFETY

It is the policy of CSUSA to manage and conduct its operations in such a manner as to eliminate or minimize all potential hazards and to avoid accidents involving injury to personnel or damage to property. CSUSA will follow all applicable federal, state, local and contractual safety and health regulations, including those of federal and/or state run Occupational Safety and Health programs.

All employees are charged with personal responsibility for constant adherence to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices and must take responsibility for following any safety rules or recommendations.

It is important that you consider the work environment when determining proper attire and foot ware. We do not allow employees to wear open toe shoes and/or high heels in schools due to the work environment, student traffic, and the flooring. All Employee should also consider these factors when preparing to visit a school. See our dress policy for more information

Communications

CSUSA provides information to employees about workplace safety and health issues through regular internal communication channels such as department meetings, bulletin board postings, memos, or other written communications.

Making Suggestions and Reporting Violations

Some of the best safety improvement ideas come from employees. If you have ideas, concerns, or suggestions for improved safety in the workplace you are encouraged to raise them with your Administrator/Manager, or with another who is responsible for safety, or bring them to the attention of Human Resources.

You are expected to obey safety rules and to exercise caution in all work activities. You must immediately report any unsafe condition to the appropriate Administrator/Manager. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including termination of employment. Reports and concerns about workplace safety issues may be made anonymously if you wish. All reports can be made without fear of reprisal.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, you should immediately notify your Administrator/Manager and Human Resources. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

WORKERS' COMPENSATION INSURANCE

CSUSA provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides compensation benefits after a short waiting period. All approved medical expenses are covered immediately.

Employees who sustain work related injuries or illnesses must inform Human Resources immediately. All employees will be provided care, first aid and emergency service, as required, for injuries or illnesses while on Company time. Employees should contact their Administrator/Manager, the nearest Administrator/Manager, and/or 911 in the event of an accident or emergency.

No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. Failure to report accidents is a serious matter as it may preclude an employee's coverage under workers' compensation insurance.

Neither CSUSA nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off duty recreational, social, or athletic activity sponsored by CSUSA.

COMPANY EQUIPMENT AND VEHICLES

The Company provides supplies, equipment, vehicles and materials necessary for its employees to per-

form their job. These items are to be used for the Company's purposes. An Administrator/Manager must authorize use of Company vehicles for personal reasons. Employees are expected to exercise care in the use of Company equipment and property and use such property only for authorized purposes.

Loss, damages or theft of Company property should be reported at once. Negligence in the care and use of Company property may be considered grounds for discipline, up to and including termination.

The Company's equipment, such as telephone, postage, facsimile and copier machine, are intended for business use. An employee may use this equipment for non business purposes on a limited basis with the permission of his or her Administrator/Manager. Personal usage of these or other equipment that results in a charge to the Company should be reported to your Administrator/Manager or accounting so that reimbursement can be made.

Upon termination of employment, the employee must return all Company property, equipment, work product and documents in his or her possession or control.

Personal Vehicles used for Company Business

Only employees with an unrestricted, current driver's license may operate a vehicle to conduct Company business. A Motor Vehicle Request (MVR) may be requested for employees or applicants for employment who will be driving a rental or personal vehicle on Company business. This applies to all employees and applicants for employment for whom operating a motor vehicle is a regular and necessary activity of employment. CSUSA may, at its discretion, waive this requirement for those for whom driving is deemed incidental and occasional.

Any employee who uses a personal vehicle for any Company business must be on the approved driver list. In addition, the driver must provide a certificate of insurance that shows limits of liability of at least \$100,000 - \$300,000 - \$50,000. The certificate must show current coverage, and the employee may be asked to produce an updated certificate at any time. The vehicle must be in good working order.

Vehicle Safety Guidelines

All Company-approved drivers are required to:

- Maintain a valid driver's license and have a current, acceptable MVR on file if required.
- Drive defensively and anticipate driving hazards such as bad weather and bad drivers.
- Comply with all applicable motor vehicle laws, operating regulations and registration requirements (*Note: The use of radar detectors or similar devices while on Company business is expressly prohibited.*).
- Wear a safety belt as a driver or passenger in all vehicles used for Company business, and in any Company vehicle used for other than Company business.
- Drive without impairment by alcohol or drugs.
- Report all accidents (no matter how minor) to your Administrator/Manager immediately (i.e., the same day the accident occurs), providing full factual information about the incident (Your Administrator/Manager will need to notify CSUSA's insurer of accidents promptly.).
- Report any changes in the status of your driver's license (e.g., revocation or suspension, DUI, violations of law) to your Administrator/Manager immediately.
- Avoid driving distractions to the greatest degree possible. Specifically, drivers should avoid any activity that causes them to divert their attention from driving or to drive one-handed.

Cellular Phone Use Guidelines

Cell phone use while driving must be avoided. Drivers should be aware that the use of cell phones while driving is creating a distraction from safe driving and should not use the phone while driving. If the phone must be used, the driver should safely pull off the road and park the car prior to usage. Regardless of the circumstances, including slow or stopped traffic, employees are strongly encouraged to pull off to the side of the road and safely stop the vehicle before placing or accepting a call. While driving, attention to the road and safety should always take precedence over conducting business over the phone.

COMPUTERS AND COMMUNICATION SYSTEMS

CSUSA's computer and communication resources and services are for the use of CSUSA and its workers.

Computer and communication resources and services include, but are not limited to: printers, servers, workstations, standalone computers, laptops, software, computer files, internal/external communications networks, internet, commercial online services, bulletin board systems, email systems, telephone systems, long distance services, voicemail, cellular phones, pagers, video equipment, and tape that are accessed directly or indirectly as provided by CSUSA.

As a user, you are responsible for using these resources and services in an efficient, effective, ethical, and lawful manner. All communications transmitted by, received from, or stored in these systems are the **sole property of the Company**. As noted above, all such communications are subject to review and monitoring by CSUSA. Accordingly, you should have no expectation of privacy in such communications.

The following guidelines apply to all users of computer and communication resources and services, wherever the users are located. The term "users" refers to all employees, independent contractors, and other persons or entities accessing or using CSUSA computer and communication resources and services. CSUSA's Information Technology Department must approve access to any of these services by non-employees.

Violations of this policy may result in disciplinary action, up to and including possible termination, and/or legal action.

Policy

CSUSA has the right, but not the duty, to monitor any and all aspects of computer and communication systems used, maintained or provided in the conduct of its business, including email and Internet access, to ensure compliance with its policies. Computers and computer accounts are provided to assist employees in the performance of their job. No user should have an expectation of privacy in anything created, sent, received or downloaded on the computer or communication system. CSUSA is not responsible for the actions of individual users.

The computer and communication systems belong to CSUSA and should be used for business purposes only. The Company reserves the right to monitor the operation of these systems, to access all records within them, and to retain or dispose of those records as it deems necessary. Even if you use a personal password or code to access these systems, all messages composed, sent or received are not your private property; they belong to the Company. Any technical questions about this policy should be addressed to Information Technology Management.

Users are governed by the following provisions, which apply to all use of computer and communication resources and services:

- Users must comply with all software licenses, copyrights, and all other state and federal laws governing intellectual property.
- Fraudulent, harassing, embarrassing, indecent, profane, obscene, intimidating or other unlawful material may not be sent by email, downloaded by other form of electronic communication, or displayed on or stored in Company computers. If you encounter or receive such material, you should immediately report the incident to your Administrator/Manager.
- Without prior written permission, CSUSA's computer and communication resources and services may not be used for the transmission or storage of commercial or personal advertisements, solicitations, promotions, destructive programs (viruses and/or self-replicating code), political material, obscene material or any other unauthorized or personal use.

Electronic Mail (email)

The electronic mail ("email") system is the property of CSUSA and is for use in conducting Company business. All communications and information transmitted by, received from, or stored in this system are Company records and property of the Company. While email usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits. Employees will refrain from using Company issued email addresses for excessive incoming personal email and/or subscriptions to email lists (listservs) unrelated to individual job tasks.

Staff members should use the same care in drafting email and other electronic documents as they would for any other written communication. Anything created on the computer may, and likely will, be reviewed by others. In addition, the confidentiality of any message should not be assumed. Even when a message is erased, it is still possible to retrieve that message.

CSUSA's email and internet access systems are provided solely for business use. Communications by you through these systems are not private nor are they protected, and you should have no expectation of privacy in such communications. For security and operational purposes, CSUSA may monitor and/or retrieve messages, communications, material and attachments sent through these systems. Moreover, use of the internet access provided by CSUSA to obtain offensive or otherwise inappropriate material is completely prohibited. Likewise, you have no expectation of privacy with respect to any other information stored on any CSUSA computer or in any CSUSA work area.

CSUSA expects its employees to maintain organized electronic document and contact information files. Employees are not to email documents or materials to persons who are not authorized to receive or review such materials.

The following additional guidelines apply to the use of CSUSA's email system:

- Employees have no right of privacy in any material stored in, created, received, or sent over the email system.
- In its discretion as owner of the email system, the Company reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the email system, for any reason and without the permission of any employee.
- Even if employees use a password to access the email system, the confidentiality of any message stored in, created, received, or sent from the email system still cannot be assured. Use of passwords or other security measures does not in any way diminish the Company's rights to access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to the Information Technology Ad-

administrator/Manager, as email files may need to be accessed by the Company in an employee's absence.

- Employees should be aware that deletion of any email messages or files would not truly eliminate the messages from the system. All email messages are stored on a central back up system in the normal course of data management.
- Even though CSUSA has the right to retrieve and read any email messages, those messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any email messages that are not sent to them. Any exception to this policy must receive the prior approval of management.
- The Company's policies against sexual or other harassment apply fully to the email system, and any violation of those policies is grounds for discipline up to and including discharge. Therefore, no email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law.
- Do not send personal messages or jokes using the Company's email. Even if the material is not offensive, you should not encourage the use of email for non-business related activities. If you receive non-business related messages, jokes or related files from someone else, delete the messages and refer that person to CSUSA's policies. If the activities continue, contact the person's Administrator/Manager.
- If you receive a chain mail message, do not respond to it. Inform IT and they will put a block on the message.

Personal Computers and Software Applications

The help desk and IT department are the only persons authorized to install software on company owned computers. If you need a particular software contact your supervisor or the IT department to authorize the use of the software and they will arrange to install it on your computer.

Any duplication of copyrighted software or data, except for backup and archival purposes, is a violation of both Company policy and federal law. Any unauthorized or unlicensed copies of software at CSUSA expose both you and the Company to potential civil and criminal penalties. Software must only be used according to the software license agreement. No unlicensed software may be used or installed into the Company's computers. CSUSA may delete any unlicensed software or personal software without notice to you.

The computer assigned to you is your responsibility. As such, it is your responsibility to take reasonable precautions to secure it from use and/or abuse by another. The following outlines some of your responsibilities and guidelines regarding computer use and security:

- You are responsible for immediately reporting any unlawful activity involving your personal computer. The data you work with may be more valuable and more difficult to replace than the hardware or software used to access it.
- Employees are responsible for safeguarding your password for the system. Individual passwords should not be printed, stored online, or given to others. You are responsible for all actions made using your password. Sharing of passwords is prohibited and may result in a limited or suspended account.
- In the event password protection is needed, the Administrator/Manager of Information Services and the employee's Administrator/Manager must be made aware of the password and the

document must be saved on the network.

- Be aware that a computer's hard drive may fail at any time. Several backup methods are available. Consult IT for instructions on backing up your files or for any other questions.
- Employees should not read, alter or copy a file belonging to another user without first obtaining permission from the owner of the file. The ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file.

Important: A user's ability to access other computer systems directly or through the network, including the CSUSA network does not imply a right to access those systems or to make use of those systems unless specifically authorized by the operators of those systems.

Internet

Internet access to global electronic information resources on the World Wide Web is provided by CSUSA to assist employees in obtaining work related data and technology. While Internet usage is intended for job related activities, incidental and occasional brief personal use is permitted within reasonable limits. The following guidelines have been established to help ensure responsible and productive Internet usage.

- All internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of CSUSA and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.
- Data that is composed, transmitted, accessed, or received via the Internet must not contain material that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, age, sex, pregnancy, religious or political beliefs, national origin, citizenship, veteran status, disability, sexual orientation, or any other characteristic protected by law.
- Abuse of the Internet access provided by CSUSA in violation of law or CSUSA policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:
 - Sending or posting discriminatory, harassing, or threatening messages or images
 - Sending or posting confidential material or proprietary information outside of the organization
 - Sending or posting messages or material that could damage the organization's image or reputation

CSUSA reserves the right to, and does, monitor Internet usage including sites visited and time spent at those sites.

Personal Web Sites, Web Logs and Text Message Policy

Personal Web sites, Web logs (blogs), and text messaging have become prevalent methods of self-expression in our culture. Charter Schools USA respects the right of employees to use these mediums during their personal time. If an employee chooses to identify himself or herself as a Charter Schools USA employee on a Web site or Web log, he or she must adhere to the following guidelines:

- Make it clear to the readers that the views expressed are the employee's alone and that they do not reflect the views of Charter Schools USA.
- Do not disclose any information that is confidential or proprietary to Charter Schools USA or to any third party that has disclosed information to the company. Consult the company's confidentiality policy for guidance about what constitutes confidential information.
- Uphold Charter Schools USA's value of respect for the individual and avoid making defamatory statements about Charter Schools USA's employees, clients, partners, affiliates, students and others, including competitors.
- Be careful not to let blogging interfere with your job or ethic and standards commitments.

Employees, especially instructional staff, are held to a high standard. Your commitment and oath to the Educational Professional Ethics Standards must not be violated. These standards outline appropriate conduct with students, parents and peers and who have access to the internet and access to content you display on the internet, regardless of whether you believe it may be personally secured or not. Personal web sites and blogs are not exempt from the Educational Professional Ethics Standard or company standards. Furthermore, violations may be reported to the Florida Department of Education and may ultimately affect instructional certification.

If blogging activity is seen as compromising to the Educational Professional Ethics Standards, or the corporation or school standards, Charter Schools USA may request a cessation of such commentary and the employee may be subject to disciplinary action up to and including termination.

Telephones and Voice Mail

The telephone system is the property of CSUSA and, as such, the primary purpose is for the conduct of the business of CSUSA. Employees are required to reimburse CSUSA for any charges resulting from their personal use of the telephone.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller, and hang up only after the caller has done so.

The voicemail system is intended to send and receive business-related messages. It is not designed as a storage medium for these or personal messages. Voicemail messages should be checked and cleared daily. Saving multiple voice messages for an extended period of time can negatively impact system performance.

CSUSA reserves the right to monitor its voicemail system to ensure compliance with this policy. You should not have an expectation of privacy with respect to the voice messages you send or retrieve via the Company's voicemail system.

SECURITY

Security is the responsibility of all employees. Security safeguards are necessary to help protect you, your property and the property of the Company.

Guarding Your Personal Belongings

To guard against theft of your personal belongings, be sure to keep your wallet, purse and/or any other valuables in a safe place, and keep your car locked. CSUSA discourages you from keeping personal property in the office and will not assume responsibility for the loss of such property.

Security Checks

The inspection of packages, lockers, cabinets and drawers, handbags, briefcases, carrying cases and vehicles may be necessary at times, and CSUSA reserves the right to search an employee's personal property. As an employee of CSUSA, you are expected to reasonably comply with any Company investigations.

Employees are not permitted to remove any Company property or merchandise from the premises for any reason unless preapproved in writing by your Administrator/Manager.

Entering and Leaving the Premises

At the time you are hired, you will be advised of the proper procedures for entering and exiting your office and setting alarms. You are expected to abide by these guidelines at all times. If you do not receive this information upon starting work, please contact a Administrator/Manager or Human Resources immediately.

Parking

Parking may be restricted and/or assigned in certain situations. Ask your Administrator/Manager for instructions.

Visitors in the Workplace

To provide for the safety and security of employees and the facilities at CSUSA, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors should enter the office through the reception areas, and must check in with the project/field Administrator/Manager at field sites. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on CSUSA's premises, employees should immediately direct the individual to the reception area, or if necessary notify their Administrator/Manager.

Violence in the Workplace

CSUSA does not tolerate fighting, threats and other acts of violence against employees, co-workers, job applicants, clients or vendors. In addition, possession of firearms, weapons, ammunition or explosives on Company property or while on Company business is strictly prohibited.

Acts or threats of violence or physical harm, whether made directly or indirectly, violate the safe and professional conduct of our business. If you are subjected to or threatened with harm by a co-worker, customer or vendor, or if you become aware of another individual who has been subjected to or threatened with violence, or if you know of circumstances which might result in violence, you should report this information to your Administrator/Manager or Human Resources immediately.

Please bring all threats to our attention so that we can deal with them appropriately. Do not assume that any threat is not serious. Any investigation into threatening remarks or conduct will be conducted with as much confidentiality as possible. No adverse action will be taken against anyone who brings a good-faith complaint under this policy.

Reporting Illegal and Unethical Acts

If you have knowledge of or suspect any illegal behavior by another employee, you are required to report such activity immediately to management.

PARTICIPATION IN COMMUNITY AFFAIRS

We encourage you to participate in community service affairs of charitable, educational and civic organizations. However, your participation in these activities must not adversely affect job performance, be detrimental to CSUSA's interests, or place you in the position of serving conflicting interests.

Time spent on community affairs, when not undertaken at the request of management, should normally be outside of your regular working hours and therefore will not be considered hours of work for pay purposes. Employee-initiated participation in community affairs that involves an extended period of time away from the job must be approved and handled in accordance with CSUSA's leave of absence policies.

EMERGENCY CLOSURES

At times, emergencies such as severe weather, fires, power failures, or earthquakes or hurricanes, can disrupt Company operations. In extreme cases, these circumstances may require the closing of a work facility/school. If such conditions exist, please consult your local emergency procedures and call the appropriate location for a message or contact your Administrator/Manager at home or at work as soon as possible.

When operations are officially closed due to emergency conditions, the time off from scheduled work for salaried employees and full time hourly employees will be paid.

In cases where an emergency closing is not authorized, employees who fail to report for work will be required to use PTO or take the time off without pay.

A copy of the CSUSA disaster procedure is located on the company intranet. All schools follow the disaster guidelines of the districts where they reside.

ENVIRONMENTAL

It is the policy of CSUSA to comply with all applicable laws and regulatory standards promulgated by the government to protect the quality of the environment. This includes eliminating or controlling pollution to the air, ground water or land, and to minimize potential exposure to hazardous materials.

It is the responsibility of each employee to be familiar with the requirements of his/her type of work and be sure that the work does not have any unnecessary impact on the environment. Employees are expected to recycle any materials for which collection services are provided.

Any person who becomes aware of any spill or inadvertent release of toxic or hazardous materials must report the incident immediately to his/her Administrator/Manager.

PAY RELATED INFORMATION

COMPENSATION

CSUSA's goal is to compensate its employees in a fair and competitive manner, based on the responsibilities of each job, the Company's overall growth and performance, and other business conditions affecting wages on an annual basis. In addition, our goal is to reward employees for their individual performance, achievements and contributions to the Company's success.

After the first year of employment, wages and salaries are normally reviewed annually, but a review does not guarantee an increase. All salaries, bonuses, stipends, and extra pay are taxable to the employee. Our philosophy is to pay for performance, and pay increases are based solely upon individual merit and business conditions.

Confidentiality- Employment, medical and wage information is confidential and should not be discussed with peers, parents, students, or vendors. This information is of a confidential nature and should not be discussed regardless of pertaining to yourself or others.

EMPLOYMENT CATEGORIES

Exempt/Non-exempt

Under the Fair Labor Standards Act, there are two categories of employees – exempt and non-exempt.

- **Exempt employees** are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws. Exempt employees are not eligible for overtime pay. Exempt employees generally include those in executive, Administrator/Managerial, professional, commissioned sales, and certain administrative positions. If you are an exempt employee, you are normally paid on a salary or commission basis regardless of hours worked. Exempt employees' salaries are calculated on a semi-monthly basis (24 pay periods).

- **Non-exempt employees** must keep records of their hours worked and must be paid overtime for any hours over 40 hours worked in a week. Salaries of non-exempt employees are calculated on an hourly basis.

Full-Time/ Part-Time/Temporary

At the time you are hired, your position is categorized as full-time, regular part-time, or temporary. At that time you will be informed of any Company benefits for which you are eligible. In general, employment category definitions encompass the following:

Full Time

A full-time employee is one who works the standard working hours of the Company each week (a minimum of 36 hours per week).

Part Time

Part time employees are classified as non exempt and work a regular schedule less than 36 hours per week.

Temporary and Seasonal Employees

A temporary employee is hired for a specified project or time frame and may work an irregular schedule. Seasonal employees are generally hired for an indeterminate time of limited duration and are also considered temporary employees. Temporary and seasonal employees do not receive any benefits provided by the Company.

Daily Substitutes

A temporary employee who is hired for the purpose of filling in for absent educators. They are hired on-call daily and do not receive benefits provided by the company.

Stipends and Other Supplemental Payments

For certain duties and responsibilities outside of your normal duties, CSUSA may provide a stipend. Principals and department managers are responsible for allocating stipends in accordance with the Compensation Plan and Budgeting Guidelines. Examples of stipends include but are not limited to Department Chair's, TLC, and extra duties or a project for a specific period of time.

TIME KEEPING AND PAY RECORDS

The attendance of all employees must be recorded and submitted to the Payroll Department weekly through E-Time. The payroll week begins on Sunday and ends on Saturday. To process payroll effi-

ciently, all time sheets must be received by the Payroll Department deadlines to your designated payroll representative.

Attendance records are Company records, and care must be exercised in recording the hours worked, overtime hours, absences and business expenditures.

Meal Periods

All full time employees are generally provided with one unpaid meal period of 1 hour in length each workday. Employees are relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time. Skipping a meal break to leave early and/or to get additional pay is not allowed, however, from time to time shortened meal breaks may be necessary to accommodate the daily schedule as the needs of the business allow, and with prior approval by the administrator/manager. However, adjustments should not exceed 8 hours per day or 40 hours in a work week.

Timekeeping

All hourly employees must record the hours worked including paid time off, and have their Administrator/Manager approve the completed timesheet weekly. All exempt salaried employees are required to report all paid time off.

Time Records

It is of utmost importance that timesheets are filled out properly with the correct associated information.

The following rules apply to completing time records:

- You are not permitted to work “off the clock,” including working through meal breaks or after scheduled work hour.
- You must accurately record all hours you spend on the job performing assigned duties.
- You are not authorized to work through scheduled lunch or meal breaks.
- Not accurately reporting PTO is a violation of company policy and is stealing. Supervisors must verify the employee has the PTO available, pre-approve, and sign off on the PTO request form.
- Compensatory time off in lieu of overtime pay is not permitted.

The Business Administrator at each school is responsible for accurate reporting and maintenance of documented reports. It is the employee’s responsibility to ensure their accurate time has been provided to the Business Administrator at the schools or through your manager at Corporate.

Altering, falsifying or tampering with time records, or recording time on another employee’s time sheet may result in disciplinary action, up to and including termination.

WORK HOURS

Your Work Schedule

The normal work schedule for most full-time employees is 8 hours a day, 5 days a week. Administra-

tor/Managers will advise employees of the times their schedules will normally begin and end. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

Employees should establish a mutually workable schedule with their Administrator/Manager. Issues, such as staffing needs, the employee's performance, and the nature of the job will be considered when establishing work schedules.

It is recommended that hourly employees report to work no more than 15 minutes prior to their shift start and clock out within 15 minutes of their shift end unless pre-approved to work overtime.

Attendance is a major concern and is a major part of your performance. Students and fellow employees rely on you to be at work on time everyday. If you become ill please contact your administrator/manager in advance. Contact means speaking directly with your supervisor, not just leaving a message. Failure to report into your administrator/manager for 3 consecutive days will result in job abandonment and disciplinary action up to and including termination.

Overtime

When operating requirements or other needs cannot be met during regular working hours, employees will be given the opportunity to volunteer for overtime work assignments. If not enough people volunteer to meet work needs, employees may be required to work overtime. All overtime work must receive the Administrator/Manager's prior authorization. Overtime assignments will be distributed as equitably as practical to all employees qualified to perform the required work.

EMPLOYEE REFERRAL PROGRAM

At CSUSA, we're always searching for talented performers—and that can mean a cash reward for you in recognition of your recruitment efforts. Sometimes you may know an individual who can be an asset to CSUSA. If we hire the referred individual, CSUSA may pay a referral bonus.

PAY PROCEDURES

CSUSA takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday. It is the responsibility of the employee to report any errors or concerns as soon as known.

Unless otherwise specified by CSUSA, you will be paid semi-monthly every 15th and the last day of the month. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

In the event that a regularly scheduled payday falls on a holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's PTO, the employee's paycheck will be available upon his or her return from PTO.

It is the Company's policy that employee paychecks will only be given personally to that employee. All other arrangements for mailing or pick up must be made with the employee's Administrator/Manager.

Underpayments and overpayments will be adjusted on the next pay period unless the amount creates a hardship for the employee. Then other arrangements can be made through the payroll office.

Direct Deposit/Payroll Check

CSUSA prefers and encourages employees to be paid through direct deposit of funds to either a savings or checking account at the bank of your choice. This can be set up during the “on-boarding” process.

The first pay period after receiving the direct deposit information will be directly deposited to your account. You will receive a direct deposit pay stub with all your earnings and deductions.

Final Pay

Upon separation, you will receive all unpaid wages and pay for any earned but unused paid time off in a manner consistent with the law in the state in which you work. If for any reason, you do not return equipment or property of CSUSA upon termination, the assessed value of the property will be deducted from the employee’s final paycheck. Be sure CSUSA has up to date address information.

BUSINESS-RELATED EXPENSE REIMBURSEMENT

Your duties as an employee may require you to travel. The Travel and Expense Policies set the guidelines on acceptable travel and business expenses, expense reports and the approval process. All expenses should cover the employee’s actual reasonable expenses while conducting business away from home on behalf of the Company or as associated with a business event. No personal expense should ever be charged to the Company. You are responsible to know the limits of the Travel and Expense Policy and seek the proper advanced approval through your direct supervisor and the VP of Corporate Finance.

