

Renaissance Charter School, Inc.



North Broward Academy of Excellence



Elementary School #5161
Charter School Renewal Application

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



Submitted on:
November 30, 2010



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CHARTER RENEWAL APPLICATION COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: North Broward Academy of Excellence (NBAE)

CHARTER SCHOOL LOCATION NUMBER: 5161 **DATE: November 30, 2010**

NAME OF GOVERNING BOARD: Renaissance Charter Schools, Inc.

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

CONTACT PERSON: Derek Kelmanson TITLE/RELATIONSHIP TO GOVERNING BOARD: Education Service Provider

NAME OF EDUCATION SERVICE PROVIDER: Charter Schools USA

MAILING ADDRESS: 6245 N Federal Highway, 5th Floor, Ft. Lauderdale, Florida 33308

PRIMARY TELEPHONE: (954)202-3500 x 1236

E-MAIL ADDRESS: dkelmanson@charterschoolsusa.com

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

Ken Haiko, Chairman of Renaissance Charter Schools, Inc	Signature on Original Document	November 12, 2010
Printed Name	*Signature*	*Date*

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TABLE OF CONTENTS

EDUCATIONAL PERFORMANCE 4
Federal Accountability 4
State Accountability 5
Mission-Specific Accountability 13
Educational Program Implementation 14
FINANCIAL PERFORMANCE 29
Financial Management 29
Financial Viability 31
ORGANIZATIONAL PERFORMANCE 32
Student Enrollment and Conduct 32
Facilities 37
Governance, Staff and Parents 38
Appendices 43
Educational Performance 43
Financial Performance 43
Organizational Performance 43

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EDUCATIONAL PERFORMANCE

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Federal Accountability	AYP School Improvement status	The school has not been identified for School Improvement	FCAT, State AYP Standards
	AYP attainment	The school has achieved its AYP target	
	Sub-group(s) attainment of AYP	The school has achieved its AYP targets in identified student sub-group(s)	

Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.

AYP Achievement: North Broward Academy of Excellence (NBAE) achieved AYP by meeting the criteria for Adequate Yearly Progress in all applicable subgroups. The school has consistently provided academic rigor and held high standards and expectations for all of our students and teachers.

AYP Sub Group Achievement: NBAE has been able to execute innovative instructional strategies aimed at targeting the individual learner's needs. Our education model has positively affected student performance and achievement with all student populations. Our school has achieved Adequate Yearly Progress in all measurable student population subgroups. Due to the demographics of the surrounding area, the subgroups; White, Asian, American Indian, English Language Learners, and Students with Disabilities were considered non-measurable by the Florida Department of Education and were not included in the school's AYP Report.

2009-2010 Adequate Yearly Progress (AYP) Report
North Broward Academy of Excellence

Did the School Make Adequate	**YES**	**Percent of Criteria Met: 100%**		
Total Writing Proficiency Met:	**YES**	**2009-2010 School Grade:**	**A**	
Total Graduation Criterion Met:	**NA**			
	95% Tested Reading	**95% Tested Math**	**Reading Proficiency Met**	**Math Proficiency Met**
TOTAL	YES	YES	YES	YES
WHITE	NA	NA	NA	NA
BLACK	YES	YES	YES	YES
HISPANIC	YES	YES	NA	NA
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	YES	YES
ENGLISH LANGUAGE LEARNERS	NA	NA	NA	NA
STUDENTS WITH DISABILITIES	NA	NA	NA	NA

Statutory References: 1002.33(7)(a)(4)

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Focus Area	Indicator	Standard/Criteria	Sources of Evidence
State Accountability	FCAT achievement	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, writing and science)	FCAT
	School grade	"C" or above	School grade as determined by FL DOE
	Annual student gains	Students are making one-year's worth of growth annually in mathematics and reading.	FCAT
	Annual gains of students achieving in the bottom 25%	50% make one-year's worth of growth	FCAT
	% of students tested	The school is appropriately administering applicable state standardized tests to its students.	FCAT
	Relative performance	The school's performance meets or exceeds the performance of schools with closely comparable student populations.	FCAT

Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.

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

Students of NBAE have made long-term learning gains in Reading, Mathematics, Science and Writing as demonstrated by the yearly FCAT results. Our school earned the school grade of "A" for the 2009-2010 school year. The data tables below demonstrate a strong correlation of student FCAT performance and the enrollment percentage of students receiving free and reduced lunch.

North Broward Academy of Excellence, Elementary 2009-2010					
	Reading	**Math**	**Writing**	**Science**	**Points Earned**
% Meeting High Standards	**79% [+6]**	**76% [+11]**	**91% [+1]**	**52% [+20]**	**298 [+38]**
% Making Learning Gains	**66% [-1]**	**73% [+8]**			**142 [+10]**
Adequate Progress in the Lowest 25% in the School	**60% [+8] (YES)**	**77% [+8] (YES)**			**137 [+16]**
Points Earned					**577 [+64]**
School Grade					**A**

The school demonstrated strong overall growth in most areas during the 2009-2010 school year, increasing all Student Performance categories, with the exception of Reading learning gains.

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School Summary of Students Tested

Grade 3

Reading Scores				Mathematics Scores			
Year	Students Tested	% Proficient	Change	Year	Students Tested	% Proficient	Change
NORTH BROWARD ACADEMY OF EXCELLENCE							
2009	90	71	-	2009	90	68	-
2010	**95**	**75**	+4	**2010**	**96**	**72**	+4

Grade 4

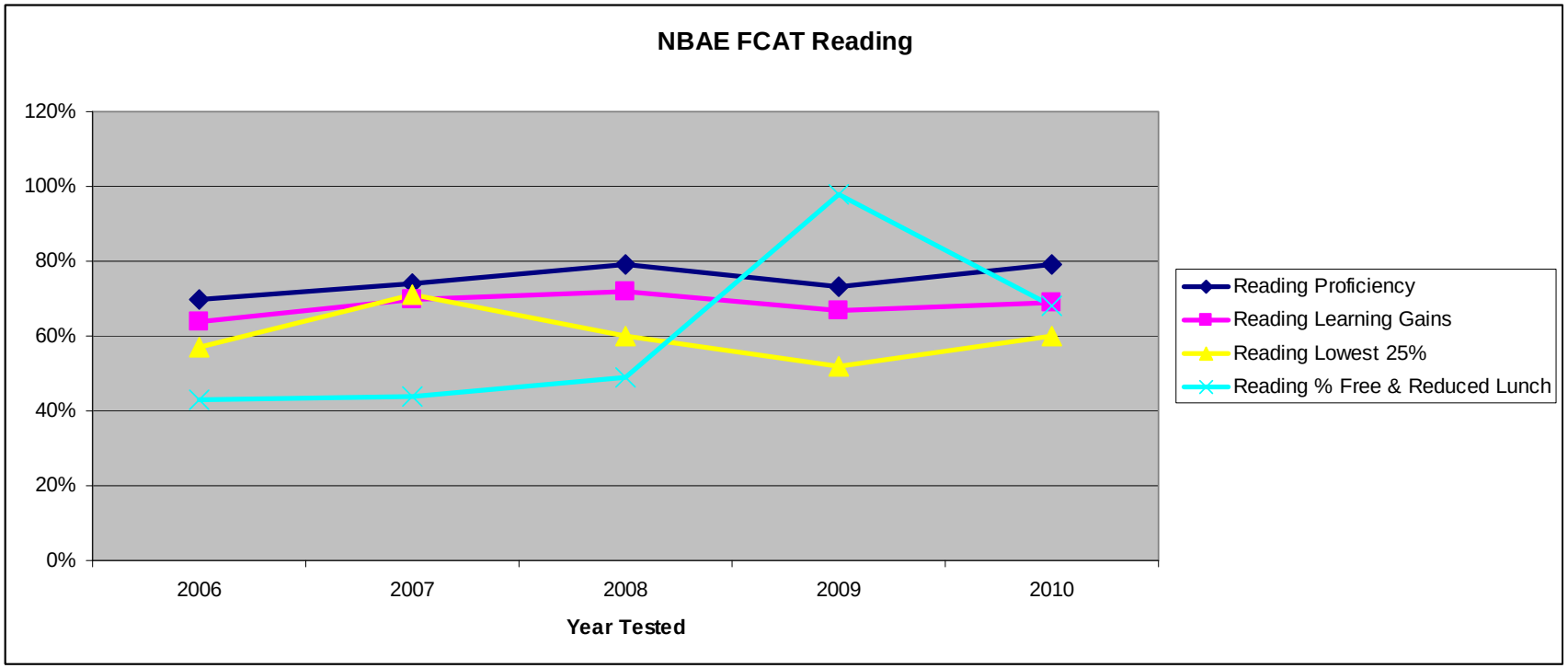
Reading Scores				Mathematics Scores				Writing Scores		
Year	Students Tested	% Proficient	Change	Year	Students Tested	% Proficient	Change	Year	Students Tested	% Proficient
NORTH BROWARD ACADEMY OF EXCELLENCE										
2009	71	76	-	2009	71	79	-	2009	70	90
2010	**89**	**74**	-2	**2010**	**89**	**78**	-1	**2010**	**89**	**91**

Grade 5

Reading Scores				Mathematics Scores				Science Scores			
Year	Students Tested	% Proficient	Change	Year	Students Tested	% Proficient	Change	Year	Students Tested	% Proficient	Change
NORTH BROWARD ACADEMY OF EXCELLENCE											
2009	69	61	-	2009	69	36	-	2009	68	31	-
2010	**70**	**79**	+18	**2010**	**70**	**66**	+30	**2010**	**70**	**50**	+19

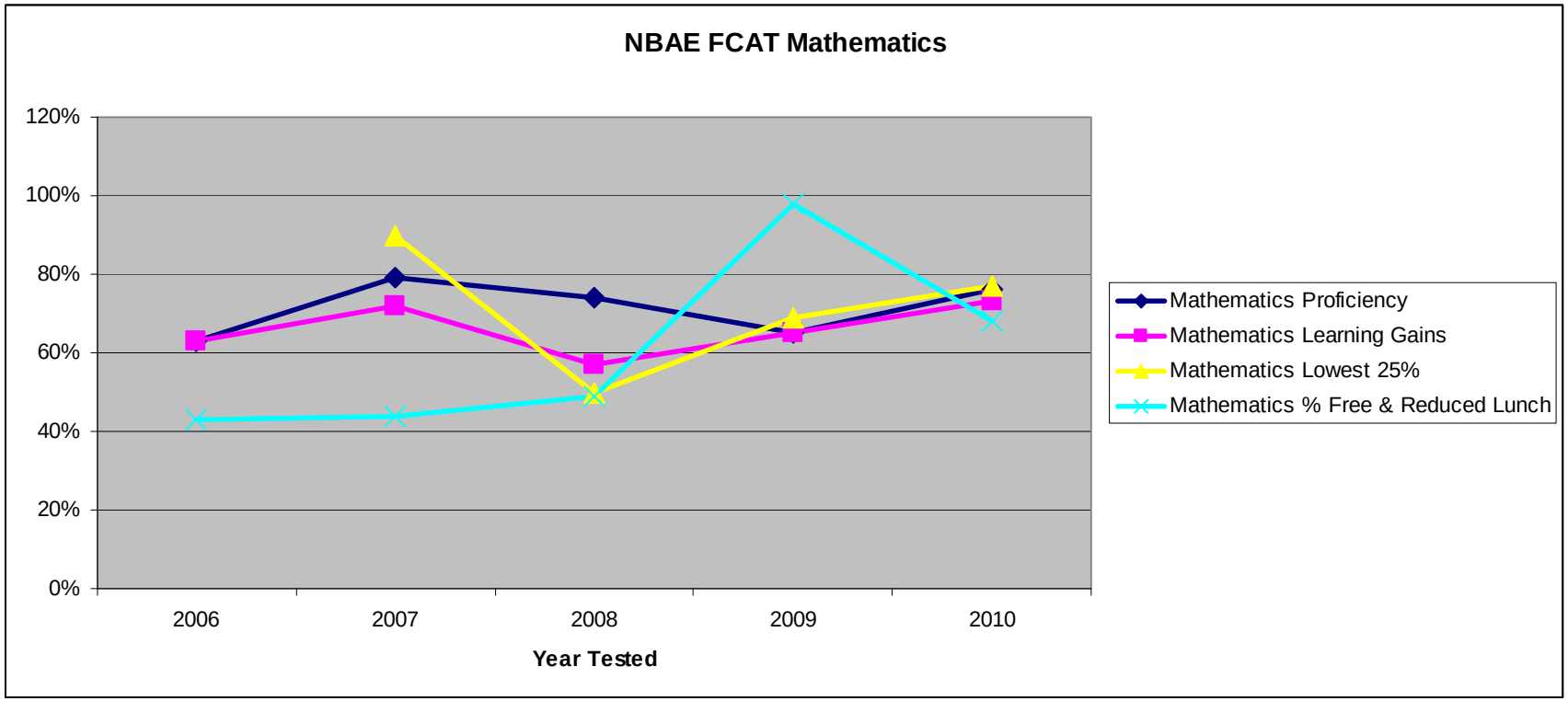
North Broward Academy of Excellence has shown major gains in most areas demonstrated by 2009-2010 FCAT test scores. Grade 4 was able to retain proficiency despite a 25% student population increase from 2008-2009 to 2009-2010.

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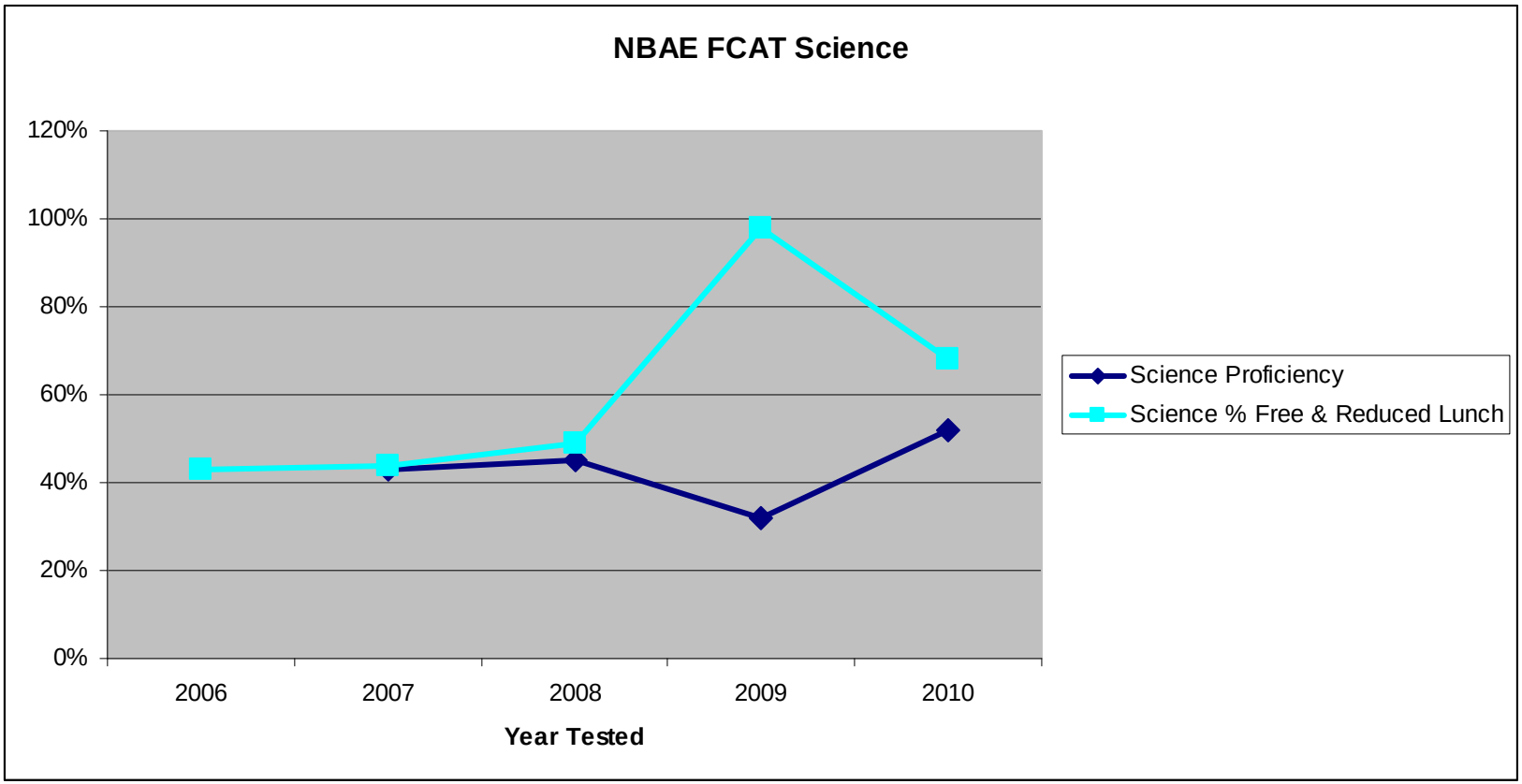
North Broward Academy of Excellence has increased overall student proficiency in Reading, achieving an overall proficiency percentage of 79% in 2009-2010.

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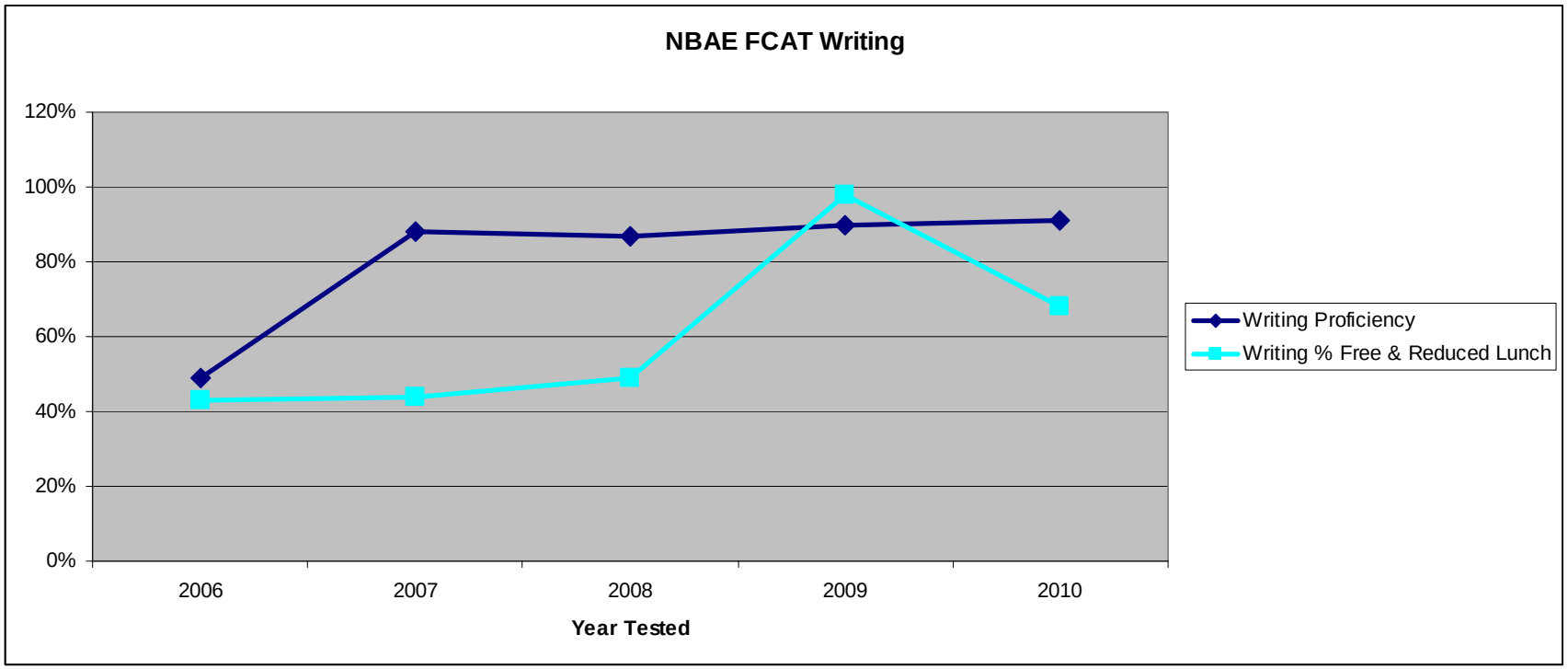
North Broward Academy of Excellence has increased overall student proficiency in Mathematics, achieving an overall proficiency percentage of 76% in 2009-2010, while also increasing learning gains of the lowest 25% to 77%.