When travel is completed you should submit your travel expenses on the expense report along with all original receipts. For further information, review the Travel and Expense Policy.

Travel

Employees whose travel plans have been approved are responsible for making their own travel arrangements.

Employees who are involved in an accident while traveling on business must promptly report the incident to the Human Resources. Vehicles owned, leased, or rented by CSUSA may not be used for personal use without prior approval.

With prior approval, employees on business travel may be accompanied by a family member or other person, when it will not interfere with successful completion of business objectives. Generally, employees are also permitted to combine personal travel with business travel, as long as time away from work is approved. Additional expenses arising from such non-business travel are the responsibility of the employee.

Employees should contact their Administrator/Manager for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not

incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

PROFESSIONAL MEMBERSHIPS

Professional employees are encouraged to become members in Professional Organizations and to actively participate.

With management approval, CSUSA may pay membership dues and other associated fees for professional memberships, if the membership is beneficial to both you and the Company.

TRAINING

Conferences, Short Courses, Seminars

CSUSA may pay all or a portion of the cost for job related approved conferences, courses and seminars. All attendees must have prior written approval by Administrator/Manager and the CEO and course must be directly related to a Professional Development Plan.

Employees are encouraged to become actively involved with professional associations to promote CSUSA as well as gain exposure by serving on boards, as officers, and by presenting technical papers. Expenses associated with mandatory company meetings are paid by the company and follow the corporate expense reimbursement policy.

BENEFITS

GENERAL OVERVIEW OF BENEFITS

CSUSA has established a variety of programs designed for the benefit of employees, including time off from work, assisting you in covering costs that can result from illness, helping you plan for an unexpected disability and several other benefits. This Handbook contains only a general listing of benefits. Your rights can be determined only by referring to the full text of the official plan documents, which are controlling and are available from Human Resources. To the extent that any of the information contained in this Handbook is inconsistent with the official plan documents, the provisions of the official plan documents will govern in all cases.

The following are some of the benefit programs that are available to eligible employees:

- Personal Time Off
- Medical Insurance/Dental/Vision (Section 125)
- 401k
- Holiday Pay
- Life Insurance/Accidental Death and Dismemberment
- Short and Long Term Disability

- Leaves of Absence
- Family and Medical Leave (if applicable)

ELIGIBILITY FOR BENEFITS

At the time you are hired, you are categorized as a full-time, regular part-time, or temporary employee. Only full-time employees (36 or more hours per week) are eligible for the benefits outlined in this section.

Medical	1st Day of the month after 30 days
Dental	1st Day of the month after 30 days
Vision	1st Day of the month after 30 days
Disability	1st Day of the month after 30 days
Life	1st Day of the month after 30 days
401k	Next quarter after completing 60 days of service

The following table shows when benefits begin for full-time eligible employees. The company may change the waiting periods for employees hired after the beginning of the 2008/2009 school year as the business needs require.

Paid Time Off

PTO 10 month full time employees	Benefit period is the beginning and end of the school year. Must complete 30 days.
PTO 12 month full-time employees	Benefit Period Jan 1st -Dec. 31st for corporate employees and August 1st-July 31st for school employees. Must complete 30 days

Medical/Dental/Vision/Life/Disability Enrollment

You will be asked to select benefit coverage during your orientation.

Important: If you do not elect coverage within the first 30 days of your employment you **cannot** enroll in the Medical or Dental Insurance plans until the next open enrollment period unless you have a **qualifying event**.

You must also notify Human Resources if you experience a **qualifying event** and want to make a change to your existing medical plan.

A qualifying event includes:

- Legal separation
- Divorce
- Death
- Termination of other employment
- Loss of other coverage
- Marriage
- Birth
- Adoption, or placement for adoption

You must request enrollment within 30 days of any of these qualifying events. Please understand that you will not be entitled to special enrollment if loss of coverage is the result of failure to request enrollment.

401k Enrollment

A 401k retirement savings plan is available to qualified regular full-time employees and you must be at least 21 years of age. Eligible employees may participate in the plan on the next quarter after completing 60 days of service as a regular full time employee.

- The plan is a voluntary savings plan
- Allows you to set aside pretax money through payroll deductions
- Employee may contribute from 1-100% of their salary
- CSUSA will match 25% up to the first 6% employee elects
- CSUSA matched funds become vested 25% year over year with the total vested after 4 years
- Employee can roll over funds from other plans at any time

Details of all insurance plans are described in the orientation materials. The information on cost of coverage will be provided in advance of enrollment to eligible employees

Contact Human Resources for more information about insurance benefits

HOLIDAYS

*Holidays and breaks observed at the school districts are not considered part of the CSUSA. CSUSA grants holiday paid time off to all full-time eligible employees for the holidays listed below:

- New Year's Day (January 1)
- Martin Luther King, Jr. Day (3rd Monday in Jan)
- President's Day (3rd Monday in Feb)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving (fourth Thursday in November)
- Day after Thanksgiving
- Christmas Eve (December 24)
- Christmas Day (December 25)
- New Year's Eve (December 31)

If a holiday falls on a weekend, the holiday will be observed on the closest Friday or Monday.

The Company recognizes and provides the listed holidays for its employees. Nevertheless, we must remember that from time to time our services may be required on holidays and depending on the business situation employees may be required to take an alternate day off. Also, certain job positions will require employees to regularly work on the listed holidays, and in those circumstances, those employees would be granted an alternate day off.

Holiday Policy

Employees wishing to observe other holidays than what is listed above may consider using PTO if approved by their administration.

Holiday Pay Considerations

- If a recognized holiday falls during an eligible employee’s approved paid time off, holiday pay will be provided instead of PTO benefit that would otherwise have applied, or an alternate day off as required by the needs of the business.
- Holiday pay will be calculated based on the employee’s straight time pay rate (as of the date of the holiday) times 8 hours for full-time employees.
- Employees may not elect financial compensation in lieu of taking time off for a holiday.
- Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.
- Employees must have worked or have pre-authorized PTO on the day before and the day after a holiday in order to be paid holiday pay.
- Early release time, must be approved by the CEO and is not considered a benefit for the purpose of providing alternate time off for use of PTO.

PAID TIME OFF (PTO)

PTO is available to eligible employees to provide opportunities for rest, relaxation, and personal pursuits. Full-time employees are eligible to take PTO as described in this policy. Temporary, part-time and seasonal employees are not entitled to PTO.

PTO for the calendar year or at the beginning of the school year is credited to an employee’s PTO account on the first day of each year. The full allocation is available at that time. An employee is eligible to take PTO after the first 30 days of employment.

PTO allocation rates are determined by length of service and by 10 month or 12 month status as allocated below:

LENGTH OF SERVICE	PTO 10 MONTH FULL-TIME EMPLOYEES avg (36-40 hours) (20 pay periods)	PTO 12 MONTH FULL-TIME EMPLOYEES avg. (36-40 hours) (24 pay periods)
1st Calendar Year (prorated from start date)	3.20 hours accrued per PAY PERIOD.	5.33 hours per PAY PERIOD prorated as of the date of hire.
Up to 5 years of Service (0-59 months)	3.20 hours per PAY PERIOD.	5.33 hours per PAY PERIOD.
More than 5 years, less than 10 years of service (60-119 months)	3.20 hours per PAY PERIOD.	7.00 hours per PAY PERIOD.
More than 10 years (over 120 months)	3.20 hours per PAY PERIOD.	8.67 hours per PAY PERIOD.

School Principals receive 4 weeks PTO, Assistant Principals and Dean’s receive 3 weeks PTO.

Other PTO Time Considerations

PTO may be taken at any time during the year – but must be scheduled to avoid conflicts with other employees' PTO and work demands of the Company.

1. PTO time may be taken in one-half day increments.
2. Specific PTO dates must be approved by the employee's Administrator/Manager at least two weeks prior to the anticipated time off.
3. In the case of separation from the Company after twelve months (12) of employment, instructional staff may be paid for unused allotted PTO in lieu of carry over.
4. Designated Company holidays will not be counted as PTO if they should fall within the period of time off.
5. A maximum of 5 days (40 hours) of PTO can be carried over to the next year. However, the total number of carry over days can never exceed 5 days (40 hours).
6. PTO will be scheduled in the mutual best interest of the Company and the employee -- we feel that paid time off from work is necessary and should not be forfeited. Length of service will determine priority for PTO in the case of conflicts.
7. Ten month instructional exempt staff may opt to cash out PTO days at the end of the school year in lieu of carry over of up to 5 days (40 hours). Payout does not exceed \$90.00 per day.
8. In the case of separation, vacation time taken in advance will be deducted from the final pay check.

NOTE: Employees must get prior approval from their supervisor in order to carry over PTO to the next year.

LEAVES OF ABSENCE

Family and Medical Leave

CSUSA may provide employees with a leave of absence to deal with serious medical problems and related disability or inability to work. Wherever applicable, it is the intention of CSUSA to comply with and conform to the provisions of the federal Family and Medical Leave Act ("FMLA"), CSUSA will allow employees who have a minimum of 12 months of service and who have worked at least 1,250 hours during the 12 months prior to the requested leave, to take job-protected leave for up to a total of 12 weeks during a rolling 12-month period, for certain reasons.

FMLA leave may be available for:

- The birth and care of a newborn child
- Placement of a child with an employee for adoption or foster care
- When an employee is needed to care for an immediate family member (child, spouse or parent) with a serious health condition, as defined by the FMLA or
- For an employee's own serious health condition, as defined by the FMLA, which makes him/her unable to perform the essential functions of his/her job

In certain cases, leave may be taken on an intermittent basis rather than all at once. PTO and holiday benefits are not applied or allotted during unpaid FMLA leave.

To apply for an FMLA leave, employees must submit a written request at least 30 days in advance of a

foreseeable leave, or as soon as practicable if the need is unforeseeable. Medical certification is required for leaves involving a serious health condition of the employee or an immediate family member, and must be provided to CSUSA within 15 days of CSUSA's request for medical certification.

The maximum allowable FMLA leave is 12 weeks (including any paid leave) during a rolling 12-month period. FMLA leave will be unpaid. The Company does require the use of applicable and available paid leave (e.g., PTO, personal, sick, STD, etc.) at the beginning of the FMLA leave, prior to the use of unpaid leave. All types of leave, paid or unpaid, for which an absence qualifies will run concurrently and will count against the maximum 12-week amount of FMLA leave. For example, if an employee is out for a total of nine weeks based on his/her own serious health condition, and the employee uses one week (five days) of PTO at the beginning of the leave and eight weeks (40 days) of STD leave for weeks two through nine, he/she will have used nine weeks of FMLA leave (leaving three more weeks of FMLA leave during that rolling 12-month period), one week of PTO, and eight weeks of STD.

Outside employment during your FMLA leave period is prohibited and may result in disciplinary action up to and including immediate termination.

Subject to some exceptions (e.g., elimination of job altogether, etc.), employees able to return to work before or at the conclusion of the 12-week FMLA leave generally will be reinstated to their same position, or to a position with equivalent pay and benefits. There is no guarantee of reinstatement after 12 weeks have elapsed. If an employee is unable to return to work after 12 weeks of FMLA leave, he/she generally will be terminated.

To request an FMLA leave, employees should contact the Human Resources Department.

Personal Non-FMLA Leave of Absence

CSUSA may provide leaves of absence without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations.

As soon as eligible employees become aware of the need for a personal leave of absence, they should request a leave providing a full explanation of the circumstances, in writing, from their Administrator/Manager at least two weeks before the start date of the leave of absence.

Personal leave of absence is provided without pay. Any available paid time off must be exhausted first.

Duration of Leave

Personal leave may be granted for a period of up to 90 calendar days every 3 years. If this initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than 90 calendar days.

Requests for Leave

Requests for personal leave will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence. Personal leave will not be granted if it places an undue burden on your department, or if it conflicts with work schedule demands.

Benefits During Leave

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be

provided by CSUSA until the end of the month in which the approved personal leave begins. Subject to the terms, conditions, and limitations of the applicable plans, at that time, the Company may continue to pay Company-paid benefits; you must pay 100% of their portion of insurance premiums in advance to the Company. Failure to pay this portion up front would result in a loss of benefits.

When you return from personal leave, benefits will again be provided by CSUSA according to the applicable plans.

Benefit accruals, such as PTO or holiday benefits, will be suspended during the leave and will resume upon return to active employment.

Other Employment

Outside employment during your leave period is prohibited and may result in disciplinary action up to and including immediate termination.

Reinstatement

When a personal leave ends, every reasonable effort will be made to return you to the same position, if it is available, or to a similar available position for which you are qualified. However, CSUSA cannot guarantee reinstatement in all cases.

If you fail to report to work promptly at the expiration of the approved leave period, CSUSA will assume you have resigned.

OTHER TIME OFF

Bereavement Leave

Full-time employees are allowed up to 3 days off with pay in the event of a death in the immediate family. (For out of state funerals, more time may be approved by your Administrator/Manager.) Please notify your Administrator/Manager as soon as possible if you need to take bereavement leave.

For the purposes of this policy, immediate family is defined as father, mother, sister, brother, spouse, child, step-child, mother-in-law, father-in-law, grandparents, grandchildren, sisters-or-brothers-in-law.

Time off without pay may be granted at the discretion of your Administrator/Manager to attend the funeral of other relatives or friends. You have the option of using any available paid time off in these instances.

Jury Duty/Court Duty

CSUSA encourages employees to fulfill their civic responsibilities by serving jury duty or appearing in court as a witness when subpoenaed. Full-time employees may request up to 3 weeks of paid jury/court duty leave over any 2-year period.

Pay Considerations

Jury/court duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence, minus the jury duty pay awarded by the court.

Procedures

Employees must show the jury duty summons or subpoena to their Administrator/Manager as soon as possible so that the Administrator/Manager may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

While on jury duty, and particularly while on standby status, you are expected to work as much of your regularly scheduled workday as the jury duty reasonably permits. In the event you are excused from jury duty on a scheduled workday, you are required to contact your Administrator/Manager and be prepared to report to work as soon as possible.

Either CSUSA or the employee may request an excuse from jury duty if, in CSUSA's judgment, the employee's absence would create serious operational difficulties.

CSUSA will continue to provide health insurance benefits for the full term of the jury/court duty absence. Paid time off and holiday benefits will continue to accrue during jury/court duty leave.

Voting in Elections

CSUSA wants to make sure you have the opportunity to vote in national, state, or local elections. If your working hours make it impossible for you to get to the polls before or after work, please talk to your Administrator/Manager beforehand. If it is necessary, you can arrange to come in late or leave early, without a loss of pay, in order to get to the polls.

Employees who are assigned to a location outside of their voting precinct are encouraged to vote by absentee ballot.

Military Leave

CSUSA will grant a military leave of absence without pay to an employee who is inducted into the armed forces or who has reserve duty or National Guard obligations. Upon completion of duties, you will be reinstated into your former position or into another position of equal pay and status, consistent with applicable laws.

ESP's Network of Managed Charter Schools

Charter Schools USA Managed Schools

School	County	Principal	School Address and Phone	Financial FY 08	2005 Grade	2006 Grade	2007 Grade	2008 Grade	2009 Grade
Aventura Charter Elementary School	Miami-Dade	Julie Alm	3333 NE 188th Street, Aventura, FL 33180 (305) 466-1499	clean audit	A	A	A	A	A
Bonita Springs Charter School	Lee	Deborah Tracy	5380 Bernwood Drive Bonita Springs, FL 34135 (239) 992-6932	clean audit	A	A	A	A	A
Cape Coral Charter School	Lee	Deborah Nauss	76 Mid Cape Terrace, Cape Coral, FL 35991 (239) 995-0904	clean audit	D	B	C	B	C
Coral Springs Charter School	Broward	Billie Miller	3205 University Drive, Coral Springs, FL 33065 (954)340-4100	clean audit	A	A	A	A	A
Downtown Miami Charter School	Miami-Dade	Ms. Rebecca Dinda	305 N W 3rd Avenue, Miami, FL 33128 (305) 579-2112	clean audit	C	C	F	C	C
Four Corners Charter School	Osceola	Denise Thompson	9100 Teacher Lane Davenport, FL 33837, (407) 787-4300	clean audit	n/a	n/a	B	A	A
Gateway Charter School	Lee	John O'Brien	12650 Commonwealth Drive, Fort Myers, FL 33913 (239) 768-5048	clean audit	C	A	A	A	A
Gateway Charter Intermediate School	Lee	John O'Brien	12650 Commonwealth Drive, Fort Myers, FL 33913 (239) 768-5048	clean audit	n/a	n/a	n/a	n/a	A
Gateway Charter High School	Lee	Joe Roles	12770 Gateway Blvd., Fort Myers, FL 33913 (239) 768-3350	clean audit	C	C	A	A	B
Hollywood Academy of Arts & Science (Elementary)	Broward	Donte Fulton	Home Tower Building 1720 Harrison St, Hollywood, FL 33020 (954) 925-6404	clean audit	C	A	A	A	A
Hollywood Academy of Arts & Science (Middle)	Broward	Donte Fulton	Home Tower Building 1720 Harrison St, Hollywood, FL 33020 (954) 925-6404	clean audit	n/a	A	A	A	A
Keys Gate Charter School	Miami-Dade	Robin Sandler	2000 S E 28th Avenue, Homestead, FL 33035 (305)230-1616	clean audit	B	B	B	A	A
North Broward Academy of Excellence (Elementary)	Broward	David McKnight	8200 SW 17 Street, North Lauderdale, FL 33068 (954)718-2211	clean audit	A	C	A	B	B
North Broward Academy of Excellence (Middle)	Broward	David McKnight	8200 SW 17 Street, North Lauderdale, FL 33068 (954)718-2211	clean audit	n/a	A	B	B	A
Renaissance Charter School of St. Lucie	St. Lucie	Eric Lewis	300 NW Cashmere Blvd · Port St. Lucie, FL 34986 · (772) 344-5982	open 2009	n/a	n/a	n/a	n/a	n/a
Renaissance Elementary Charter School	Miami-Dade	Ana Cordal	8360 NW 33rd Street, Miami, FL 33122 (305)591-2225	clean audit	A	A	A	A	A
Renaissance Middle Charter School	Miami-Dade	Ana Cordal	8360 NW 33rd Street, Miami, FL 33122 (305)591-2225	clean audit	n/a	A	B	B	A
Six Mile Charter Academy	Lee	Sara Abraham	6651 Lancer Ave, Fort Myers, FL 33912 (239) 768-9375	clean audit	n/a	A	D	C	A
Canoe Creek Charter Academy	Osceola	Nina Kuhn	3600 Canoe Creek Road · St. Cloud, FL 34772 · (407) 891-7320	CSUSA managed since 7/2009	n/a	n/a	n/a	n/a	B
PM Wells Charter Academy	Osceola	John Bushey	2426 Remington Blvd. · Kissimmee, FL 34744 · (321) 697-1020		n/a	n/a	n/a	n/a	B

Five Year Projected School Budget and Financial Plan

Notes to Projected 5 Year Budget

Revenue	Note #	
Government		
Per Pupil Allocation	1	- Total FEFP funding Less funding for ESE -Yr 1 Base Student Allocation of \$3,623.76 Years two through five assume a 3% growth in total per student revenue
Special Needs	2	- State funding for ESE students based on 251 classification - 10% ESE population is assumed and maintained for future years
Other Government	3	- Any other state or government funds available to the school - None budgeted
Capital Outlay:	4	- Capital Outlay funding based on estimate of \$456 per student in FY15 with a 10% reduction in the following year
Board Refund over 250 Students:	5	- Refund of the 5% district fee for having more than 250 students; funds to be used for capital outlay purposes
Grants & Fundraising:	6	- Not included in budget
Other Revenue	7	- Food service revenue; based on our experience with similarly sized location
Interest Income	8	- Interest income based on cash in banks
Expenses		
Salary Related Expenses		
Administration Staff	9	Salary and hourly wages for school administration
Instructional Staff	10	Salary and hourly wages, Stipends, and Tutoring for instructional staff
Bonus Pool for Schoolwide Incentives	11	Bonus set aside for incentive goals, equal to 1% of state, local and federal funding in applicable years
Benefits (Health, Dental, etc)	12	Benefits for FT employees
Payroll Taxes	13	Allowance for FICA, Medicare and state and federal unemployment taxes
Professional Services		
Legal Fees	14	- Potential legal fee, outside counsel, needed filing and documentation etc.
Accounting Services - Independent Audit	15	- Independent Audit
G&A, Curriculum Development, R&D	16	- Fees paid to Management company for providing various services
Outside Staff Development Consulting Fees	17	- Registration for and travel to Teacher training and professional development courses and seminars.
Temporary Agency Fees	18	- Fees paid to agencies providing temporary services
Fee to County School Board	19	- The 5% fee paid to the sponsoring school district for administrative services
Professional Fees - Other	20	- Funds set aside for School Board's discretionary use
Marketing & Enrollment	21	- Advertising and marketing for students
Staff Recruitment	22	- Advertising and recruiting for School's staff
Vendor Services		
Contracted Pupil Transportation	23	- Contracted bus service
Extra-Curricular Activity Events	24	- Expense of transportation to and cost of extra curricular events such as sports, performances, etc
Contracted Food Service	25	- Third party food provider, partially offset by revenue received from Free and Reduced Lunch program and paid lunches
Background / Finger Printing	26	- Expense for employee background checks and fingerprinting
Drug Testing Fees	27	- Expense for employee drug testing
Licenses & Permits	28	- Expense for any required license or permits
Bank Service Fees	29	- Normal banking fees
Contracted Special ED non-instruction	30	- Non-instructional Special Ed. Expenses such as aides, or facilities.
Contracted Custodial Services	31	- Contracted Custodial service based on contracts at similarly sized locations and current quotes
Contracted Security	32	- Contracted Security patrols and alarm monitoring services based on contracts at similarly sized locations and current quotes
Other Operating Expenses		
Travel/Auto	33	- Staff travel for special trips (auto expenses).
Airfare	34	- Airfare for staff travel for special trips.
Meals	35	- Staff meals while traveling to and from special trips
Lodging	36	- Staff lodging while traveling to and from for special trips
Business Expense - Other	37	- Other expenses incurred for business
Dues & Subscriptions	38	- Memberships in educational associations and subscriptions to trade journals (including accreditation, if applicable)
Printing	39	- Any offsite printing of instructional, informational or promotional materials based on usage of similarly sized schools
Office Supplies	40	- All office materials and supplies based on usage of similarly sized schools
Medical Supplies	41	- In school medical supplies for nurse
In-house Food Service - Cost of Food	42	- Food for parent, staff and/or enrollment meetings based on usage of similarly sized schools
Food Service - Paper and Small wares	43	- Paper plates, cups, disposable utensils used for parent, staff and/or enrollment meetings based on usage of similarly sized schools
Bad Debt Expense	44	- Expenses related to funds not collected, owed to the school
Instruction Expense		
Textbooks & Reference Books	45	- Cost of Textbooks & Reference Books at \$275.00 per incremental child; in yr 4 and 5, assume replacement of books for 1/2 of # of students. Amount adjusted for inflation in years two through five.
Consumable Instructional (Student)	46	- Consumables supplies, paper, pencils, workbooks etc. based on \$100 per student adjusted for inflation in subsequent years
Consumable Instructional (Teacher)	47	- Teachers' consumable instructional resources and supplies etc based on \$250 per teacher adjusted for inflation in subsequent years
Library Books	48	- Costs to outfit a library - \$20,000 per year
Testing Materials	49	- Student testing and evaluative resources and supplies \$15.00 per student adjusted for inflation in subsequent years
Contracted SPED Instruction	50	- Contracted special education instructional services \$400.00 per child adjusted for inflation in subsequent years
Administrative Expenses		
Telephone & Internet	51	- Land line, Internet, and cellular phone usage based on similarly sized locations
Postage	52	- Postage usage based on similarly sized locations
Express Mail	53	- Overnight mail usage based on similarly sized locations
Electricity	54	- Power usage based on similarly sized locations
Water & Sewer	55	- Water and Sewer usage based on similarly sized locations
Waste Disposal	56	- Waste Disposal based on similarly sized locations
Pest Control	57	- Pest Control based on similarly sized locations
Maintenance & Cleaning Supplies	58	- Maintenance and cleaning supplies not cover by contracted custodial based on similarly sized locations
Building Repairs & Maintenance	59	- Building maintenance not cover by contracted custodial based on similarly sized locations
Equipment Repairs & Maintenance	60	- Equipment repairs and maintenance based on similarly sized locations
Software Licensing Fees	61	- Computer licensing based on similarly sized locations
Miscellaneous Expenses	62	- Miscellaneous based on similarly sized locations
Fixed Expense		
Rent	63	- Facility rent - Based on cost estimates for the planned facility
Office Equipment - Leasing Expense	64	- Cost for leasing office equipment not financed
Professional Liability & Property Insurance	65	- Cost of insurance
CAPITAL EXPENSES		
Capital Outlay (Capitalized)		
Computers Hardware	66	- Any computer hardware - the school will begin planned tech refresh in yr 4
FF&E	67	- Furniture, Fixtures and Equipment - See FF&E tab for details
Computers Software	68	- Computer Software
Other	69	- Any other capital purchases
Proceeds from Long Term Debt	70	- Financing obtained to purchase the computers and FF&E - calculated at 100% of equipment costs
Repayment of Long-Term Debt	71	- Principal & interest payments of debt used for the purchase of capital equipment - Calculated at a 4yr amortization with 9% interest rate