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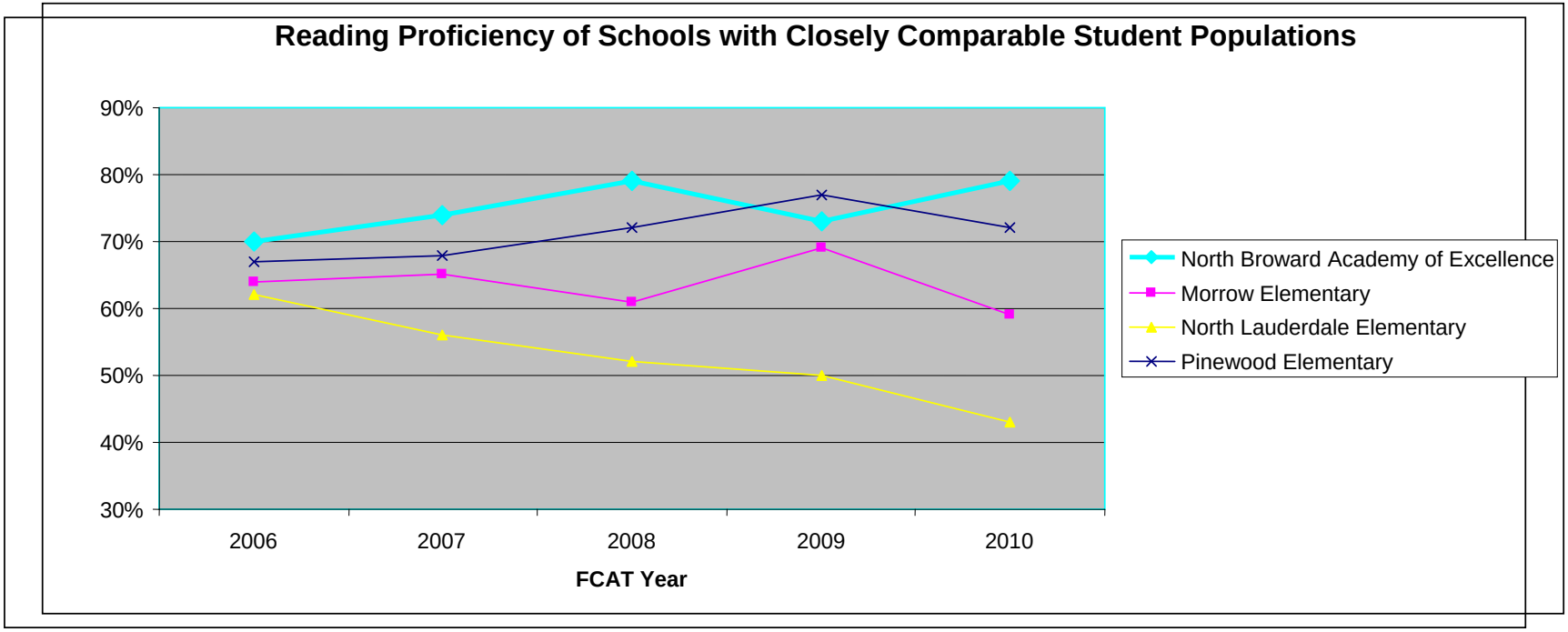
North Broward Academy of Excellence has increased student proficiency in Grade 5 Science, achieving a proficiency percentage of 50% in 2009-2010.

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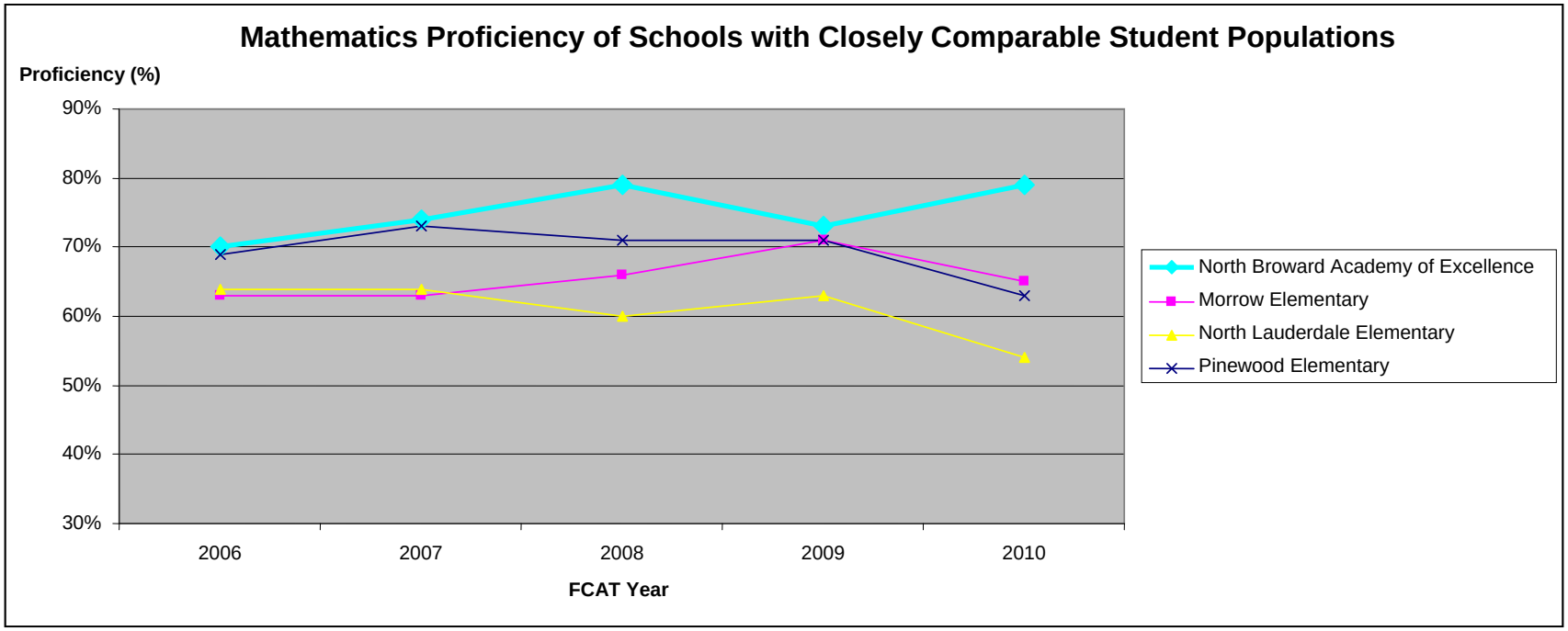
North Broward Academy of Excellence has steadily increased student proficiency for Grade 4 Florida Writes, achieving a proficiency percentage of 91% in 2009-2010.

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North Broward Academy of Excellence has consistently demonstrated its dedication to academic rigor by performing at or above other closely comparable schools in overall Reading proficiency.

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North Broward Academy of Excellence has outperformed other closely comparable schools in overall Mathematics proficiency.

Statutory References: 1002.33(7)(a)(3); 1002.33(7)(a)(4); 1002.33(16)(a)(2)

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Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Mission-Specific Accountability	Achievement of school/mission-specific goals	The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract.	As defined in the school's contract

Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.

The Vision of North Broward Academy of Excellence:
Values the safety of all of our stakeholders.
Offers excellent academic instruction at all grade levels.
Respects our students and parents, and they, in turn, respect us.
Reviews data continually and adjusts student learning plans accordingly.

The Mission of North Broward Academy of Excellence:
North Broward Academy of Excellence's Mission is to enhance a love of learning, to provide a lifetime of growing, and to have a positive effect on our community and our world.

NBAE is guided by its governing board policies and its school based policies and procedures that ensure a safe and orderly environment, equity of learning opportunities and support of innovation for academic excellence, respect of all stakeholders and continual data review in the school as evidenced within the mission statement. Therefore, NBAE is achieving its mission-specific goals. NBAE continuously working to implement its vision is evidenced by the routine collaboration of all stakeholders on the School Improvement Plan based on the needs of the school., as well as the documented achievement evidenced within the 2009-2010 School Grade and meeting the Florida No Child Left Behind, Adequate yearly progress requirements.

Through school data monitoring, including monitoring instructional practices, providing feedback, encouraging reflection, and supporting professional development for all stakeholders NBAE has increased overall student performance that has created a true learning culture in support of the vision and mission of the school.

The Educational Performance supporting documents contained in the appendix include the following;

A. 2010-2011 School Improvement Plan
B. School Grade
C. Accountability Report
D. Annual District Monitoring Survey

Statutory References: 1002.33(7)(a)(3)

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Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Educational Program Implementation	Implementation of the mission	The school is implementing its mission as defined in the school's contract.	FCAT, standardized test results, internally-developed assessments, onsite evaluation
	Implementation of curriculum and instructional techniques	The school is successfully implementing curriculum and instructional techniques as defined in the school's contract.	
	Implementation of specialized instruction for students, particularly of those below grade level	The school implements demonstrably effective instructional techniques that support struggling students achieve grade level.	
	Data-driven decision-making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Sunshine State Standards.	
	Implementation of exceptional education programs	The school provides quality services for exceptional students as defined in the school's contract and as required by applicable law.	
	Implementation of ELL program	The school provides quality services for English Language Learner students as defined in the school's contract and as required by applicable law.	

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The Mission of North Broward Academy of Excellence:
North Broward Academy of Excellence's Mission is to enhance a love of learning, to provide a lifetime of growing, and to have a positive effect on our community and our world.

The School uses its vision to guide the community to academic excellence through analyzing and reviewing student performance in a strategic manner that fosters a learning community among its students, parents, and instructional and non-instructional staff. NBAE utilizes faculty, parent and student surveys to demonstrate its respect of all stakeholders and to support stakeholders desire to assume leadership roles within a safe and orderly school environment. These surveys review the school culture, including the safety of the school, and respect for all, as well as the stakeholders' reflections on academic learning. Students at NBAE complete the surveys, and the data collected, along with their ability to join student organizations, gives voice to their opinions that help shape the school. Additionally, NBAE has developed a sense of equity in how programs are

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developed and how resources are allocated for curricular and co-curricular activities to enhance a love of learning and a lifetime of growing among all students

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 NBAE and will be continue to be solicited for the development of school goals and objectives in support of the mission. In addition to the role parents play in governance, all parents sign a commitment agreeing to volunteer at the school. Volunteer opportunities are individualized to meet the needs, demands, and capabilities of individual families.

Parental involvement is also fostered through access to information and communication provided by NBAE'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. Parents who do not have computer access can use the system within the school or communicate with teachers and administrators by phone or in-person conferences.

NBAE has learned to review stakeholder concerns as well as areas that stakeholders see as strengths through informal discussions, formal meetings and survey analysis in order to problem –solve and improve overall school culture and academic effectiveness. In an effort to best meet the needs of the students based on the above data points, NBAE administration and staff continuously look to the vision and mission statements to guide its collaboration with its parents, students, teachers and community members, to positively affect the community and greater world.

IMPLEMENTATION OF CURRICULUM AND INSTRUCTIONAL TECHNIQUES

As described within the NBAE charter application, NBAE has successfully implemented the curriculum and instructional techniques as defined in the school's contract. NBAE has applied the Charter Schools USA Core Curriculum, as defined by the contract, within implementation of the Charter Schools USA Educational Model. The Educational Model provides NBAE with the framework to deliver educational best practices to the students that are innovative in approach and based on data analysis for individual student learning. The purpose of NBAE 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 continue to 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, analysis of student learning gains and a staff that understands that without student engagement, learning will not be successful. NBAE will document its progress and reach for greater success through the School Improvement Plan to maintain the expectation of academic success for each individual student.

NBAE has adopted Charter Schools USA's Guaranteed and Viable Curriculum, 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 encouraging steady academic progress from year to year. 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 the 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.

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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

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. NBAE core curriculum resources include Imagine It! – K-5 Reading, enVision Math for K-5 and Glencoe-McGraw Hill and Prentice-Hall as the primary publishers for middle school textbooks. The Charter Schools USA Educational Model's six steps of data-driven instruction (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 a framework for continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each student. Further, it 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 (PLP). At the time of the start of the school, the PLP was known as a Personal Education Plan (PEP).

The review of data, through the use of the Educational Model along with the School Improvement Plan, also guides NBAE'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 the Student Information System, the Educational Model is the foundation that drives continuous improvement within each school. NBAE uses the School Improvement Plan as a working document to continue to reach for success in areas of student learning and meeting the professional development needs of its teachers. As demonstrated by NBAE's School Grade of an "A" and meeting Adequate Yearly Progress it has demonstrated successful implementation of the Charter Schools USA Educational Model as the framework for curriculum and instruction throughout the school. Refer to Appendix B and C for NBAE School Grade and accountability Report.

Implementation of Instructional Techniques

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 influence and assist teachers in

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planning lessons that truly meet the learning needs of all students. 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 NBAE utilize these strategies within their classroom during the school year. The Principal monitors planning and instruction to ensure implementation of the appropriate instructional strategies. NBAE provides professional development, data analysis, and feedback based upon school visits, to support effective classroom instruction at the school. NBAE will provide professional development to be able to successfully apply the innovative learning methods listed, including:

Categories of Instructional Strategies That Affect Student Achievement

Category	Specific Learning Methods
Identifying similarities and differences	• 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	• 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	• 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
Homework and practice	• 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	• 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

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Cooperative learning	• Organizing students in cooperative groups when appropriate • Organizing students in ability groups when appropriate
Setting objectives and providing feedback	• 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	• 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	• 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

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 at NBAE follows the state of Florida's protocol for professional development. Teachers attend summer professional development sessions 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 throughout 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 (TLC). A master teacher leads the Teacher Learning Communities at the school. The new teachers meet at least once a month

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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.

During the school year, staff training needs and opportunities are identified according to analysis of student performance data, classroom observations, and teacher requests. NBAE designs or selects professional development programs based on NBAE'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
- 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

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  - ✓ 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 is generally 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, QUEST 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

QUEST (Quality Education for Students and Teachers) Observation: NBAE participates in the QUEST Observation Process which occurs, at a minimum, twice a school year. The QUEST 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 QUEST Observation Process is to support schools, with the implementation and monitoring of high-yield instructional strategies that support student engagement.

QUEST includes examination of classroom management, student motivation, and instructional strategies. 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. 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:
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.

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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 QUEST 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 QUEST visit and each benchmark test, the Education Team meets with the NBAE Leadership Team to discuss strengths and opportunities for growth for NBAE, 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.

Successful implementation of the above curriculum and instructional techniques for the benefit of all student learners is demonstrated by NBAE reaching Adequately Yearly Progress in all subgroups, and strong over-all growth in the adequate progress in the Lowest 25% of the School. NBAE will work to continue to implement the curriculum based on clear and measurable expectations for student learning that provide opportunities for all student to acquire knowledge, skills and attitude for success within the 21st century.

IMPLEMENTATION OF SPECIALIZED INSTRUCTION FOR STUDENTS, PARTICULARLY THOSE BELOW GRADE LEVEL

Meeting the need of individual students has been a part of the fabric of NBAE since its inception. NBAE competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with the Next Generation Sunshine State Standards. Based on the framework of the Educational Model driving continuous improvement of meeting individual student needs, the Personal Education Plan, used during the first years of the school, evolved into the Personalized Learning Plan.

The Personalized Learning Plan was 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 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.

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In conjunction with the PLP, NBAE follows Florida's RtI Model to ensure the success of every student. The RtI Model has been followed with fidelity and the gains at the individual student level have shown growth accordingly. The percent of students making learning gains in reading increased to 69% and in math increased to 73%. The school also showed an increase within its lowest 25% population in math of 77%, and an increase to 60% in reading. The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. This includes multiple tiers of evidence-based instruction, a problem-solving method designed to inform the development of interventions, and an integrated data collection/assessment system to inform decisions at each tier of service delivery. Initial screening assessments are used to identify students who need additional learning opportunities and academic interventions to achieve required benchmarks. After the initial screening assessment, those students identified as low-performing, or having skill gaps will receive reading intervention in accordance with their tier level. This is in accordance with the Response to Instruction requirement of Individuals with Disabilities in Education Act 2004, which requires each school to identify whether appropriate instruction in reading has taken place through the use of the practices of the Next Generation Sunshine State Standards. All screening data is reviewed by the NBAE IAT Team. Once interventions are established, they are implemented and then evaluated based on whether the student is responding to the interventions. Documentation of the interventions will then be reviewed to evaluate if the strategies were successful. If the strategies were successful, then monitoring would continue on an as needed basis. If the interventions were not successful and sufficient evidence has been gathered that shows that a disability may be the primary cause of the student's learning or behavior problems, then an IEP Team, will refer the student for an evaluation. After a signed, informed parental consent has been obtained, a comprehensive evaluation is conducted by a multidisciplinary team.
Tier 1 Instruction includes a quality curriculum available to all students. The core curriculum for elementary school are as follows:

- Imagine It! (SRA Reading)
- enVision Math
- Social Studies "Horizons" (Harcourt Brace)
- Science "Experience Science" (Houghton Mifflin)

NBAE is currently utilizing Glencoe-McGraw Hill and Prentice-Hall as the primary publishers for middle school textbooks. Further Tier 1 interventions at NBAE includes differentiated instruction, flexible groupings, CHAMPS classroom management and universal screenings. To ensure the quality of programs, all instructional strategies and supplemental materials are checked to be in alignment with the Florida Center for Reading Research and the What Works Clearinghouse.

Knowing that assessment is useless if it does not inform instruction, NBAE teachers consistently use formative assessments in between Charter Schools USA Benchmark tests to inform them about their students and then adjust instruction. The Charter Schools USA Benchmark 1 assessment is an FCAT style assessment used as a universal screening tool to identify students in needs of intervention. If they do not reach expectations then students are placed into a Tier 2 intervention grouping.

Tier 2 intervention begins with identifying what interventions specifically address the deficit area, setting a student's baseline in the deficit area and then setting goals for improvement. Once decided upon, the teacher teaches the intervention according to the decided upon plan monitoring progress

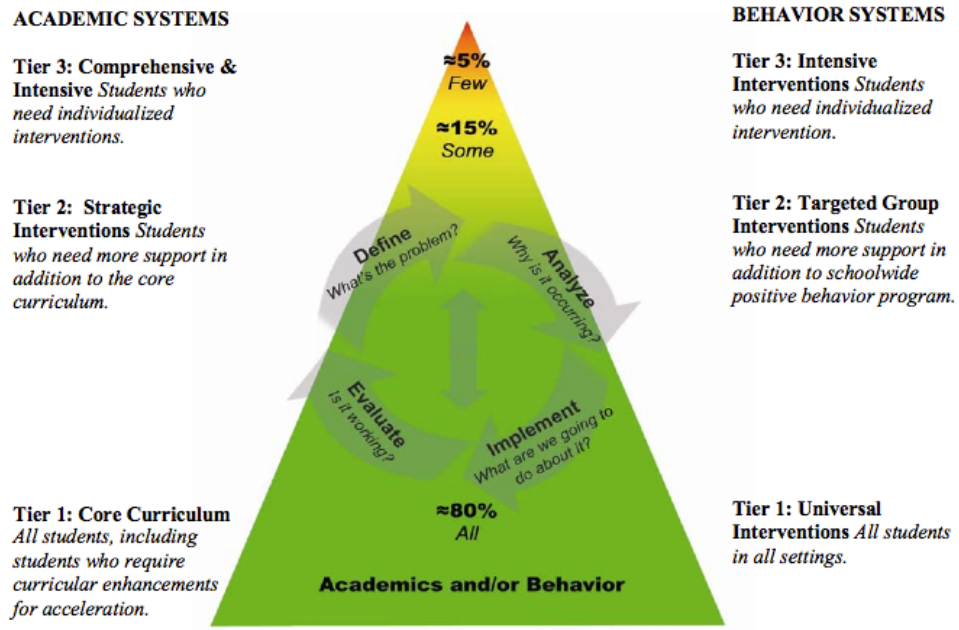
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and using data to make instructional decisions. Tier 2 interventions includes evidence-based learning strategies such as small grouping peer tutoring, repeated reading and story mapping, providing targeted instruction throughout the week, extended practice in the deficit area, and supplemental evidence-based materials such as Corrective Reading and Number Worlds. Included within instruction is data collection and then providing ongoing and systematic corrective feedback to students.