Summary Income Statement

Broward	Note #	Yr1	Yr2	Yr3	Yr4	Yr5
<i>Full Capacity</i>		1,500	1,500	1,500	1,500	1,500
<i>Budgeted Number of Students</i>		913	1,320	1,481	1,504	1,504
<i>Forecasted Average FTE per Student</i>		\$ 6,456	\$ 6,649	\$ 6,849	\$ 7,054	\$ 7,266
Revenue						
<i>Government</i>						
Per Pupil Allocation	1	5,792,502	8,625,943	9,968,388	10,426,894	10,739,701
Special Needs	2	101,601	151,299	174,846	182,888	188,375
Other Government	3	-	-	-	-	-
Total Government:		5,894,103	8,777,243	10,143,234	10,609,782	10,928,075
Capital Outlay:	4	-	-	-	686,456	617,810
Board Refund over 250 Students:	5	210,319	349,612	414,284	434,685	447,726
Grants & Fundraising:	6	-	-	-	-	-
Other Revenue	7	388,516	578,244	667,880	698,238	718,824
Interest Income	8	-	-	-	-	-
Total Revenue:		6,492,938	9,705,099	11,225,398	12,429,161	12,712,435
Expenses						
	Redbook Function					
Instruction Expense	5000	2,930,844	45%	3,995,870	4,541,720	4,855,927
Pupil Personnel Services	6100	44,300	1%	46,354	47,746	49,176
Instructional Media Services	6200	79,979	1%	93,529	95,736	98,005
Instructional Staff Training Svcs	6400	8,000	0%	8,240	8,487	8,742
Board	7100	7,000	0%	22,210	22,876	23,563
School Administration	7300	458,548	7%	594,301	614,715	632,680
Fiscal Services	7500	3,500	0%	596,851	1,191,434	1,704,808
Food Services	7600	264,746	4%	395,253	451,864	444,966
Central Services	7700	445,730	7%	542,114	581,055	595,690
Pupil Transportation Services	7800	252,000	4%	363,384	427,755	440,588
Operation of Plant	7900	1,526,262	24%	2,018,903	2,259,134	2,667,901
Maintenance of Plant	8100	165,760	3%	198,575	206,960	212,740
Community Services	9100	67,708	1%	101,463	136,437	140,528
Total Expenses:		6,254,377	96%	8,977,047	10,585,920	11,875,313
Operating Surplus/(Deficit)		238,561	4%	728,052	639,478	443,132
<i>Capital Expenditures</i>	*	1,044,706		330,879	240,154	143,165
Proceeds from Long Term Debt		1,045,000		-	-	-
<i>Repayment of LTD</i>	*	234,044		312,058	312,058	312,058
Surplus/(Deficit) - Unrestricted Fund Balance		4,811		85,115	87,266	217,840

**Broward
Detailed Income Statement
FY12 through FY16**

	FY12	FY13	FY14	FY15	FY16
Total Number of Students Enrolled	913	1,320	1,481	1,504	1,504
Forecasted Average FTE per Student	\$ 6,456	\$ 6,649	\$ 6,849	\$ 7,054	\$ 7,266
REVENUE:					
Government					
Per Pupil Allocation	5,792,502	8,625,943	9,968,388	10,426,894	10,739,701
Special Needs	101,601	151,299	174,846	182,888	188,375
Other Government	-	-	-	-	-
Total Government:	5,894,103	8,777,243	10,143,234	10,609,782	10,928,075
Capital Outlay:	-	-	-	686,456	617,810
Board Refund over 250 Students:	210,319	349,612	414,284	434,685	447,726
Grants	-	-	-	-	-
Fundraising	-	-	-	-	-
Before & Aftercare Revenue	131,472	195,782	226,252	236,658	243,758
Food Services	44,906	66,555	76,557	79,717	81,747
Free and Reduced Lunch (DOE reimbursement)	212,138	315,907	365,071	381,863	393,319
Interest Income	-	-	-	-	-
TOTAL REVENUE	6,492,938	9,705,099	11,225,398	12,429,161	12,712,435
EXPENSES:					
Administration Staff					
Principal	90,000	92,700	95,481	98,345	101,296
Assistant Principal	65,000	133,900	137,917	142,055	146,316
Dean of Students	55,000	56,650	58,350	60,100	61,903
Business Administrator	45,000	46,350	47,741	49,173	50,648
Administrative Assistant	49,440	67,898	69,935	72,033	74,194
Receptionist	20,880	21,506	22,152	22,816	23,501
Registrar/DPC	26,000	26,780	27,583	28,411	29,263
Student Services Coordinator	38,000	39,140	40,314	41,524	42,769
Media Specialist	36,000	37,080	38,192	39,338	40,518
Media Assistant (Clerk)	23,072	23,764	24,477	25,211	25,968
Food Service - Director	18,240	18,787	19,351	19,931	20,529
Food Service	14,400	29,664	30,554	31,471	32,415
Before/Aftercare - Director	18,240	18,787	19,351	19,931	20,529
Before/Aftercare	41,040	70,452	101,592	104,640	107,779
-	-	-	-	-	-
-	-	-	-	-	-
	540,312	683,459	732,989	754,978	777,628
Instruction Staff					
Teachers (K-5)	1,110,000	1,486,290	1,805,652	1,900,252	1,957,260
Teachers (6-8) (Math, Sci, SS, LA, Reading)	370,000	571,650	588,800	606,463	624,657
General Music / Chorus Teacher	37,000	76,220	78,507	80,862	83,288
Art Teacher	74,000	76,220	78,507	80,862	83,288
PE Teacher	74,000	76,220	117,760	121,293	124,931
Foreign Language Teacher	37,000	76,220	78,507	80,862	83,288
Technology Teacher	37,000	76,220	78,507	80,862	83,288
PE Aide	16,720	25,832	35,476	36,541	37,637
ESOL	33,440	43,054	53,215	54,811	56,456
ESE	111,000	152,440	157,013	202,154	208,219
Reading Specialist	37,000	38,110	39,253	40,431	41,644
Math Specialist	37,000	38,110	39,253	40,431	41,644
Co-Teacher	37,000	76,220	117,760	121,293	124,931
Curriculum Resource Teacher	37,000	38,110	39,253	40,862	42,488
Daily Subs	67,200	91,200	103,200	105,600	105,600
	2,115,360	2,942,116	3,410,662	3,633,578	3,739,418
Tutoring					
	23,280	30,158	34,791	35,834	36,909
Stipends	15,000	15,450	15,914	16,391	16,883
Bonus Pool for Schoolwide Incentives	-	87,772	101,432	106,098	109,281
Benefits (Health, Dental, etc)					
Instructional Staff	142,500	254,100	295,800	315,000	324,000
Pupil Personnel Services Staff	2,500	3,300	3,400	3,500	3,600
Instructional Media Services Staff	5,000	6,600	6,800	7,000	7,200
School Administration Staff	22,500	36,300	37,400	38,500	39,600
Food Services Staff	2,500	3,300	3,400	3,500	3,600
Before & Aftercare Staff	2,500	3,300	3,400	3,500	3,600
	177,500	306,900	350,200	371,000	381,600
Payroll Taxes (FICA, Med, State/Fed Unempl)					
Instructional Staff	215,364	307,550	356,280	379,190	390,249
Pupil Personnel Services Staff	3,800	3,914	4,031	4,152	4,277
Instructional Media Services Staff	5,907	6,084	6,267	6,455	6,649
School Administration Staff	35,132	44,578	45,916	47,293	48,712
Food Services Staff	5,999	8,905	9,172	9,448	9,731
Before & Aftercare Staff	5,928	8,924	12,094	12,457	12,831
	272,130	379,956	433,761	458,995	472,449
Professional Services					
Legal Fees	5,000	5,150	5,305	5,464	5,628
Accounting Services - Independent Audit	-	15,000	15,450	15,914	16,391
G&A, Curriculum Development, R&D	-	593,246	1,187,721	1,700,984	1,799,042
Outside Staff Development Consulting Fees	8,000	8,240	8,487	8,742	9,004
Temporary Agency Fees	5,000	5,150	5,305	5,464	5,628
Fee to County School Board	294,705	438,862	507,162	530,489	546,404
Professional Fees - Other	2,000	2,060	2,122	2,185	2,251
Marketing & Enrollment	114,125	50,875	20,125	10,000	10,000
Staff Recruitment	3,000	3,090	3,183	3,278	3,377
	431,830	1,121,673	1,754,858	2,282,519	2,397,723

**Broward
Detailed Income Statement
FY12 through FY16**

	FY12	FY13	FY14	FY15	FY16
Total Number of Students Enrolled	913	1,320	1,481	1,504	1,504
Forecasted Average FTE per Student	\$ 6,456	\$ 6,649	\$ 6,849	\$ 7,054	\$ 7,266
Vendor Services					
Contracted Pupil Transportation	252,000	363,384	427,755	440,588	453,805
Extra-Curricular Activity Events & Transportation	5,000	5,150	5,305	5,464	5,628
Contracted Food Service	220,216	327,936	378,972	366,279	377,268
Background / Finger Printing	500	515	530	546	563
Drug Testing Fees	500	515	530	546	563
Licenses & Permits	2,000	2,060	2,122	2,185	2,251
Bank Service Fees	3,500	3,605	3,713	3,825	3,939
Contracted Special ED non-instruction	7,500	7,725	7,957	8,195	8,441
Contracted Custodial Services	211,500	217,845	224,380	231,112	238,045
Contracted Security	1,200	1,236	1,273	1,311	1,351
	703,916	929,971	1,052,537	1,060,052	1,091,853
Other Operating Expenses					
Travel/Auto	5,000	5,150	5,305	5,464	5,628
Airfare	500	515	530	546	563
Meals	3,000	3,090	3,183	3,278	3,377
Lodging	2,000	2,060	2,122	2,185	2,251
Business Expense - Other	5,000	5,150	5,305	5,464	5,628
Dues & Subscriptions	2,000	2,060	2,122	2,185	2,251
Printing	11,096	27,984	31,397	31,885	31,885
Office Supplies	20,000	20,600	21,218	21,855	22,510
Medical Supplies	1,200	1,236	1,273	1,311	1,351
In-house Food Service - Cost of Food	3,391	6,661	10,415	14,337	18,377
Food Service - Paper and Small wares	1,200	1,236	1,273	1,311	1,351
Bad Debt Expense	-	-	-	-	-
	54,387	75,742	84,142	89,822	95,170
Instruction Expense					
Textbooks & Reference Books	251,075	115,283	46,971	76,853	76,809
Consumable Instructional (Student)	91,300	135,960	157,119	164,346	169,277
Consumable Instructional (Teacher)	14,250	19,828	23,075	24,586	25,324
Library Books	10,000	20,000	20,000	20,000	20,000
Testing Materials	13,695	20,394	23,568	24,652	25,391
Contracted SPED Instruction	36,520	54,384	62,848	65,738	67,711
	416,840	365,848	333,581	376,176	384,512
Administrative Expenses					
Telephone & Internet	39,100	40,273	41,481	42,726	44,007
Postage	3,500	3,605	3,713	3,825	3,939
Express Mail	2,000	2,060	2,122	2,185	2,251
Electricity	176,400	181,692	187,143	192,757	198,540
Water & Sewer	23,000	23,690	24,401	25,133	25,887
Waste Disposal	29,000	29,870	30,766	31,689	32,640
Pest Control	5,000	5,150	5,305	5,464	5,628
Maintenance & Cleaning Supplies	18,260	26,400	29,620	30,080	30,080
Building Repairs & Maintenance	135,000	159,300	164,079	169,001	174,071
Equipment Repairs & Maintenance	7,500	7,725	7,957	8,195	8,441
Software Licensing Fees	5,000	5,150	5,305	5,464	5,628
Miscellaneous Expenses	6,000	6,000	6,000	6,000	6,000
	449,760	490,915	507,890	522,519	537,112
Fixed Expense					
Rent	943,129	1,404,467	1,623,042	2,015,360	2,075,821
Office Equipment - Leasing Expense	15,000	30,000	30,900	31,827	32,782
Professional Liability & Property Insurance	95,933	112,620	119,221	120,164	120,164
	1,054,062	1,547,087	1,773,163	2,167,351	2,228,767
EXPENSES less Payroll	3,110,795	4,531,235	5,506,172	6,498,438	6,735,136
TOTAL OPERATING EXPENSES	6,254,377	8,977,047	10,585,920	11,875,313	12,269,302
CAPITAL EXPENSES					
Capital Outlay (Capitalized)					
Computers Hardware	616,522	187,514	178,399	113,962	111,067
FF&E	397,088	131,865	43,171	6,203	10,000
Computers Software	31,096	11,500	18,584	23,000	26,404
Other	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	1,044,706	330,879	240,154	143,165	147,471
Proceeds from Long Term Debt	1,045,000	-	-	-	-
Debt Repayments					
Repayment of Long-Term Debt (P&I)	234,044	312,058	312,058	312,058	77,821
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	4,811	85,115	87,266	98,624	217,840

Broward
Detailed Income Statement
FY12

	Redbook Function	Note	#	\$ / Unit	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation		1	913	6,344	5,792,502			5,792,502
Special Needs		2	91	1,113	101,601			101,601
Other Government		3						-
Total Government:					5,894,103			5,894,103
Capital Outlay:		4	913	-	-			-
Board Refund over 250 Students:		5	663		210,319			210,319
Grants		6						-
Fundraising		6						-
Before and After Care - \$8.00/day - 180 days (10% partic)		7	91	8.00		131,472		131,472
Food Services		7					44,906	44,906
Free and Reduced Lunch (DOE reimbursement)		7					212,138	212,138
Interest Income		8						-
TOTAL REVENUE					6,104,422	131,472	257,044	6,492,938
EXPENSES:								
Administration Staff	sub							
Principal	7300	9	1.00	90,000	90,000			90,000
Assistant Principal	7300	9	1.00	65,000	65,000			65,000
Dean of Students	7300	9	1.00	55,000	55,000			55,000
Business Administrator	7300	9	1.00	45,000	45,000			45,000
Administrative Assistant	7300	9	3.00	10.00	49,440			49,440
Receptionist	7300	9	1.00	10.00	20,880			20,880
Registrar/DPC	7300	9	1.00	26,000	26,000			26,000
Student Services Coordinator	6100	9	1.00	38,000	38,000			38,000
Media Specialist	6200	9	1.00	36,000	36,000			36,000
Media Assistant (Clerk)	6200	9	1.00	14.00	23,072			23,072
Food Service - Director	7600	9	1.00	12.00			18,240	18,240
Food Service	7600	9	2.00	10.00			14,400	14,400
Before/Aftercare - Director	9100	9	1.00	12.00		18,240		18,240
Before/Aftercare	9100	9	3.00	9.00		41,040		41,040
					448,392	59,280	32,640	540,312
Instruction Staff								
Teachers (K-5)	5000	10	30.00	37,000	1,110,000			1,110,000
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	10	10.00	37,000	370,000			370,000
General Music / Chorus Teacher	5000	10	1.00	37,000	37,000			37,000
Art Teacher	5000	10	2.00	37,000	74,000			74,000
PE Teacher	5000	10	2.00	37,000	74,000			74,000
Foreign Language Teacher	5000	10	1.00	37,000	37,000			37,000
Technology Teacher	5000	10	1.00	37,000	37,000			37,000
PE Aide	5000	10	1.00	11.00	16,720			16,720
ESOL/Co-Teacher	5000	10	2.00	11.00	33,440			33,440
ESE	5000	10	3.00	37,000	111,000			111,000
Reading Specialist	5000	10	1.00	37,000	37,000			37,000
Math Specialist	5000	10	1.00	37,000	37,000			37,000
Co-Teacher	5000	10	1.00	37,000	37,000			37,000
Curriculum Resource Teacher	5000	10	1.00	37,000	37,000			37,000
Daily Subs	5000	10	56.00	120	67,200			67,200
					2,115,360			2,115,360
Tutoring	5000	10			23,280			23,280
Stipends	5000	10			15,000			15,000
Bonus Pool for Schoolwide Incentives	5000	11		0%	-			-
Benefits (Health, Dental, etc)								
Instructional Staff	5000	12			142,500			142,500
Pupil Personnel Services Staff	6100	12			2,500			2,500
Instructional Media Services Staff	6200	12			5,000			5,000
School Administration Staff	7300	12			22,500			22,500
Food Services Staff	7600	12				2,500		2,500
Before & Aftercare Staff	9100	12				2,500		2,500
					172,500	2,500	2,500	177,500
Payroll Taxes (FICA, Med, State/Fed Unempl)				10%				
Instructional Staff	5000	13			215,364			215,364
Pupil Personnel Services Staff	6100	13			3,800			3,800
Instructional Media Services Staff	6200	13			5,907			5,907
School Administration Staff	7300	13			35,132			35,132
Food Services Staff	7600	13				5,999		5,999
Before & Aftercare Staff	9100	13				5,928		5,928
					260,203	5,928	5,999	272,130
Professional Services								
Legal Fees	7100	14			5,000			5,000
Accounting Services - Independent Audit	7100	15			-			-
G&A, Curriculum Development, R&D	7500	16		0%	-			-
Outside Staff Development Consulting Fees	6400	17			8,000			8,000
Temporary Agency Fees	7700	18			5,000			5,000
Fee to County School Board	7700	19			294,705			294,705
Professional Fees - Other	7100	20			2,000			2,000
Marketing & Enrollment	7700	21			114,125			114,125
Staff Recruitment	7700	22			3,000			3,000
					431,830			431,830

Broward
Detailed Income Statement
FY12

	Redbook Function	Note	#	\$ / Unit	Educational Prog	Before and Aftercare	Food Services	Total
Vendor Services								
Contracted Pupil Transportation	7800	23			252,000			252,000
Extra-Curricular Activity Events & Transportation	5000	24			5,000			5,000
Contracted Food Service	7600	25					220,216	220,216
Background / Finger Printing	7300	26			500			500
Drug Testing Fees	7300	27			500			500
Licenses & Permits	7900	28			2,000			2,000
Bank Service Fees	7500	29			3,500			3,500
Contracted Special ED non-instruction	5000	30			7,500			7,500
Contracted Custodial Services	7900	31	90,000	2.35	211,500			211,500
Contracted Security	7900	32			1,200			1,200
					483,700		220,216	703,916
Other Operating Expenses								
Travel/Auto	7300	33			5,000			5,000
Airfare	7300	34			500			500
Meals	7300	35			3,000			3,000
Lodging	7300	36			2,000			2,000
Business Expense - Other	7300	37			5,000			5,000
Dues & Subscriptions	7300	38			2,000			2,000
Printing	7300	39			10,000	1,096		11,096
Office Supplies	7300	40			20,000			20,000
Medical Supplies	7700	41			1,200			1,200
In-house Food Service - Cost of Food	7600	42			1,200	2,191		3,391
Food Service - Paper and Small wares	7700	43			1,200			1,200
Bad Debt Expense	7300	44						-
					51,100	3,287	-	54,387
Instruction Expense								
Textbooks & Reference Books	5000	45	913	275.00	251,075			251,075
Consumable Instructional (Student)	5000	46	913	100.00	91,300			91,300
Consumable Instructional (Teacher)	5000	47	57	250.00	14,250			14,250
Library Books	6200	48			10,000			10,000
Testing Materials	5000	49	913	15.00	13,695			13,695
Contracted SPED Instruction	5000	50	91	400.00	36,520			36,520
					416,840		-	416,840
Administrative Expenses								
Telephone & Internet	7900	51		39,100	39,100			39,100
Postage	7700	52		3,500	3,500			3,500
Express Mail	7700	53		2,000	2,000			2,000
Electricity	7900	54	90,000	1.96	176,400			176,400
Water & Sewer	7900	55		23,000	23,000			23,000
Waste Disposal	7900	56		29,000	29,000			29,000
Pest Control	7900	57		5,000	5,000			5,000
Maintenance & Cleaning Supplies	8100	58		18,260	18,260			18,260
Building Repairs & Maintenance	8100	59	90,000	1.50	135,000			135,000
Equipment Repairs & Maintenance	8100	60		7,500	7,500			7,500
Software Licensing Fees	8100	61		5,000	5,000			5,000
Miscellaneous Expenses	7700	62			6,000			6,000
					449,760		-	449,760
Fixed Expense								
Rent	7900	63			943,129			943,129
Office Equipment - Leasing Expense	7700	64			15,000			15,000
Professional Liability & Property Insurance	7900	65		95,933	95,933			95,933
					1,054,062		-	1,054,062
EXPENSES less Payroll					2,887,292		220,216	3,110,795
TOTAL OPERATING EXPENSES					5,922,027		261,355	6,254,377
CAPITAL EXPENSES								
Capital Outlay (Capitalized)								
Computers Hardware	9400	66			616,522			616,522
FF&E	9400	67			397,088			397,088
Computers Software	9400	68			31,096			31,096
Other	9400	69						
TOTAL CAPITAL EXPENDITURES					1,044,706		-	1,044,706
Proceeds from Long Term Debt		70			1,045,000			1,045,000
Debt Repayments								
Repayment of Long-Term Debt (P&I)		71			234,044			234,044
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE					(51,355)	60,477	(4,311)	4,811

Broward
Monthly Cash Flow Projection
FY12

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Vendor Services	252,000	25,200	25,200	25,200	25,200	25,200	25,200	25,200	25,200	25,200	25,200	25,200	25,200
Contracted Pupil Transportation	5,000	500	500	500	500	500	500	500	500	500	500	500	500
Extra-Curricular Activity Events & Transportation	220,216	22,022	22,022	22,022	22,022	22,022	22,022	22,022	22,022	22,022	22,022	22,022	22,022
Contracted Food Service	500	50	50	50	50	50	50	50	50	50	50	50	50
Background / Finger Printing	500	50	50	50	50	50	50	50	50	50	50	50	50
Drug Testing Fees	2,000	200	200	200	200	200	200	200	200	200	200	200	200
Licenses & Permits	3,500	292	292	292	292	292	292	292	292	292	292	292	292
Bank Service Fees	7,500	750	750	750	750	750	750	750	750	750	750	750	750
Contracted Special ED non-instruction	211,500	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625
Contracted Custodial Services	1,200	100	100	100	100	100	100	100	100	100	100	100	100
Contracted Security	703,916	18,017	66,788	66,788	66,788	66,788	66,788	66,788	66,788	66,788	66,788	66,788	18,017
Other Operating Expenses	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Travel/Auto	300	42	42	42	42	42	42	42	42	42	42	42	42
Affiliate	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Leads	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Business Expense - Other	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Dues & Subscriptions	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Printing	11,096	925	925	925	925	925	925	925	925	925	925	925	925
Office Supplies	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Medical Supplies	1,200	100	100	100	100	100	100	100	100	100	100	100	100
In-House Food Service - Cost of Food	3,391	283	283	283	283	283	283	283	283	283	283	283	283
Food Service - Paper and Small wares	1,200	100	100	100	100	100	100	100	100	100	100	100	100
Bad Debt Expense	54,387	4,532	4,532	4,532	4,532	4,532	4,532	4,532	4,532	4,532	4,532	4,532	4,532
Instruction Expenses	251,075	25,108	25,108	25,108	25,108	25,108	25,108	25,108	25,108	25,108	25,108	25,108	25,108
Textbooks & Reference Books	91,300	45,650	45,650	45,650	45,650	45,650	45,650	45,650	45,650	45,650	45,650	45,650	45,650
Consumable Instructional (Student)	14,250	7,125	7,125	7,125	7,125	7,125	7,125	7,125	7,125	7,125	7,125	7,125	7,125
Consumable Instructional (Teacher)	13,000	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500
Library Books	13,000	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500
Printing	36,520	3,652	3,652	3,652	3,652	3,652	3,652	3,652	3,652	3,652	3,652	3,652	3,652
Contracted SPED Instruction	416,840	833	89,215	82,368	36,440	29,593	29,593	29,593	29,593	29,593	29,593	29,593	833
Administrative Expenses	39,100	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258	3,258
Telephone & Internet	3,500	292	292	292	292	292	292	292	292	292	292	292	292
Postage	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Express Mail	176,400	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700
Electricity	23,000	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917
Water & Sewer	29,000	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417
Waste Disposal	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Pest Control	16,260	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522	1,522
Maintenance & Cleaning Supplies	135,000	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250
Building Repairs & Maintenance	7,500	625	625	625	625	625	625	625	625	625	625	625	625
Equipment Repairs & Maintenance	6,000	500	500	500	500	500	500	500	500	500	500	500	500
Software Licensing Fees	6,000	500	500	500	500	500	500	500	500	500	500	500	500
Miscellaneous Expenses	449,760	37,480	37,480	37,480	37,480	37,480	37,480	37,480	37,480	37,480	37,480	37,480	37,480
Fixed Expense	943,129	78,594	78,594	78,594	78,594	78,594	78,594	78,594	78,594	78,594	78,594	78,594	78,594
Rent	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Office Equipment - Leasing Expense	95,933	7,994	7,994	7,994	7,994	7,994	7,994	7,994	7,994	7,994	7,994	7,994	7,994
Professional Liability & Property Insurance	1,054,062	87,839	87,839	87,839	87,839	87,839	87,839	87,839	87,839	87,839	87,839	87,839	87,839
EXPENSES less Payroll	3,110,795	194,197	331,351	305,482	259,555	252,707	252,707	252,707	252,707	271,728	271,728	271,728	194,197
TOTAL OPERATING EXPENSES	6,254,377	280,013	596,056	570,188	524,260	517,413	517,413	517,413	517,413	536,434	536,434	536,434	624,906
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	616,522												
Computers Hardware	397,088												
FF&E	31,096												
Computers Software	31,096												
Other	1,044,706												
TOTAL CAPITAL EXPENDITURES	1,044,706												
Proceeds from Long Term Debt	1,045,000												
Debt Repayments	234,044												
Repayment of Long-Term Debt (P&I)													
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	4,811	248,983	(48,509)	(46,039)	(111)	6,736	6,736	6,736	6,736	(12,285)	(12,285)	(12,285)	(139,089)
Cash Flow - Cumulative Surplus/(Deficit)		248,983	200,480	154,441	154,330	161,066	167,802	174,538	181,274	168,990	156,705	144,420	4,811