Once Tier 2 is complete including all progress monitoring pieces and a student is not responding to the intervention then a student is moved to Tier 3 and a psycho-ed evaluation is considered. Individual attention to the diagnostic needs of students requiring remediation is still necessary at this time following all interventions necessary. The student will be referred to a Student Study Team for further evaluation. The Student Study Team begins by reviewing the data collected as part of Tier 1, Tier 2, and/or Tier 3 interventions and then establishes new interventions that are agreed upon by the teacher(s) and the parent(s). At this point in time a psychologist may be added to the team to determine the appropriateness of the Exceptional Student Education packet and to administer formal psychological evaluations when given parental consent. The IEP Committee will determine a student's eligibility for ESE services based on the results of the psychologist's formal assessment. Placement of the student in ESE services is designed in the least restrictive environment.

To ensure fidelity to both the RtI and ESE procedural requirements and programming, professional development will be conducted at the school for all administrators and educators. Further, professional development will continue throughout the year including evidence-based instructional strategies and CHAMPS classroom management training to ensure that teachers have all tools needed to ensure students' academic and social achievement.

Figure 1: Three-tier model of school supports incorporating the problem-solving process.



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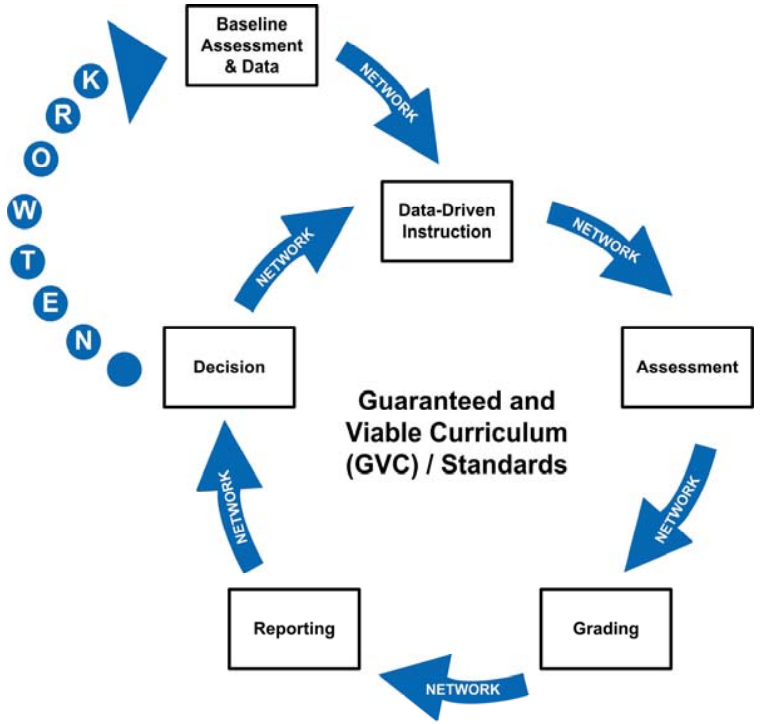
RtI is centrally about optimizing language and literacy instruction for particular students, and therefore administrative monitoring for effective instruction will maximize instructional time. Differentiated instruction, based on instructionally relevant assessment, is essential. Therefore the most critical resource for assisting remedial students will be the classroom teacher. NBAE's reading curriculum ensures that instruction will address the needs of all students, including those from diverse cultural and linguistic backgrounds. Using the Educational Model and data collected from our classroom, school, and state assessments, the teacher can work with all stakeholders in developing an effective plan for covering learning gaps.

The classroom teachers remain in continual contact with all stakeholders, by updating the Personalized Learning Plan, using data derived from FAIR, ongoing progress monitoring, Narrative Report Card, and Charter Schools USA Benchmark testing results. Teachers collaborate with a mentor teacher to continue the process, while devising and executing a successful plan for the remedial student.

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

DATA-DRIVEN DECISION MAKING

The Educational Model is a data-driven decision-making model that 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 state standards. The Educational Model's six steps outlined below are 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.



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 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

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approach of data-driven instruction and ongoing teacher support, through collaboration within the Network around meeting the needs of each student, NBAE 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 the Student Information System offers NBAE 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.

The Educational Model is used throughout team planning times to drive data analysis of formative and summative assessments. Currently at NBAE teachers implement and create an Intense Focus Calendar that is submitted to administration weekly. The calendar is based on benchmark results and student progress on the Next Generation Sunshine State Standards. The students take a pretest on one Standard then that particular strand is the focus of instruction for the first ten minutes of each class for a duration of six days. After review and re- teaching a post test is given to determine growth. Differentiation is then used to target students still in need of remediation after the post-test. Also, throughout the year, as part of professional development, a member of the leadership team leads 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.

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IMPLEMENTATION OF EXCEPTIONAL EDUCATION PROGRAMS

NBAE provides quality services for exceptional students as defined in the school's contract and as required by applicable law Students entering the NBAE Exceptional Education Programs will benefit from the implementation of the Charter Schools USA Educational Model, including meeting the needs of exceptional students, and students who enter the school below grade level. NBAE provides 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.

NBAE exceptional education 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 plans are created (PLP, PMP, IEP, etc.) to communicate the students' goals to the student and parents.

NBAE 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.

NBAE 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, and fine arts.

In addition to continuously monitoring the Educational Plans of our gifted students, teachers will analyze the benchmark test results of our gifted

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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.

NBAE's effectiveness in serving special education students are 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 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 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.

IMPLEMENTATION OF ELL PROGRAMS

NBAE provides quality services for English Language Learner students as defined in the school's contract and as required by applicable law. The performance of the school is demonstrated within the Adequate Yearly Progress of the school in accordance with NCLB. The mission of NBAE's 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.

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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. 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.
- 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.

NBAE 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. All ELLs are required to participate in the Florida statewide annual proficiency assessment program with the Comprehensive English Language Learning Assessment (CELLA) based on guidelines provided by the FDOE Bureau for Student Achievement through Language Acquisition. NBAE is responsible for ensuring that all ELLs participate in the state assessment program for FCAT and CELLA.

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.

NBAE has continuously demonstrated the success of its educational programming. Each administrator and teachers reviews academic needs of students through formative and summative assessments as well as informal discussions in its implementation of the Charter Schools USA Educational Model. Further, NBAE administration and staff continuously look to the mission statement to guide its collaboration with its parents, students, teachers and community members, as part of the continuous improvement process.

Statutory References: 1002.33(7)(a)(1); 1002.33(7)(a)(2); 1002.33(7)(a)(4); 1002.33(16)(a)(3)

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FINANCIAL PERFORMANCE

Focus Area	Indicator	Standard	Sources of Evidence
Financial Management	Demonstration of professional competence and sound systems in managing the schools financial operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	Annual budgets, financial reports, annual financial audits, financial corrective action plans, onsite evaluation
	Adherence to generally accepted accounting principles	The school adheres to generally accepted accounting principles	
	Financial Reporting Requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.	

Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.

The Governing Board has contracted with Charter Schools USA as the Education Service Provider to provide financial management services to NBAE. Charter Schools USA has well established processes and procedures to ensure fiscal responsibility and sound internal controls, which NBAE has adopted. Charter Schools USA and NBAE use a financial policy manual that has been approved by the Governing Board, which includes: the establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the DOE, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting District and DOE data reporting requirements. The financial management and internal accounting processes used by the School are set up so that they coincide with the DOE and Broward County School District procedures. In the even the State or District modifies the accounting or reporting system, the School will adopt the new standard.

NBAE employs a school-based Business Administrator who will serves as a liaison to the Charter Schools USA Finance and Accounting Departments for human resource, payroll, and financial matters relating to cash collection and accounts payable. The Business Administrator, in addition to the Charter Schools USA's Finance Department, also works with the school's Principal to ensure adherence to the Governing Board approved budget. Below is a summary of some of the finance and accounting functions that the Business Administrator performs:

- 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 Charter Schools USA accounts payable
- Review and approve expenditure invoices with School Principal
- Maintain reconciliation of internal funds account

The School's financial statements are prepared on a monthly basis by the Charter Schools USA 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

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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 include a comparison of actual results as compared to the approved budget. In addition, all required monthly, quarterly and annual financial reports are submitted to the District in compliance with the timelines set forth by the District.

In compliance with F.S. 1002.33(9)(j)(1), the schools obtains annual financial audits that are performed by an independent certified public accounting firm that are compliant with the newly published GASB 54 requirements for fund balance reporting. The audit is submitted to the District within the required timeframe, which is 90 days after the fiscal year end. In addition, the audit report is submitted to the Auditor General of Florida within 45 days of receipt from the audit firm, as required.

As noted in the School's financial statement audit, the State statutes require, and it is the School's policy, that all deposits be made into, and be held by, financial institutions designated by the Treasurer of the State of Florida as qualified public depositories as defined by Chapter 280 of the Florida Statutes. This statute requires that every qualified public depository institution maintain eligible collateral to secure the public entity's funds. The School's deposits are held in a qualified public depository. They are covered by the collateral pool as the School has identified itself as a public entity at June 30, 2010.

The School Board of Broward County's internal auditors or external auditors may request review and inspection of the School's books and records as it deems necessary. Any inquiries related to accounting information obtained from the various required reports are addressed in a timely manner by the School's Administration, in conjunction with Charter Schools USA.

The last three years of financial statement audits for NBAE are attached as Appendix F.

The Governing Board is seeking a 15 year renewal term. According to F.S. Section 1002.33 (7) (b) (2), NBAE qualifies for a 15-year charter renewal because they have a received a school grade of "A" or "B" for the past 4 years and is not in a state of financial emergency or deficit position.

In addition to being an "A" rated school and meeting Adequate Yearly Progress, NBAE is fully enrolled with a waitlist and maintains a secure fund balance ($175,163 FY 2010).

The school is clearly achieving its objectives of providing a high quality public educational choice to the community. Therefore, the Governing Board is requesting a 15 year renewal of the charter contract.

Statutory References: 1002.33(7)(a)(9); 1002.33(7)(a)(10); 1002.33(7)(a)(11); 1002.33(9)(g); 1002.33(9)(h)

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Focus Area	Indicator	Standard	Sources of Evidence
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	Annual budgets, financial reports, annual financial audits, onsite evaluation
	Financial obligations	The school's financial obligations are in good standing.	
	Long-term financial planning	The school has a sound and sustainable long-term financial plan.	

Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.

The School's Governing Board adopts on an annual basis a comprehensive budget, which includes all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget require the approval of the Governing Board.

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

To supplement the financial statements, the Charter Schools USA finance team provides monthly dashboard reports to the School's Leadership Team. The dashboard report summarizes the monthly activity of the School, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate. On a quarterly basis, the dashboard reports are reviewed in a quarterly meeting that is attended by school leadership and the Charter Schools USA 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 schools, and are presented to the Governing Board on a quarterly basis.

Training for the School Principals and School Business Administrators will be provided by the Finance and Accounting Staff of Charter Schools USA. On an annual basis, these school administrators will be required to attend the Charter Schools USA 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. Attached as Appendix E is NBAE's proposed 5 year financial budget.

Statutory References: 1002.33(7)(a)(10); 1002.33(7)(a)(11)

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ORGANIZATIONAL PERFORMANCE

Focus Area	Indicator	Standard	Sources of Evidence
Student Enrollment and Conduct	Student enrollment trends	The school's actual enrollment is consistent with its projections.	Student enrollment reports, onsite evaluation
	Racial/ethnic composition of the student body	The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in the same school district as the charter school is located.	
	Enrollment procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.	
	School environment	The school maintains a safe and secure environment.	Discipline reporting; onsite evaluation

Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.

NBAE is open to any student who resides in Broward County. NBAE is a tuition free public school and serves all students age 5 (by September 1st) to 10 in grades K through 5. 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. NBAE is nonsectarian in its programs, admissions policies, employment practices, and operations. No fees or tuition are charged, except those fees normally charged by other public schools. The articulation of students from NBAE to North Broward Academy of Excellence Middle School shall constitute an expanded feeder pattern. A majority of the transfer eligible Grade 5 students from NBAE students will be sent to North Broward Academy of Excellence Middle School.

NBAE population consists of the following:

- Pursuant to F.S. 1002.33(10)(a), the School shall be open to any age/grade appropriate student residing within Broward County. 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 Broward County Public Schools 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.

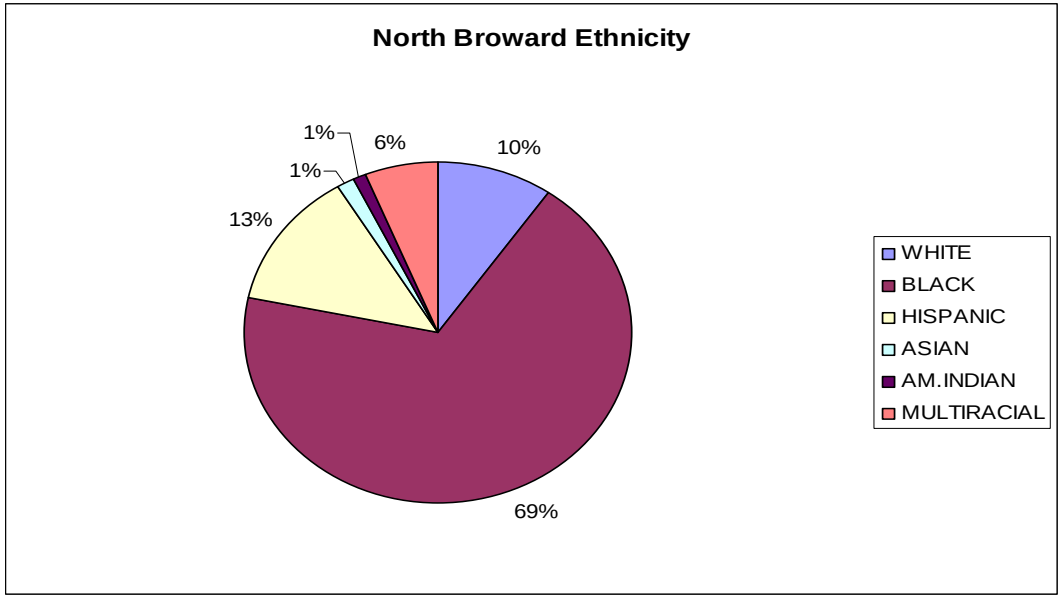
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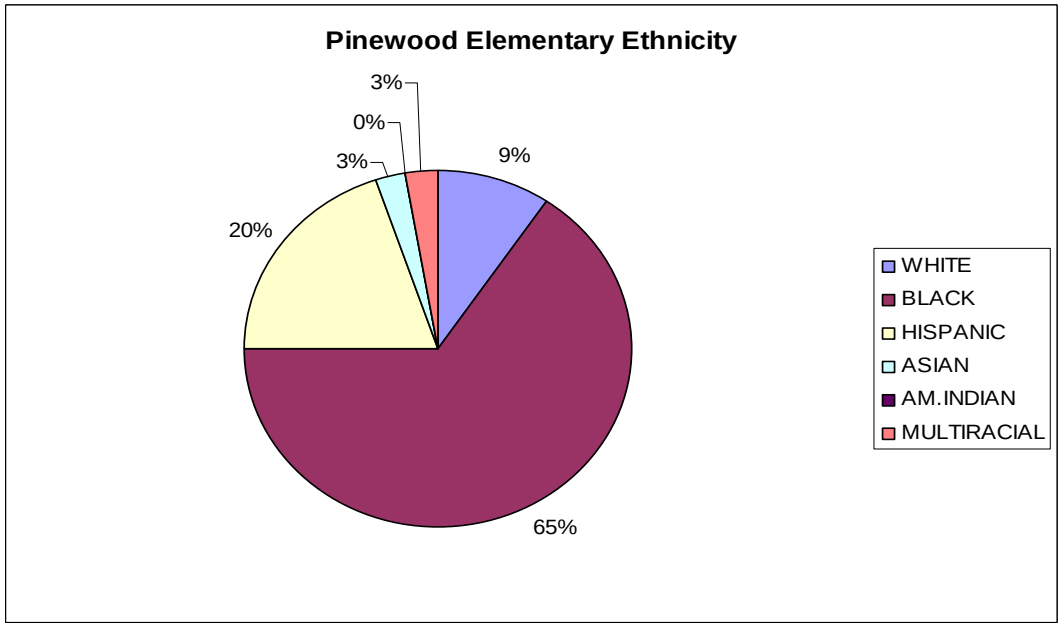
NBAE's actual enrollment is consistent with its projections. NBAE is currently fully enrolled and fully staffed; the School serves 600 students age 5 to 10 in grades Kindergarten through Fifth. 78 % of the students are eligible for free lunch and 22% are eligible for reduced. The school is requesting an increase in enrollment capacity to 700 students in grades K-5 for the renewal charter contract. The building has an occupancy max of 771 (see Appendix J for Certificate of Occupancy).

Racial/Ethnic Group	School %		District %		State %	
	09-10	08-09	09-10	08-09	09-10	08-09
WHITE	9.6	10.4	27	29.4	44.4	45.3
BLACK	68.8	68	38.2	37.9	23	23
HISPANIC	13	12.6	28.3	26.1	26.2	25
ASIAN	1.3	1.1	3.5	3.4	2.6	2.5
AM.INDIAN	1.3	1.1	0.3	0.2	0.3	0.3
MULTIRACIAL	6	6.8	2.7	3	3.4	3.9
DISABLED	5.2	8.3	12.2	12	14.1	14.3
ECONOMICALLY DISADVANTAGED	72.2	99.8	52.8	47.8	53.5	49.6
ELL	10.2	8.8	13.3	13.2	11.6	11.8
MIGRANT		0.2	0.1	0.1	0.5	0.5
FEMALE	52.3	52.8	48.4	48.5	48.7	48.7
MALE	47.7	47.2	51.6	51.5	51.3	51.3
TOTAL	100	100	100	100	100	100

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The pie charts below demonstrate the racial/ethnic composition of the school's student body as compared to another public school located in close proximity.

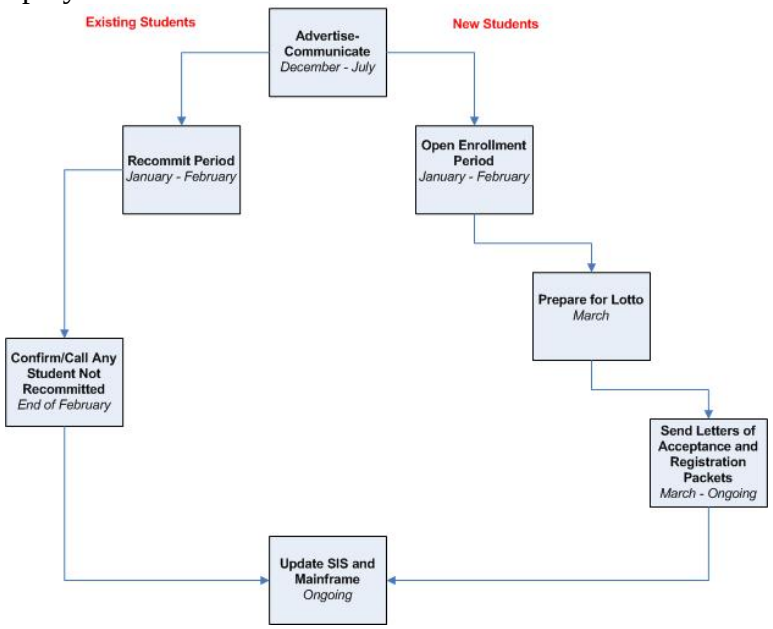




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NBAE is committed to enrolling a diverse student population as demonstrated by the above ethnicity charts. NBAE admits students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section 1002.33(10)(b)- Eligible Students 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 FS 1002.33 (7)(a)8. In accordance with 1002.33 (10)(d), the School may give enrollment preference to the following populations:

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



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 Broward County residency and age requirements are verified. Attached as Appendix H are student enrollment applications. At each phase of the admission process the appropriate

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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. See Appendix G for the School's lottery procedures.