Broward
Detailed Income Statement
FY13

	Redbook Function	Note	#	\$ / Unit	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation		1	1,320	6,535	8,625,943			8,625,943
Special Needs		2	132	1,146	151,299			151,299
Other Government		3						-
Total Government:					8,777,243			8,777,243
Capital Outlay:		4	1,320	-	-			-
Board Refund over 250 Students:		5	1,070		349,612			349,612
Grants		6						-
Fundraising		6						-
Before and After Care - \$8.24/day - 180 days (10% partic)		7	132	8.24		195,782		195,782
Food Services		7					66,555	66,555
Free and Reduced Lunch (DOE reimbursement)		7					315,907	315,907
Interest Income		8						-
TOTAL REVENUE					9,126,855	195,782	382,462	9,705,099
EXPENSES:								
Administration Staff								
Principal	7300	9	1.00	92,700	92,700			92,700
Assistant Principal	7300	9	2.00	66,950	133,900			133,900
Dean of Students	7300	9	1.00	56,650	56,650			56,650
Business Administrator	7300	9	1.00	46,350	46,350			46,350
Administrative Assistant	7300	9	4.00	10.30	67,898			67,898
Receptionist	7300	9	1.00	10.30	21,506			21,506
Registrar/DPC	7300	9	1.00	26,780	26,780			26,780
Student Services Coordinator	6100	9	1.00	39,140	39,140			39,140
Media Specialist	6200	9	1.00	37,080	37,080			37,080
Media Assistant (Clerk)	6200	9	1.00	14.42	23,764			23,764
Food Service - Director	7600	9	1.00	12.36			18,787	18,787
Food Service	7600	9	4.00	10.30			29,664	29,664
Before/Aftercare - Director	9100	9	1.00	12.36		18,787		18,787
Before/Aftercare	9100	9	5.00	9.27		70,452		70,452
					545,768	89,239	48,451	683,459
Instruction Staff								
Teachers (K-5)	5000	10	39.00	38,110	1,486,290			1,486,290
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	10	15.00	38,110	571,650			571,650
General Music / Chorus Teacher	5000	10	2.00	38,110	76,220			76,220
Art Teacher	5000	10	2.00	38,110	76,220			76,220
PE Teacher	5000	10	2.00	38,110	76,220			76,220
Foreign Language Teacher	5000	10	2.00	38,110	76,220			76,220
Technology Teacher	5000	10	2.00	38,110	76,220			76,220
PE Aide	5000	10	1.50	11.33	25,832			25,832
ESOL/Co-Teacher	5000	10	2.50	11.33	43,054			43,054
ESE	5000	10	4.00	38,110	152,440			152,440
Reading Specialist	5000	10	1.00	38,110	38,110			38,110
Math Specialist	5000	10	1.00	38,110	38,110			38,110
Co-Teacher	5000	10	2.00	38,110	76,220			76,220
Curriculum Resource Teacher	5000	10	1.00	38,110	38,110			38,110
Daily Subs	5000	10	76.00	120	91,200			91,200
					2,942,116		-	2,942,116
Tutoring								
	5000	10			30,158			30,158
Stipends								
	5000	10			15,450			15,450
Bonus Pool for Schoolwide Incentives								
	5000	11		1%	87,772			87,772
Benefits (Health, Dental, etc)								
Instructional Staff	5000	12			254,100			254,100
Pupil Personnel Services Staff	6100	12			3,300			3,300
Instructional Media Services Staff	6200	12			6,600			6,600
School Administration Staff	7300	12			36,300			36,300
Food Services Staff	7600	12					3,300	3,300
Before & Aftercare Staff	9100	12				3,300		3,300
					300,300	3,300	3,300	306,900
Payroll Taxes (FICA, Med, State/Fed Unempl)								
				10%				
Instructional Staff	5000	13			307,550			307,550
Pupil Personnel Services Staff	6100	13			3,914			3,914
Instructional Media Services Staff	6200	13			6,084			6,084
School Administration Staff	7300	13			44,578			44,578
Food Services Staff	7600	13					8,905	8,905
Before & Aftercare Staff	9100	13				8,924		8,924
					362,127	8,924	8,905	379,956
Professional Services								
Legal Fees	7100	14			5,150			5,150
Accounting Services - Independent Audit	7100	15			15,000			15,000
G&A, Curriculum Development, R&D	7500	16		6.5%	593,246			593,246
Outside Staff Development Consulting Fees	6400	17			8,240			8,240
Temporary Agency Fees	7700	18			5,150			5,150
Fee to County School Board	7700	19			438,862			438,862
Professional Fees - Other	7100	20			2,060			2,060
Marketing & Enrollment	7700	21			50,875			50,875
Staff Recruitment	7700	22			3,090			3,090
					1,121,673		-	1,121,673

Broward
Detailed Income Statement
FY13

	Redbook Function	Note	#	\$ / Unit	Educational Prog	Before and Aftercare	Food Services	Total
Vendor Services								
Contracted Pupil Transportation	7800	23			363,384			363,384
Extra-Curricular Activity Events & Transportation	5000	24			5,150			5,150
Contracted Food Service	7600	25	-	-			327,936	327,936
Background / Finger Printing	7300	26			515			515
Drug Testing Fees	7300	27			515			515
Licenses & Permits	7900	28			2,060			2,060
Bank Service Fees	7500	29			3,605			3,605
Contracted Special ED non-instruction	5000	30			7,725			7,725
Contracted Custodial Services	7900	31	90,000	2.42	217,845			217,845
Contracted Security	7900	32			1,236			1,236
					602,035		327,936	929,971
Other Operating Expenses								
Travel/Auto	7300	33			5,150			5,150
Airfare	7300	34			515			515
Meals	7300	35			3,090			3,090
Lodging	7300	36			2,060			2,060
Business Expense - Other	7300	37			5,150			5,150
Dues & Subscriptions	7300	38			2,060			2,060
Printing	7300	39			26,400	1,584		27,984
Office Supplies	7300	40			20,600			20,600
Medical Supplies	7700	41			1,236			1,236
In-house Food Service - Cost of Food	7600	42			3,493	3,168		6,661
Food Service - Paper and Small wares	7700	43			1,236			1,236
Bad Debt Expense	7300	44						-
					70,990	4,752	-	75,742
Instruction Expense								
Textbooks & Reference Books	5000	45	407	283.25	115,283			115,283
Consumable Instructional (Student)	5000	46	1,320	103.00	135,960			135,960
Consumable Instructional (Teacher)	5000	47	77	257.50	19,828			19,828
Library Books	6200	48			20,000			20,000
Testing Materials	5000	49	1,320	15.45	20,394			20,394
Contracted SPED Instruction	5000	50	132	412.00	54,384			54,384
					365,848		-	365,848
Administrative Expenses								
Telephone & Internet	7900	51		40,273	40,273			40,273
Postage	7700	52		3,605	3,605			3,605
Express Mail	7700	53		2,060	2,060			2,060
Electricity	7900	54	90,000	2.02	181,692			181,692
Water & Sewer	7900	55		23,690	23,690			23,690
Waste Disposal	7900	56		29,870	29,870			29,870
Pest Control	7900	57		5,150	5,150			5,150
Maintenance & Cleaning Supplies	8100	58		26,400	26,400			26,400
Building Repairs & Maintenance	8100	59	90,000	1.77	159,300			159,300
Equipment Repairs & Maintenance incl. Kitchen	8100	60		7,725	7,725			7,725
Software Licensing Fees	8100	61		5,150	5,150			5,150
Miscellaneous Expenses	7700	62			6,000			6,000
					490,915		-	490,915
Fixed Expense								
Rent	7900	63			1,404,467			1,404,467
Office Equipment - Leasing Expense	7700	64			30,000			30,000
Professional Liability & Property Insurance	7900	65		112,620	112,620			112,620
					1,547,087		-	1,547,087
EXPENSES less Payroll					4,198,548		327,936	4,531,235
TOTAL OPERATING EXPENSES					8,482,240		388,592	8,977,047
CAPITAL EXPENSES								
Capital Outlay (Capitalized)								
Computers Hardware	9400	66			187,514			187,514
FF&E	9400	67			131,865			131,865
Computers Software	9400	68			11,500			11,500
Other	9400	69						-
TOTAL CAPITAL EXPENDITURES					330,879		-	330,879
Proceeds from Long Term Debt		70						-
Debt Repayments								
Repayment of Long-Term Debt (P&I)		71			312,058			312,058
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE					1,678	89,567	(6,130)	85,115

Broward
Monthly Cash Flow Projection
FY13

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government	8,625,843	718,829	718,829	718,829	718,829	718,829	718,829	718,829	718,829	718,829	718,829	718,829	718,829
Per Pupil Allocation	151,299	12,608	12,608	12,608	12,608	12,608	12,608	12,608	12,608	12,608	12,608	12,608	12,608
Special Needs	8,777,243	731,437	731,437	731,437	731,437	731,437	731,437	731,437	731,437	731,437	731,437	731,437	731,437
Other Government	349,612	29,134	29,134	29,134	29,134	29,134	29,134	29,134	29,134	29,134	29,134	29,134	29,134
Total Government	9,104,754	779,601	779,601	779,601	779,601	779,601	779,601	779,601	779,601	779,601	779,601	779,601	779,601
Capital Outlay:													
Board Refund over 250 Students:													
Grants													
Fundraising	195,782	19,578	19,578	19,578	19,578	19,578	19,578	19,578	19,578	19,578	19,578	19,578	19,578
Before & Aftercare	66,555	6,655	6,655	6,655	6,655	6,655	6,655	6,655	6,655	6,655	6,655	6,655	6,655
Food Services	315,907	31,591	31,591	31,591	31,591	31,591	31,591	31,591	31,591	31,591	31,591	31,591	31,591
Free and Reduced Lunch (DOE reimbursement)													
Interest Income													
TOTAL REVENUE	9,705,099	760,571	760,571	760,571	760,571	760,571	760,571	760,571	760,571	760,571	760,571	760,571	760,571
EXPENSES:													
Administration Staff	92,700	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725
Principal	133,900	11,158	11,158	11,158	11,158	11,158	11,158	11,158	11,158	11,158	11,158	11,158	11,158
Assistant Principal	56,650	4,721	4,721	4,721	4,721	4,721	4,721	4,721	4,721	4,721	4,721	4,721	4,721
Dean of Students	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863
Business Administrator	67,898	6,790	6,790	6,790	6,790	6,790	6,790	6,790	6,790	6,790	6,790	6,790	6,790
Administrative Assistant	21,506	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792
Receptionist	26,780	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232	2,232
Registrar/DPC	39,140	3,262	3,262	3,262	3,262	3,262	3,262	3,262	3,262	3,262	3,262	3,262	3,262
Student Services Coordinator	37,080	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090
Media Specialist	23,764	2,376	2,376	2,376	2,376	2,376	2,376	2,376	2,376	2,376	2,376	2,376	2,376
Media Assistant (Clerk)	18,787	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879
Food Services - Director	29,664	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966	2,966
Food Service	18,787	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879
Before/Aftercare - Director	70,452	7,045	7,045	7,045	7,045	7,045	7,045	7,045	7,045	7,045	7,045	7,045	7,045
Before/Aftercare	683,459	60,777	60,777	60,777	60,777	60,777	60,777	60,777	60,777	60,777	60,777	60,777	60,777
Instructional Staff													
Teachers (K-5)	1,486,200	123,858	123,858	123,858	123,858	123,858	123,858	123,858	123,858	123,858	123,858	123,858	123,858
Teachers (6-8)	571,650	47,638	47,638	47,638	47,638	47,638	47,638	47,638	47,638	47,638	47,638	47,638	47,638
General Music / Chorus Teacher	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352
Art Teacher	76,220	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352
PE Teacher	76,220	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352
Foreign Language Teacher	76,220	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352
Technology Teacher	25,832	2,153	2,153	2,153	2,153	2,153	2,153	2,153	2,153	2,153	2,153	2,153	2,153
PE Aide	43,054	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588
ESOL/Co-Teacher	152,440	12,703	12,703	12,703	12,703	12,703	12,703	12,703	12,703	12,703	12,703	12,703	12,703
ESE	38,110	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176
Reading Specialist	38,110	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176
Math Specialist	76,220	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352	6,352
Co-Teacher	38,110	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176
Curriculum Resource Teacher	81,200	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600
Daily Subs	2,942,116	245,176	245,176	245,176	245,176	245,176	245,176	245,176	245,176	245,176	245,176	245,176	245,176
Tutoring	30,158	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513	2,513
Stipends	15,460	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288
Bonus Pool for Schoolwide Incentives	87,772	7,314	7,314	7,314	7,314	7,314	7,314	7,314	7,314	7,314	7,314	7,314	7,314
Benefits (Health, Dental, etc)													
Instructional Staff	254,100	21,175	21,175	21,175	21,175	21,175	21,175	21,175	21,175	21,175	21,175	21,175	21,175
Pupil Personnel Services Staff	3,300	275	275	275	275	275	275	275	275	275	275	275	275
Instructional Media Services Staff	6,600	550	550	550	550	550	550	550	550	550	550	550	
School Administration Staff	36,300	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	3,025	
Food Services Staff	3,300	275	275	275	275	275	275	275	275	275	275	275	
Before & Aftercare Staff	3,300	275	275	275	275	275	275	275	275	275	275	275	
Payroll Taxes (FICA, Med, State/Fed Unempl)	306,900	25,575	25,575	25,575	25,575	25,575	25,575	25,575	25,575	25,575	25,575	25,575	25,575
Instructional Staff	307,850	25,629	25,629	25,629	25,629	25,629	25,629	25,629	25,629	25,629	25,629	25,629	25,629
Pupil Personnel Services Staff	3,300	275	275	275	275	275	275	275	275	275	275	275	
Instructional Media Services Staff	6,600	550	550	550	550	550	550	550	550	550	550	550	
School Administration Staff	44,578	3,715	3,715	3,715	3,715	3,715	3,715	3,715	3,715	3,715	3,715	3,715	
Food Services Staff	8,905	742	742	742	742	742	742	742	742	742	742	742	
Before & Aftercare Staff	8,924	744	744	744	744	744	744	744	744	744	744	744	
Professional Services	379,595	31,663	31,663	31,663	31,663	31,663	31,663	31,663	31,663	31,663	31,663	31,663	31,663
Legal Fees	429	429	429	429	429	429	429	429	429	429	429	429	429
Accounting Services - Independent Audit	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	
GSA, Curriculum Development, R&D	593,246	687	687	687	687	687	687	687	687	687	687	687	
Outside Staff Development Consulting Fees	8,240	687	687	687	687	687	687	687	687	687	687	687	
Temporary Agency Fees	5,150	429	429	429	429	429	429	429	429	429	429	429	
Fee to County School Board	438,862	36,572	36,572	36,572	36,572	36,572	36,572	36,572	36,572	36,572	36,572	36,572	
Professional Fees - Other	2,060	172	172	172	172	172	172	172	172	172	172	172	
Marketing & Enrollment	50,875	8,479	8,479	8,479	8,479	8,479	8,479	8,479	8,479	8,479	8,479	8,479	
Staff Recruitment	3,090	258	258	258	258	258	258	258	258	258	258	258	
TOTAL EXPENSES	11,217,073	48,279	48,279	48,279	48,279	48,279	48,279	48,279	48,279	48,279	48,279	48,279	48,279

Broward
Monthly Cash Flow Projection
FY13

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Vendor Services													
Contracted Pupil Transportation	363,338	36,338	36,338	36,338	36,338	36,338	36,338	36,338	36,338	36,338	36,338	36,338	36,338
Extra-Curricular Activity Events & Transportation	5,150	515	515	515	515	515	515	515	515	515	515	515	515
Contracted Food Service	327,934	32,794	32,794	32,794	32,794	32,794	32,794	32,794	32,794	32,794	32,794	32,794	32,794
Background / Finger Printing	515	52	52	52	52	52	52	52	52	52	52	52	52
Drug Testing Fees	515	52	52	52	52	52	52	52	52	52	52	52	52
Licenses & Permits	2,060	206	206	206	206	206	206	206	206	206	206	206	206
Bank Service Fees	3,605	300	300	300	300	300	300	300	300	300	300	300	300
Contracted Special ED non-instruction	7,725	773	773	773	773	773	773	773	773	773	773	773	773
Contracted Custodial Services	217,845	18,154	18,154	18,154	18,154	18,154	18,154	18,154	18,154	18,154	18,154	18,154	18,154
Contracted Security	1,236	103	103	103	103	103	103	103	103	103	103	103	103
	929,971	18,557	89,286	89,286	89,286	89,286	89,286	89,286	89,286	89,286	89,286	89,286	18,557
Other Operating Expenses													
Travel/Auto	5,150	429	429	429	429	429	429	429	429	429	429	429	429
Affiliate	43	43	43	43	43	43	43	43	43	43	43	43	43
Books	3,083	258	258	258	258	258	258	258	258	258	258	258	258
Leads	2,060	172	172	172	172	172	172	172	172	172	172	172	172
Business Expense - Other	5,150	429	429	429	429	429	429	429	429	429	429	429	429
Dues & Subscriptions	2,060	172	172	172	172	172	172	172	172	172	172	172	172
Printing	27,884	2,332	2,332	2,332	2,332	2,332	2,332	2,332	2,332	2,332	2,332	2,332	2,332
Office Supplies	20,600	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717
Medical Supplies	1,236	103	103	103	103	103	103	103	103	103	103	103	103
In-House Food Service - Cost of Food	6,661	555	555	555	555	555	555	555	555	555	555	555	555
Food Service - Paper and Small Wares	1,236	103	103	103	103	103	103	103	103	103	103	103	103
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	75,742	6,312	6,312	6,312	6,312	6,312	6,312	6,312	6,312	6,312	6,312	6,312	6,312
Instruction Expense													
Textbooks & Reference Books	115,283	11,528	11,528	11,528	11,528	11,528	11,528	11,528	11,528	11,528	11,528	11,528	11,528
Consumable Instructional (Student)	135,860	67,980	67,980	67,980	67,980	67,980	67,980	67,980	67,980	67,980	67,980	67,980	67,980
Consumable Instructional (Teacher)	9,914	9,914	9,914	9,914	9,914	9,914	9,914	9,914	9,914	9,914	9,914	9,914	9,914
Library Books	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Materials	2,384	207	207	207	207	207	207	207	207	207	207	207	207
Contracted SPED Instruction	54,384	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438
	365,848	116,921	116,921	116,921	116,921	116,921	116,921	116,921	116,921	116,921	116,921	116,921	116,921
Administrative Expenses													
Telephone & Internet	40,273	3,356	3,356	3,356	3,356	3,356	3,356	3,356	3,356	3,356	3,356	3,356	3,356
Postage	3,605	300	300	300	300	300	300	300	300	300	300	300	300
Express Mail	2,060	172	172	172	172	172	172	172	172	172	172	172	172
Electricity	181,692	15,141	15,141	15,141	15,141	15,141	15,141	15,141	15,141	15,141	15,141	15,141	15,141
Water & Sewer	23,680	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974	1,974
Waste Disposal	29,870	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489
Pest Control	5,150	429	429	429	429	429	429	429	429	429	429	429	429
Maintenance & Cleaning Supplies	26,400	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200
Building Repairs & Maintenance	159,300	13,275	13,275	13,275	13,275	13,275	13,275	13,275	13,275	13,275	13,275	13,275	13,275
Equipment Leasing & Maintenance incl. Kitchen	7,725	644	644	644	644	644	644	644	644	644	644	644	644
Software Licensing Fees	5,150	429	429	429	429	429	429	429	429	429	429	429	429
Miscellaneous Expenses	5,150	429	429	429	429	429	429	429	429	429	429	429	429
	490,915	40,910	40,910	40,910	40,910	40,910	40,910	40,910	40,910	40,910	40,910	40,910	40,910
Fixed Expense													
Rent	1,404,467	117,039	117,039	117,039	117,039	117,039	117,039	117,039	117,039	117,039	117,039	117,039	117,039
Office Equipment - Leasing Expense	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
FF&E	112,620	9,385	9,385	9,385	9,385	9,385	9,385	9,385	9,385	9,385	9,385	9,385	9,385
Professional Liability & Property Insurance	1,547,087	128,924	128,924	128,924	128,924	128,924	128,924	128,924	128,924	128,924	128,924	128,924	128,924
EXPENSES less Payroll	4,531,235	244,644	430,627	401,754	323,860	398,016	398,016	398,016	398,016	406,495	406,495	406,495	318,800
TOTAL OPERATING EXPENSES	8,977,447	589,664	804,934	776,061	696,167	772,323	772,323	772,323	772,323	760,802	760,802	760,802	676,523
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	187,514	-	-	-	-	-	-	-	-	-	-	-	-
FF&E	131,865	-	-	-	-	-	-	-	-	-	-	-	-
Computers Software	11,500	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	330,879	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-
Repayment of Long-Term Debt (P&I)	312,058	26,005	26,005	26,005	26,005	26,005	26,005	26,005	26,005	26,005	26,005	26,005	26,005
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	85,115	(185,977)	(12,543)	16,330	94,224	20,068	20,068	20,068	20,068	11,589	11,589	11,589	56,043
Advance/Repay from Management Company	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow - Cumulative Surplus/(Deficit)	(1,811,165)	(193,709)	(177,379)	(63,155)	(63,087)	(23,951)	(23,951)	8,706	20,294	31,883	89,926	89,926	89,926

Broward
Detailed Income Statement
FY14

	Redbook Function	Note	#	\$ / Unit	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation		1	1,481	6,731	9,968,388			9,968,388
Special Needs		2	148	1,181	174,846			174,846
Other Government		3						-
Total Government:					10,143,234			10,143,234
Capital Outlay:		4	1,481	-	-			-
Board Refund over 250 Students:		5	1,231		414,284			414,284
Grants		6						-
Fundraising		6						-
Before and After Care - \$8.49/day - 180 days (10% partic)		7	148	8.49		226,252		226,252
Food Services		7					76,557	76,557
Free and Reduced Lunch (DOE reimbursement)		7					365,071	365,071
Interest Income		8						-
TOTAL REVENUE					10,557,518	226,252	441,628	11,225,398
EXPENSES:								
Administration Staff								
Principal	7300	9	1.00	95,481	95,481			95,481
Assistant Principal	7300	9	2.00	68,959	137,917			137,917
Dean of Students	7300	9	1.00	58,350	58,350			58,350
Business Administrator	7300	9	1.00	47,741	47,741			47,741
Administrative Assistant	7300	9	4.00	10.61	69,935			69,935
Receptionist	7300	9	1.00	10.61	22,152			22,152
Registrar/DPC	7300	9	1.00	27,583	27,583			27,583
Student Services Coordinator	6100	9	1.00	40,314	40,314			40,314
Media Specialist	6200	9	1.00	38,192	38,192			38,192
Media Assistant (Clerk)	6200	9	1.00	14.85	24,477			24,477
Food Service - Director	7600	9	1.00	12.73			19,351	19,351
Food Service	7600	9	4.00	10.61			30,554	30,554
Before/Aftercare - Director	9100	10	1.00	12.73		19,351		19,351
Before/Aftercare	9100	9	7.00	9.55		101,592		101,592
					562,141	120,943	49,905	732,989
Instruction Staff								
Teachers (K-5)	5000	10	46.00	39,253	1,805,652			1,805,652
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	10	15.00	39,253	588,800			588,800
General Music / Chorus Teacher	5000	10	2.00	39,253	78,507			78,507
Art Teacher	5000	10	2.00	39,253	78,507			78,507
PE Teacher	5000	10	3.00	39,253	117,760			117,760
Foreign Language Teacher	5000	10	2.00	39,253	78,507			78,507
Technology Teacher	5000	10	2.00	39,253	78,507			78,507
PE Aide	5000	10	2.00	11.67	35,476			35,476
ESOL/Co-Teacher	5000	10	3.00	11.67	53,215			53,215
ESE	5000	10	4.00	39,253	157,013			157,013
Reading Specialist	5000	10	1.00	39,253	39,253			39,253
Math Specialist	5000	10	1.00	39,253	39,253			39,253
Co-Teacher	5000	10	3.00	39,253	117,760			117,760
Curriculum Resource Teacher	5000	10	1.00	39,253	39,253			39,253
Daily Subs	5000	10	86.00	120	103,200			103,200
					3,410,662		-	3,410,662
Tutoring								
	5000	10			34,791			34,791
Stipends								
	5000	10			15,914			15,914
Bonus Pool for Schoolwide Incentives								
	5000	11		1%	101,432			101,432
Benefits (Health, Dental, etc)								
Instructional Staff	5000	12			295,800			295,800
Pupil Personnel Services Staff	6100	12			3,400			3,400
Instructional Media Services Staff	6200	12			6,800			6,800
School Administration Staff	7300	12			37,400			37,400
Food Services Staff	7600	12					3,400	3,400
Before & Aftercare Staff	9100	12				3,400		3,400
					343,400	3,400	3,400	350,200
Payroll Taxes (FICA, Med, State/Fed Unempl)								
				10%				
Instructional Staff	5000	13			356,280			356,280
Pupil Personnel Services Staff	6100	13			4,031			4,031
Instructional Media Services Staff	6200	13			6,267			6,267
School Administration Staff	7300	13			45,916			45,916
Food Services Staff	7600	13					9,172	9,172
Before & Aftercare Staff	9100	13				12,094		12,094
					412,494	12,094	9,172	433,761
Professional Services								
Legal Fees	7100	14			5,305			5,305
Accounting Services - Independent Audit	7100	15			15,450			15,450
G&A, Curriculum Development, R&D	7500	16		11.3%	1,187,721			1,187,721
Outside Staff Development Consulting Fees	6400	17			8,487			8,487
Temporary Agency Fees	7700	18			5,305			5,305
Fee to County School Board	7700	19			507,162			507,162
Professional Fees - Other	7100	20			2,122			2,122
Marketing & Enrollment	7700	21			20,125			20,125
Staff Recruitment	7700	22			3,183			3,183
					1,754,858		-	1,754,858

Broward
Detailed Income Statement
FY14

	<i>Redbook</i>					<i>Before and</i>		
	<i>Function</i>	<i>Note</i>	<i>#</i>	<i>\$ / Unit</i>	<i>Educational Prog</i>	<i>Aftercare</i>	<i>Food Services</i>	<i>Total</i>
Vendor Services								
Contracted Pupil Transportation	7800	23			427,755			427,755
Extra-Curricular Activity Events & Transportation	5000	24			5,305			5,305
Contracted Food Service	7600	25	-	-			378,972	378,972
Background / Finger Printing	7300	26			530			530
Drug Testing Fees	7300	27			530			530
Licenses & Permits	7900	28			2,122			2,122
Bank Service Fees	7500	29			3,713			3,713
Contracted Special ED non-instruction	5000	30			7,957			7,957
Contracted Custodial Services	7900	31	90,000	2.49	224,380			224,380
Contracted Security	7900	32			1,273			1,273
					673,565		378,972	1,052,537
Other Operating Expenses								
Travel/Auto	7300	33			5,305			5,305
Airfare	7300	34			530			530
Meals	7300	35			3,183			3,183
Lodging	7300	36			2,122			2,122
Business Expense - Other	7300	37			5,305			5,305
Dues & Subscriptions	7300	38			2,122			2,122
Printing	7300	39			29,620	1,777		31,397
Office Supplies	7300	40			21,218			21,218
Medical Supplies	7700	41			1,273			1,273
In-house Food Service - Cost of Food	7600	42			6,861	3,554		10,415
Food Service - Paper and Small wares	7700	43			1,273			1,273
Bad Debt Expense	7300	44						-
					78,811	5,332	-	84,142
Instruction Expense								
Textbooks & Reference Books	5000	45	161	291.75	46,971			46,971
Consumable Instructional (Student)	5000	46	1,481	106.09	157,119			157,119
Consumable Instructional (Teacher)	5000	47	87	265.23	23,075			23,075
Library Books	6200	48			20,000			20,000
Testing Materials	5000	49	1,481	15.91	23,568			23,568
Contracted SPED Instruction	5000	50	148	424.36	62,848			62,848
					333,581		-	333,581
Administrative Expenses								
Telephone & Internet	7900	51		41,481	41,481			41,481
Postage	7700	52		3,713	3,713			3,713
Express Mail	7700	53		2,122	2,122			2,122
Electricity	7900	54	90,000	2.08	187,143			187,143
Water & Sewer	7900	55		24,401	24,401			24,401
Waste Disposal	7900	56		30,766	30,766			30,766
Pest Control	7900	57		5,305	5,305			5,305
Maintenance & Cleaning Supplies	8100	58		29,620	29,620			29,620
Building Repairs & Maintenance	8100	59	90,000	1.82	164,079			164,079
Equipment Repairs & Maintenance incl. Kitchen	8100	60		7,957	7,957			7,957
Software Licensing Fees	8100	61		5,305	5,305			5,305
Miscellaneous Expenses	7700	62			6,000			6,000
					507,890		-	507,890
Fixed Expense								
Rent	7900	63			1,623,042			1,623,042
Office Equipment - Leasing Expense	7700	64			30,900			30,900
Professional Liability & Property Insurance	7900	65		119,221	119,221			119,221
					1,773,163		-	1,773,163
EXPENSES less Payroll								
					5,121,869		378,972	5,506,172
TOTAL OPERATING EXPENSES								
					10,002,702		441,449	10,585,920
CAPITAL EXPENSES								
Capital Outlay (Capitalized)								
Computers Hardware	9400	66			178,399			178,399
FF&E	9400	67			43,171			43,171
Computers Software	9400	68			18,584			18,584
Other	9400	69						-
TOTAL CAPITAL EXPENDITURES					240,154		-	240,154
Proceeds from Long Term Debt								
		70						-
Debt Repayments								
Repayment of Long-Term Debt (P&I)		71			312,058			312,058
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE								
					2,603	84,483	179	87,266

Broward
Monthly Cash Flow Projection
FY14

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:												
Government	830,699	830,699	830,699	830,699	830,699	830,699	830,699	830,699	830,699	830,699	830,699	830,699
Per Pupil Allocation	14,570	14,570	14,570	14,570	14,570	14,570	14,570	14,570	14,570	14,570	14,570	14,570
Special Needs	845,270	845,270	845,270	845,270	845,270	845,270	845,270	845,270	845,270	845,270	845,270	845,270
Other Government	-	-	-	-	-	-	-	-	-	-	-	-
Total Government	845,270	845,270	845,270	845,270	845,270	845,270	845,270	845,270	845,270	845,270	845,270	845,270
Capital Outlay:	34,524	34,524	34,524	34,524	34,524	34,524	34,524	34,524	34,524	34,524	34,524	34,524
Board Refund over 250 Students:	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	22,625	22,625	22,625	22,625	22,625	22,625	22,625	22,625	22,625	22,625	22,625	22,625
Before & Aftercare	7,656	7,656	7,656	7,656	7,656	7,656	7,656	7,656	7,656	7,656	7,656	7,656
Food Services	36,507	36,507	36,507	36,507	36,507	36,507	36,507	36,507	36,507	36,507	36,507	36,507
Free and Reduced Lunch (DOE reimbursement)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	879,793	846,581	846,581	846,581	846,581	846,581	846,581	846,581	846,581	846,581	846,581	879,793
EXPENSES:												
Administration Staff	7,957	7,957	7,957	7,957	7,957	7,957	7,957	7,957	7,957	7,957	7,957	7,957
Principal	11,493	11,493	11,493	11,493	11,493	11,493	11,493	11,493	11,493	11,493	11,493	11,493
Assistant Principal	4,862	4,862	4,862	4,862	4,862	4,862	4,862	4,862	4,862	4,862	4,862	4,862
Dean of Students	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978	3,978
Director of Student Services	6,993	6,993	6,993	6,993	6,993	6,993	6,993	6,993	6,993	6,993	6,993	6,993
Administrative Assistant	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846	1,846
Registration Assistant	2,299	2,299	2,299	2,299	2,299	2,299	2,299	2,299	2,299	2,299	2,299	2,299
Registrar/DPC	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360
Student Services Coordinator	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183	3,183
Media Specialist	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448	2,448
Media Assistant (Clerk)	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935
Food Service - Director	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055
Food Service - Assistant	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065
Before/Aftercare - Director	10,159	10,159	10,159	10,159	10,159	10,159	10,159	10,159	10,159	10,159	10,159	10,159
Before/Aftercare	65,503	65,503	65,503	65,503	65,503	65,503	65,503	65,503	65,503	65,503	65,503	65,503
TOTAL	32,435	65,503	65,503	65,503	65,503	65,503	65,503	65,503	65,503	65,503	65,503	45,520
Instruction Staff												
Teachers (K-5)	150,471	150,471	150,471	150,471	150,471	150,471	150,471	150,471	150,471	150,471	150,471	150,471
Teachers (6-8) (Math, Sci, SS, LA, Reading)	49,067	49,067	49,067	49,067	49,067	49,067	49,067	49,067	49,067	49,067	49,067	49,067
General Music / Chorus Teacher	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542
Art Teacher	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813
PE Teacher	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542
Foreign Language Teacher	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542
Technology Teacher	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956
PE Aide	4,435	4,435	4,435	4,435	4,435	4,435	4,435	4,435	4,435	4,435	4,435	4,435
ESOL/Co-Teacher	13,084	13,084	13,084	13,084	13,084	13,084	13,084	13,084	13,084	13,084	13,084	13,084
ESE	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271
Reading Specialist	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813
Gifted Specialist	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813	9,813
Curriculum Specialist	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271	3,271
Curriculum Resource Teacher	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600
Daily Subs	284,222	284,222	284,222	284,222	284,222	284,222	284,222	284,222	284,222	284,222	284,222	284,222
Tutoring	2,899	2,899	2,899	2,899	2,899	2,899	2,899	2,899	2,899	2,899	2,899	2,899
Stipends	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326
Bonus Pool for Schoolwide Incentives	8,453	8,453	8,453	8,453	8,453	8,453	8,453	8,453	8,453	8,453	8,453	8,453
Benefits (Health, Dental, etc)												
Instructional Staff	24,650	24,650	24,650	24,650	24,650	24,650	24,650	24,650	24,650	24,650	24,650	24,650
Pupil Personnel Services Staff	283	283	283	283	283	283	283	283	283	283	283	283
Instructional Media Services Staff	567	567	567	567	567	567	567	567	567	567	567	567
School Administration Staff	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117
Food Services Staff	283	283	283	283	283	283	283	283	283	283	283	283
Before & Aftercare Staff	29,163	29,163	29,163	29,163	29,163	29,163	29,163	29,163	29,163	29,163	29,163	29,163
Payroll Taxes (FICA, Med, State/Fed Unemp)												
Instructional Staff	29,690	29,690	29,690	29,690	29,690	29,690	29,690	29,690	29,690	29,690	29,690	29,690
Pupil Personnel Services Staff	336	336	336	336	336	336	336	336	336	336	336	336
Instructional Media Services Staff	522	522	522	522	522	522	522	522	522	522	522	522
School Administration Staff	3,826	3,826	3,826	3,826	3,826	3,826	3,826	3,826	3,826	3,826	3,826	3,826
Food Services Staff	764	764	764	764	764	764	764	764	764	764	764	764
Before & Aftercare Staff	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006
TOTAL	36,147	36,147	36,147	36,147	36,147	36,147	36,147	36,147	36,147	36,147	36,147	36,147
Professional Services												
Legal Fees	442	442	442	442	442	442	442	442	442	442	442	442
Accounting Services - Independent Audit	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288
G&A, Curriculum Development, RMD	98,977	98,977	98,977	98,977	98,977	98,977	98,977	98,977	98,977	98,977	98,977	98,977
Outside Staff Development Consulting Fees	707	707	707	707	707	707	707	707	707	707	707	707
Primary Appraisal Fees	42,263	42,263	42,263	42,263	42,263	42,263	42,263	42,263	42,263	42,263	42,263	42,263
Professional Fees - Other	177	177	177	177	177	177	177	177	177	177	177	177
Marketing & Enrollment	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354	3,354
Staff Recruitment	265	265	265	265	265	265	265	265	265	265	265	265
TOTAL	147,915	147,915	147,915	147,915	147,915	147,915	147,915	147,915	147,915	147,915	147,915	147,915

Broward
Monthly Cash Flow Projection
FY14

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Vendor Services	427,755	42,775	42,775	42,775	42,775	42,775	42,775	42,775	42,775	42,775	42,775	42,775	42,775
Contracted Pupil Transportation	5,305	530	530	530	530	530	530	530	530	530	530	530	530
Extra-Curricular Activity Events & Transportation	378,972	37,897	37,897	37,897	37,897	37,897	37,897	37,897	37,897	37,897	37,897	37,897	37,897
Contracted Food Service	530	53	53	53	53	53	53	53	53	53	53	53	53
Background / Finger Printing	530	53	53	53	53	53	53	53	53	53	53	53	53
LogiTree & Fees	2,122	212	212	212	212	212	212	212	212	212	212	212	212
Uniforms	3,009	309	309	309	309	309	309	309	309	309	309	309	309
Bank Service Fees	3,713	309	309	309	309	309	309	309	309	309	309	309	309
Contracted Special ED non-instruction	7,957	796	796	796	796	796	796	796	796	796	796	796	796
Contracted Custodial Services	224,380	18,698	18,698	18,698	18,698	18,698	18,698	18,698	18,698	18,698	18,698	18,698	18,698
Contracted Security	1,273	106	106	106	106	106	106	106	106	106	106	106	106
	1,052,537	101,431	101,431	101,431	101,431	101,431	101,431	101,431	101,431	101,431	101,431	101,431	101,431
Other Operating Expenses													
Auto	5,305	442	442	442	442	442	442	442	442	442	442	442	442
Airfare	530	44	44	44	44	44	44	44	44	44	44	44	44
Meals	3,183	265	265	265	265	265	265	265	265	265	265	265	265
Lodging	2,122	177	177	177	177	177	177	177	177	177	177	177	177
Business Expense - Other	5,305	442	442	442	442	442	442	442	442	442	442	442	442
Dues & Subscriptions	2,122	177	177	177	177	177	177	177	177	177	177	177	177
Printing	31,397	2,616	2,616	2,616	2,616	2,616	2,616	2,616	2,616	2,616	2,616	2,616	2,616
Office Supplies	21,218	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768	1,768
Travel	1,273	106	106	106	106	106	106	106	106	106	106	106	106
In-house Food Service - Cost of Food	10,415	868	868	868	868	868	868	868	868	868	868	868	868
Food Service - Paper and Small wares	1,273	106	106	106	106	106	106	106	106	106	106	106	106
Bad Debt Expense		-	-	-	-	-	-	-	-	-	-	-	-
	84,142	7,012	7,012	7,012	7,012	7,012	7,012	7,012	7,012	7,012	7,012	7,012	7,012
Instruction Expense													
Textbooks & Reference Books	46,971	4,697	4,697	4,697	4,697	4,697	4,697	4,697	4,697	4,697	4,697	4,697	4,697
Online Instructional (Student)	1,076	79	79	79	79	79	79	79	79	79	79	79	79
Online Instructional (Teacher)	23,076	11,537	11,537	11,537	11,537	11,537	11,537	11,537	11,537	11,537	11,537	11,537	11,537
Library Books	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Testing Materials	23,568												
Contracted SPED Instruction	62,848	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285	6,285
	333,581	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Administrative Expenses													
Telephone & Internet	41,481	3,457	3,457	3,457	3,457	3,457	3,457	3,457	3,457	3,457	3,457	3,457	3,457
Postage	3,713	309	309	309	309	309	309	309	309	309	309	309	309
Express Mail	2,122	177	177	177	177	177	177	177	177	177	177	177	177
Electricity	187,143	15,595	15,595	15,595	15,595	15,595	15,595	15,595	15,595	15,595	15,595	15,595	15,595
Water & Sewer	24,401	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033
Waste Disposal	30,766	2,564	2,564	2,564	2,564	2,564	2,564	2,564	2,564	2,564	2,564	2,564	2,564
Pest Control	5,305	442	442	442	442	442	442	442	442	442	442	442	442
Maintenance & Cleaning Supplies	29,620	2,468	2,468	2,468	2,468	2,468	2,468	2,468	2,468	2,468	2,468	2,468	2,468
Repairs	18,290	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537	1,537
Equipment Repairs & Maintenance incl. Kitchen	7,957	663	663	663	663	663	663	663	663	663	663	663	663
Software Licensing Fees	5,305	442	442	442	442	442	442	442	442	442	442	442	442
Miscellaneous Expenses	6,000	500	500	500	500	500	500	500	500	500	500	500	500
	507,890	42,324	42,324	42,324	42,324	42,324	42,324	42,324	42,324	42,324	42,324	42,324	42,324
Fixed Expense													
Rent	1,623,042	135,254	135,254	135,254	135,254	135,254	135,254	135,254	135,254	135,254	135,254	135,254	135,254
Office Equipment - Leasing Expense	3,900	325	325	325	325	325	325	325	325	325	325	325	325
Professional Liability & Property Insurance	119,222	9,935	9,935	9,935	9,935	9,935	9,935	9,935	9,935	9,935	9,935	9,935	9,935
	1,773,163	147,764	147,764	147,764	147,764	147,764	147,764	147,764	147,764	147,764	147,764	147,764	147,764
EXPENSES less Payroll	5,606,172	545,837	545,740	545,740	545,740	545,740	545,740	545,740	545,740	545,094	545,094	459,094	365,795
TOTAL OPERATING EXPENSES	10,585,920	760,461	1,000,493	973,570	883,474	883,474	883,474	883,474	883,474	886,828	886,828	886,828	773,545
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	178,399	-	178,399	-	-	-	-	-	-	-	-	-	-
FME	43,171	-	43,171	-	-	-	-	-	-	-	-	-	-
Computers Software	18,584	-	18,584	-	-	-	-	-	-	-	-	-	-
	240,154	-	240,154	-	-	-	-	-	-	-	-	-	-
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-
Repayment of Long-Term Debt (P&I)	312,058	26,005	26,005	26,005	26,005	26,005	26,005	26,005	26,005	26,005	26,005	26,005	26,005
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	87,266	93,328	(320,070)	(62,894)	37,103	37,103	37,103	37,103	37,103	37,103	33,749	33,749	80,243
Cash Flow - Cumulative Surplus/(Deficit)	183,254	(136,816)	(189,214)	(152,708)	(115,605)	(78,502)	(41,359)	(4,297)	29,452	63,200	96,949	177,192	

Broward
Detailed Income Statement
FY15

	Redbook Function	Note	#	\$ / Unit	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation		1	1,504	6,933	10,426,894			10,426,894
Special Needs		2	150	1,216	182,888			182,888
Other Government		3						-
Total Government:					10,609,782			10,609,782
Capital Outlay:		4	1,504	456	686,456			686,456
Board Refund over 250 Students:		5	1,254		434,685			434,685
Grants		6						-
Fundraising		6						-
Before and After Care - \$8.74/day - 180 days (10% partic)		7	150	8.74		236,658		236,658
Food Services		7					79,717	79,717
Free and Reduced Lunch (DOE reimbursement)		7					381,863	381,863
Interest Income		8						-
TOTAL REVENUE					11,730,923	236,658	461,580	12,429,161
EXPENSES:								
Administration Staff								
Principal	7300	9	1.00	98,345	98,345			98,345
Assistant Principal	7300	9	2.00	71,027	142,055			142,055
Dean of Students	7300	9	1.00	60,100	60,100			60,100
Business Administrator	7300	9	1.00	49,173	49,173			49,173
Administrative Assistant	7300	9	4.00	10.93	72,033			72,033
Receptionist	7300	9	1.00	10.93	22,816			22,816
Registrar/DPC	7300	9	1.00	28,411	28,411			28,411
Student Services Coordinator	6100	9	1.00	41,524	41,524			41,524
Media Specialist	6200	9	1.00	39,338	39,338			39,338
Media Assistant (Clerk)	6200	9	1.00	15.30	25,211			25,211
Food Service - Director	7600	9	1.00	13.11			19,931	19,931
Food Service	7600	9	4.00	10.93			31,471	31,471
Before/Aftercare - Director	9100	10	1.00	13.11		19,931		19,931
Before/Aftercare	9100	9	7.00	9.83		104,640		104,640
					579,005	124,571	51,402	754,978
Instruction Staff								
Teachers (K-5)	5000	10	47.00	40,431	1,900,252			1,900,252
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	10	15.00	40,431	606,463			606,463
General Music / Chorus Teacher	5000	10	2.00	40,431	80,862			80,862
Art Teacher	5000	10	2.00	40,431	80,862			80,862
PE Teacher	5000	10	3.00	40,431	121,293			121,293
Foreign Language Teacher	5000	10	2.00	40,431	80,862			80,862
Technology Teacher	5000	10	2.00	40,431	80,862			80,862
PE Aide	5000	10	2.00	12.02	36,541			36,541
ESOL/Co-Teacher	5000	10	3.00	12.02	54,811			54,811
ESE	5000	10	5.00	40,431	202,154			202,154
Reading Specialist	5000	10	1.00	40,431	40,431			40,431
Math Specialist	5000	10	1.00	40,431	40,431			40,431
Co-Teacher	5000	10	3.00	40,431	121,293			121,293
Curriculum Resource Teacher	5000	10	2.00	40,431	80,862			80,862
Daily Subs	5000	10	88.00	120	105,600			105,600
					3,633,578		-	3,633,578
Tutoring								
	5000	10			35,834			35,834
Stipends								
	5000	10			16,391			16,391
Bonus Pool for Schoolwide Incentives								
	5000	11		1%	106,098			106,098
Benefits (Health, Dental, etc)								
Instructional Staff	5000	12			315,000			315,000
Pupil Personnel Services Staff	6100	12			3,500			3,500
Instructional Media Services Staff	6200	12			7,000			7,000
School Administration Staff	7300	12			38,500			38,500
Food Services Staff	7600	12					3,500	3,500
Before & Aftercare Staff	9100	12				3,500		3,500
					364,000	3,500	3,500	371,000
Payroll Taxes (FICA, Med, State/Fed Unempl)								
				10%				
Instructional Staff	5000	13			379,190			379,190
Pupil Personnel Services Staff	6100	13			4,152			4,152
Instructional Media Services Staff	6200	13			6,455			6,455
School Administration Staff	7300	13			47,293			47,293
Food Services Staff	7600	13					9,448	9,448
Before & Aftercare Staff	9100	13				12,457		12,457
					437,091	12,457	9,448	458,995
Professional Services								
Legal Fees	7100	14			5,464			5,464
Accounting Services - Independent Audit	7100	15			15,914			15,914
G&A, Curriculum Development, R&D	7500	16		14.5%	1,700,984			1,700,984
Outside Staff Development Consulting Fees	6400	17			8,742			8,742
Temporary Agency Fees	7700	18			5,464			5,464
Fee to County School Board	7700	19			530,489			530,489
Professional Fees - Other	7100	20			2,185			2,185
Marketing & Enrollment	7700	21			10,000			10,000
Staff Recruitment	7700	22			3,278			3,278
					2,282,519		-	2,282,519

Broward
Detailed Income Statement
FY15

	<i>Redbook</i>					<i>Before and</i>		
	<i>Function</i>	<i>Note</i>	<i>#</i>	<i>\$ / Unit</i>	<i>Educational Prog</i>	<i>Aftercare</i>	<i>Food Services</i>	<i>Total</i>
Vendor Services								
Contracted Pupil Transportation	7800	23			440,588			440,588
Extra-Curricular Activity Events & Transportation	5000	24			5,464			5,464
Contracted Food Service	7600	25	-	-			366,279	366,279
Background / Finger Printing	7300	26			546			546
Drug Testing Fees	7300	27			546			546
Licenses & Permits	7900	28			2,185			2,185
Bank Service Fees	7500	29			3,825			3,825
Contracted Special ED non-instruction	5000	30			8,195			8,195
Contracted Custodial Services	7900	31	90,000	2.57	231,112			231,112
Contracted Security	7900	32			1,311			1,311
					693,772		366,279	1,060,052
Other Operating Expenses								
Travel/Auto	7300	33			5,464			5,464
Airfare	7300	34			546			546
Meals	7300	35			3,278			3,278
Lodging	7300	36			2,185			2,185
Business Expense - Other	7300	37			5,464			5,464
Dues & Subscriptions	7300	38			2,185			2,185
Printing	7300	39			30,080	1,805		31,885
Office Supplies	7300	40			21,855			21,855
Medical Supplies	7700	41			1,311			1,311
In-house Food Service - Cost of Food	7600	42			10,728	3,610		14,337
Food Service - Paper and Small wares	7700	43			1,311			1,311
Bad Debt Expense	7300	44						-
					84,407	5,414	-	89,822
Instruction Expense								
Textbooks & Reference Books	5000	45	775	300.50	76,853			76,853
Consumable Instructional (Student)	5000	46	1,504	109.27	164,346			164,346
Consumable Instructional (Teacher)	5000	47	90	273.18	24,586			24,586
Library Books	6200	48			20,000			20,000
Testing Materials	5000	49	1,504	16.39	24,652			24,652
Contracted SPED Instruction	5000	50	150	437.09	65,738			65,738
					376,176		-	376,176
Administrative Expenses								
Telephone & Internet	7900	51		42,726	42,726			42,726
Postage	7700	52		3,825	3,825			3,825
Express Mail	7700	53		2,185	2,185			2,185
Electricity	7900	54	90,000	2.14	192,757			192,757
Water & Sewer	7900	55		25,133	25,133			25,133
Waste Disposal	7900	56		31,689	31,689			31,689
Pest Control	7900	57		5,464	5,464			5,464
Maintenance & Cleaning Supplies	8100	58		30,080	30,080			30,080
Building Repairs & Maintenance	8100	59	90,000	1.88	169,001			169,001
Equipment Repairs & Maintenance incl. Kitchen	8100	60		8,195	8,195			8,195
Software Licensing Fees	8100	61		5,464	5,464			5,464
Miscellaneous Expenses	7700	62			6,000			6,000
					522,519		-	522,519
Fixed Expense								
Rent	7900	63			2,015,360			2,015,360
Office Equipment - Leasing Expense	7700	64			31,827			31,827
Professional Liability & Property Insurance	7900	65		120,164	120,164			120,164
					2,167,351		-	2,167,351
EXPENSES less Payroll								
					6,126,744		366,279	6,498,438
TOTAL OPERATING EXPENSES								
					11,298,742		430,629	11,875,313
CAPITAL EXPENSES								
Capital Outlay (Capitalized)								
Computers Hardware	9400	66			113,962			113,962
FF&E	9400	67			6,203			6,203
Computers Software	9400	68			23,000			23,000
Other	9400	69						-
TOTAL CAPITAL EXPENDITURES					143,165		-	143,165
Proceeds from Long Term Debt								
		70						-
Debt Repayments								
Repayment of Long-Term Debt (P&I)		71			312,058			312,058
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE								
					(23,043)	90,716	30,951	98,624