NBAE 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. NBAE 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.

Referencing F.S. 1002.33(7)(a)7, NBAE utilizes the Broward County Public School's Code of Student Conduct for discipline, suspension, dismissal and recommendation for expulsion. Copies of the District Code of Student 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. See Appendix I for a copy of the Parent Student Handbook; Detention Procedures and Examples of Disciple Reporting.

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. NBAE follows the Broward County Public Schools policy in order to meet these required standards.

Statutory References: 1002.33(7)(a)(7); 1002.33(7)(a)(8); 1002.33(7)(a)(11); 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)(4); 1002.33(16)(a)(5)

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Focus Area	Indicator	Standard	Sources of Evidence
Facilities	Facility compliance	The school's facilities comply with applicable laws and codes.	Occupancy permits, health, safety and fire reports, onsite evaluation
	Health and safety	The school complies with applicable health and safety laws.	Fire and health inspections, fire drill reports, evacuation plans, onsite evaluation

Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.

NBAE campus is located at 8200 SW 17th Street, North Lauderdale, FL 33068. The School facility is used for both NBAE and North Broward Academy of Excellence Middle School. NBAE serves 600 students in grades K-5 in the front two-story building (see photo in Appendix J). The building has an occupancy max of 771 (see Appendix J for Certificate of Occupancy). This building was built by Shaffer Construction in 2007-08 and the remainder of the building was pre-existing when the school moved in. The School complex is comprised of three separate buildings and has a total of 41 classrooms and one cafeteria. The school has two full size basketball courts, a large covered playground, a large lap pool and play fields. The total square footage for the facility is 51,578 square feet and the lot is over 3.4 acres. The School is located in North Lauderdale, Florida near the Florida Turnpike and McNab Road.

NBAE was built to Florida Building Code standards and because of this satisfies all State and County requirements for educational purposes. The school receives all the routine normal inspections (see Appendix J) and is being continually maintained by internally maintenance personnel and key vendors. Evidence that NBAE comply with applicable health and safety laws is seen in the onsite evaluation report that is created by the Broward County Public Schools where is it acknowledged that NBAE has records of all facility inspections on file and that building, fire, and safety inspections are on file.

NBAE complies with facility requirements as stated in Florida Statute Section 1002.33(18) – (a) A startup charter school shall utilize facilities which comply with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities. Conversion charter schools shall utilize facilities that comply with the State Requirements for Educational Facilities provided that the school district and the charter school have entered into a mutual management plan for the reasonable maintenance of such facilities. The mutual management plan shall contain a provision by which the district school board agrees to maintain charter school facilities in the same manner as its other public schools within the district. Charter schools, with the exception of conversion charter schools, are not required to comply, but may choose to comply, with the State Requirements for Educational Facilities of the Florida Building Code adopted pursuant to s. 1013.37. The local governing authority shall not adopt or impose local building requirements or restrictions that are more stringent than those found in the Florida Building Code. The agency having jurisdiction for inspection of a facility and issuance of a certificate of occupancy shall be the local municipality or, if in an unincorporated area, the county governing authority. (b) A charter school shall utilize facilities that comply with the Florida Fire Prevention Code, pursuant to s. 633.025, as adopted by the authority in whose jurisdiction the facility is located as provided in paragraph (a). Copies of Facility compliance, including Building Health and Safety Inspection are attached in Appendix J.

Statutory References: 1002.33(7)(a)(11); 1002.33(7)(a)(13); 1002.33(9)(e); 1002.33(16)(a)(5); 1002.33(18)(a); 1002.33(18)(b)

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Focus Area	Indicator	Standard	Sources of Evidence
Governance, Staff and Parents	Governance structure	The school implements the governance structure as defined in the school's contract.	Governing board meeting agendas and minutes, onsite evaluation
	Compliance with Sunshine Laws	The school complies with state Sunshine Laws and laws governing public records.	
	Qualifications of instructional staff	The school employs instructional staff that meet state and federal qualifications	Staffing reports, onsite evaluation
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school's contract.	Onsite evaluation, parental surveys

Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.

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 Appendix K for Governing Board member's resumes, conflicts of interest and training certificates.

Procedures for the Governing Board will follow State Statute, Florida Sunshine Law, and District School Board policy for open, public meetings. Meetings are run under Robert's Rules of Order and presided over by the Chairperson of the Board. Public meetings and records requirements are adhered to for all NBAE Governing Board meetings as stated in the Florida Sunshine Laws. Steps taken to ensure compliance with these laws;

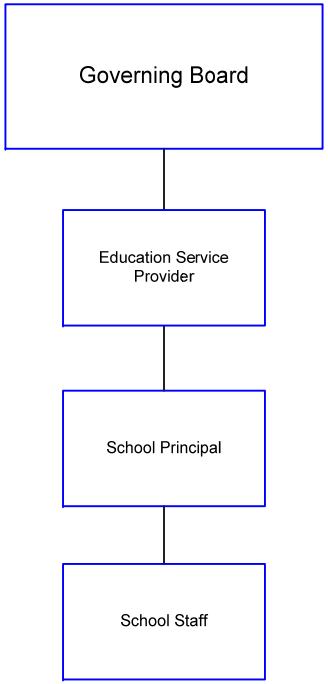
The Governing Board provides reasonable notice of all such meetings. Thereby, public meetings are properly notified in writing by posting a Public Notice on the School's website and displayed at the school in a visible area where parents are able to view. In addition, they are properly notified 5 days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

Governance Training:
The administrators and Governing Board members are trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law.

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Board Roles and Responsibilities:

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 Charter Schools USA to be the Education Service Provider (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 NBAE 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.

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The Governing Board is the Charter holder for NBAE 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 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. See Appendix K for Governing Board meeting agendas and minutes.

According to Statute, the Governing Board will present an annual progress report to Broward County Public Schools. 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.

Instructional Staff Hiring Qualifications

NBAE complies with F.S. 1002.33(9)(1)4 and 1012.315 disqualification from employment and 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,

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past teaching experience, certification, years of experience, and any other relevant information.

Upon selection, education credentials will be verified by Charter Schools USA. 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 has contracted with Broward County Public Schools to process fingerprinting and background checks. See Appendix L for Employee Handbook Table of Contents.

Instructional Staff Certification Monitoring
Teachers' certification status will be actively monitored throughout their career with the School. 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 Charter Schools USA 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 Charter Schools USA. As demonstrated in Appendix L, the current staff list displays the qualifications of the educational staff, all teaching staff is certified to teach in their area of certification.

Parental Involvement
As a Title 1 affiliate, parental involvement at NBAE is more than conferences and advisory meetings. Parents participate in school wide and individual class events as volunteer and chaperones. The faculty, staff, and administration encourage all parents to become active members of our school community. NBAE has active Parent Teacher Cooperative and School Advisory Council organizations. Parents are encouraged to volunteer in classrooms, on fundraisers, and in special activities. See Appendix L for the School's Volunteer Packet.

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 copy of the Parent Student Handbook is included as Appendix I.

NBAE communicates with parents through the School's Student Information System. Student Information System is a web based tool to assist with the daily interactions of their child. Parents can view their child's absences, communicate with the teachers through message boards, and view assignments the teachers have assigned to their child. In addition to this, a monthly newsletter is distributed to all students to inform parents of the various activities in the school. Semiannual parent surveys will be distributed to all parents (see appendix L) 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.

A Parent Teacher Organization (PTO) has been established. The PTO coordinates the fundraisers and family events at the school. Some events

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include book fairs, family movie night and the spring festivals. They do require volunteers to help make these events a success. PTO also holds several fundraisers throughout the year to earn extra money for the teachers and classrooms so that they may have the opportunity to get items that they normally would not receive and some fundraisers give students the chance to reduce the cost of their yearly field trips. The PTO is a great forum for any parent that wants to be involved in their child's education and help raise money for the "little extras". Volunteer hours can also be met by attending the meeting once a month. The PTO will act as a link between school administration, teachers, and the school community to discuss school-based issues. PTO meetings will be held regularly and parents will be given notification and encouraged to attend meetings. See Appendix L for agenda, minutes and flyer from recent PTO meetings.

A School Advisory Council (SAC) has been established. The purpose of the NBAE SAC is to work to ensure improved student achievement. The SAC's role is to serve as the appropriate avenue for authentic and representative input for all teachers, parents, support personnel, students, business community representatives and administration. Council members meet monthly and are expected to communicate with constituents to collect data and opinions for decision making; report to constituents the actions taken by the Council and consider the needs of all students when making decisions. See Appendix L for agenda and minutes from recent SAC meetings.

Enrollment is a parent(s)/student cooperative choice, wherein a parent(s) contractually agrees to be responsible for their child(ren) abiding by the rules and regulations applicable to attendance, classroom participation, behavior, and uniform policy. Failure to abide by that contract may result in a loss of reenrollment 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 is fostered by:

- A parental contract between the parent, student, and NBAE.
- 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.
- Annual surveys will be distributed to parents to receive input for school improvement and satisfaction. See Appendix L.

Statutory References: 1002.33(7)(a)(14); 1002.33(7)(a)(15); 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b)

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Appendices

Educational Performance

- **A.** 2010-2011 School Improvement Plan
- **B.** School Grade
- **C.** Accountability Report
- **D.** Annual District Monitoring Survey

Financial Performance

- **E.** 5 year budget
- **F.** Auditor's Report for the last three years

Organizational Performance

- **G.** Lottery Procedure
- **H.** Enrollment Applications
- **I.** Parent / Student Handbook and Discipline Reporting
- **J.** Facility Compliance
- **K.** Governance Compliance
- **L.** Staff and Parental Involvement

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Appendix A

Educational Performance

School Improvement Plan

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FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2010 – 2011 SCHOOL IMPROVEMENT PLAN

School Name: NORTH BROWARD ACADEMY OF EXCELLENCE

District Name: Broward

Principal: David McKnight

SAC Chair: Jennifer Saul

Superintendent: James F. Notter

Date of School Board Approval:

Last Modified on: 09-22-2010

Dr.Eric J.Smith, Commissione
Florida Department of Educati
325 West Gaines Street
Tallahassee, Florida 32399

Dr.Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Educati
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

Adequate Yearly Progress (AYP) Trend Data
(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data
(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	David McKnight	Specialist Degree in Educational Leadership	4	9	2002, Coral Springs Charter School: A 2003, Coral Springs Charter School: A 2004, Coral Springs Charter School: A 2005, Coral Springs Charter School: A 2006, North Broward Academy of Excellence: A 2007, North Broward Academy of Excellence: B 2008, North Broward Academy of Excellence: B 2009, North Broward Academy of Excellence: A
Assis Principal	Jodi Evans	Master's in Educational Leadership	1	1	No prior performance data

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time

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teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	LaKeisha Spencer	Master's in Reading	3	3	2007-2008, North Broward Academy of Excellence: B 2008-2009, North Broward Academy of Excellence: B 2009-2010, North Broward Academy of Excellence: A
Mathematics	Kelly Benson	Bachelor's in Education	2	2	2008-2009, North Broward Academy of Excellence: B 2009-2010, North Broward Academy of Excellence: A

HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	North Broward Academy of Excellence posts open positions on Teachers-Teachers.com	Ginas Faya, CSUSA Director of Recruitment	As needed.	
2	Applicants determined to be qualified for employment for current vacancies will be screened by a member of the CSUSA Human Resources Department as well as school administrative personnel to determine if they meet qualifications to be interviewed for the position available	Gina Faya, CSUSA Director of Recruitment David McKnight, Principal	As needed.	
3	Interview protocol utilized, references and certification checked through State of Florida data base, disciplinary actions researched	David McKnight, Principal	Before formal offer is made	
4	Salaries of teachers at North Broward Academy of Excellence will be competitive with schools in the area.	CSUSA Executive Team	Periodic review based on cost of living model	
5	Charter Schools USA Human Resources Department travel to other areas of the nation and the world to recruit highly qualified personnel.	Gina Faya, CSUSA Director of Recruitment	When warranted	
6	TLC program to mentor new teachers	Karen Dresdale, TLC Coordinator David McKnight, Principal	Monthly meetings and as needed	
7	Team Leaders in elementary school and content leaders in middle school assist new teachers to the school with school-specific processes and procedures	David McKnight, Principal	Monthly meetings and as needed	
8	CSUSA New Teacher Induction Program	Rebecca Dinda, CSUSA Director of Education	The week before pre-planning at pre-determined site.	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
All teachers at NBAE are certified in their appropriate field.	N/A	N/A	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
36	5.6%(2)	72.2%(26)	16.7%(6)	5.6%(2)	33.3%(12)	100.0%(36)	8.3%(3)	0.0%(0)	63.9%(23)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer Saul	Jessica Barass	Team Leader	Support will occur throughout the school year up to and including: classroom observation, support throughpout the school day when needed, training based on school-specific technology, professional development in areas of weakness based on benchmark data scores, TLC support to complete district-mandated NESS Binder, ongoing administrative support
Melissa Austin	Beverly Schuss	Team Leader	Support will occur throughout the school year up to and including: classroom observation, support throughpout the school day when needed, training based on school-specific technology, professional development in areas of weakness based on benchmark data scores, TLC support to complete district-mandated NESS Binder, ongoing administrative support
Melissa Austin	Paige Shiffman	Team Leader	Support will occur throughout the school year up to and including: classroom observation, support throughpout the school day when needed, training based on school-specific technology, professional development in areas of weakness based on benchmark data scores, TLC support to complete district-mandated NESS Binder, ongoing administrative support
Meghan Connolly	Maureen Lee	Team Leader	Support will occur throughout the school year up to and including: classroom observation, support throughpout the school day when needed, training based on school-specific technology, professional development in areas of weakness based on benchmark data scores, TLC support to complete district-mandated NESS Binder, ongoing administrative support

ADDITIONAL REQUIREMENTS

Coordination and Integration

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Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

2010-2011
Title I, Part A: School Level Parent Involvement Plan

PART I. GENERAL EXPECTATION

North Broward Academy of Excellence agrees to implement the following statutory requirements:

• Consistent with section 1118, the school will work to ensure that the required school level parental involvement plans meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

• Schools will notify parents of the plan in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

• In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

• If the school-wide program policy for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).

• The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

• The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement.

• The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

• The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

(A) that parents play an integral role in assisting their child's learning;

(A) that parents are encouraged to be actively involved in their child's

education at school;

(A) that parents are full partners in their child's education and are in-
cluded, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

(A) the carrying out of other activities, such as those described in section
1118 of the ESEA.

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PARENTAL INFORMATION AND RESOURCE CENTER (PIRC)

The schools will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center (PIRC) in the state. Florida has two PIRCs: The Florida Partnership for Family Involvement in Education (http://www.partnershipcenter.usf.edu) and the Florida PIRC at Family Network on Disabilities of Florida (http://fndfl.org). Schools may use the following link to notify parents of the existence of the two Florida PIRCs: http://www.floridapartnership.usf.edu/pdfs/NCLB_PIRC_Parent_Notify.pdf.

North Broward Academy of Excellence intends to follow the parental plan guidelines in accordance with No Child Left Behind Act of 2001 as listed below. North Broward Academy of Excellence will distribute this policy to parents of students participating in the Title I program and be updated periodically.

2009-2010
North Broward Academy of Excellence
Title IA: School Level Parent Involvement Plan

1. North Broward Academy of Excellence will take the following actions to involve parents in the joint development of its parental involvement policy under section 1118 of the ESEA:

? Include parent representation from the onset of the development through membership on NBAE's School Advisory Council.
? Include parent input by soliciting feedback from parents on the School Advisory Council.
? Take the parent involvement plan draft to NBAE's PTO for input.
? Share the parent involvement plan draft with all NBAE's parents by sending it home at the beginning of the school year.
? Survey parents mid-year and at the end of the year.

2. North Broward Academy of Excellence will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

? Parents will be involved in reviewing and updating Title I Program Plans.
? Parents will be involved in the development of School Improvement Plans.
? At the fall Title I Open House, NBAE will actively recruit parents to serve as members of the School Advisory Council and PTA. Parents will be selected to represent the demographics of the school.
? Provide assistance and training to parents to prepare them for meaningful participation.

3 North Broward Academy of Excellence will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

? Adopting a model for approaches to improve parent involvement at the school level.
? Providing training for parents that consist of academic strategies that can be implemented at home.
? Distributing educational resources that parents can utilize to become more knowledgeable in assisting their child in school.
? Allocating resources to parent involvement activities, beyond minimum requirements.

3 North Broward Academy of Excellence will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

? Holding an annual Title I Open House
? Encouraging attendance at Parent Conferences
? Sponsoring periodic academic-themed parent nights
? Distributing written notification to parents regarding these programs. Flyers will be placed in the school's front office.
? Activities will be included in the school's monthly newsletter and flyers sent home to students.

3 North Broward Academy of Excellence will, at the request of the parents, provide opportunities for regular meetings for

parents to formulate suggestions and to participate, as appropriate, in decision about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

? Creating action/intervention plans with parents
? Encouraging participation in the School Advisory Council/PTO and School Improvement Meetings
? Frequent communication including telephone calls, emails, and written responses

3 North Broward Academy of Excellence will provide each parent an individual student report about the performance of their child on the State of Florida assessment in at least math,
language arts and reading by:

? Distributing and discussing scores at individual parent conferences
? Mailing home a copy and explanation of the state assessments
? Individual meeting with teachers to review assessments

3 North Broward Academy of Excellence will notify parents by letter regarding the qualifications of teacher(s) and paraprofessional(s) that work with their child. In addition, the following actions will be taken to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

? Generating and distributing a written letter informing the parents of those students affected
? Posting this information on the school's web-site and in the newsletter

8. North Broward Academy of Excellence will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions
described in this paragraph -

• the state's academic content standards,
• the state's student achievement standards,
• the state and local academic assessments including alternate assessments,
• the requirements of Part A,
• how to monitor their child's progress, and
• how to work with educators:

The activities to assist parents include:
? Parent information night describing/demonstrating DIBELS.
? Power point presentation describing Title I and ESOL program requirements.
? Activities will be planned in the evening as most families are available to participate. Take-home resources and parent-child reading information will be provided.

9. North Broward Academy of Excellence will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

? Title I/ESOL information night: we will present information regarding the No Child Left Behind (NCLB) Act, the Parent-Teacher-Student Compact, NBAE's Parent Involvement Policy and a description of the Title I and ESOL Programs at NBAE.
? Classroom Teachers and Bilingual staff members will be encouraged to participate as planners and facilitators for Family Literacy Nights to help parents understand that the school programs form a team with them to help their children to learn.

10 North Broward Academy of Excellence will, with the assistance of its parents, educate its
teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

? Invite members of the Multicultural & ESOL Program Department to provide a short in-service for building staff members on best to serve and communicate with our Hispanic and Haitian-Creole populations.
? ESOL and Title I Reading teacher will be receiving MegaSkills training and will provide a "MegaSkills" staff training for NBAE staff members to help us better connect with hard to reach/underrepresented parents.

10 North Broward Academy of Excellence will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

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? Coordinating written materials regarding Head Start and Reading First, Home Instruction Plan for Preschool Youngsters (HIPPY), and NBAE Family Literacy Nights.
? Coordinate or share parent involvement trainings with Reading First and the Parent as Teachers Program.
? Establish a connection between parents and the Broward County parent resource center, allowing parents to return materials from the resource center to the NBAE front office.

10 North Broward Academy of Excellence will take the following actions to ensure that in-
formation related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon requests, and, to the extent practicable, in a language the parents can understand:

? Provide translated copies, in Spanish, Haitian-Creole, Portuguese, and English, of printed materials, i.e., school and Title I Newsletter, Title I Brochure, Family Literacy Night and Reading Without Boundaries flyers, School/District Handbook, and Progress Reports.
? Update outside marquee and PTO Bulletin Board (located next to the front office) with information of upcoming Title I Events and Literacy Nights.
? When necessary, staff members will conduct in-home conferences or telephone conferences between teachers or other educators who work directly with participating children to maximize parent involvement.