Broward
Monthly Cash Flow Projection
PT 15

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
10,426,894	868,908	868,908	868,908	868,908	868,908	868,908	868,908	868,908	868,908	868,908	868,908	868,908
182,888	15,241	15,241	15,241	15,241	15,241	15,241	15,241	15,241	15,241	15,241	15,241	15,241
10,609,772	884,148	884,148	884,148	884,148	884,148	884,148	884,148	884,148	884,148	884,148	884,148	884,148
686,466	57,205	57,205	57,205	57,205	57,205	57,205	57,205	57,205	57,205	57,205	57,205	57,205
434,685	36,224	36,224	36,224	36,224	36,224	36,224	36,224	36,224	36,224	36,224	36,224	36,224
-	-	-	-	-	-	-	-	-	-	-	-	-
236,658	23,666	23,666	23,666	23,666	23,666	23,666	23,666	23,666	23,666	23,666	23,666	23,666
79,717	7,972	7,972	7,972	7,972	7,972	7,972	7,972	7,972	7,972	7,972	7,972	7,972
381,863	38,186	38,186	38,186	38,186	38,186	38,186	38,186	38,186	38,186	38,186	38,186	38,186
-	-	-	-	-	-	-	-	-	-	-	-	-
12,428,161	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	977,577
REVENUE:												
Government												
Per Pupil Allocation												
Special Needs												
Other Government												
Total Government												
Capital Outlay:												
Board Refund over 250 Students:												
Grants												
Fundraising												
Before & Aftercare												
Food Services												
Free and Reduced Lunch (DOE reimbursement)												
TOTAL REVENUE	977,577	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	1,047,401	977,577
EXPENSES:												
Administration Staff												
Principal	98,345	8,195	8,195	8,195	8,195	8,195	8,195	8,195	8,195	8,195	8,195	8,195
Assistant Principal	142,055	11,838	11,838	11,838	11,838	11,838	11,838	11,838	11,838	11,838	11,838	11,838
Dean of Students	60,100	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008
Administrative Assistant	72,033	7,203	7,203	7,203	7,203	7,203	7,203	7,203	7,203	7,203	7,203	7,203
Administrative Assistant	22,816	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901	1,901
Registrar/DPC	28,411	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368	2,368
Student Services Coordinator	41,524	3,460	3,460	3,460	3,460	3,460	3,460	3,460	3,460	3,460	3,460	3,460
Media Specialist	39,338	3,278	3,278	3,278	3,278	3,278	3,278	3,278	3,278	3,278	3,278	3,278
Media Assistant (Clerk)	25,211	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521	2,521
Food Service - Director	19,931	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993	1,993
Food Service	31,677	3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168
Before & Aftercare	19,571	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957	1,957
Before/Aftercare	104,640	10,464	10,464	10,464	10,464	10,464	10,464	10,464	10,464	10,464	10,464	10,464
754,978	67,468	67,468	67,468	67,468	67,468	67,468	67,468	67,468	67,468	67,468	67,468	46,885
Instruction Staff												
Teachers (K-5)	1,900,252	158,354	158,354	158,354	158,354	158,354	158,354	158,354	158,354	158,354	158,354	158,354
Teachers (6-8) (Math, Soc. Sc., LA, Reading)	606,463	50,539	50,539	50,539	50,539	50,539	50,539	50,539	50,539	50,539	50,539	50,539
General/Music/Chorus Teacher	80,862	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738
Art Teacher	121,203	10,108	10,108	10,108	10,108	10,108	10,108	10,108	10,108	10,108	10,108	10,108
P.E. Teacher	80,862	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738
Foreign Language Teacher	80,862	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738
Technology Teacher	80,862	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738
PE Aide	36,541	3,045	3,045	3,045	3,045	3,045	3,045	3,045	3,045	3,045	3,045	3,045
ESOL/Co-Teacher	54,811	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568	4,568
ESE	202,154	16,846	16,846	16,846	16,846	16,846	16,846	16,846	16,846	16,846	16,846	16,846
40,431	3,369	3,369	3,369	3,369	3,369	3,369	3,369	3,369	3,369	3,369	3,369	3,369
Reading Specialist	18,389	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839	1,839
Co-Teacher	10,108	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011
Curriculum Resource Teacher	80,862	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738	6,738
Daily Subs	105,600	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800
3,633,578	302,798	302,798	302,798	302,798	302,798	302,798	302,798	302,798	302,798	302,798	302,798	302,798
Tutoring	36,834	2,986	2,986	2,986	2,986	2,986	2,986	2,986	2,986	2,986	2,986	2,986
Stipends	16,391	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366
Bonus Pool for Schoolwide Incentives	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841
Benefits (Health, Dental, etc)												
Instructional Staff	315,000	26,250	26,250	26,250	26,250	26,250	26,250	26,250	26,250	26,250	26,250	26,250
Pupil Personnel Services Staff	3,500	292	292	292	292	292	292	292	292	292	292	292
Instructional Media Services Staff	7,000	583	583	583	583	583	583	583	583	583	583	583
School Administration Staff	38,500	3,208	3,208	3,208	3,208	3,208	3,208	3,208	3,208	3,208	3,208	3,208
Food Services Staff	3,500	292	292	292	292	292	292	292	292	292	292	292
Before & Aftercare Staff	3,500	292	292	292	292	292	292	292	292	292	292	292
371,000	30,917	30,917	30,917	30,917	30,917	30,917	30,917	30,917	30,917	30,917	30,917	30,917
Payroll Taxes (FICA, Med, State/Fed Unemp)												
Instructional Staff	379,190	31,599	31,599	31,599	31,599	31,599	31,599	31,599	31,599	31,599	31,599	31,599
Pupil Personnel Services Staff	4,152	346	346	346	346	346	346	346	346	346	346	346
Instructional Media Services Staff	6,455	538	538	538	538	538	538	538	538	538	538	538
School Administration Staff	47,293	3,941	3,941	3,941	3,941	3,941	3,941	3,941	3,941	3,941	3,941	3,941
Food Services Staff	9,448	787	787	787	787	787	787	787	787	787	787	787
Before & Aftercare Staff	9,448	787	787	787	787	787	787	787	787	787	787	787
458,995	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250	38,250
Professional Services												
Legal Fees	5,464	455	455	455	455	455	455	455	455	455	455	455
Accounting Services - Independent/Audit	15,914	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326	1,326
G&A, Curriculum Development, RMD	141,749	14,174	14,174	14,174	14,174	14,174	14,174	14,174	14,174	14,174	14,174	14,174
Outside Staff Development Consulting Fees	728	728	728	728	728	728	728	728	728	728	728	728
Emergency Response Services	44,207	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421
Professional Fees - Other	2,185	182	182	182	182	182	182	182	182	182	182	182
Marketing & Enrollment	10,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Staff Recruitment	3,278	273	273	273	273	273	273	273	273	273	273	273
2,282,519	191,043	191,043	191,043	191,043	191,043	191,043	191,043	191,043	191,043	191,043	191,043	191,043

Broward
Monthly Cash Flow Projection
FY15

TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Vendor Services												
Contracted Pupil Transportation	44,059	44,059	44,059	44,059	44,059	44,059	44,059	44,059	44,059	44,059	44,059	44,059
Extra-Curricular Activity Events & Transportation	546	546	546	546	546	546	546	546	546	546	546	546
Contracted Food Service	36,628	36,628	36,628	36,628	36,628	36,628	36,628	36,628	36,628	36,628	36,628	36,628
Background/ Finger Printing	55	55	55	55	55	55	55	55	55	55	55	55
Long Term Leases	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195
Liability Insurance	319	319	319	319	319	319	319	319	319	319	319	319
Bank Service Fees	8,195	8,195	8,195	8,195	8,195	8,195	8,195	8,195	8,195	8,195	8,195	8,195
Contracted Special ED non-instruction	231,112	19,259	19,259	19,259	19,259	19,259	19,259	19,259	19,259	19,259	19,259	19,259
Contracted Custodial Services	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311	1,311
Contracted Security	19,687	102,068	102,068	102,068	102,068	102,068	102,068	102,068	102,068	102,068	102,068	19,687
Other Operating Expenses												
Auto	455	455	455	455	455	455	455	455	455	455	455	455
Airfare	46	46	46	46	46	46	46	46	46	46	46	46
Meals	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273
Lodging	2,182	182	182	182	182	182	182	182	182	182	182	182
Business Expense - Other	545	455	455	455	455	455	455	455	455	455	455	455
Dues & Subscriptions	2,182	182	182	182	182	182	182	182	182	182	182	182
Printing	31,885	2,657	2,657	2,657	2,657	2,657	2,657	2,657	2,657	2,657	2,657	2,657
Office Supplies	21,855	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821
Travel	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195
In-house Food Service - Cost of Food	14,337	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195	1,195
Food Service - Paper and Small wares	1,109	1,109	1,109	1,109	1,109	1,109	1,109	1,109	1,109	1,109	1,109	1,109
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-
	7,485	7,485	7,485	7,485	7,485	7,485	7,485	7,485	7,485	7,485	7,485	7,485
Instruction Expense												
Textbooks & Reference Books	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685	7,685
Consumer Instructional (Student)	82,733	82,733	82,733	82,733	82,733	82,733	82,733	82,733	82,733	82,733	82,733	82,733
Consumer Instructional (Teacher)	24,596	12,293	12,293	12,293	12,293	12,293	12,293	12,293	12,293	12,293	12,293	12,293
Library Books	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Testing Materials	24,652	24,652	24,652	24,652	24,652	24,652	24,652	24,652	24,652	24,652	24,652	24,652
Contracted SPED Instruction	65,738	6,574	6,574	6,574	6,574	6,574	6,574	6,574	6,574	6,574	6,574	6,574
	376,176	110,392	110,392	110,392	110,392	110,392	110,392	110,392	110,392	110,392	110,392	110,392
Administrative Expenses												
Telephone & Internet	42,726	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560	3,560
Postage	3,825	319	319	319	319	319	319	319	319	319	319	319
Express Mail	2,185	182	182	182	182	182	182	182	182	182	182	182
Electricity	192,757	16,063	16,063	16,063	16,063	16,063	16,063	16,063	16,063	16,063	16,063	16,063
Water & Sewer	25,133	2,094	2,094	2,094	2,094	2,094	2,094	2,094	2,094	2,094	2,094	2,094
Waste Disposal	31,889	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641
Pest Control	455	455	455	455	455	455	455	455	455	455	455	455
Maintenance & Cleaning Supplies	30,080	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507
Liability Insurance	14,383	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438
Equipment Repairs & Maintenance incl. Kitchen	5,195	683	683	683	683	683	683	683	683	683	683	683
Software Licensing Fees	5,454	455	455	455	455	455	455	455	455	455	455	455
Miscellaneous Expenses	6,000	500	500	500	500	500	500	500	500	500	500	500
	522,519	43,543	43,543	43,543	43,543	43,543	43,543	43,543	43,543	43,543	43,543	43,543
Fixed Expense												
Rent	167,947	167,947	167,947	167,947	167,947	167,947	167,947	167,947	167,947	167,947	167,947	167,947
Office Equipment - Leasing Expense	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014
Professional Liability & Property Insurance	120,154	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014
	2,167,351	180,613	180,613	180,613	180,613	180,613	180,613	180,613	180,613	180,613	180,613	180,613
EXPENSES less Payroll	6,498,438	633,477	633,477	539,011	539,011	539,011	539,011	539,011	540,678	540,678	540,678	444,038
TOTAL OPERATING EXPENSES	11,875,313	1,112,422	1,086,104	991,638	991,638	991,638	991,638	991,638	993,304	993,304	993,304	876,082
CAPITAL EXPENSES												
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	113,962	113,962	113,962	113,962	113,962	113,962	113,962	113,962	113,962	113,962	113,962	113,962
FIRE	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203	6,203
Computers Software	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000
	143,165	143,165	143,165	143,165	143,165	143,165	143,165	143,165	143,165	143,165	143,165	143,165
TOTAL CAPITAL EXPENDITURES	143,165	143,165	143,165	143,165	143,165	143,165	143,165	143,165	143,165	143,165	143,165	143,165
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments	312,058	156,029	156,029	156,029	156,029	156,029	156,029	156,029	156,029	156,029	156,029	156,029
Repayment of Long-Term Debt (P&I)	-	-	-	-	-	-	-	-	-	-	-	-
	96,624	(41,057)	(364,216)	(55,763)	(55,763)	(55,763)	(55,763)	(55,763)	(54,096)	(54,096)	(54,096)	101,495
SURPLUS/(DEFICIT)-UNRESTRICTED FUND BALANCE	136,135	(228,061)	(266,784)	(211,021)	(155,258)	(99,494)	(43,731)	12,032	66,128	120,225	174,321	275,817
Cash Flow - Cumulative Surplus/(Deficit)												

Broward
Detailed Income Statement
FY16

	Redbook Function	Note	#	\$ / Unit	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation		1	1,504	7,141	10,739,701			10,739,701
Special Needs		2	150	1,252	188,375			188,375
Other Government		3						-
Total Government:					10,928,075			10,928,075
Capital Outlay:		4	1,504	411	617,810			617,810
Board Refund over 250 Students:		5	1,254		447,726			447,726
Grants		6						-
Fundraising		6			-			-
Before and After Care - \$9.00/day - 180 days (10% partic)		7	150	9.00		243,758		243,758
Food Services		7					81,747	81,747
Free and Reduced Lunch (DOE reimbursement)		7					393,319	393,319
Interest Income		8						-
TOTAL REVENUE					11,993,611	243,758	475,066	12,712,435
EXPENSES:								
Administration Staff								
Principal	7300	9	1.00	101,296	101,296			101,296
Assistant Principal	7300	9	2.00	73,158	146,316			146,316
Dean of Students	7300	9	1.00	61,903	61,903			61,903
Business Administrator	7300	9	1.00	50,648	50,648			50,648
Administrative Assistant	7300	9	4.00	11.26	74,194			74,194
Receptionist	7300	9	1.00	11.26	23,501			23,501
Registrar/DPC	7300	9	1.00	29,263	29,263			29,263
Student Services Coordinator	6100	9	1.00	42,769	42,769			42,769
Media Specialist	6200	9	1.00	40,518	40,518			40,518
Media Assistant (Clerk)	6200	9	1.00	15.76	25,968			25,968
Food Service - Director	7600	9	1.00	13.51			20,529	20,529
Food Service	7600	9	4.00	11.26			32,415	32,415
Before/Aftercare - Director	9100	9	1.00	13.51		20,529		20,529
Before/Aftercare	9100	9	7.00	10.13		107,779		107,779
					596,376	128,308	52,944	777,628
Instruction Staff								
Teachers (K-5)	5000	10	47.00	41,644	1,957,260			1,957,260
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	10	15.00	41,644	624,657			624,657
General Music / Chorus Teacher	5000	10	2.00	41,644	83,288			83,288
Art Teacher	5000	10	2.00	41,644	83,288			83,288
PE Teacher	5000	10	3.00	41,644	124,931			124,931
Foreign Language Teacher	5000	10	2.00	41,644	83,288			83,288
Technology Teacher	5000	10	2.00	41,644	83,288			83,288
PE Aide	5000	10	2.00	12.38	37,637			37,637
ESOL/Co-Teacher	5000	10	3.00	12.38	56,456			56,456
ESE	5000	10	5.00	41,644	208,219			208,219
Reading Specialist	5000	10	1.00	41,644	41,644			41,644
Math Specialist	5000	10	1.00	41,644	41,644			41,644
Co-Teacher	5000	10	3.00	41,644	124,931			124,931
Curriculum Resource Teacher	5000	10	2.00	41,644	83,288			83,288
Daily Subs	5000	10	88.00	120	105,600			105,600
					3,739,418		-	3,739,418
Tutoring								
	5000	10			36,909			36,909
Stipends								
	5000	10			16,883			16,883
Bonus Pool for Schoolwide Incentives								
	5000	11		1%	109,281			109,281
Benefits (Health, Dental, etc)								
Instructional Staff	5000	12			324,000			324,000
Pupil Personnel Services Staff	6100	12			3,600			3,600
Instructional Media Services Staff	6200	12			7,200			7,200
School Administration Staff	7300	12			39,600			39,600
Food Services Staff	7600	12					3,600	3,600
Before & Aftercare Staff	9100	12				3,600		3,600
					374,400	3,600	3,600	381,600
Payroll Taxes (FICA, Med, State/Fed Unempl)								
				10%				
Instructional Staff	5000	13			390,249			390,249
Pupil Personnel Services Staff	6100	13			4,277			4,277
Instructional Media Services Staff	6200	13			6,649			6,649
School Administration Staff	7300	13			48,712			48,712
Food Services Staff	7600	13					9,731	9,731
Before & Aftercare Staff	9100	13				12,831		12,831
					449,887	12,831	9,731	472,449
Professional Services								
Legal Fees	7100	14			5,628			5,628
Accounting Services - Independent Audit	7100	15			16,391			16,391
G&A, Curriculum Development, R&D	7500	16		15.0%	1,799,042			1,799,042
Outside Staff Development Consulting Fees	6400	17			9,004			9,004
Temporary Agency Fees	7700	18			5,628			5,628
Fee to County School Board	7700	19			546,404			546,404
Professional Fees - Other	7100	20			2,251			2,251
Marketing & Enrollment	7700	21			10,000			10,000
Staff Recruitment	7700	22			3,377			3,377
					2,397,723		-	2,397,723

Broward
Detailed Income Statement
FY16

	<i>Redbook</i>					<i>Before and</i>		
	<i>Function</i>	<i>Note</i>	<i>#</i>	<i>\$ / Unit</i>	<i>Educational Prog</i>	<i>Aftercare</i>	<i>Food Services</i>	<i>Total</i>
Vendor Services								
Contracted Pupil Transportation	7800	23			453,805			453,805
Extra-Curricular Activity Events & Transportation	5000	24			5,628			5,628
Contracted Food Service	7600	25	-	-			377,268	377,268
Background / Finger Printing	7300	26			563			563
Drug Testing Fees	7300	27			563			563
Licenses & Permits	7900	28			2,251			2,251
Bank Service Fees	7500	29			3,939			3,939
Contracted Special ED non-instruction	5000	30			8,441			8,441
Contracted Custodial Services	7900	31	90,000	2.64	238,045			238,045
Contracted Security	7900	32			1,351			1,351
					714,586		377,268	1,091,853
Other Operating Expenses								
Travel/Auto	7300	33			5,628			5,628
Airfare	7300	34			563			563
Meals	7300	35			3,377			3,377
Lodging	7300	36			2,251			2,251
Business Expense - Other	7300	37			5,628			5,628
Dues & Subscriptions	7300	38			2,251			2,251
Printing	7300	39			30,080	1,805		31,885
Office Supplies	7300	40			22,510			22,510
Medical Supplies	7700	41			1,351			1,351
In-house Food Service - Cost of Food	7600	42			14,767	3,610		18,377
Food Service - Paper and Small wares	7700	43			1,351			1,351
Bad Debt Expense	7300	44						-
					89,755	5,414	-	95,170
Instruction Expense								
Textbooks & Reference Books	5000	45	752	309.51	76,809			76,809
Consumable Instructional (Student)	5000	46	1,504	112.55	169,277			169,277
Consumable Instructional (Teacher)	5000	47	90	281.38	25,324			25,324
Library Books	6200	48			20,000			20,000
Testing Materials	5000	49	1,504	16.88	25,391			25,391
Contracted SPED Instruction	5000	50	150	450.20	67,711			67,711
					384,512		-	384,512
Administrative Expenses								
Telephone & Internet	7900	51		44,007	44,007			44,007
Postage	7700	52		3,939	3,939			3,939
Express Mail	7700	53		2,251	2,251			2,251
Electricity	7900	54	90,000	2.21	198,540			198,540
Water & Sewer	7900	55		25,887	25,887			25,887
Waste Disposal	7900	56		32,640	32,640			32,640
Pest Control	7900	57		5,628	5,628			5,628
Maintenance & Cleaning Supplies	8100	58		30,080	30,080			30,080
Building Repairs & Maintenance	8100	59	90,000	1.93	174,071			174,071
Equipment Repairs & Maintenance incl. Kitchen	8100	60		8,441	8,441			8,441
Software Licensing Fees	8100	61		5,628	5,628			5,628
Miscellaneous Expenses	7700	62			6,000			6,000
					537,112		-	537,112
Fixed Expense								
Rent	7900	63			2,075,821			2,075,821
Office Equipment - Leasing Expense	7700	64			32,782			32,782
Professional Liability & Property Insurance	7900	65		120,164	120,164			120,164
					2,228,767		-	2,228,767
EXPENSES less Payroll								
					6,352,454		377,268	6,735,136
TOTAL OPERATING EXPENSES								
					11,675,607		443,543	12,269,302
CAPITAL EXPENSES								
Capital Outlay (Capitalized)								
Computers Hardware	9400	66			111,067			111,067
FF&E	9400	67			10,000			10,000
Computers Software	9400	68			26,404			26,404
Other	9400	69						-
TOTAL CAPITAL EXPENDITURES					147,471		-	147,471
Proceeds from Long Term Debt								
		70			-			-
Debt Repayments								
Repayment of Long-Term Debt (P&I)		71			77,821			77,821
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE								
					92,712	93,605	31,523	217,840

Broward
Monthly Cash Flow Projection
FY16

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	10,739,701	894,975	894,975	894,975	894,975	894,975	894,975	894,975	894,975	894,975	894,975	894,975	894,975
Special Needs	188,375	15,698	15,698	15,698	15,698	15,698	15,698	15,698	15,698	15,698	15,698	15,698	15,698
Other Government	10,929,075	910,673	910,673	910,673	910,673	910,673	910,673	910,673	910,673	910,673	910,673	910,673	910,673
Total Government	11,028,075	910,673	910,673	910,673	910,673	910,673	910,673	910,673	910,673	910,673	910,673	910,673	910,673
Capital Outlay	617,810	51,484	51,484	51,484	51,484	51,484	51,484	51,484	51,484	51,484	51,484	51,484	51,484
Board Refund over 250 Students:	447,726	37,310	37,310	37,310	37,310	37,310	37,310	37,310	37,310	37,310	37,310	37,310	37,310
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	243,758	24,376	24,376	24,376	24,376	24,376	24,376	24,376	24,376	24,376	24,376	24,376	24,376
Before & Aftercare	81,747	8,175	8,175	8,175	8,175	8,175	8,175	8,175	8,175	8,175	8,175	8,175	8,175
Food Services	393,319	39,332	39,332	39,332	39,332	39,332	39,332	39,332	39,332	39,332	39,332	39,332	39,332
Free and Reduced Lunch (DOE reimbursement)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	12,712,435	999,468	1,071,350	1,071,350	1,071,350	1,071,350	1,071,350	1,071,350	1,071,350	1,071,350	1,071,350	1,071,350	999,468
EXPENSES:													
Administration Staff													
Principal	101,296	8,441	8,441	8,441	8,441	8,441	8,441	8,441	8,441	8,441	8,441	8,441	8,441
Assistant Principal	146,316	12,193	12,193	12,193	12,193	12,193	12,193	12,193	12,193	12,193	12,193	12,193	12,193
Dean of Students	61,903	5,159	5,159	5,159	5,159	5,159	5,159	5,159	5,159	5,159	5,159	5,159	5,159
Administrative Assistant	74,194	7,419	7,419	7,419	7,419	7,419	7,419	7,419	7,419	7,419	7,419	7,419	7,419
Reciprocal	29,501	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958
Registrar/DPC	29,263	2,439	2,439	2,439	2,439	2,439	2,439	2,439	2,439	2,439	2,439	2,439	2,439
Student Services Coordinator	42,769	3,564	3,564	3,564	3,564	3,564	3,564	3,564	3,564	3,564	3,564	3,564	3,564
Media Specialist	40,518	3,377	3,377	3,377	3,377	3,377	3,377	3,377	3,377	3,377	3,377	3,377	3,377
Media Assistant (Clerk)	25,968	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053	2,053
Food Service - Director	20,529	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621	1,621
Food Service	36,415	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241	3,241
Before & Aftercare - Director	30,258	2,421	2,421	2,421	2,421	2,421	2,421	2,421	2,421	2,421	2,421	2,421	2,421
Before/Aftercare	10,779	10,778	10,778	10,778	10,778	10,778	10,778	10,778	10,778	10,778	10,778	10,778	10,778
	777,628	69,493	69,493	69,493	69,493	69,493	69,493	69,493	69,493	69,493	69,493	69,493	69,493
Instruction Staff													
Teachers (K-5)	1,957,260	163,105	163,105	163,105	163,105	163,105	163,105	163,105	163,105	163,105	163,105	163,105	163,105
Teachers (6-8) (Math, Soc. SS, LA, Reading)	624,667	52,055	52,055	52,055	52,055	52,055	52,055	52,055	52,055	52,055	52,055	52,055	52,055
General/Music/Chorus Teacher	83,288	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941
Art Teacher	124,931	10,411	10,411	10,411	10,411	10,411	10,411	10,411	10,411	10,411	10,411	10,411	10,411
PE Teacher	83,288	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941
Foreign Language Teacher	83,288	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941
Technology Teacher	89,288	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941
PE Aide	37,637	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136
ESOL/Co-Teacher	56,456	4,705	4,705	4,705	4,705	4,705	4,705	4,705	4,705	4,705	4,705	4,705	4,705
ESE	208,219	17,352	17,352	17,352	17,352	17,352	17,352	17,352	17,352	17,352	17,352	17,352	17,352
Reading Specialist	41,944	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470	3,470
Specialist	47,070	3,922	3,922	3,922	3,922	3,922	3,922	3,922	3,922	3,922	3,922	3,922	3,922
Co-Teacher	124,931	10,411	10,411	10,411	10,411	10,411	10,411	10,411	10,411	10,411	10,411	10,411	10,411
Curriculum Resource Teacher	83,288	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941	6,941
Daily Subs	105,600	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800
	3,739,418	311,618	311,618	311,618	311,618	311,618	311,618	311,618	311,618	311,618	311,618	311,618	311,618
Tutoring	36,909	3,076	3,076	3,076	3,076	3,076	3,076	3,076	3,076	3,076	3,076	3,076	3,076
Stipends	16,883	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407	1,407
Bonus Pool for Schoolwide Incentives	109,281	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107
Benefits (Health, Dental, etc)													
Instructional Staff	324,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000
Pupil Personnel Services Staff	3,600	300	300	300	300	300	300	300	300	300	300	300	300
Instructional Media Services Staff	7,200	600	600	600	600	600	600	600	600	600	600	600	600
School Administration Staff	39,600	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300
Food Services Staff	3,600	300	300	300	300	300	300	300	300	300	300	300	300
Before & Aftercare Staff	3,600	300	300	300	300	300	300	300	300	300	300	300	300
	391,000	31,800	31,800	31,800	31,800	31,800	31,800	31,800	31,800	31,800	31,800	31,800	31,800
Payroll Taxes (FICA, Med, State/Fed Unemp)													
Instructional Staff	390,249	32,521	32,521	32,521	32,521	32,521	32,521	32,521	32,521	32,521	32,521	32,521	32,521
Pupil Personnel Services Staff	4,277	356	356	356	356	356	356	356	356	356	356	356	356
Instructional Media Services Staff	6,649	554	554	554	554	554	554	554	554	554	554	554	554
School Administration Staff	48,712	4,059	4,059	4,059	4,059	4,059	4,059	4,059	4,059	4,059	4,059	4,059	4,059
Food Services Staff	5,731	478	478	478	478	478	478	478	478	478	478	478	478
Before & Aftercare Staff	5,241	437	437	437	437	437	437	437	437	437	437	437	437
	472,449	39,371	39,371	39,371	39,371	39,371	39,371	39,371	39,371	39,371	39,371	39,371	39,371
Professional Services													
Legal Fees	5,628	469	469	469	469	469	469	469	469	469	469	469	469
Accounting Services - Independent Audit	16,391	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366
G&A, Curriculum Development, RMD	1,799,042	149,920	149,920	149,920	149,920	149,920	149,920	149,920	149,920	149,920	149,920	149,920	149,920
Outside Staff Development Consulting Fees	9,004	750	750	750	750	750	750	750	750	750	750	750	
Primary Appraisal Fees	546,404	45,534	45,534	45,534	45,534	45,534	45,534	45,534	45,534	45,534	45,534	45,534	45,534
Professional Fees - Other	2,251	188	188	188	188	188	188	188	188	188	188	188	188
Marketing & Enrollment	10,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Staff Recruitment	3,377	281	281	281	281	281	281	281	281	281	281	281	281
	2,397,723	200,644	200,644	200,644	200,644	200,644	200,644	200,644	200,644	200,644	200,644	200,644	200,644