ADOPTION OF THE PARENTAL INVOLVEMENT PLAN

This School Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, at North Broward Academy of Excellence. Parents of children participating in Title I, Part A programs, were included in the development of this plan, as evidenced by meetings conducted during the fall 2010.

This plan was adopted by North Broward Academy of Excellence on 9/21/2010and will be in effect for the period of August 2010-June 2011. The school will make this plan available to all parents on or before December 17, 2010.

_____
(Signature of School Advisory Council Chairperson)

_____
(Signature of School's Principal)

_____
(Date)

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

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Supplemental Academic Instruction (SAI)

Supplemental academic tutoring occurs at North Broward Academy of Excellence Elementary School in a variety of formats. They are as follows:

1. IFC Tutoring: Students are given a pre-test in their content area classes as a warm-up activity on a specific skill. For the next seven days they are taught this skill as a warm-up activity. A post-test is then administered. Students scoring below 80% proficiency are then invited to tutoring. Letters and a Parent-Link phone message go home to the parents. Tutoring occurs on two days for that skill deficit the following week. A post-test is then given to the student. If the student still is not at an acceptable proficiency percentage, the teacher will differentiate in the classroom to give the student more focus on that specific skill.

2. Pull-out Reading and Math Classes: Students who scored a Level 1 on the previous FCAT Test, are placed in either reading and math intensive classes where Tier III curriculum is utilized to assist the student with support. Students are assessed weekly to determine progress in these classrooms. Small group instruction is utilized to focus on each child's learning challenges in both content groups.

Violence Prevention Programs

Cybercrime Education Program Presentation (7th & 8th Grade)scheduled for 12/02/10. North Broward Academy of Excellence is currently exploring crime prevention programs for implementation this school year. The school does have a character education program entitled STRIVE. This program supports in classroom and school-wide focuses designed to build a positive school community.

Nutrition Programs

North Broward Academy of Excellence particpates in the federally funded free and reduced meals program. Parents fill out an application in order to be considered for this program. The school reviews the financial information and approves/denies these services based on income/children in househols criteria.
The school's breakfast and lunch program meets national, state, and district nutritional standards.

Housing Programs

Head Start

Adult Education

Not Applicable

Career and Technical Education

North Broward Academy of Excellence administers the EPEP to all of its students
in seventh grade. Career exploration begins with students in elementary school and culminates with a three campus tour of the University of Florida, Florida State University, and Florida A & M University in the eighth grade.

Job Training

Not Applicable

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

David McKnight, Principal; LaKiesha Spencer, Reading Specialist; Ivonne Boffill, School Counselor; Susan Hendler-Lubar, ESE Specialist and ESOL Coordinator; Jodi Evans, Assistant Principal, Kelly Benson, Math Coach

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

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The RTI Team establishes a set of processes and procedures to make decisions about student learning based on data. The Team meets weekly.
All RTI Team Members are expected to model the process for teachers as well as monitor the school-wide data related to this initiative. At intervals identified along the way the RTI team also assesses for progress by using the ongoing progress monitoring data.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RTI Leadership team has an important role in the development and implementation of the school improvement plan. The team desegregates data to help drive instruction. The creates a plan to ensure that the SIP Plan goals are being met and that student achievement is positively impacted.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Charter School USA, the school's management company, has instituted a student data tracking component to it's School Information System. Benchmarking data is entered into the system, this component helps the RTI team complete a student report based on the grade level strands. Additionally, the Fair Assessment provides additional information about student's specific reading deficits.

Describe the plan to train staff on RtI.

Ongoing Professional Development focused on the Goal Initiatives.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

LaKiesha Spencer, Reading Specialist; Jodi Evans, Assistant Principal; David McKnight, Principal; NaKeisha Sung, Content Leader; Melissa Austin, Third Grade Team Leader; Stephanie Stern, Fourth Grade Advanced/Gifted Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The team meets quarterly to discuss the schools' current goals, the needs of the curriculum, and the means by way to complete the tasks on hand. The team's responsibility is also to regularly review and research methods that are ameanable to the population of the school. Each team member functions in their current roles while keeping the Administrative Leadership informed of necessary actions or changes within a department.

What will be the major initiatives of the LLT this year?

The greatest of all goals is moving all students towards proficiency. With that in mind, the LLT's focus for 2010-2011 is to implement a reading program that will place a variety of nonfiction text and leveled readers within the classroom and around the school.

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
  No Attached a copy of the Notification of SINI Status to Parents
- Public School Choice with Transportation (CWT) Notification
  No Attached a copy of the CWT Notification to Parents
- Notification of (School in Need of Improvement) SINI Status

No Attached a copy of the SES Notification to Parents

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The school gives incoming kindergarten parents information that we hope will assist their child with the transition into kindergarten. "Helping your child move to kindergarten" is one of the pamphlets and "My first day of school is near" is another

pamphlet designed to help a child transition into the kindergarten environment.
We also research terms for any information related to VPK identification to assist the student with early intervention strategies for Reading.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Teachers are given professional development the centers around high-yield instructional strategies in Reading. Every teacher understands the importance of reading to a student's academic success.

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Not applicable.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Not applicable.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the School Feedback Report

Not applicable.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	By May 2011, 81% of students at North Broward Academy of Excellence, who meet the DOE rule criteria, will score a Level 3 or higher on the FCAT Reading Test.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
79%	81%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may experience slides and lose ground with skills they have already mastered.	Teachers will frequently assess benchmarks for mastery via IFC and utilize results to create customized packets for practice.	Grade level team Lead, ReadingSpecialist, Assistant Principal, Principal	Skill assessment through IFC, teachers will enroll students for after-school tutoring or receive acknowledgement that they are mastering grade level goals.	Classroom grade point average, tutoring enrollment, benchmark assessments
2	Students may lack opportunities to gain meaningful practice with teacher support.	Teachers will incorporate learning centers into their lesson plans.	Grade level team Lead, ReadingSpecialist, Assistant Principal, Principal	Teachers are given curriculum support to generate lesson plans that are reflective to the needs of the students. The lesson plans are required to reflect meaningful center work and Tier II instruction based on the RTI Model and supported by the teacher.	Classroom grade point average, tutoring enrollment, benchmark assessments
3	Students experience difficulties with critical thinking skills and vocabulary	Teachers will implement a research-based vocabulary improvement plan.	Grade level team Lead, ReadingSpecialist, Assistant Principal, Principal	Stand alone vocabulary assessments will be included into the curriculum	Classroom grade point average, tutoring enrollment, benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	By May 2011, 35% of students at North Broward Academy of Excellence Elementary School, will score a Level 4 or Level 5 on the FCAT in Reading.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*

30%	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High acheiving students need to have challenging instruction and curriculum.	Students will receive acceleration, curriculum compacting, and/or enrichment.	ESE Specialist, Susan Hendler Lubar; Reading Specialist, LaKeisha Spencer; Assistant Principal, principal	Teachers will provide lesson plans for projects, directly to the overseer and students will display their projects in designated areas.	Lesson plans, project work
2	High acheiving students should be provided with challenging learning opportunities on a daily basis.	Student home learning will be differentiated to ensure that students are receiving instruction on their ability level.	ESE Specialist Susan Hendler-Lubar, Reading Specialist LaKiesha Spencer, Assistant principal, Principal	Teachers will frequently assess for ability level and adjust the home learning assignments as necessary.	Tracking homelearning, class grade point average, and benchmark assessments.
3	Students should be given challenging instruction.	Students will receive accelleration, curriculum compacting, and/or enrichment	ESE Specialist Susan Hendler-Lubar, Reading Specialist LaKiesha Spencer, Assistant principal, Principal	Students will recieve independent project work that will display their high acheiving abilities	Classroom observation, lesson plans review, and checklist developed by ESE Specialist and Reading Specialist

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
3. Percentage of students making Learning Gains in reading Reading Goal #3:	By May 2011, 73% of students at North Broward Academy of Excellence Elementary School, will experience learning gains in Reading.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
69%	73%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will have difficulty in mastering grade level vocabulary	Teachers will implement a research-based system to teach vocabulary explicity.	Classroom teacher, Grade level team leader, Reading Specialist, Assistant Principal	The evidence will be based on student performance in SIS and benchmark assessments	Textbook assessment, Teacher generated assessments, benchmark assessments
2	Students need multiple exposures to content strategies throughout the year in order to be proficient	Teachers will utilize the IFC to support students on the focused goal	Classroom teacher, Grade level team leader, Reading Specialist, Assistant Principal	IFC essential questions and focused skills are to be strategically placed in lesson plans and visible to students	Classroom gr, ade point average, post-test IFC Assessments, benchmark assessments
	Some students have a greater achievement gap to close than their	Teachers will provide after school tutoring, Tier II instruction during	Classroom teacher, Grade level team leader,	Progress monitoring by team, data chats by team, data chats with	Classroom gr, ade point average, post-test IFC

3	peers	the day, and Tier II instruction after starting the CPS Process	Reading Specialist, Assistant Principal	administration	Assessments, benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	By May 2011, 64% of lowest quartile of students at North Broward Academy of Excellence Elementary School will achieve learning gains.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
60%	64%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need a variety of learning opportunities to master concepts	Center activities, differentiating instruction, home learning and scaffolding activities, will all be used to provide students with opportunities for practice	Classroom Teacher, Grade Level Team lead, Reading Specialist	The grade level teams will work together to formulate effective centers	Classroom Grade point average, post-test IFC assessments, benchmark assessments
2	Teachers should expand their knowledge of instructional strategies in order to reach all students	The curriculum teachers will provide ideas, resources, and professional developments	Classroom Teacher, Grade Level Team lead, Reading Specialist	Teachers/Administrators will observe and rate the needs of the staff. Teachers then will be referred to professional development opportunities and be required to teach back to their peers the information they gained	Inservice
3	Some students need to be instructed on grade level in order to gain ground in areas of reading that they are currently lacking in	Tier II and Tier III interventions are put in place as per RTI Initiative	Grade level team leads, peer evaluations, curriculum resource, inservice facilitator, school counselor, assistant principal, and Principa	Data will be analyzed on a regular basis to review the progress of Tier II and Tier III students	IFC Post Test Assessments, Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	

Reading Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	

Reading Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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No Data Submitted

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	
Writing Goal #5D: Economically Disadvantaged	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improving decoding skills	SRA Corrective Reading Program	Principal's Internal Account	$1,965.00
Improving fluency skills	SRA Corrective Reading Program	Principal's Internal Account	$0.00
Improving comprehension skills	SRA Super QAR Program	Principal's Internal Account	$0.00
Improving all Reading skills	SRA Imagine It! Series	Operating Account	$23,481.75
Improving all Reading Skills	SRA Open Court Series	Operating Account	$7,027.50

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			Subtotal: $32,474.25
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Improving student engagement in the classroom	Mimeo Interactive White Boards	School Budget	$800.00
Improving student engagement in the classroom	LED Projectors (2)	School Budget	$2,000.00
Improving student engagement in the classroom	Document Readers (2)	School Budget	$1,600.00
Center-focused work	Mini-computers (30)	School Budget	$12,000.00
Skill-based practice	Study Island (3-5)	School Budget	$0.00
Skill-based practice	Education City (K-2)	School Budget	$0.00
			Subtotal: $16,400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Investigate new resources and research designed to improve instruction in Reading	ASCD Conference	Title I Funds	$3,500.00
Improve teacher use of higher order questioning	Higher order questioning workshop	Title I Funds	$2,618.00
Improve reading strategies	CRISS Strategies in Reading Workshop	Title I Funds	$4,000.00
Improved lesson planning in Reading	Understanding by Design Workshop	Title I Funds	$900.00
			Subtotal: $11,018.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $59,892.25

End of Reading Goals

Mathematics Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	On the 2011 FCAT Mathematics Test, 80% of the students will achieve proficiency, level 3 or above.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
76%	80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some of the prerequisite content has not yet been mastered.	Tier 2 interventions will be provided as outlined in the instructional focus calendars to ensure mastery of all concepts taught. Students in need of tier 3 interventions will be scheduled into a supplemental math class.	Grade Level Team Lead Guidance Counselor, Brenda Santiago Kelly Benson, Math Resource Teacher	The math resource teacher will push-in to help provide and monitor tier 2 and tier 3 interventions. The RtI team will progress monitor students receiving tier 2 and tier 3 interventions.	Benchmark Assessments IFC Post Tests
2	The lack of opportunities for students to practice skills learned in meaningful ways.	A time for math centers will be added to the math time block.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	The math resource teacher will push-in to support and monitor center activities. The leadership team will look for evidence of learning in center activities during walk-thrus.	Completed Center Activities, Student Work Textbook Topic Tests
3	Students have difficulty with problem solving and vocabulary.	All teachers will receive professional development on Singapore Math strategies. Center activities will include opportunities for problem solving and vocabulary development. Math journals will also be encouraged.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	Assessments will include more problem solving opportunities.	Benchmark Assessments Textbook Topic Tests Completed Center Activities, Student Journals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	On the 2011 FCAT Mathematics Test, 44% of the students will achieve above proficiency.

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
40%	44%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High achieving students need to be provided challenging hands-on learning opportunities on a daily basis.	Teachers will have enrichment centers for their high achieving students to work in.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	The leadership team will look for evidence of effective enrichment centers during walk-throughs. Grade level teams will discuss the data trends of high achieving students during regular data chats and RtI meetings.	Evidence of student center work Daily Spiral Reviews
2	High achieving students need to have challenging instruction and curriculum.	Students will work complete assignments and activities out of the Enrichment portion of the Envision curriculum.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	Teachers will use the daily review and progress monitoring assessments to check the effectiveness of the enrichment curriculum. .	Benchmark Assessments Textbook Topic Tests
3	High achieving students need to be provided challenging learning opportunities on a daily basis outside the classroom.	Student homework assignments will be differentiated each night to ensure that students are being academically stimulated.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	Teachers will review homework on a daily basis to ensure that it was challenging and meaningful for students.	Daily Reviews Successful completion of homework assignments Textbook Topic Tests

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	On the 2011 FCAT Mathematics Test, 77 % of the students will make learning gains.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
73%	77%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty understanding the abstract nature of some mathematics concepts.	Instruction will be scaffolded so that it will always be concrete first, visual next, and finally abstract.	Assistant Principal, Jodi Evans Math Resource	Evidence of this pattern of instruction should be seen during leadership team walk-thrus.	Textbook Generated Progress Monitoring Assessments

			Teacher, Kelly Benson		Benchmark Assessments
2	Students need multiple exposures to the same content throughout the school year in order to obtain a level of mastery.	The instructional focus calendar will spiral back to the previous topic to remediate specific skills and provide students with immediate feedback.	Grade Level Team Lead Math Resource Teacher, Kelly Benson	Progress will be monitored by reviewing grade level data from Topic Tests and IFC Post Tests.	Daily Spiral Reviews Benchmark Assessments IFC Post Tests
3	Some students have a larger achievement gap to fill than their peers.	Teachers will provide after school tutoring opportunities for students who do not demonstrate mastery after a designated IFC time frame.	Grade Level Team Lead Assistant Principal, Jodi Evans Principal, David McKnight	Data chats will be held on a regular basis by teachers and the leadership team to discuss the effectiveness of tutoring efforts	IFC Post Tests Tutoring Assessments Benchmark Assessments

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	On the 2011 FCAT Mathematics Test, 81 % of the lowest quartile will make learning gains.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
77%	81%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need a variety of learning opportunities, including hands-on activities, in order to master concepts.	Center activities will be used to differentiate for various learning styles and provide students with opportunities for practice.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	The leadership team will evaluate the effectiveness of center activities during walk-throughs. The math resource teacher will help ensure center activities are engaging and meaningful.	Textbook Topic Tests Benchmark Assessments Evidence of Student Learning from Center Activities
2	Teachers need to increase their knowledge of alternative teaching strategies and instructional ideas	Professional Learning Communities will be established at each grade level to exchange ideas and resources.	RtI Team	Notes will be taken at all grade level meetings. Administration and the RtI team will sit in on meetings. The Student Intervention Record should be updated on a regular basis for each student receiving interventions.	Benchmark Assessments Textbook Topic Assessments IFC Post Tests Tutoring Progress Reports
3	Some students lack prerequisite knowledge needed to be successful at the current grade level in mathematics.	Tier 2 and Tier 3 interventions will be provided on a daily basis as outlined by the instructional focus calendar. Students who have	RtI Team	Data will be collected and analyzed on a regular basis by the RtI team to monitor the progress of students receiving tier 2 and tier 3 interventions.	Benchmark Assessments Textbook Topic Assessments IFC Post Tests

		achieved a level of mastery for a skill after regular instruction and tier 2 interventions, will take part in after school tutoring for additional support.		The Student Intervention Record should be updated on a regular basis for each student receiving interventions.	Tutoring Progress Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	On the 2011 FCAT Mathematics Test, 72% of each subgroup will achieve proficiency
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
Black, 69%, Hispanic, N/A; Econ. Disad., 71%	Black, 72%; Econ. Disad. 72%;

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not always receive adequate interventions.	Students will take part in teacher-led, small group intensive intervention instruction on a daily basis as outlined in the instructional focus calendar.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	The teacher will track each student's data, as well as the data of AYP subgroups, to monitor growth. The math resource teacher will assist in small group instruction.	Textbook Generated Progress Monitoring Assessments The Daily Spiral Review
2	Students in some of the subgroups are not achieving mastery of standards, but rather partial mastery.	The instruction focus calendar will continuously spiral back to concepts not fully mastered to ensure mastery. Students who have not mastered concepts after the IFC time frame, will participate in afterschool tutoring.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	IFC data will be tracked by both grade levels and administration to monitor effectiveness and continuously make improvements.	IFC Post Tests Benchmark Assessments Tutoring Assessments
3	Teachers need to increase their knowledge of alternative teaching strategies and instructional ideas in order to reach each learner in our diverse population.	Professional Learning Communities will be established at each grade level to exchange ideas and resources. The math resource teacher will provide ideas and resources to supplement the core curriculum.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	Notes will be taken at all grade level meetings. Administration and the RtI team will sit in on meetings. The Student Intervention Record should be updated on a regular basis for each student receiving interventions.	Benchmark Assessments Textbook Topic Assessments IFC Post Tests Classroom Observations for evidence of student engagement

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups not making Adequate Yearly	

Progress (AYP) in mathematics Mathematics Goal #5B:	On the 2011 FCAT Mathematics Test, all ELL students will either continue to work toward proficiency or maintain proficiency.

Mathematics Goal #5B: English Language Learners (ELL)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have ample opportunity to work with new mathematics vocabulary.	The PLC's will work together to find new ways to teach and help students retain vocabulary.	Grade Level Team Lead Math Resource Teacher, Kelly Benson	Teachers will look for evidence of student understanding of vocabulary within small group discussions as well as in math journal entries.	Math Journal Entries Informal Assessment, Small Group Dialogue
2	Students need to practice skills with hands-on activities.	Hands-on centers will become a part of the daily math block.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	The Leadership Team will assess the effectiveness of center activities during observations.	Classroom Observations Textbook Topic Tests
3	Mathematics instruction is often too abstract for ELL students.	Teachers will need to make all lessons begin with concrete examples, transition to visual learning and finally work toward abstract understanding.	Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	The Leadership Team will look for evidence of this model of teaching mathematics during walk-thrus.	ELL students may be allowed to use manipulatives during assessments to test the effectiveness of concrete models.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	On the 2011 FCAT Mathematics Test, all students with disabilities will either continue to work toward proficiency or maintain proficiency.