Broward
Monthly Cash Flow Projection
FY16

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Vendor Services													
Contracted Pupil Transportation	453,805	45,381	45,381	45,381	45,381	45,381	45,381	45,381	45,381	45,381	45,381	45,381	45,381
Extra-Curricular Activity Events & Transportation	5,628	563	563	563	563	563	563	563	563	563	563	563	563
Contracted Food Service	377,227	37,722	37,722	37,722	37,722	37,722	37,722	37,722	37,722	37,722	37,722	37,722	37,722
Background / Finger Printing	583	58	58	58	58	58	58	58	58	58	58	58	58
Logi Track & Fees	2,251	225	225	225	225	225	225	225	225	225	225	225	225
Uniforms & Books	328	328	328	328	328	328	328	328	328	328	328	328	328
Bank Service Fees	3,939	328	328	328	328	328	328	328	328	328	328	328	328
Contracted Special ED non-instruction	8,441	844	844	844	844	844	844	844	844	844	844	844	844
Contracted Custodial Services	238,045	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837
Contracted Security	1,351	113	113	113	113	113	113	113	113	113	113	113	113
	1,091,853	105,130	105,130	105,130	105,130	105,130	105,130	105,130	105,130	105,130	105,130	105,130	20,278
Other Operating Expenses													
Auto	5,628	469	469	469	469	469	469	469	469	469	469	469	469
Airfare	563	47	47	47	47	47	47	47	47	47	47	47	47
Meals	3,377	281	281	281	281	281	281	281	281	281	281	281	281
Lodging	2,251	188	188	188	188	188	188	188	188	188	188	188	188
Business Expense - Other	5,628	469	469	469	469	469	469	469	469	469	469	469	469
Dues & Subscriptions	2,251	188	188	188	188	188	188	188	188	188	188	188	188
Printing	31,985	2,657	2,657	2,657	2,657	2,657	2,657	2,657	2,657	2,657	2,657	2,657	2,657
Office Supplies	22,510	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876	1,876
Telephone	1,351	113	113	113	113	113	113	113	113	113	113	113	113
In-house Food Service - Cost of Food	19,837	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531
Food Service - Paper and Small wares	1,351	113	113	113	113	113	113	113	113	113	113	113	113
Bad Debt Expense		-	-	-	-	-	-	-	-	-	-	-	-
	95,170	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931
Instruction Expense													
Textbooks & Reference Books	76,909	7,681	7,681	7,681	7,681	7,681	7,681	7,681	7,681	7,681	7,681	7,681	7,681
Distance Instructional (Student)	8,441	844	844	844	844	844	844	844	844	844	844	844	844
Distance Instructional (Teacher)	26,324	2,632	2,632	2,632	2,632	2,632	2,632	2,632	2,632	2,632	2,632	2,632	2,632
Library Books	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Testing Materials	25,391	2,539	2,539	2,539	2,539	2,539	2,539	2,539	2,539	2,539	2,539	2,539	2,539
Contracted SPED Instruction	67,711	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771	6,771
	384,512	13,810	13,810	13,810	13,810	13,810	13,810	13,810	13,810	13,810	13,810	13,810	1,667
Administrative Expenses													
Telephone & Internet	44,007	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667
Postage	3,939	328	328	328	328	328	328	328	328	328	328	328	328
Express Mail	2,251	188	188	188	188	188	188	188	188	188	188	188	188
Electricity	198,540	16,545	16,545	16,545	16,545	16,545	16,545	16,545	16,545	16,545	16,545	16,545	16,545
Water & Sewer	25,887	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157	2,157
Waste Disposal	32,640	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720
Pest Control	5,628	469	469	469	469	469	469	469	469	469	469	469	469
Maintenance & Cleaning Supplies	30,080	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507
Travel	14,014	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401
Equipment Repairs & Maintenance incl. Kitchen	19,441	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531	1,531
Software Licensing Fees	5,628	469	469	469	469	469	469	469	469	469	469	469	469
Miscellaneous Expenses	6,000	500	500	500	500	500	500	500	500	500	500	500	500
	537,112	44,759	44,759	44,759	44,759	44,759	44,759	44,759	44,759	44,759	44,759	44,759	44,759
Fixed Expense													
Rent	2,075,921	172,985	172,985	172,985	172,985	172,985	172,985	172,985	172,985	172,985	172,985	172,985	172,985
Office Equipment - Leasing Expense	30,080	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507	2,507
Professional Liability & Property Insurance	120,184	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014	10,014
	2,226,185	185,731	185,731	185,731	185,731	185,731	185,731	185,731	185,731	185,731	185,731	185,731	185,731
EXPENSES less Payroll	6,735,136	461,009	461,009	461,009	461,009	461,009	461,009	461,009	461,009	461,009	461,009	461,009	461,009
TOTAL OPERATING EXPENSES	12,269,302	891,798	891,798	891,798	891,798	891,798	891,798	891,798	891,798	891,798	891,798	891,798	891,798
CAPITAL EXPENSES													
Capital Outlay (Capitalized)													
Computers Hardware	111,067	-	-	-	-	-	-	-	-	-	-	-	-
FME	10,000	-	-	-	-	-	-	-	-	-	-	-	-
Computers Software	26,404	-	-	-	-	-	-	-	-	-	-	-	-
	147,471	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Long Term Debt													
Debt Repayments													
Repayment of Long-Term Debt (P&I)	77,821	6,485	6,485	6,485	6,485	6,485	6,485	6,485	6,485	6,485	6,485	6,485	6,485
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	217,840	101,165	(231,481)	(58,952)	40,348	40,348	40,348	40,348	40,348	40,348	38,681	38,681	87,304
Cash Flow - Cumulative Surplus/(Deficit)	377,001	145,520	88,568	128,516	169,264	209,613	249,961	290,309	328,990	367,672	406,353	449,657	493,657

Broward

Enter District: **Broward**

ESE Percent **10.00%**
 Attendance for Budget **100% 100% 100% 100% 100%**

Homeroom Classrooms

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	9	9	9	9	9
1st Grade	6	8	8	8	8
2nd Grade	5	7	8	8	8
3rd Grade	4	6	8	8	8
4th Grade	3	5	7	7	7
5th Grade	3	4	6	7	7
6th Grade	6	6	6	6	6
7th Grade	4	6	6	6	6
8th Grade	0	6	6	6	6
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	40	57	64	65	65

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	20	20	20	20	20
1st Grade	23	23	23	23	23
2nd Grade	23	23	23	23	23
3rd Grade	23	23	23	23	23
4th Grade	23	23	23	23	23
5th Grade	23	23	23	23	23
6th Grade	25	25	25	25	25
7th Grade	25	25	25	25	25
8th Grade	25	25	25	25	25
9th Grade					
10th Grade					
11th Grade					
12th Grade					

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	180	180	180	180	180
1st Grade	138	184	184	184	184
2nd Grade	115	161	184	184	184
3rd Grade	92	138	184	184	184
4th Grade	69	115	161	161	161
5th Grade	69	92	138	161	161
6th Grade	150	150	150	150	150
7th Grade	100	150	150	150	150
8th Grade	0	150	150	150	150
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
	913	1320	1481	1504	1504

Staffing Matrix

Broward

			Yr1	Yr2	Yr3	Yr4	Yr5
Total Number of Students - Full Enrollment			913	1,320	1,481	1,504	1,504
Administration Staff							
Principal	90,000		1.00	1.00	1.00	1.00	1.00
Assistant Principal	65,000		1.00	2.00	2.00	2.00	2.00
Dean of Students	55,000		1.00	1.00	1.00	1.00	1.00
Business Administrator	45,000		1.00	1.00	1.00	1.00	1.00
Administrative Assistant	per hour	10.00	3.00	4.00	4.00	4.00	4.00
Receptionist	per hour	10.00	1.00	1.00	1.00	1.00	1.00
Registrar/DPC	26,000		1.00	1.00	1.00	1.00	1.00
Student Services Coordinator	38,000		1.00	1.00	1.00	1.00	1.00
Media Specialist	36,000		1.00	1.00	1.00	1.00	1.00
Media Assistant (Clerk)	per hour	14.00	1.00	1.00	1.00	1.00	1.00
Food Service-Director	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Food Service	per hour	10.00	2.00	4.00	4.00	4.00	4.00
Before/Aftercare Director	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Before/Aftercare	per hour	9.00	3.00	5.00	7.00	7.00	7.00
			19.00	25.00	27.00	27.00	27.00
Instruction Staff							
Teachers (K-5)	37,000		30.00	39.00	46.00	47.00	47.00
Teachers (6-8) (Math, Sci, SS, LA, Reading)	37,000		10.00	15.00	15.00	15.00	15.00
General Music / Chorus Teacher	37,000		1.00	2.00	2.00	2.00	2.00
Art Teacher	37,000		2.00	2.00	2.00	2.00	2.00
PE Teacher	37,000		2.00	2.00	3.00	3.00	3.00
Foreign Language Teacher	37,000		1.00	2.00	2.00	2.00	2.00
Technology Teacher	37,000		1.00	2.00	2.00	2.00	2.00
PE Aide	per hour	11.00	1.00	1.50	2.00	2.00	2.00
ESOL/Co-Teacher	per hour	11.00	2.00	2.50	3.00	3.00	3.00
ESE	37,000		3.00	4.00	4.00	5.00	5.00
Reading Specialist	37,000		1.00	1.00	1.00	1.00	1.00
Math Specialist	37,000		1.00	1.00	1.00	1.00	1.00
Co-Teacher	37,000		1.00	2.00	3.00	3.00	3.00
Curriculum Resource Teacher	37,000		1.00	1.00	1.00	2.00	2.00
			57.00	77.00	87.00	90.00	90.00
TOTAL Staffing			76.00	102.00	114.00	117.00	117.00

**SUMMARY -Project Assumptions
Broward**

	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16
	Yr1	Yr2	Yr3	Yr4	Yr5
FTE Students	822	1188	1333	1354	1354
ESE Students	91	132	148	150	150
Total Students	913	1320	1481	1504	1504
FTE dollars/student (AVG)	\$ 6,344				
FTE dollars/ESE student (AVG)	\$ 1,113				
Total Instructional Staff	57	77	87	90	90
Student Teacher Ratio	16	17	17	17	17
Current Cash	\$ -	\$ 4,811	\$ 89,926	\$ 177,192	\$ 275,817

ASSUMPTIONS

Fringe Benefit Rate (Ave)	9%				
Inflation - Revenue		3%	3%	3%	3%
Inflation - Expenses		3%	3%	3%	3%
Interest Rate - Income	0.0%				
Transportation:					
Percent of Students Transported	30.0%				
Number of Buses	5	7	8	8	8
Cost for Trans. Per day per Bus	\$ 280.00	\$ 288.40	\$ 297.05	\$ 305.96	\$ 315.14
Trans. Revenue per student	\$ 350.00				
Management Fee %	0.00%	6.50%	11.25%	14.50%	15.00%
Additional Revenue					
	Yr1	Yr2	Yr3	Yr4	Yr5
Grants					
Fundraising					
Other Revenue	\$ 257,044	\$ 382,462	\$ 441,628	\$ 461,580	\$ 475,066
Other Government					
Capital Outlay Funding Amount	\$ -	\$ -	\$ -	\$ 456	\$ 411
Expense Growth Rate	100%	45%	12%	2%	3%

General Data:		FY12		FY13		FY14		FY15		FY16	
Enrollment	913	1,320	1,481	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504
# of School Days	180	180	180	180	180	180	180	180	180	180	180

Participation Data:											
Lunch:		Yearly # Sold		Yearly # Sold		Yearly # Sold		Yearly # Sold		Yearly # Sold	
% Meal Participation	50%	118800	50%	133290	50%	133290	50%	135360	50%	135360	50%
Reg % of Meals Sold	15%	17820	15%	19994	15%	19994	15%	20304	15%	20304	15%
Red % of Meals Sold	20%	23760	20%	26658	20%	26658	20%	27072	20%	27072	20%
Free % of Meals Sold	65%	77220	65%	86639	65%	86639	65%	87984	65%	87984	65%
Breakfast:		Yearly # Sold		Yearly # Sold		Yearly # Sold		Yearly # Sold		Yearly # Sold	
% Meal Participation	10%	23760	10%	26658	10%	26658	10%	27072	10%	27072	10%
Reg % of Meals Sold	10%	2376	10%	2666	10%	2666	10%	2707	10%	2707	10%
Red % of Meals Sold	15%	3564	15%	3999	15%	3999	15%	4061	15%	4061	15%
Free % of Meals Sold	75%	17820	75%	19994	75%	19994	75%	20304	75%	20304	75%

Revenue:											
Lunch:		Yearly Rev		Yearly Rev		Yearly Rev		Yearly Rev		Yearly Rev	
Student Full Price	\$2.85	\$35,127.68	\$2.94	\$52,310.61	\$3.02	\$60,451.65	\$3.11	\$63,232.18	\$3.21	\$65,129.14	\$3.21
Student Reduced Price	\$0.40	\$6,573.60	\$0.40	\$9,504.00	\$0.40	\$10,663.20	\$0.40	\$10,828.80	\$0.40	\$10,828.80	\$0.40
DOE Reimb Full	\$0.26	\$3,204.63	\$0.27	\$4,772.20	\$0.28	\$5,514.89	\$0.28	\$5,768.55	\$0.29	\$5,941.61	\$0.29
DOE Reimb Reduced	\$2.37	\$38,948.58	\$2.44	\$58,000.54	\$2.51	\$67,027.09	\$2.59	\$70,110.06	\$2.67	\$72,213.37	\$2.67
DOE Reimb Free	\$2.77	\$147,947.09	\$2.85	\$220,316.38	\$2.94	\$254,603.95	\$3.03	\$266,314.70	\$3.12	\$274,304.14	\$3.12
Account 34510-34511-100-00											
Breakfast:		Yearly Rev		Yearly Rev		Yearly Rev		Yearly Rev		Yearly Rev	
Student Full Price	\$1.50	\$2,465.10	\$1.55	\$3,670.92	\$1.59	\$4,242.22	\$1.64	\$4,437.35	\$1.69	\$4,570.47	\$1.69
Student Reduced Price	\$0.30	\$739.53	\$0.30	\$1,069.20	\$0.30	\$1,199.61	\$0.30	\$1,218.24	\$0.30	\$1,218.24	\$0.30
DOE Reimb Full	\$0.27	\$443.72	\$0.28	\$660.77	\$0.29	\$763.60	\$0.30	\$798.72	\$0.30	\$822.68	\$0.30
DOE Reimb Reduced	\$1.21	\$2,982.77	\$1.25	\$4,441.81	\$1.28	\$5,133.09	\$1.32	\$5,369.19	\$1.36	\$5,530.26	\$1.36
DOE Reimb Free	\$1.51	\$18,611.51	\$1.56	\$27,715.45	\$1.60	\$32,028.77	\$1.65	\$33,501.96	\$1.70	\$34,507.02	\$1.70
Total Yearly Revenue:		\$257,044.19		\$382,461.87		\$441,628.06		\$461,579.75		\$475,065.73	
Account 34520-3452-100-00											

Expenses:											
Meals:		Total Cost		Total Cost		Total Cost		Total Cost		Total Cost	
Lunch	\$2.40	\$197,208.00	\$2.47	\$293,673.60	\$2.55	\$339,377.67	\$2.40	\$324,864.00	\$2.47	\$334,609.92	\$2.47
Breakfast	\$1.40	\$23,007.60	\$1.44	\$34,261.92	\$1.49	\$39,594.06	\$1.53	\$41,415.23	\$1.58	\$42,657.68	\$1.58
Total Yearly Expenses:		\$220,215.60		\$327,935.52		\$378,971.73		\$366,279.23		\$377,267.60	
Account 65900-7600-100-00											

Total Yearly Profit/(Loss): \$36,828.59 \$54,526.35 \$62,656.33 \$95,300.52 \$97,798.13

Furniture, Fixtures and Equipment

FFE- Year One				Adtl Enroll: 913	
Room Desig.	Qty	Cost/Rm	Total Cost	Cost/Student	
K	9	\$5,439.37	\$48,954.34	\$271.97	180
1	6	\$5,497.86	\$32,987.16	\$239.04	138
2	5	\$6,119.72	\$30,598.58	\$266.07	115
3	4	\$6,119.72	\$24,478.86	\$266.07	92
4	3	\$6,202.88	\$18,608.63	\$269.69	69
5	3	\$6,202.88	\$18,608.63	\$269.69	69
6	6	\$7,596.35	\$45,578.08	\$303.85	150
7	4	\$7,596.35	\$30,385.39	\$303.85	100
8	0	\$7,596.35	\$0.00		0
Music	1	\$8,882.95	\$8,882.95	\$9.73	0
Art	1	\$12,226.10	\$12,226.10	\$13.39	0
Science	2	\$11,856.94	\$23,713.89	\$25.97	0
Computer	1	\$8,689.83	\$8,689.83	\$9.52	0
Admin	1	\$23,375.73	\$23,375.73	\$25.60	0
Cafeteria	1	\$30,000.00	\$30,000.00	\$32.86	0
Misc	0	\$17,011.00	\$0.00	\$0.00	0
Media	1	\$40,000.00	\$40,000.00	\$43.81	0
			\$397,088.16	Avg Cost/Student:	\$434.93

FFE- Year Two				Adtl Enroll: 407	
Room Desig.	Qty	Cost/Rm	Total Cost	Cost/Student	
K	0	\$5,439.37	\$0.00		0
1	2	\$5,497.86	\$10,995.72	\$239.04	46
2	2	\$6,119.72	\$12,239.43	\$266.07	46
3	2	\$6,119.72	\$12,239.43	\$266.07	46
4	2	\$6,202.88	\$12,405.75	\$269.69	46
5	1	\$6,202.88	\$6,202.88	\$269.69	23
6	0	\$7,596.35	\$0.00		0
7	2	\$7,596.35	\$15,192.69	\$303.85	50
8	6	\$7,596.35	\$45,578.08	\$303.85	150
Music	0	\$8,882.95	\$0.00	\$0.00	
Art	0	\$12,226.10	\$0.00	\$0.00	
Science	0	\$11,856.94	\$0.00	\$0.00	
Computer	0	\$8,689.83	\$0.00	\$0.00	
Admin	0	\$23,375.73	\$0.00	\$0.00	
Cafeteria	0	\$54,108.32	\$0.00	\$0.00	
Misc	1	\$17,011.00	\$17,011.00	\$41.80	
Media	0	\$40,000.00	\$0.00	\$0.00	
			\$131,864.98	Avg Cost/Student:	\$323.99

FFE- Year Three				Adtl Enroll: 161	
Room Desig.	Qty	Cost/Rm	Total Cost	Cost/Student	
K	0	\$5,439.37	\$0.00	\$0.00	0
1	0	\$5,497.86	\$0.00	\$0.00	0
2	1	\$6,119.72	\$6,119.72	\$266.07	23
3	2	\$6,119.72	\$12,239.43	\$266.07	46
4	2	\$6,202.88	\$12,405.75	\$269.69	46
5	2	\$6,202.88	\$12,405.75	\$269.69	46
6	0	\$7,596.35	\$0.00	\$0.00	0
7	0	\$7,596.35	\$0.00	\$0.00	0
8	0	\$7,596.35	\$0.00	\$0.00	0
Music	0	\$8,882.95	\$0.00	\$0.00	0
Art	0	\$12,226.10	\$0.00	\$0.00	
Science	0	\$11,856.94	\$0.00	\$0.00	
Computer	0	\$8,689.83	\$0.00	\$0.00	
Admin	0	\$23,375.73	\$0.00	\$0.00	
Cafeteria	0	\$54,108.32	\$0.00	\$0.00	
Misc	0	\$17,011.00	\$0.00	\$0.00	
Media	0	\$40,000.00	\$0.00	\$0.00	
			\$43,170.65	Avg Cost/Student:	\$268.14

FFE- Year Four				Adtl Enroll: 23	
Room Desig.	Qty	Cost/Rm	Total Cost	Cost/Student	
K	0	\$5,439.37	\$0.00	\$0.00	0
1	0	\$5,497.86	\$0.00	\$0.00	0
2	0	\$6,119.72	\$0.00	\$0.00	0
3	0	\$6,119.72	\$0.00	\$0.00	0
4	0	\$6,202.88	\$0.00	\$0.00	0
5	1	\$6,202.88	\$6,202.88	\$269.69	23
6	0	\$7,596.35	\$0.00	\$0.00	0
7	0	\$7,596.35	\$0.00	\$0.00	0
8	0	\$7,596.35	\$0.00	\$0.00	0
Music	0	\$8,882.95	\$0.00	\$0.00	0
Art	0	\$12,226.10	\$0.00	\$0.00	0
Science	0	\$11,856.94	\$0.00	\$0.00	
Computer	0	\$8,689.83	\$0.00	\$0.00	
Admin	0	\$23,375.73	\$0.00	\$0.00	
Cafeteria	0	\$54,108.32	\$0.00	\$0.00	
Misc	0	\$17,011.00	\$0.00	\$0.00	
Media	0	\$40,000.00	\$0.00	\$0.00	
			\$6,202.88	Avg Cost/Student:	\$269.69

FFE- Year Five				Adtl Enroll: 0	
Room Desig.	Qty	Cost/Rm	Total Cost	Cost/Student	
K	0	\$5,439.37	\$0.00	\$0.00	0
1	0	\$5,497.86	\$0.00	\$0.00	0
2	0	\$6,119.72	\$0.00	\$0.00	0
3	0	\$6,119.72	\$0.00	\$0.00	0
4	0	\$6,202.88	\$0.00	\$0.00	0
5	0	\$6,202.88	\$0.00	\$0.00	0
6	0	\$7,596.35	\$0.00	\$0.00	0
7	0	\$7,596.35	\$0.00	\$0.00	0
8	0	\$7,596.35	\$0.00	\$0.00	0
Music	0	\$8,882.95	\$0.00	\$0.00	
Art	0	\$12,226.10	\$0.00	\$0.00	
Science	0	\$11,856.94	\$0.00	\$0.00	
Computer	0	\$8,689.83	\$0.00	\$0.00	
Admin	0	\$23,375.73	\$0.00	\$0.00	
Cafeteria	0	\$54,108.32	\$0.00	\$0.00	
Misc	0	\$17,011.00	\$0.00	\$0.00	
Media	0	\$40,000.00	\$0.00	\$0.00	
			\$0.00	Avg Cost/Student:	\$0.00

Technology Plan

teacher computers per room	1	
student computers per room	5	
computer labs	1	
media lab computers	12	
Media per Room includes:		
Smart board	1	\$3,199
Document Reader	1	\$287

cost of desktop	\$	675
cost of laptop	\$	925
cost of indiv. Printer	\$	250
software cost per com.	\$	92
cost of netbook	\$	459

Infrastructure includes:

Wireless Access Points	10	\$750	\$	7,500
Switches	3	\$2,500	\$	7,500
Firewall	1	\$3,000	\$	3,000
Router	1	\$2,000	\$	2,000
Servers	2	\$6,000	\$	12,000
Workgroup Printers	4	\$800	\$	3,200
Lab Printers	3	\$1,200	\$	3,600
Cabling & Power	440	\$8	\$	3,520
UPS	4	\$600	\$	2,400
Network Software			\$	-
Power	225	\$18	\$	4,050
Phone system (100 users)	1	\$80,000	\$	80,000
Total			\$	128,770

Classroom Misc includes:

Headphones (5qty)	\$	60
Clickers	\$	1,500
Total:	\$	1,560

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	45	0	0	0	0
1st Grade	30	10	0	0	0
2nd Grade	25	10	5	0	0
3rd Grade	20	10	10	0	0
4th Grade	15	10	10	0	0
5th Grade	15	5	10	5	0
6th Grade	30	0	0	0	0
7th Grade	20	10	0	0	0
8th Grade	0	30	0	0	0
mobile labs	30	0	30	0	30
netbook refresh	0	0	93	109	108
Total Netbooks (students)	230	85	158	114	138
computer labs	40	0	0	0	0
media	12	0	0	0	0
offices	12	0	0	0	0
spares	4	0	0	0	0
Desktop refresh	0	0	30	30	30
total desktops (staff)	68	0	30	30	30
teacher Laptops	40	17	7	1	0
teacher laptops refresh	0	0	40	17	7
total laptops (teachers)	40	17	47	18	7
total computers	338	102	235	162	175