Mathematics Goal #5C: Students with Disabilities (SWD)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers are not aware	The math resource	ESE Specialist,	Each teacher working	Textbook Topic

1	of all of the resources and strategies that are available and effective for working with students with disabilities.	teacher, ESE teacher and/or ESE specialist will participate in the grade level mathematics PLC meetings to provide recommendations and support to the classroom teachers.	Susan Hendler-Lubar Math Resource Teacher, Kelly Benson	with a student with a disability will track each student's data to monitor growth.	Tests Benchmark Assessments
2	Students do not always have the opportunity to practice skills with hands-on activities.	Centers are being added to the daily math block. Manipulatives are included with the new curriculum materials.	Grade Level Team Lead Assistant Principal, Jodi Evans Math Resource Teacher, Kelly Benson	The Leadership Team will assess the effectiveness of center activities during observations.	Classroom Observations Textbook Topic Tests
3	There is often a disconnect between the instruction in pullout, intervention classes and the mainstream class.	The mainstream teacher, math resource teacher and ESE teacher will all meet with the RtI team on a regular basis to discuss each student's growth and academic plan.	The RtI Team	Individual student data will be monitored by all members of the RtI team to assess the growth of each student.	Benchmark Assessments Textbook Topic Tests IFC Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	On the 2011 FCAT Mathematics Test, 74% of all student subgroups will achieve proficiency.
Writing Goal #5D: Economically Disadvantaged	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
72%	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in subgroups often do not have access to some of the same supplemental academic resources as their peers	Tutoring will be provided for any student in need of remediation after tier 2 interventions have been given in the classroom. The computer lab will be open before school for students to improve academically on programs such as Study Island.	Grade Level Team Lead Principal, David McKnight Technology Teacher, Stacy Johnson	Tutoring data and Study Island usage and data will be monitored by both the grade levels and administration.	Study Island Reports Tutoring Assessments
2	Students in subgroups often do not have completed homework due to a lack of home support.	Homework will be differentiated on a nightly basis based on results from a brief quiz following each lesson.	Classroom Teachers	Teachers will track whether students are completing nightly homework and whether or not it is being completed accurately.	Textbook Topic Tests Daily Spiral Reviews

3	Economically disadvantaged students may need to be exposed to math concepts multiple times before obtaining a level of mastery.	Students who do not demonstrate full mastery of content on a topic test will receive small group remediation as outlined by the IFC.	Classroom Teachers Grade Level Team Lead Math Resource Teacher, Kelly Benson	IFC data will be tracked and analyzed on a regular basis by both the grade level teams and administration.	Textbook Topic Tests IFC Post Tests Tutoring Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Centers	3, 4, 5	Grade Level Team Lead	Each grade level will work together to build and improve their center activities.	Planning periods every other Friday	Notes will be taken during these meetings. Members of the leadership team will sit in on these meetings.	Math Resource Teacher, Kelly Benson
Envision Series Training	K-5	Scott-Foresman, Envision Trainer	All K-5 teachers	Wed., August 18, 2010	Curriculum will be used at the start of school. Program effectiveness will be evaluated on a regular basis.	Math Resource Teacher, Kelly Benson

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Moving with Math	Intensive Intervention Program, ESE	Operating Funds	$3,400.00
Align core instruction with new NGSSS.	"Envision" Math Series, Scott-Forseman, publisher	Operating Funds	$42,500.00
			Subtotal: $45,900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Improving student engagement in the classroom	Mimeo Interactive White Boards	Operating Budget	$800.00
Improving student engagement in the classroom	LED Projectors (2)	Operating Budget	$2,000.00
Improving student engagement in the classroom	Document Readers (2)	Operating Budget	$1,600.00
Center-focused work	Mini-Computers (30)	Operating Budget	$12,000.00
Skill-based practice	Study Island (3-5)	Operating Budget	$0.00
Skill-based practice	Education City (K-2)	Operating Budget	$0.00
			Subtotal: $16,400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $62,300.00

End of Mathematics Goals

Science Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	By April 2011, students in the fifth grade at North Broward Academy of Excellence Elementary School will increase proficiency in Science by 5%
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
55%	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student may not understand the scientific method.	Each month the students, as a whole, will complete a mock Science Fair project. Students will engage in in-depth Science fair projects that focus on all steps of the Scientific method throughout the school year. This will allow students to become familiar will all the steps of the Scientific method and the practice of Science.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to the team leader and reviewed by the assistant principal	Teacher and students will follow the Scientific method when completing the projects.	Students will ask questions and provide input throughout the completion of the project and will reflect on the projects when completed.
2	Students background knowledge in Science vocabulary could be less than adequate.	Students will be given a daily vocabulary word. Everyday the students are to define the word, and explain the word in their own words. After a short video on the word they will then draw it, and use it in a sentence.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to the team leader and the assistant principal for review.	On Friday the students will be asked to write a short story using all four words.	Teacher will use a Science Vocabulary Rubric that was created and designed around the assignment.
3	Student refelction skills may not be developed.	When the class finishes a unit students will be given a "Science Record of Achievement" form which is a self assessment of what they have learned	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to team leader and reviewed by the assistant principal.	Students will reflect after each unit by highlighting the bullets/ statements they know.	Teacher will look over the Science Record of Achievement forms after each unit for re-teaching purposes before FCAT time.

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	Students who scored at a Level 4 or Level 5 on the 2010 FCAT Test in Science in fifth grade, will see a 15% gain in their Science scores by the time they reach eighth grade, as measured by the 2013 FCAT Science Test.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
10%	15%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have continued difficulty mastering the scientifc method.	When given the assignment to complete a Science Fair project the higher group will be required to pick a project that is at a 6-8-grade level. This will challenge the group and expand their thinking on Science.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to content leaders and reviewed by the assistant principal.	Teacher and student will meet and select a Science fair project. The teacher will make sure it is challenging and appropriate for the student.	A rubric will be used once the project is completed and be required to be part of the Science Fair.
2	Students may have difficulty writing utilizing science terms.	All students are given weekly study guides to prepare them for a weekly quiz. The higher group will be given a exploration question that pertains to the unit being studied and be required to write out a long response to the question.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to the content leader and reviewed by the assistant principal.	Questions will be based off Sunshine Standards and the 18 big ideas for Science.	A rubric will be used.
3	Students may be challenged by enriched lesson and more complex focuses.	All students are given weekly projects that cover the 18 Big Ideas. The higher group will be given a deeper breath of focus on the concepts covered.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to the content leader and reviewed by the assistant principal.	Questions will be based off Sunshine Standards and the 18 big ideas for Science.	A rubric will be used.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BRIGHT Scientific method	5th	Broward Schools	Science 5th grade teacher	When course is available	Confirm enrollment and completion of course.	Assistant Principal or Principal

BRIGHT Gifted Classes	5th	Broward Schools	Science 5th Grade Teacher	When course is available	Confirm enrollment and completion of course	Assistant principal or principal
BRIGHT Science Hands on	5th	Broward Schools	Science 5th Grade Teacher	When course is available	Confirm enrollment and completion of course	Assitant principal or Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Engage students in high interest reading in Science.	Science Study Weekly. Each weekly fifth grade newspaper contains a standards-based science lesson; a current event article which parallels the weekly topic with current events which are scientifically related; biographical spotlights on prominent scientists both modern and historic; labs which contain experiments that reinforce the scientific principles of the lesson; articles about related technology; crossword puzzles; Movie Science; and much more	Parent Contributions	$920.00
			Subtotal: $920.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
High interest labs that engage students	Exploring Learning Gizmo. Excellent labs that are computerized. Used by Dade county	School Internal Funds	$500.00
High interest on-line games that review curriculum for students.	Brain Pop. Mini lessons that cover curriculum	School Internal Funds	$500.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher professional development to gain increased knowledge of science curriculum	BRIGHT science classes. BRIGHT offers a variety of science courses to help with classroom curriculum	No charge	$0.00
Support higher level learners in the classroom environment.	Gifted endorsement coursework. Five classes for gifted endorsement offer through BRIGHT.	Operating Account	$125.00
			Subtotal: $125.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,045.00

End of Science Goals

Writing Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Students achieving Adequate Yearly Progress	

(FCAT Level 3.0 and higher) in writing Writing Goal #1:	Ninety-five percent of the students in the fourth grade at North Broward Academy of Excellence will score 3.0 or higher in the FCAT Writes Exam.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
91%	95%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Essay contains extraneous information.	1.Expose students (beginning in August) to mentor texts that assist with beginnings, endings, support and elaboration,word choice, focus, organization,style, sentence fluency, and conventions. 2. Power point lessons on Six Box Writing Plan. 3. BEEP Learning Village Power Points (http://beep.browardschools.com) 4. Past FCAT Anchor Prompts 5.Use a variety of words and phrases to manage the sequence of events (incorporate word wall). 6.Use concrete and sensory words and phrases to convey events and experiences precisely. 7.Use narrative techniques such as dialogue and description to develop the events and show the characters' external behaviors and internal responses to events. 8.With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing. 9.Ongoing and consistent writing practice. 10.Use technology to publish and share writing with peers/others.	1. Classroom teacher 2. Team members 3. Peers	1. Weekly writing assessments. 2. Weekly or daily data chats between student (s)/teacher. 3..Monthly data chats among team members. 4. Monthly data chat among teachers/administrators (after 4 assessments have been administered). 5. Exchanging and grading prompts. 6. Mock Writing Examination (January 26-27,2011)	1.FCAT Writing Rubric. 2. CSUSA Writing Rubric 3. Student Friendly Rubric 4. FCAT Writing Test
2	Lapses in organizational pattern.	2. Power point lessons on Six Box Writing Plan.	1. Classroom teacher 2. Team members 3. Peers	1. Weekly writing assessments. 2. Weekly or daily data chats between student (s)/teacher. 3..Monthly data chats among team members. 4. Monthly data chat among teachers/administrators (after 4 assessments have been administered). 5. Exchanging and grading prompts. 6. Mock Writing Examination (January 26-27,2011)	1.FCAT Writing Rubric. 2. CSUSA Writing Rubric 3. Student Friendly Rubric 4. FCAT Writing Test
	Word choice imprecise.	1.Expose students (beginning in August) to mentor texts that assist with beginnings, endings,	1. Classroom teacher 2. Team	1. Weekly writing assessments. 2. Weekly or daily data	1.FCAT Writing Rubric.

3		support and elaboration,word choice, focus, organization,style, sentence fluency, and conventions. 2. Power point lessons on Six Box Writing Plan. 3. BEEP Learning Village Power Points (http://beep.browardschools.com) 4. Past FCAT Anchor Prompts 5.Use a variety of words and phrases to manage the sequence of events (incorporate word wall). 6.Use concrete and sensory words and phrases to convey events and experiences precisely. 7.Use narrative techniques such as dialogue and description to develop the events and show the characters' external behaviors and internal responses to events. 8.With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing. 9.Ongoing and consistent writing practice. 10.Use technology to publish and share writing with peers/others.	members 3. Peers	chats between student (s)/teacher. 3..Monthly data chats among team members. 4. Monthly data chat among teachers/administrators (after 4 assessments have been administered). 5. Exchanging and grading prompts. 6. Mock Writing Examination (January 26-27,2011)	2. CSUSA Writing Rubric 3. Student Friendly Rubric 4. FCAT Writing Test
4	Sentence variety limited.	1.Expose students (beginning in August) to mentor texts that assist with beginnings, endings, support and elaboration,word choice, focus, organization,style, sentence fluency, and conventions. 2. Power point lessons on Six Box Writing Plan. 3. BEEP Learning Village Power Points (http://beep.browardschools.com) 4. Past FCAT Anchor Prompts 5.Use a variety of words and phrases to manage the sequence of events (incorporate word wall). 6.Use concrete and sensory words and phrases to convey events and experiences precisely. 7.Use narrative techniques such as dialogue and description to develop the events and show the characters' external behaviors and internal responses to events. 8.With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing. 9.Ongoing and consistent writing practice. 10.Use technology to publish and share writing with peers/others.	1. Classroom teacher 2. Team members 3. Peers	1. Weekly writing assessments. 2. Weekly or daily data chats between student (s)/teacher. 3..Monthly data chats among team members. 4. Monthly data chat among teachers/administrators (after 4 assessments have been administered). 5. Exchanging and grading prompts. 6. Mock Writing Examination (January 26-27,2011)	1.FCAT Writing Rubric. 2. CSUSA Writing Rubric 3. Student Friendly Rubric 4. FCAT Writing Test
	Minimal conventional errors.	1.Expose students (beginning in August) to mentor texts that assist with beginnings, endings, support and elaboration,word choice, focus, organization,style, sentence fluency, and conventions. 2. Power point lessons on Six Box Writing Plan.	1. Classroom teacher 2. Team members 3. Peers	1. Weekly writing assessments. 2. Weekly or daily data chats between student (s)/teacher. 3..Monthly data chats among team members. 4. Monthly data chat among	1.FCAT Writing Rubric. 2. CSUSA Writing Rubric 3. Student Friendly Rubric 4. FCAT

5		3. BEEP Learning Village Power Points (http://beep.browardschools.com) 4. Past FCAT Anchor Prompts 5.Use a variety of words and phrases to manage the sequence of events (incorporate word wall). 6.Use concrete and sensory words and phrases to convey events and experiences precisely. 7.Use narrative techniques such as dialogue and description to develop the events and show the characters' external behaviors and internal responses to events. 8.With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing. 9.Ongoing and consistent writing practice. 10.Use technology to publish and share writing with peers/others.		teachers/administrators (after 4 assessments have been administered). 5. Exchanging and grading prompts. 6. Mock Writing Examination (January 26-27,2011)	Writing Test

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	
Writing Goal #2B: English Language Learners (ELL)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	

Writing Goal #2C: Students with Disabilities (SWD)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	

Writing Goal #2D: Economically Disadvantaged

2010 Current Level of Performance:*	2011 Expected Level of Performance:*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies for teaching writing in elementary school	K-5	Vivienne Kirkland, Fourth Grade team leader	K-5 Teachers	Early Release Days	Each grade develops writing process plan to be reviewed by Fourth Grade Team Leader and assistant principal prior to implementation	Vivienne Kirkland, Fourth Grade Team leader; Jodi Evans, Assistant principal; David McKnight, Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Improving student engagement in the classroom	LED Projector (1)	Operating Budget	$1,000.00
Center-focused work	Mini-computers (15)	Operating Budget	$6,000.00
			Subtotal: $7,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
K-5 workshops designed to improve writing at all grade levels.	Fourth Grade Team leader to facilitate workshop and follow thru.	Not applicable	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,000.00

End of Writing Goals

Attendance Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need

of improvement:	
1. Attendance Attendance Goal #1:	By June 2011, 98 percent of students at North Broward Academy of Excellence Elementary School, will attend school on a daily basis.
2010 Current Attendance Rate:*	2011 Expected Attendance Rate:*
97%	98%
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
10	8
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
32	20

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not supportive of Broward County School District Attendance Policy	1. Follow school process with attendance and tardy concerns to ensure parent understanding of SBBC policy. Hold parent conferences after a certain number of absences and tardies occur. Involve social workers when necessary to support students and their families when needed.	Ivonne Boffill, school counselor; Lori Lawrence, Attendance Clerk David McKnight, principal	Reduced number of students who are tardy to school or absent.	SBBC Reporting data on TERMS.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2011, less than 50 students in elementary school at North Broward Academy of Excellence will be suspended out-of-school.
2010 Total Number of In –School Suspensions	2011 Expected Number of In- School Suspensions
132	50
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
0	0
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
132	50
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School

40	30

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not adhereing to highly structured behavior management plans	1. All teachers will be trained in CHAMPS I processes. 2. All teachers will utilize school-wide positive behavior plan before discipline processes are used. 3. CPST processes will be put in place to assist students who exhibit consisitent inappropriate behavior in school/classroom.	Jodi Evans, assistant principal David McKnight, Principal	Reduced numbers of students being suspended out-of-school and for fewer days.	School reporting to SBBC TERMS
2	Lack of positive motivators for behaviorally challenged students.	1. All teachers will be trained in CHAMPS I processes. 2. All teachers will utilize school-wide positive behavior plan before discipline processes are used. 3. CPST processes will be put in place to assist students who exhibit consisitent inappropriate behavior in school/classroom.	Jodi Evans, assistant principal David McKnight, Principal	Reduced numbers of students being suspended out-of-school and for fewer days.	School reporting to SBBC TERMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2009-2010 school year.*	
2010 Current Dropout Rate:*	2011 Expected Dropout Rate:*
2010 Current Graduation Rate:*	2011 Expected Graduation Rate:*

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By May 2011, 85% of parents at North Broward Academy of Excellence Elementary School will fulfill their volunteer hour committment for the school year.
2010 Current Level of Parent Involvement:*	2011 Expected Level of Parent Involvement:*
77%	85%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Working parents have little time to donate their time to the school events.	Promote parent involvement in the school to support working class parents. This may include: 1. Opportunities that are after work hours. 2. Allow working parents to docate school supplies to obtain volunteer hours. 3. Broadcast opportunties for parents in weekly newsletter for school and Parent Link so parents can be informed.	PTO President, Volunteer Coordinator of PTO, Principal	Parent volunteer hours are tracks in the School Information System. This data will be rveiewed annually to determine if goals have been met.	School Information System
2	Lack of communication to parents regarding volunteer hour opportunities at the school.	Strategies designed to improve parent communication on the volunteer hour opportunities at the school to include: 1. Develop and implement a vounteer packet that helps parents understand what opportunities are available and stresses the importance of their hourly committment. 2. School newsletter will have weekly articles and lists of opportunities for parents. 3. Marquee will be utilized to convey important events where parents can receive volunteer hours. 4. PTO will post volunteer opportunities on thier PTO Manager website.	PTO President, Volunteer Coordinator of Events, Principal	Parent volunteer hours are tracks in the School Information System. This data will be reviewed annually to determine if goals have been met.	School Information System

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring

				meetings)		

No Data Submitted

Parent Involvement Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Parent Night	Dinner to support high-parent turnout	Title I	$2,606.00
			Subtotal: $2,606.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,606.00

End of Parent Involvement Goal(s)

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Additional Goal(s)

No Additional Goal was submitted for this school

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FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improving decoding skills	SRA Corrective Reading Program	Principal's Internal Account	$1,965.00
Reading	Improving fluency skills	SRA Corrective Reading Program	Principal's Internal Account	$0.00
Reading	Improving comprehension skills	SRA Super QAR Program	Principal's Internal Account	$0.00
Reading	Improving all Reading skills	SRA Imagine It! Series	Operating Account	$23,481.75
Reading	Improving all Reading Skills	SRA Open Court Series	Operating Account	$7,027.50
Mathematics	Moving with Math	Intensive Intervention Program, ESE	Operating Funds	$3,400.00
Mathematics	Align core instruction with new NGSSS.	"Envision" Math Series, Scott-Forseman, publisher	Operating Funds	$42,500.00
Science	Engage students in high interest reading in Science.	Science Study Weekly. Each weekly fifth grade newspaper contains a standards-based science lesson; a current event article which parallels the weekly topic with current events which are scientifically related; biographical spotlights on prominent scientists both modern and historic; labs which contain experiments that reinforce the scientific principles of the lesson; articles about related technology; crossword puzzles; Movie Science; and much more	Parent Contributions	$920.00
				Subtotal: $79,294.25

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improving student engagement in the classroom	Mimeo Interactive White Boards	School Budget	$800.00
Reading	Improving student engagement in the classroom	LED Projectors (2)	School Budget	$2,000.00
Reading	Improving student engagement in the classroom	Document Readers (2)	School Budget	$1,600.00
Reading	Center-focused work	Mini-computers (30)	School Budget	$12,000.00
Reading	Skill-based practice	Study Island (3-5)	School Budget	$0.00
Reading	Skill-based practice	Education City (K-2)	School Budget	$0.00
Mathematics	Improving student engagement in the classroom	Mimeo Interactive White Boards	Operating Budget	$800.00
Mathematics	Improving student engagement in the classroom	LED Projectors (2)	Operating Budget	$2,000.00
Mathematics	Improving student engagement in the classroom	Document Readers (2)	Operating Budget	$1,600.00
Mathematics	Center-focused work	Mini-Computers (30)	Operating Budget	$12,000.00
Mathematics	Skill-based practice	Study Island (3-5)	Operating Budget	$0.00
Mathematics	Skill-based practice	Education City (K-2)	Operating Budget	$0.00
		Exploring Learning		

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Science	High interest labs that engage students	Gizmo. Excellent labs that are computerized. Used by Dade county	School Internal Funds	$500.00
Science	High interest on-line games that review curriculum for students.	Brain Pop. Mini lessons that cover curriculum	School Internal Funds	$500.00
Writing	Improving student engagement in the classroom	LED Projector (1)	Operating Budget	$1,000.00
Writing	Center-focused work	Mini-computers (15)	Operating Budget	$6,000.00
				Subtotal: $40,800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Investigate new resources and research designed to improve instruction in Reading	ASCD Conference	Title I Funds	$3,500.00
Reading	Improve teacher use of higher order questioning	Higher order questioning workshop	Title I Funds	$2,618.00
Reading	Improve reading strategies	CRISS Strategies in Reading Workshop	Title I Funds	$4,000.00
Reading	Improved lesson planning in Reading	Understanding by Design Workshop	Title I Funds	$900.00
Science	Teacher professional development to gain increased knowledge of science curriculum	BRIGHT science classes. BRIGHT offers a variety of science courses to help with classroom curriculum	No charge	$0.00
Science	Support higher level learners in the classroom environment.	Gifted endorsement coursework. Five classes for gifted endorsement offer through BRIGHT.	Operating Account	$125.00
Writing	K-5 workshops designed to improve writing at all grade levels.	Fourth Grade Team leader to facilitate workshop and follow thru.	Not applicable	$0.00
Parental Involvement	FCAT Parent Night	Dinner to support high-parent turnout	Title I	$2,606.00
				Subtotal: $13,749.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $133,843.25

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene | Correct II | Prevent II | Correct I | Prevent I | NA

Show Attached School's Differentiated Accountability Checklist of Compliance (Uploaded on 9/9/2010 4:13:56 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

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Projected use of SAC Funds	Amount
Not applicable / charter school	$0.00

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council meets monthly throughout the school year to focus on the objectives of the school improvement plan, both in implementation and conception.
The principal attends these meetings monthly and provides the council with a monthly update on all school-related objectives. The governing board of the school has final approval on all financial and operational concerns.