Desktops	\$ 45,900	\$ -	\$ 20,250	\$ 20,250	\$ 20,250
Laptops	\$ 37,000	\$ 15,725	\$ 43,475	\$ 16,650	\$ 6,475
Netbooks	\$ 105,570	\$ 39,015	\$ 72,522	\$ 52,326	\$ 63,342
Media per Room	\$ 216,132	\$ 118,524	\$ 24,402	\$ 3,486	\$ -
Indiv. Printers	\$ 10,750	\$ 4,250	\$ 1,750	\$ 250	\$ -
Software	\$ 31,096	\$ 11,500	\$ 18,584	\$ 23,000	\$ 26,404
Infrastructure	\$ 128,770	\$ -	\$ 6,000	\$ 11,000	\$ 11,000
Misc	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Classroom Misc	\$ 62,400	\$ -	\$ -	\$ -	\$ -
Total	\$ 647,618	\$ 199,014	\$ 196,983	\$ 136,962	\$ 137,471
<i>Total Hardware</i>	<i>\$ 616,522</i>	<i>\$ 187,514</i>	<i>\$ 178,399</i>	<i>\$ 113,962</i>	<i>\$ 111,067</i>
<i>Total Software</i>	<i>\$ 31,096</i>	<i>\$ 11,500</i>	<i>\$ 18,584</i>	<i>\$ 23,000</i>	<i>\$ 26,404</i>

TUTORING SUMMARY

grade	reading teachers	hrs per week	total hrs	rate	total \$ per wk	# of wks
3rd	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160
4th	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160
5th	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160
6th	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160
7th	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160
8th	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160

	math teachers	hrs per week	total hrs	rate	total \$ per wk	# of wks
3rd	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160
4th	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160
5th	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160
6th	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160
7th	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160
8th	3	4.5	13.5	\$20	\$ 270	8 \$ 2,160

	writing teachers	hrs per week	total hrs	rate	total \$ per wk	# of wks
3rd	0	3.5	0	\$20	\$ -	4 \$ -
4th	3	3.5	10.5	\$20	\$ 210	4 \$ 840
5th	0	3.5	0	\$20	\$ -	4 \$ -
6th	0	3.5	0	\$20	\$ -	4 \$ -
7th	0	3.5	0	\$20	\$ -	4 \$ -
8th	3	3.5	10.5	\$20	\$ 210	4 \$ 840

	science teachers	hrs per week	total hrs	rate	total \$ per wk	# of wks
3rd	0	3.5	0	\$20	\$ -	4 \$ -
4th	0	3.5	0	\$20	\$ -	4 \$ -
5th	3	3.5	10.5	\$20	\$ 210	4 \$ 840
6th	0	3.5	0	\$20	\$ -	4 \$ -
7th	0	3.5	0	\$20	\$ -	4 \$ -
8th	3	3.5	10.5	\$20	\$ 210	4 \$ 840

GRAND TOTAL \$ 29,280

Loan Calculator

Enter Values	
Loan Amount	\$ 1,045,000.00
Annual Interest Rate	9.00 %
Loan Period in Years	4
Number of Payments Per Year	12
Start Date of Loan	9/1/2010
Optional Extra Payments	

Loan Summary	
Scheduled Payment	\$ 26,004.87
Scheduled Number of Payments	48
Actual Number of Payments	48
Total Early Payments	\$ -
Total Interest	\$ 203,233.73

Lender Name:

Pmt No.	Payment Date	Beginning Balance	Scheduled Payment	Extra Payment	Total Payment	Principal	Interest	Ending Balance
1	10/1/2010	\$ 1,045,000.00	\$ 26,004.87	\$ -	\$ 26,004.87	\$ 18,167.37	\$ 7,837.50	\$ 1,026,832.63
2	11/1/2010	1,026,832.63	26,004.87	-	26,004.87	18,303.62	7,701.24	1,008,529.01
3	12/1/2010	1,008,529.01	26,004.87	-	26,004.87	18,440.90	7,563.97	990,088.10
4	1/1/2011	990,088.10	26,004.87	-	26,004.87	18,579.21	7,425.66	971,508.90
5	2/1/2011	971,508.90	26,004.87	-	26,004.87	18,718.55	7,286.32	952,790.34
6	3/1/2011	952,790.34	26,004.87	-	26,004.87	18,858.94	7,145.93	933,931.40
7	4/1/2011	933,931.40	26,004.87	-	26,004.87	19,000.38	7,004.49	914,931.02
8	5/1/2011	914,931.02	26,004.87	-	26,004.87	19,142.89	6,861.98	895,788.13
9	6/1/2011	895,788.13	26,004.87	-	26,004.87	19,286.46	6,718.41	876,501.67
10	7/1/2011	876,501.67	26,004.87	-	26,004.87	19,431.11	6,573.76	857,070.57
11	8/1/2011	857,070.57	26,004.87	-	26,004.87	19,576.84	6,428.03	837,493.73
12	9/1/2011	837,493.73	26,004.87	-	26,004.87	19,723.67	6,281.20	817,770.06
13	10/1/2011	817,770.06	26,004.87	-	26,004.87	19,871.59	6,133.28	797,898.47
14	11/1/2011	797,898.47	26,004.87	-	26,004.87	20,020.63	5,984.24	777,877.84
15	12/1/2011	777,877.84	26,004.87	-	26,004.87	20,170.79	5,834.08	757,707.05
16	1/1/2012	757,707.05	26,004.87	-	26,004.87	20,322.07	5,682.80	737,384.98
17	2/1/2012	737,384.98	26,004.87	-	26,004.87	20,474.48	5,530.39	716,910.50
18	3/1/2012	716,910.50	26,004.87	-	26,004.87	20,628.04	5,376.83	696,282.46
19	4/1/2012	696,282.46	26,004.87	-	26,004.87	20,782.75	5,222.12	675,499.71
20	5/1/2012	675,499.71	26,004.87	-	26,004.87	20,938.62	5,066.25	654,561.09
21	6/1/2012	654,561.09	26,004.87	-	26,004.87	21,095.66	4,909.21	633,465.43
22	7/1/2012	633,465.43	26,004.87	-	26,004.87	21,253.88	4,750.99	612,211.55
23	8/1/2012	612,211.55	26,004.87	-	26,004.87	21,413.28	4,591.59	590,798.27
24	9/1/2012	590,798.27	26,004.87	-	26,004.87	21,573.88	4,430.99	569,224.38
25	10/1/2012	569,224.38	26,004.87	-	26,004.87	21,735.69	4,269.18	547,488.70
26	11/1/2012	547,488.70	26,004.87	-	26,004.87	21,898.70	4,106.17	525,589.99
27	12/1/2012	525,589.99	26,004.87	-	26,004.87	22,062.94	3,941.92	503,527.05
28	1/1/2013	503,527.05	26,004.87	-	26,004.87	22,228.42	3,776.45	481,298.63
29	2/1/2013	481,298.63	26,004.87	-	26,004.87	22,395.13	3,609.74	458,903.50
30	3/1/2013	458,903.50	26,004.87	-	26,004.87	22,563.09	3,441.78	436,340.41
31	4/1/2013	436,340.41	26,004.87	-	26,004.87	22,732.32	3,272.55	413,608.09
32	5/1/2013	413,608.09	26,004.87	-	26,004.87	22,902.81	3,102.06	390,705.29
33	6/1/2013	390,705.29	26,004.87	-	26,004.87	23,074.58	2,930.29	367,630.71
34	7/1/2013	367,630.71	26,004.87	-	26,004.87	23,247.64	2,757.23	344,383.07
35	8/1/2013	344,383.07	26,004.87	-	26,004.87	23,422.00	2,582.87	320,961.07
36	9/1/2013	320,961.07	26,004.87	-	26,004.87	23,597.66	2,407.21	297,363.41
37	10/1/2013	297,363.41	26,004.87	-	26,004.87	23,774.64	2,230.23	273,588.77
38	11/1/2013	273,588.77	26,004.87	-	26,004.87	23,952.95	2,051.92	249,635.81
39	12/1/2013	249,635.81	26,004.87	-	26,004.87	24,132.60	1,872.27	225,503.21
40	1/1/2014	225,503.21	26,004.87	-	26,004.87	24,313.60	1,691.27	201,189.62
41	2/1/2014	201,189.62	26,004.87	-	26,004.87	24,495.95	1,508.92	176,693.67
42	3/1/2014	176,693.67	26,004.87	-	26,004.87	24,679.67	1,325.20	152,014.00
43	4/1/2014	152,014.00	26,004.87	-	26,004.87	24,864.76	1,140.11	127,149.24
44	5/1/2014	127,149.24	26,004.87	-	26,004.87	25,051.25	953.62	102,097.99
45	6/1/2014	102,097.99	26,004.87	-	26,004.87	25,239.13	765.73	76,858.85
46	7/1/2014	76,858.85	26,004.87	-	26,004.87	25,428.43	576.44	51,430.43
47	8/1/2014	51,430.43	26,004.87	-	26,004.87	25,619.14	385.73	25,811.28
48	9/1/2014	25,811.28	26,004.87	-	25,811.28	25,617.70	193.58	0.00

**Broward
Balance Sheet**

	30-Jun-12	30-Jun-13	30-Jun-14	30-Jun-15	30-Jun-16
ASSETS					
Current Assets					
Cash	111,634.46	235,254.71	342,725.58	458,673.03	681,867.10
Total Current Assets	111,634.46	235,254.71	342,725.58	458,673.03	681,867.10
Other Assets	0.00	0.00	0.00	0.00	0.00
Total Assets	111,634.46	235,254.71	342,725.58	458,673.03	681,867.10
LIABILITIES AND FUND EQUITY					
Current Liabilities					
Wages, Benefits and Taxes Payable	106,823.00	145,328.52	165,533.46	182,856.52	188,210.22
Other Accrued Expense					
Current Liabilities	106,823.00	145,328.52	165,533.46	182,856.52	188,210.22
Long-Term Liabilities					
Long Term Liabilities	0.00	0.00	0.00	0.00	0.00
Total Liabilities	106,823.00	145,328.52	165,533.46	182,856.52	188,210.22
Fund Equity					
Prior Year Fund Surplus	0.00	4,811.46	89,926.19	177,192.12	275,816.51
Net Surplus (Deficit)	4,811.46	85,114.73	87,265.92	98,624.39	217,840.37
Total Fund Equity	4,811.46	89,926.19	177,192.12	275,816.51	493,656.88
Total Liabilities and Fund Equity	111,634.46	235,254.71	342,725.58	458,673.03	681,867.10

Revenue Estimate Worksheet for _____ Charter School

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 (e)
(a)	(b)	(c)	(d)	(e)
101 Basic K-3	420.00	1.089	457.3800	\$ 1,701,192
111 Basic K-3 with ESE Services	52.50	1.089	57.1725	\$ 212,649
102 Basic 4-8	310.40	1.000	310.4000	\$ 1,154,510
112 Basic 4-8 with ESE Services	38.80	1.000	38.8000	\$ 144,314
103 Basic 9-12		1.031	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	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)	52.50	1.147	60.2175	\$ 223,975
ESOL (Grade Level 4-8)	38.80	1.147	44.5036	\$ 165,528
ESOL (Grade Level 9-12)	0.00	1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.035	0.0000	\$ -
Totals	913.00		968.4736	\$ 3,602,168

ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.	52.50	PK-3	251	\$ 1,058	\$ 55,545
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>This total should equal all FTE from programs 111, 112 & 113 above.</i>	38.80	PK-3	252	\$ 3,418	\$ -
		PK-3	253	\$ 6,974	\$ -
		4-8	251	\$ 1,187	\$ 46,056
		4-8	252	\$ 3,546	\$ -
		4-8	253	\$ 7,102	\$ -
	0.00	9-12	251	\$ 845	\$ -
		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	91.30			Total from ESE Guarantee	\$ 101,601

3. Supplemental Academic Instruction:					
District SAI Allocation divided by district FTE (with eligible services)	\$ 52,983,431			Per Student	
			257,324.44	\$ 205.90	\$ 187,988

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 \$ 3,891,757

Class size Reduction Funds:	Weighted FTE aggregated from input in Section 1	DCD	Allocation factors*	
PK - 3	574.7700	X 1.0264	1325.66	= 782,065
4-8	393.7036	X 1.0264	904.24	= 365,401
9-12	0.0000	X 1.0264	906.42	= 0
Total	968.4736		Total Class Size Reduction Funds	\$ 1,147,466

(*Total FTE should equal total in Section 1, column (d).)

- 6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:** 968.4736 by district's WFTE: 279,570.50
 to obtain school's WFTE share. 0.3464%
- 6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:** 913.00 by district's UFTE: 257,324.44
 to obtain school's UFTE share. 0.3548%
- 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>		<u>0.0000%</u>	
to obtain school's UFTE share.						
		Refer to Note:				
7. Other FEFP (WFTE share)	(a)		<u>6,094,964</u>	x	0.3464%	\$ <u>21,113</u>
Applicable to all Charter Schools:						
Declining Enrollment		0				
Sparsity Supplement		0				
Minimum Guarantee		0				
Program Related Requirements:						
Safe Schools		6,094,964				
Lab School Discretionary		0				
8. Discretionary Local Effort (WFTE share)	(d)		<u>100,410,065</u>	x	0.3464%	\$ <u>347,820</u>
9. Discretionary Millage Compression Allocation						
.748 mills (UFTE share)	(b)		<u>3,327,205</u>	x	0.3548%	\$ <u>11,805</u>
.250 mills (UFTE share)	(b)		<u>0</u>	x	0.3548%	\$ <u>-</u>
10. State Fiscal Stabilization Fund Entitlement (WFTE share)	(a)		<u>87,740,706</u>	x	0.3464%	\$ <u>303,934</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	0.3464%	\$ <u>-</u>
12. Discretionary Lottery (WFTE share)	(a)		<u>744,849</u>	x	0.3464%	\$ <u>2,580</u>
13. Instructional Materials Allocation (UFTE share)	(b)		<u>20,226,311</u>	x	0.3548%	\$ <u>71,763</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)					\$ <u>95,865</u>
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>5,894,103</u>
(b) District allocations multiplied by percentage from item 6B.							
(c) District allocations multiplied by percentage from item 6C.							\$ <u>6,456</u>

- (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(1)(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.

Technology Plan

CSUSA Standard School Technology Plan

The following Standard School Technology Plan is a guideline to provide CSUSA schools with the tools, services and support necessary for success. The recommendations below do not imply strict adherence to these standards nor are CSUSA schools limited from going beyond these recommendations. Variations in school size, community interest, budgetary concerns and educational focus are taken into consideration when implementing technology in our schools. Regardless of school differences, the mission and vision remains the same.

Mission Statement:

The mission of CSUSA's Information Technology department for its schools is to leverage technology to:

- Enable the most efficient and effective means of facilitating student learning
- Enable CSUSA stakeholders to live, learn, and work successfully in an increasingly complex and information-rich society

CSUSA's Technology Vision:

- All CSUSA teachers have the training and support they need to use technology to enhance student learning
- All CSUSA stakeholders are technologically literate
- All CSUSA stakeholders have access to advanced/state of the art technology
- Effective software and online learning resources will be an integral part of every school's curricula
- Technology is used to communicate ideas and provide a network of support to and among all CSUSA stakeholders
- Technology is used to improve efficiency, increase manageability and reduce cost
- All CSUSA stakeholders use technology in a safe, legal, ethical and socially responsible manner

Connectivity

In order to have the connectivity necessary to operate in a safe and efficient manner, each CSUSA school will have the following:

- Internet access with sufficient upload and download bandwidth to support the school in both size and activity
- Phone service to support sufficient simultaneous calls in and out of the school
- An appropriate number of standard POTS lines to support faxes, alarms, elevator phones, etc. as needed
- A secure, high-speed connection to other CSUSA schools for communication, distribution and support needs
- Connection to District or sponsor systems as needed

Physical Network

The physical network consists of the internal wiring and essential equipment necessary for network-based services to operate. Although each school may require different physical layouts, CSUSA standards require the following:

- Category 6 (Cat-6) twisted pair wiring throughout the building to enable Gigabit Ethernet network traffic
- 802.11g/n-compatible wireless access points in sufficient quantity and appropriate locations to cover both area and bandwidth requirements
- Layer 2/3 Gigabit Ethernet switches to enable VoIP and network traffic at acceptable service levels
- Gigabit Ethernet connections between services and essential equipment
- Fiber optic connections between buildings and floors

Security

Security is vital in a school environment both for safety and privacy. To accomplish these two goals, CSUSA employs hardware-, software- and procedural-based security including the following:

- A closed TCP/IP-based network protected externally through a firewall
- Virtual local access networks (VLANs) to separate network traffic and avoid service interruptions

- Implementation of best practices to prevent unauthorized access to network equipment
- SSL encryption on CSUSA-based Internet services
- WPA2 encryption on all wireless access points
- Anti-virus/anti-malware software on all computers
- Content filtering to protect against inappropriate access
- Individual accounts with passwords
- Network-based permissions assigned to individuals and/or groups
- Computer- and network-based configurations to minimize alterations that could lead to security compromises and/or loss of functionality
- Limited access to network equipment and servers
- Security cameras throughout the school with recording and search capabilities
- Visitor screening and pass equipment or services located in the front office
- Strict policies and procedures on accessing accounts and information

Communication

Communication is essential to normal operation of a school and critical in emergencies. CSUSA provides multiple methods for communication within and outside of the classroom. Among these are the following:

- PA system, intercom and/or phone system in every classroom, office and other gathering areas to allow for school-wide announcements and communication to the main office
- Voice over IP (VoIP) phone system to simplify wiring infrastructure, minimize utility needs and expenses and provide remote manageability
- Callout system or service to alert parents and/or staff of important or emergency information
- Closed-circuit TV throughout the school to enable internal broadcasts

Network-Based Tools and Services

An internal network provides the infrastructure necessary to allow all users to access resources and services required to perform standard business and instructional activities. Each school runs a stand-alone school-based network following CSUSA's standard network configuration. This configuration is the result of many years of onsite experience at the school level in addition to best practices for manageability and support and includes functionality such as the following:

- File management including access to public and private folders for storage and security of data
- Print management to enable printing network-based printers and/or copiers
- Scripting to facilitate access to resources
- Security permissions to prevent access to unauthorized resources or to permit access to shared resources

While CSUSA employs a standard design for internal networks, each school is unique in the applications and services that are used. Those applications and services are implemented in a standard way to maintain manageability and support.

To establish a local network, one or more servers are required. These servers incorporate the necessary resources and capabilities required to operate a local network and provide room for expansion. In addition, manageability features such as redundancy and rapid on-site support warranties avoid or eliminate unscheduled interruptions in service.

Business Tools

CSUSA provides all staff and student computers with access to standard business tools. CSUSA aims for standardization in software versioning and across platforms to reduce support costs and enable users to easily move from one system to another. Free and open-source software is used where feasible. Some of the typical business tools provided are the following:

- CSUSA's proprietary Student Information System (SIS) to provide tools for various school needs
- Microsoft Office-compatible office productivity suite including applications for word processing, presentations and spreadsheets
- Application supporting reading writing and/or reading of Adobe PDF formatted documents
- Web-based email for standard business communication to enable platform independence and reduce training
- Standard browser plug-ins and stand alone applications to provide access to common multimedia formats

Educational Tools and Services

Although educational tools and services are individual to each school, CSUSA schools will typically use a common set of tools and services that have been proven to be effective. In addition, schools within a region may have common tools and services provided by a District, state or sponsor. CSUSA's IT Department is charged with providing recommendations and support for all such educational tools and services in order to ensure success.

Classroom Equipment

Classrooms are the primary focus of school technology and to a large degree determine the infrastructure needs of the school. CSUSA promotes the use of technology in the classroom through versatile and interactive equipment in combination with valuable content and services. A standard CSUSA classroom contains the following:

- 1 teacher laptop to provide full and mobile access to resources and services
- 1 smartboard and projector for multimedia display and interactive use
- 1 document camera for display of physical documents and items
- A minimum of 4 student computers to provide sufficient access to resources and services for small groups
- Headphones for all student computers
- Access to printing in a convenient but cost-effective and supportable manner
- 1 set of interactive clickers to provide instant feedback for teachers

Computer Lab Equipment

The primary function of a computer lab is to provide all students in the classroom with their own computer. For this reason, each computer lab requires additional infrastructure in place, such as additional power, data and air conditioning to support equipment. Typical to a computer lab is the following:

- 1 teacher laptop to provide full and mobile access to resources and services
- 30 student desktops to provide full access to resources and services with sufficient power, storage capacity and usability needed for a wider variety of specialized software not typically available in classrooms
- Headphones for all student computers

- 1 smartboard and projector for multimedia display and interactive use
- 1 document camera for display of physical documents and items
- Access to a dedicated workgroup printer to provide convenience and durability
- 1 set of interactive clickers to provide instant feedback for teachers
- Screen and application sharing software to allow teachers to display one or more student computers to the class and/or allow for monitoring

Mobile Computer Labs

Mobile computer labs provide schools with the ability to provide classrooms with a computer for each child without the need to utilize the computer lab itself. The number of mobile labs is dependant on the school with the recommendation that one mobile lab is present for each standard computer lab. A typical mobile lab will include the following:

- 25-20 laptops or portable computers, such as netbooks
- A cart with sufficient storage and recharging capabilities
- A wireless printer with sufficient capacity for use by a group

Media Center Equipment

Media centers are typically a hybrid of a traditional library and a small computer lab. As such, the infrastructure needs of a media center are similar to computer labs but are geared for individual research and presentations rather than instruction. Media centers will typically have the following:

- 1 media specialist desktop to provide full access to research materials and services while usable for significant online reading
- 6-12 student desktops to provide access to research materials and services while usable for significant online reading
- Headphones for all student computers
- Access to a dedicated workgroup color printer to provide convenience and durability
- Projector, screen and sound system to enable presentations to small to medium sized groups
- Library system equipment and/or services, as necessary

Multi-Purpose Room Equipment

Besides providing a space for students to eat, cafeterias are often used for medium and large group presentations. To accommodate this, special presentation equipment is required to provide sufficient capabilities to larger groups. In addition, require equipment for processing of meal service payments. Typical multi-purpose room equipment includes:

- High powered projector for picture size, quality and brightness requirements in a large room with connection capability for TV, cable, satellite, DVD and/or computer and Internet access
- Large screen that is motorized or manually hidden from view during normal meal service operation
- Sound system that covers the entire area and includes sufficient microphone capabilities
- Lunch system equipment, as necessary

Administration and Office Staff Equipment

Staff members, whether located in the front office or in an individual office located elsewhere in the building will typically be provided the following:

- 1 desktop computer per staff member to provide full access to resources and services while usable for significant online operation and reading
- Access to shared workgroup printers or copiers for convenient and high capacity printing needs
- Access to shared color workgroup printers or copier for convenient and high capacity printing needs for front office staff

Exceptions to this are for key positions such as Principal, Assistant Principal and Business Administrators who are typically provided the following:

- 1 teacher laptop to provide full and mobile access to resources and services
- 1 dedicated individual printer or multifunction printer (for Business Administrators) for convenience and privacy

Deployment

Equipment deployment is performed with experienced and skilled CSUSA technicians. Installations and configurations are coordinated to have minimal disruption to the standard operation of a school. Deployments are arranged according to each situation and may involve staged or partial rollouts as necessary.

Disaster Prevention and Recovery

CSUSA is aware that any technology can fail. To combat this possibility, CSUSA utilizes a combination of hardware, software, services and procedures to guard against data loss. Among the techniques and process utilized for disaster prevention and recovery are:

- High-quality equipment for reliability
- Sufficient warranties for rapid replacement of critical equipment
- Internet- and network-based services to reduce likelihood of local data loss
- Offsite and routine backups of key information
- Written documentation of data recovery procedures and equipment configurations
- Uninterrupted Power Supplies (UPS) on key equipment
- Surge protection on all computer equipment

Technology Refresh

Computer equipment is expected to be in service for a number of years. It is therefore important that such equipment is both durable and has sufficient warranties to repair issues for the entire lifespan of the equipment. It is also critical that equipment be replaced in a timely manner. CSUSA recommends the following typical lifespan for equipment:

Desktops:	3-4 years
Laptops:	2-3 years
Netbooks:	2-3 years
Servers:	3-4 years
Switches:	4-5 years
Smartboards:	5-6 years
Projectors:	3-4 years
Document Cameras:	3-4 years

Technology refresh cycles ensure that equipment is still viable. In addition, a set technology refresh cycle allows for budgets to be normalized to guard against spikes for large-scale purchases and avoid, as much as possible, the unexpected expenses of equipment failure for old equipment.

Technology is to be replaced in the least disruptive way possible, usually during breaks during the school year. Older equipment is redeployed where possible and equipment taken out of service is properly logged and prepared for disposal using government standard data procedures.

Vendors

CSUSA utilizes only established and reputable vendors for equipment and services. The number of vendors used is kept to a minimum to maintain manageability and accountability. This, in combination with the purchasing power of multiple schools, allows CSUSA to realize significant savings in equipment and services to benefit all schools. In addition to these savings, CSUSA strives to achieve cost benefits through value-added services, such as pre-imaged equipment which reduce expenses associated with deployment and configuration. These extra services allow large-scale installations to take place rapidly with minimal disruption.

Support

CSUSA provides support to all schools to maintain the infrastructure, provide and maintain business and instructional tools and address current and future needs. One or more of the following are used to provide this support:

- CSUSA's online Help Desk that provides staff with access to support at any time
- Onsite support to provide customers with individual service and address issues that cannot be resolved remotely
- Remote software to enable technicians to rapidly assist from off-site locations or to provide support to multiple customers at once
- Content filter reporting to monitor network performance as well as provide insight to potential issues
- Network performance monitoring tools to ensure optimal network operation and troubleshoot issues
- Documentation on common applications, questions and procedures
- Support monitoring and planning to proactively mitigate potential support issues

Required Certificate of DOE Charter Applicant Training

CERTIFICATE OF PARTICIPATION

is presented to:

Dennis Clark

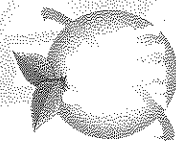
for completion of:

NEW APPLICANT TRAINING

Conducted on this 10th day of June, 2010.



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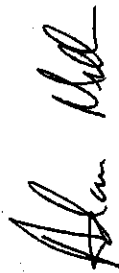
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Hillary Daigle

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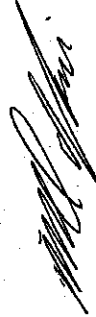
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Derek Kelmanson

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Alan Mull

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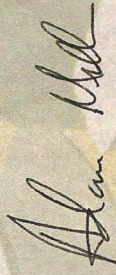
is presented to:

Kimberly Lewis

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