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AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Broward School District NORTH BROWARD ACADEMY OF EXCELLENCE 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	65%	90%	32%	260	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	65%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	69% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					513	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District NORTH BROWARD ACADEMY OF EXCELLENCE 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	74%	87%	45%	285	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	57%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	50% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					524	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District NORTH BROWARD ACADEMY OF EXCELLENCE 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	79%	88%	43%	284	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	72%			142	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	90% (YES)			161	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					587	
Percent Tested = 99%						Percent of eligible students tested

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School Grade					A	Grade based on total points, adequate progress, and % of students tested

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Appendix B

Educational Performance

School Grade

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Return to Normal View

FLORIDA SCHOOL GRADES

You selected:
District: BROWARD
Years: 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003, 2001-2002, 2000-2001, 1999-2000, 1998-1999
School Grades:
Report Type: School Grades

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

School Accountability Report
Click on the column header to re-sort by that column.

School Number	School	Level	School Year (Click on year to see detailed report)	Grade (includes Learning Gains) more info	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus points for 11th-12th grade Retakes	Points Earned (Sum of Previous 9 Columns) more info	Percent Tested	Free and Reduced Lunch
Broward																
5161	**NORTH BROWARD ACADEMY OF EXCELLENCE**	Elementary	2009-10	A	79	76	91	52	69	73	60	77	NA	577	100	68
5161		Elementary	2008-09	B	73	65	90	32	67	65	52	69	NA	513	100	98
5161		Elementary	2007-08	B	79	74	87	45	72	57	60	50	NA	524	100	49
5161		Elementary	2006-07	A	74	79	88	43	70	72	71	90	NA	587	99	44
5161		Elementary	2005-06	C	70	63	49		64	63	57			366	100	43
5161		Elementary	2004-05	A	76	61	85		80	76	77			455	100	62
5161		Elementary	2003-04	B	59	39	90		76	59	76			399	99	59
5161		Elementary	1998-99													

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and lev taught at the school at tested grade levels. The word "Pending" will appear as their school grade until the non-FCAT-based components are available near the end of 2010. Please see the Technical Assistance Paper (http://schoolgrades.fldoe.org/pdf/0910/2010SchoolGradesTAP.pdf) or page 2 of the guide sheet at http://schoolgrades.fldoe.org/pdf/0910/Guidesheet2010Sc information.

Guides to the Calculations

- 2010 School Grades Guide Sheet (PDF)
- School Grades Technical Assistance Paper 2009-10 (PDF)
- Adequate Yearly Progress (AYP) Technical Assistance Paper 2009-10 (PDF)
- Alternative School Improvement Ratings Technical Assistance Paper 2009-10 (PDF)
- High School Grading Requirements (PowerPoint)
- High School Grading Requirements (Rich Text Format)

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Appendix C

Educational Performance

Accountability Report

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Return to Normal View

FLORIDA SCHOOL GRADES

You selected:
District: BROWARD
Years: 2009-2010
School Grades:
Report Type: School Grades

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

School Accountability Report
Click on the column header to re-sort by that column.

School Number	School	Level	School Year (Click on year to see detailed report)	Grade (Includes Learning Gains) more info	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus points for 11th-12th grade Retakes	Points Earned (Sum of Previous 9 Columns) more info	Percent Tested	Free and Reduced Lunch
Broward																
5161	**NORTH BROWARD ACADEMY OF EXCELLENCE**	Elementary	2009-10	A	79	76	91	52	69	73	60	77	NA	577	100	68

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. The word "Pending" will appear as their school grade until the non-FCAT-based components are available near the end of 2010. Please see the 2009-2010 School Grades Technical Assistance Paper (http://schoolgrades.fldoe.org/pdf/0910/2010SchoolGradesTAP.pdf) or page 2 of the guide sheet at http://schoolgrades.fldoe.org/pdf/0910/Guidesheet2010SchoolGrades.pdf"> for additional information.

Guides to the Calculations

- 2010 School Grades Guide Sheet (PDF)
- School Grades Technical Assistance Paper 2009-10 (PDF)
- Adequate Yearly Progress (AYP) Technical Assistance Paper 2009-10 (PDF)
- Alternative School Improvement Ratings Technical Assistance Paper 2009-10 (PDF)
- High School Grading Requirements (PowerPoint)
- High School Grading Requirements (Rich Text Format)

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Appendix D

Educational Performance

Most Recent Annual District Monitoring Checklists

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BROWARD COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL MONITORING CHECKLIST

Charter School: North Broward Academy 5161 5371

Date of Visit: 5/28/10

Principal/Director: D. McHugh

Reviewer: J. Perry

1. Facilities	Yes	No	N/A	Follow-up Date	COMMENTS/RECOMMENDATIONS
A copy of the Certificate of Occupancy for each building is on file and has been submitted to the District prior to student occupancy.	✓				
Facility inspections, permits and reports are on file and available for review.	✓				
A copy of current Fire Safety Inspection conducted by local fire department is on file and has been submitted to the District.	✓				
A copy of each Health and Safety Inspections conducted by the District is on file.	✓				
A copy of Evacuation and Fire Drills are on file, with a minimum documentation of 10 drills per school year, and submitted to the District.	✓				
A safety and emergency plan has been written and is on file. Emergency procedures and exits are posted in all rooms.	✓				
Provide evidence that all staff members have been trained in safety and emergency procedures.	✓				
There are no religious symbols, statues, artifacts, etc. on or about the property.			✓		
2. Finance	**Yes**	**No**	**N/A**	**Follow-up Date**	**COMMENTS/RECOMMENDATIONS**
The school's governing board has approved and adopted a budget for the current school year.	✓				
A copy of the Capital Outlay Plan has been submitted to District.	✓				
The school has established banking arrangements.	✓				
The school has established payroll/employee benefits.	✓				

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BROWARD COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL MONITORING CHECKLIST

Charter School: North Broward Academy

Date of Visit: 5/28/10

Principal/Director: D McKay

Reviewer: J Perry

3. Documents Checklist	Yes	No	N/A	Follow-up Date	COMMENTS/RECOMMENDATIONS
The complete charter school contract and amendments are on file.	✓				
Cumulative folders are in a secure location, locked in a fireproof cabinet.	✓				
A signed transportation agreement is on file.			✓		
A signed food service contract in accordance with the charter contract is on file.	✓				
4. Personnel Procedures	**Yes**	**No**	**N/A**	**Follow-up Date**	**COMMENTS/RECOMMENDATIONS**
All instructional and support staff are appropriately certified to perform their positions' duties.	✓			✓	ESOL documents update
All employees are fingerprinted, including school governing board members.	✓				
Personnel files are stored in locked drawers and access is limited.	✓				
Personnel files contain: I-9; W4; disciplinary actions; payroll and deductions; benefits information and yearly evaluations, if applicable.	✓				
Personnel files contain job application, offer letter, references, transcripts, current teaching certificates and license.	✓				
There are clearly outlined procedures for personnel recruitment.	✓				
Job descriptions are available for all employees including the principal/director.	✓				
Staff members are aware of the procedures and personnel responsible for completing their evaluations.	✓				
Instruments/Documents used to evaluate personnel are on file.	✓				
Sick/Personal leave policies have been explained and are on file.	✓				

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BROWARD COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL MONITORING CHECKLIST

Charter School: North Broward Academy 5161, 5371 **Date of Visit:** 5/25/10

Principal/Director: D McKnight **Reviewer:** Perry

The professional development training provided is aligned to the academic needs of the students and professional needs of the teachers.	✓				
Professional development activities have been documented, including topics, dates, and list of participants.	✓				
5. Insurance	**Yes**	**No**	**N/A**	**Follow-up Date**	**COMMENTS/RECOMMENDATIONS**
Certificate is on file for General Liability and a copy has been submitted to the District.	✓				
Certificate is on file for Property Insurance and a copy has been submitted to the District.	✓				
Certificate is on file for Automobile Liability and a copy has been submitted to the District.	✓				
Certificate is on file for School Leaders Errors & Omissions and a copy has been submitted to the District.	✓				
Certificate is on file for Employee Dishonesty/Crime Insurance and a copy has been submitted to the District.	✓				
Certificate is on file for Workers' Compensation and a copy has been submitted to the District.	✓				
District has been named as an additional insured as required by the Charter Contract and a copy has been submitted to the District .		✓			update as noted
6. Governance	**Yes**	**No**	**N/A**	**Follow-up Date**	**COMMENTS/RECOMMENDATIONS**
The governing board's incorporation papers with bylaws, including renewals, are on file and have been submitted to the District.	✓				
All governing board members have been fingerprinted by the District.					Every 5 years
Governing board contact information, including name, address and telephone numbers, are provided to the public and District in case they would like to share concerns or provide input.	✓				

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BROWARD COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL MONITORING CHECKLIST

Charter School: North Broward Academy

Date of Visit: 5/28/10

Principal/Director: D. McKnight

Reviewer: J. Perry

Parents know the process to provide input or to place an item on the governing board's meeting agenda..	✓				
Compliance with provision of Chapter 119, F.S., and Chapter 286.011, F.S. (Public Records/Public Meetings) as evidenced by posted announcements of meetings and record of minutes taken.	✓				
There is a set of documents organized chronologically containing governing board meetings announcements, meeting agenda (including citizen input) and minutes.	✓				
There is proof that the school's governing board received Governance Training (Section 1002.33 F.S.) by an approved trainer from DOE.	✓				
The documents listed above are up-to-date, signed, dated, appropriately organized and readily accessible in a notebook or file.	✓				
7. Academic Accountability	**Yes**	**No**	**N/A**	**Follow-up Date**	**COMMENTS/RECOMMENDATIONS**
Parents are aware of the current school grade awarded by the FLDOE.	✓				
Parents are aware of the school's current AYP designation under the No Child Left Behind Act.	✓				
The school follows the District's Student Progression Plan, or comparable.	✓				
The School Improvement Plan (SIP) has been approved by the governing board.		✓			not evident
The School Improvement Plan (SIP) is available for review.	✓				
The Differentiated Accountability Compliance Checklist has been uploaded to the FLDOE website.	✓				

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BROWARD COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL MONITORING CHECKLIST

Charter School: North Broward Academy

Date of Visit: 5/28/10

Principal/Director: D McKnight

Reviewer: J Perry

8. Discipline	Yes	No	N/A	Follow-up Date	COMMENTS/RECOMMENDATIONS
The School District's Code of Student Conduct is readily available to students and parents. The contents therein have been defined and discussed with students and staff at the beginning of the school year.	✓				
There are Code of Student Conduct Acknowledgement Forms on file, with student and parent signatures.	✓				
Student discipline data is accurately maintained and updated electronically on TERMS.	✓				
9. Student Services	**Yes**	**No**	**N/A**	**Follow-up Date**	**COMMENTS/RECOMMENDATIONS**
The school has established admission and matriculation process.	✓				
Established plan for the admission lottery, if the number of applicants exceeds the program capacity.	✓				
All required student data is entered on TERMS	✓				
Attendance is recorded daily and entered on TERMS.	✓				
School maintains FTE reports signed by administrator.	✓				
School has established procedures for administering medication to students.	✓				

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BROWARD COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL MONITORING CHECKLIST

Charter School: North Broward Academy

Date of Visit: 5/28/10

Principal/Director: D. McKnight

Reviewer: J Perry

10. Curriculum	Yes	No	N/A	Follow-up Date	COMMENTS/RECOMMENDATIONS
The school's curriculum is in line with goals outlined in the charter agreement.	✓				
Teachers document instruction of the Sunshine State Standards in their lesson plans.	✓				
Teachers document the use of ESE strategies and accommodations in their lesson plans.	✓				
District Team visit documentation is on file for Differentiated Accountability schools.			✓		
11. English for Speakers of Other Languages	**Yes**	**No**	**N/A**	**Follow-up Date**	**COMMENTS/RECOMMENDATIONS**
School registration form includes the Home Language Survey.	✓				
A Home Language Survey is available on file for each student.	✓				
ELLSEP folders are properly maintained and updated for ELL students.	✓				
Appropriately certified/endorsed/trained teachers instruct all ELL students.	✓				Waivers in file
The school has procedures in place to ensure that all ESOL requirements and documentation are met.	✓				
Teachers document the use of ESOL strategies and accommodations in their lesson plans.	✓				
Communication to parent/guardian of ELL students are translated into the parent/guardian home language.	✓				
An ELL Committee has been established and functions according to District Guidelines.	✓				

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BROWARD COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL MONITORING CHECKLIST

Charter School: North Broward Academy

Date of Visit: 5/25/10

Principal/Director: D. McKay

Reviewer: J Perry

12. Transportation	Yes	No	N/A	Follow-up Date	COMMENTS/RECOMMENDATIONS
The school has information on file regarding all students transported by school bus.			✓		
The school has documentation that bus drivers have current certification.			✓		
The school has evidence on file that any vehicle which is owned or leased by the school and is used to transport students is certified and properly insured.			✓		
School has documentation of monthly inspections of buses owned by the school.			✓		
The school has clearly outlined procedures for situations where a parent or other person is contracted by the school to provide student transportation.			✓		
13. Food Services	**Yes**	**No**	**N/A**	**Follow-up Date**	**COMMENTS/RECOMMENDATIONS**
The school maintains an updated list of students receiving free and reduced meals.		✓			not enrolled
A copy of the health inspection conducted by local Health Department for the food service area is on file and submitted to the School District.	✓				
14. Communication	**Yes**	**No**	**N/A**	**Follow-up Date**	**COMMENTS/RECOMMENDATIONS**
There is evidence that parents have been notified of the qualifications of their children's' teachers, including those teaching Out-of-Field.	✓				
There is evidence that parents/guardians have been informed of Student Progression Plan, including promotion requirements.	✓				
There is evidence that parents/guardian have been informed of guidelines for mandatory retention of third grade students.	✓				

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BROWARD COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL MONITORING CHECKLIST

Charter School: North Broward Academy

Date of Visit: 5/28/10

Principal/Director: S. McKay

Reviewer: J. Perry

There is evidence that parents/guardians have been informed of high school graduation requirements and types of diplomas to be awarded.			✓		
There is evidence that parents/guardians have received progress reports for their children on a regular basis.	✓				
There is evidence that the school has clearly communicated to parents/guardians the process for scheduling parent/teacher conferences.	✓				
There is evidence that parents have been made aware of school policies and procedures.	✓				
The governing board has approved parent, staff and student handbooks, discipline guides, dress codes etc.	✓				
The governing board has established procedures to resolve disputes.	✓				
15. Exceptional Student Education (ESE) - Completed by the District's ESE Department	**Yes**	**No**	**N/A**	**Follow-up Date**	**COMMENTS/RECOMMENDATIONS**

Follow-Up Needed: ✓ Yes ____ No

Comments: The school will provide required documents by June 4, 2010

Reviewer's Signature: J. Perry

School Administrator's Signature: David McKay

Date: 5/28/10

NORTH BROWARD
ACADEMY OF EXCELLENCE

June 4, 2010

Jody Perry
Director
Charter Schools Support
The School Board of Broward County
600 Southeast Third Avenue
13th Floor
Fort Lauderdale, Florida 33301

Dear Ms. Perry:

Thank you for facilitating the Charter School Monitoring Checklist at North Broward Academy of Excellence.

During your visit on 5/28/10, the following areas were noted as in need of immediate attention. Please note the concern as well as the documentation attached to show evidence of compliance:

- The District has been named as additional insured as required by the Charter Contract and a copy has been submitted to the District.

  Please see attached documentation attesting to compliance in this area (attachment 1).

- The School Improvement Plan (SIP) had been approved by the governing board.

  While there is no evidence of the governing board approving the School Improvement Plan for the 2009-2010 school year, there is evidence in the Board of Director's Meeting document attached that the Principal of North Broward Academy of Excellence informed the board that the School Advisory Council would be approving the SIP at their September meeting (page 4 of 31). There is also evidence that the School Advisory Board approved the SIP in September (page 13 of 31) and that the board was informed of the approval process at their October meeting. Additionally, CSUSA has implemented processes that will ensure board approval of the SIP going forward (attachment 2).

- The School maintains an updated list of students receiving free and reduced meals.

  Please find the attached list verifying that the School does maintain a list of students who receive free and reduced lunch (attachment 3).

8200 Southwest 17th Street, North Lauderdale, Florida 33068 954-718-2211

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Please do not hesitate to contact me should you require any further information or assistance related to any of the concerns listed above.

Sincerely,

David McKnight
Principal

DVM/ll

cc: Leslie Brown, Executive Director, Educational Programs, The School District Broward County
Sherry Hage, Vice President of Education, Charter School USA
Board Members of Renaissance Charter School, Inc, Charter Schools USA

attachments: 1.) Certificates of Insurance
2.) The Renaissance Charter School, Inc. Board of Director's Meeting
3.) List of free and reduced lunch students

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

7770 WEST OAKLAND PARK BOULEVARD, SUNRISE, FLORIDA 33351 • TEL 754-321-3000 • FAX 754-321-3270

NORTH CENTRAL AREA SUPERINTENDENT

Dr. Leontine J. Butler, North Central Area Superintendent
Dr. Desmond K. Blackburn, Area Director
Frances Bolden, Area Director
Toni Weissberg, Area Director
Carol N. Baskind, Area Coordinator, ESE
Pamela A. Brown, Assistant Director Administration
Faye M. Kravitz, Area Coordinator, Student Services
Jose D. Laverde, Area Business Analyst
Arthur E. Rose, Assistant Director Administration
Deborah Stubbs, Coordinator, Student Planning
Jeannette Verboom, Coordinator, Charter Schools
Luwando Wright-Hines, Principal on Special Assignment, Charter Schools

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ROBERT D. PARKS, Ed.D.
ELEANOR SOBEL
BENJAMIN J. WILLIAMS

JAMES F. NOTTER
Superintendent of Schools

June 3, 2008

Mr. David McKnight, Principal
North Broward Academy of Excellence Elementary
957 SW 71st Avenue
North Lauderdale, FL 33068

Dear Mr. McKnight:

The North Central Area ESE staff has conducted a series of reviews of documentation as part of your school's 2007/08 Corrective Action Plan. Based on this review, your school has addressed all the identified corrective actions. The requirements of the corrective action plan have been met.

Please share with your staff as you feel appropriate. Your attention and support have a direct impact on your students with disabilities' academic success.

Sincerely.

Leontine J. Butler

Leontine J. Butler, Ed.D.
Area Superintendent

LBJ/CB:be
c: Toni Weissberg, Director, North Central Area
Denise Rusnak, Director, ESE
Luwando Wright-Hines, Principal on Task Assignment, Charter Schools
Jeannette Verboom, Coordinator, Charter Schools
Lee Black, Budget Analyst, Budget Department
Jim Fowler, Program Specialist, North Central Area ESE

RECEIVED 6/4/08

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The School Board of Broward County, Florida
600 Southeast Third Avenue
Fort Lauderdale, Florida 33301

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Stephanie Arma Kraft, ESQ.
Ann Murray
Dr. Robert D. Parks
Benjamin J. Williams

James F. Notter
Superintendent of Schools

Charter School Monitoring/Review Survey

Name of Charter School: North Broward Academy Middle
Date 2008-2009

GOVERNANCE

	Yes	Pending	No	NA
PUBLIC NOTICE FOR CHARTER BOARD MEETING				
Board meeting announcements are posted in a public place. Via website and front office	✓			
Appropriate notice is given.	✓			
CHARTER BOARD MEMBERS				
Parents know with whom they should register a complaint.	✓			
Parents have a list of phone numbers of the charter board or other specific means to reach members. Via website and front office	✓			
MINUTES OF MEETINGS				
There is a record kept of board meetings.	✓			
Board meeting minutes are kept at a particular location. Via website Teleconference on BOD need local meeting (access via telephone on notice)	✓			
Board meeting minutes are signed and dated.	✓			
ORIGINAL CHARTER/CONTRACT WITH SCHOOL BOARD				
Board members have these documents.	✓			
Amendments to charter are kept on file.	✓			
NOT-FOR-PROFIT STATUS				
"Not-for-profit" incorporation papers are on file.	✓			
Filing for "not-for-profit" status was completed in a timely manner.	✓			
BOARD OPERATING STATUS				
Charter board has bylaws regarding how they function as a governing body.	✓			
These procedures and bylaws are on file.	✓			
There is a specific procedure for placing items on the agenda for board meetings.	✓			
At board meetings, there is time for public input. Open forum	✓			

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POLICIES AND PROCEDURES	Yes	Pending	No	NA
Policies/procedures have been developed and passed by the charter school.	✓			
These procedures are on file for review.	✓			
Staff is made aware of policies and procedures.	✓			
Parents are made aware of policies and procedures.	✓			
Charter board has approved student handbooks, discipline guides, parent handbooks, staff handbooks, dress codes, etc.	✓			

BOARD OVERSIGHT				
The board receives regular financial reports.	✓			
The board approves the budget, amendments and purchases over a certain dollar amount.	✓			
It is clear who makes decisions/policies on a regular basis. (Mgmt reports to Governing Board)	✓			

BOARD GRIEVANCE PROCEDURE				
There is a procedure by which the charter school board resolves disputes.	✓			
The school board is aware of this dispute resolution procedure.	✓			

ADMINISTRATION				
The role of the principal/director is clear in relationship to the charter board.	✓			
There is a process for evaluating the principal/director's performance. Henry Hage (Parent complaint tracking system)	✓			
Have insurance policies on file; make sure policies meet the limits set forth in charter contract. Certificate of Insurance required.	✓			
Have copies of all facility inspections on file.	✓			
Have student economic information on file, for those receiving free/reduced lunches.	✓			
Have information on file regarding students in attendance during the October and February FTE count weeks.	✓			
Have information on file regarding all students transported by school bus, public transportation, parents, etc.				✓
Have copies of all grants received. (Title I for 09/10)				✓
Have documentation of grant expenditures on file.				✓

PERSONNEL

SECURITY/FINGERPRINTING				
All employees have been fingerprinted including board of directors.	✓			
This procedure is a regular part of the employment process.	✓			

RECRUITMENT/HIRING PROCEDURES				
Procedure is documented for recruitment.	✓			
Job descriptions are on file.	✓			
Procedures for hiring staff are approved by the board.	✓			

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CERTIFICATIONS	Yes	Pending	No	NA
Teaching certificates are on file for all teachers or teachers have been determined qualified.	✓			
Original college transcripts and any out-of-state certificates are on file.	✓			

PERSONNEL FILES				
Personnel files are kept locked and access is limited.	✓			
Staff contracts are part of file, as well as salaries.	✓			

STAFF DEVELOPMENT				
Training/staff development activities have been documented.	✓			

PERSONNEL WORKING UNDER CONTRACT				
Contractual services are purchased at a competitive price, and copies of contracts and documentation are on file.	✓			
These include: SLP, Uniform, Alarms Life Touch, Olympic Pools	✓			
time sheets	✓			
invoices dictating work performed and dates of service	✓			

STAFF MANAGEMENT				
Staff sign-in sheets are on file.	✓			
Sick leave/personal leave policies are on file.	✓			
Staff has a handbook or a policy manual.	✓			
It is clearly documented who evaluates teachers.	✓			
The instruments used for such evaluations are on file.	✓			

CURRICULUM & INSTRUCTION				
Curriculum is in line with goals outlined in charter proposal.	✓			
Curriculum includes Sunshine State Standards.	✓			
Teachers are documenting instruction of Sunshine State Standards.	✓			
Curriculum texts and instructional materials meet the overall charter school goals.	✓			
Procedures are in place for reporting progress to parents, (i.e. grades, portfolios, etc.)	✓			

SPECIAL EDUCATION INDIVIDUAL EDUCATION PLAN (IEP)				
To be provided by district ESE department.				✓

ENGLISH LANGUAGE LEARNERS STUDENTS (ELL)	Yes	Pending	No	NA
A home language survey is available/on file.	✓			
Documentation of services provided to ELL students os kept in the ELL student plan folder.	✓			
ELL students have taken the tests with allowed modifications.	✓			

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ASSESSMENT/ACCOUNTABILITY

All students were given, or have on file a "pre-test" or a baseline test when they entered the charter school.	✓			
Students have participated in all age-appropriate:				
state assessments	✓			
district assessments	✓			
Special Education students have taken the tests with modifications as noted on their IEP's.	✓			
A "post test" is scheduled using a similar instrument as the "pre test".	✓			
Progress will be reported by student showing change between "pre test" and post "test"	✓			
Student cumulative records:				
are locked and as complete as possible	✓			
there is an access log in students' files	✓			
kept confidential	✓			

OTHER MEASURES OF ACCOUNTABILITY

School has records of discipline referrals.	✓			
School has records of daily attendance.	✓			

BUDGET PREPARATION

Establish fiscal linkages with the district.	✓			
Establish an oversight system. Principal has $1,000 authorization	✓			
Develop an account coding system compatible with the district and state.	✓			
Develop a planning budget.	✓			

FISCAL

Establish banking arrangements.	✓			
Secure services of qualified financial advisor for quarterly reporting. Management	✓			
Establish fiscal accounting system for various services (i.e. food services, transportation, etc.)	✓			
Establish payroll/employee benefit system. via Management	✓			
Develop internal controls and fiscal policies.	✓			
Arrange for annual audit for compliance and financial affairs.	✓			

FACILITIES

Facilities are up to code.	✓			
Facilities are conducive to good learning environment.	✓			
Building, fire and safety inspections on file.	✓			

INSURANCE

Timely submittal of insurance certificate.	✓			
Evidence of adequate insurance limits/coverage.	✓			
Lapse of coverage during contract period.	✓			

Review completed by:

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The School Board of Broward County, Florida
600 Southeast Third Avenue
Fort Lauderdale, Florida 33301

Board Members

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Vice Chair Robin Bartleman
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Jennifer Leonard Gottlieb
Phyllis C. Hope
Stephanie Arma Kraft, ESQ.
Dr. Robert D. Parks
Eleanor Sobel
Benjamin J. Williams

James F. Notter
Interim Superintendent of Schools

Great Job Again !!!

Charter School Monitoring/Review Survey

Name of Charter School: North Broward Academy of Excellence
Date 2006-2007

GOVERNANCE

	Yes	Pending	No	NA
PUBLIC NOTICE FOR CHARTER BOARD MEETING				
Board meeting announcements are posted in a public place.	✓			
Appropriate notice is given.	✓			
CHARTER BOARD MEMBERS				
Parents know with whom they should register a complaint.	✓			
Parents have a list of phone numbers of the charter board or other specific means to reach members.	✓			
MINUTES OF MEETINGS				
There is a record kept of board meetings.	✓			
Board meeting minutes are kept at a particular location.	✓			
Board meeting minutes are signed and dated.	✓			
ORIGINAL CHARTER/CONTRACT WITH SCHOOL BOARD				
Board members have these documents.	✓			
Amendments to charter are kept on file.	✓			
NOT-FOR-PROFIT STATUS				
"Not-for-profit" incorporation papers are on file.	✓			
Filing for "not-for-profit" status was completed in a timely manner.	✓			
BOARD OPERATING STATUS				
Charter board has bylaws regarding how they function as a governing body.	✓			
These procedures and bylaws are on file.	✓			
There is a specific procedure for placing items on the agenda for board meetings.	✓			
At board meetings, there is time for public input.	✓			

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	Yes	Pending	No	NA
POLICIES AND PROCEDURES				
Policies/procedures have been developed and passed by the charter school.	✓			
These procedures are on file for review.	✓			
Staff is made aware of policies and procedures. on disk	✓			
Parents are made aware of policies and procedures.	✓			
Charter board has approved student handbooks, discipline guides, parent handbooks, staff handbooks, dress codes, etc.	✓			
BOARD OVERSIGHT				
The board receives regular financial reports.	✓			
The board approves the budget, amendments and purchases over a certain dollar amount.	✓			
It is clear who makes decisions/policies on a regular basis.	✓			
BOARD GRIEVANCE PROCEDURE				
There is a procedure by which the charter school board resolves disputes.	✓			
The school board is aware of this dispute resolution procedure.	✓			
ADMINISTRATION				
The role of the principal/director is clear in relationship to the charter board.	✓			
There is a process for evaluating the principal/director's performance.	✓			
Have insurance policies on file; make sure policies meet the limits set forth in charter contract. Certificate of Insurance required.	✓			
Have copies of all facility inspections on file. (Health/Safety)	✓			
Have student economic information on file, for those receiving free/reduced lunches.	✓			
Have information on file regarding students in attendance during the October and February FTE count weeks.	✓			
Have information on file regarding all students transported by school bus, public transportation, parents, etc. N/A	✓			
Have copies of all grants received.	✓			
Have documentation of grant expenditures on file. Program ended 1/31/07	✓			
PERSONNEL				
SECURITY/FINGERPRINTING				
All employees have been fingerprinted including board of directors.	✓			
This procedure is a regular part of the employment process.	✓			
RECRUITMENT/HIRING PROCEDURES				
Procedure is documented for recruitment.	✓			
Job descriptions are on file.	✓			
Procedures for hiring staff are approved by the board.	✓			

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	Yes	Pending	No	NA
CERTIFICATIONS				
Teaching certificates are on file for all teachers or teachers have been determined qualified.	✓			
Original college transcripts and any out-of-state certificates are on file.	✓			
PERSONNEL FILES				
Personnel files are kept locked and access is limited.	✓			
Staff contracts are part of file, as well as salaries.	✓			
STAFF DEVELOPMENT				
Training/staff development activities have been documented. PD Calendar	✓			
PERSONNEL WORKING UNDER CONTRACT				
Contractual services are purchased at a competitive price, and copies of contracts and documentation are on file.	✓			
These include:				
time sheets Speech, Cleaning Services, Swoop, Food Service				
invoices dictating work performed and dates of service	✓			
STAFF MANAGEMENT				
Staff sign-in sheets are on file.	✓			
Sick leave/personal leave policies are on file.	✓			
Staff has a handbook or a policy manual.	✓			
It is clearly documented who evaluates teachers.	✓			
The instruments used for such evaluations are on file.	✓			
CURRICULUM & INSTRUCTION				
Curriculum is in line with goals outlined in charter proposal.	✓			
Curriculum includes Sunshine State Standards.	✓			
Teachers are documenting instruction of Sunshine State Standards.	✓			
Curriculum texts and instructional materials meet the overall charter school goals. (Inventory list included)	✓			
Procedures are in place for reporting progress to parents, (i.e. grades, portfolios, etc.) Student Agenda	✓			
SPECIAL EDUCATION INDIVIDUAL EDUCATION PLAN (IEP)				
To be provided by district ESE department. (See file folder)				✓
LIMITED ENGLISH PROFICIENT STUDENTS (LEP)	Yes	Pending	No	NA
A home language survey is available/on file. (Registration packet)	✓			
Documentation of services provided to LEP students.	✓			

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ASSESSMENT/ACCOUNTABILITY

All students were given, or have on file a "pre-test" or a baseline test when they entered the charter school.	✓			
Students have participated in all age-appropriate:	—			
state assessments FCAT	—			
district assessments BAT	✓			
Special Education students have taken the tests with modifications as noted on their IEP's.	—			
A "post test" is scheduled using a similar instrument as the "pre test".	✓			
Progress will be reported by student showing change between "pre test" and post "test"	✓			
Student cumulative records:	—			
are locked and as complete as possible → Fire-proof	✓			
there is an access log in students' files	✓			
kept confidential	✓			

OTHER MEASURES OF ACCOUNTABILITY

School has records of discipline referrals.	✓			
School has records of daily attendance.	✓			

BUDGET PREPARATION

Establish fiscal linkages with the district. Quarterly in timely manner	✓			
Establish an oversight system.	✓			
Develop an account coding system compatible with the district and state.	✓			
Develop a planning budget.	✓			

FISCAL

Establish banking arrangements.	✓			
Secure services of qualified financial advisor for quarterly reporting.	✓			
Establish fiscal accounting system for various services (i.e. food services, transportation, etc.)	✓			
Establish payroll/employee benefit system. Sonia Davidson	✓			
Develop internal controls and fiscal policies.	✓			
Arrange for annual audit for compliance and financial affairs.	✓			

FACILITIES

Facilities are up to code.	✓			
Facilities are conducive to good learning environment. Health 9/05;	✓			
Building, fire and safety inspections on file. [illegible] 1/11/08	✓			

INSURANCE

Timely submittal of insurance certificate.	✓			
Evidence of adequate insurance limits/coverage.	✓			
Lapse of coverage during contract period.	✓			

Review completed by:

Linda Whitt

Linda M. Nolan

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Appendix E

Financial Performance

5 year budget

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NBAE-North Broward Academy of Excellence
Five Year Budget FY12 through FY16

	FY12	FY13	FY14	FY15	FY16
Enrollment	***629***	***652***	***652***	***652***	***652***
Revenues:					
State Capitation / Student	3,985,325	4,131,052	4,131,052	4,213,674	4,297,945
Title 1	101,127	103,149	105,212	107,317	109,463
Total State Funded Revenue	**4,086,452**	**4,234,202**	**4,236,265**	**4,320,990**	**4,407,408**
Food Service Revenue	359,575	366,766	374,101	381,583	389,215
Before and Aftercare Revenue	260,860	266,077	271,399	276,827	282,363
Total Other Revenue	**620,434**	**632,843**	**645,500**	**658,410**	**671,578**
Revenue Total	**4,706,886**	**4,867,045**	**4,881,765**	**4,979,400**	**5,078,986**
Expenses:					
School Leadership	123,089	125,551	128,062	130,623	133,236
Administrative-Salaried	36,404	37,132	37,875	38,632	39,405
Teachers	1,368,670	1,396,043	1,423,964	1,452,444	1,481,492
Teachers - ESE	51,105	52,127	53,169	54,233	55,318
Guidance	26,112	26,634	27,167	27,710	28,264
Total Salaries	**1,605,380**	**1,637,488**	**1,670,238**	**1,703,642**	**1,737,715**
Administrative-Hourly	35,586	36,297	37,023	37,764	38,519
Aides - Instructional	18,282	18,648	19,020	19,401	19,789
Aftercare	80,818	82,434	84,083	85,764	87,480
Cafeteria-Hourly	40,666	41,479	42,308	43,155	44,018
Daily Substitute Teachers	42,962	43,822	44,698	45,592	46,504
Tutoring	14,933	15,231	15,536	15,847	16,164
Total Hourly Wages	**233,246**	**237,911**	**242,669**	**247,523**	**252,473**
Bonuses	2,938	2,996	3,056	3,117	3,180
Stipends	13,235	13,499	13,769	14,045	14,325
PTO Buyout	4,774	4,869	4,966	5,066	5,167
Taxes & Benefits					
Group Insurance & Other	172,844	176,301	179,827	183,424	187,092
Workers' Compensation	10,452	10,661	10,874	11,092	11,314
Payroll Taxes	157,476	160,626	163,838	167,115	170,457
Total Taxes & Benefits	340,772	347,588	354,539	361,630	368,863
Total Cost Of Compensation	**2,200,344**	**2,244,351**	**2,289,238**	**2,335,023**	**2,381,723**
Professional Services					
Legal Fees - Independent Counsel	3,193	3,256	3,322	3,388	3,456
Accounting Services - Audit	15,300	15,606	15,918	16,236	16,561
Outside Staff Development	3,000	3,000	3,000	3,000	3,000
CSUSA Management Fees	623,953	645,958	646,955	659,126	671,540
Temporary Agency Fees	7,140	7,283	7,428	7,577	7,729
Fee to County School Board	199,266	206,553	206,553	210,684	214,897
Advertising/Marketing Exp	16,590	16,922	17,261	17,606	17,958
Staff Recruitment	1,787	1,822	1,859	1,896	1,934
Total Professional Services	870,229	900,401	902,295	919,513	937,074
Vendor Services					
Extra-Curricular Activity Events	1,530	1,561	1,592	1,624	1,656
Extra Curricular Activity - Aftercare	1,836	1,873	1,910	1,948	1,987
Contracted Food Service	298,879	304,857	310,954	317,173	323,516
Background / Finger Printing	255	260	265	271	276
Drug Testing Fees	255	260	265	271	276
Licenses & Permits	289	294	300	306	312
Bank Charges & Loan Fees	3,060	3,121	3,184	3,247	3,312
Contracted SPED - Non Instruction	5,100	5,202	5,306	5,412	5,520
Contracted Custodial Services	76,768	78,303	79,869	81,467	83,096
Contracted Security	653	666	679	693	707
Total Vendor Services	388,624	396,397	404,325	412,411	420,660
Administrative Expenses					
Travel / Auto	1,224	1,248	1,273	1,299	1,325
Airfare	261	266	272	277	283
Meals	555	566	577	589	601
Lodging	1,224	1,248	1,273	1,299	1,325
Business Expense - Other	6,385	6,513	6,643	6,776	6,912
Dues & Subscriptions	653	666	679	693	707

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NBAE-North Broward Academy of Excellence
Five Year Budget FY12 through FY16

	FY12	FY13	FY14	FY15	FY16
Enrollment	***629***	***652***	***652***	***652***	***652***
Printing & Copying	6,528	6,659	6,792	6,928	7,066
Office Supplies	12,452	12,701	12,955	13,214	13,479
Aftercare Supplies	2,142	2,185	2,229	2,273	2,319
Medical Supplies	228	233	238	242	247
In-house Food Service - Aftercare	14,076	14,358	14,645	14,938	15,236
Total Administrative Expenses	45,729	46,643	47,576	48,528	49,498
Instruction Expense					
Textbooks	61,610	62,843	64,099	65,381	66,689
Consumable Instr Supplies $ Equip - Students	81,243	82,868	84,525	86,216	87,940
Consumable Instr Supplies $ Equip - Teachers	26,346	26,873	27,410	27,958	28,517
Library & Reference Books	1,980	2,019	2,060	2,101	2,143
Other Publications	255	260	265	271	276
Testing Materials	9,954	10,153	10,356	10,563	10,775
Contracted SPED - Instruction	33,048	33,709	34,383	35,071	35,772
Total Instruction Expenses	214,436	218,725	223,099	227,561	232,112
Other Operating Expense					
Telephone & Internet	28,593	29,164	29,748	30,343	30,950
Postage	3,036	3,096	3,158	3,221	3,286
Express Mail	1,280	1,306	1,332	1,358	1,386
Electricity	66,586	67,917	69,276	70,661	72,074
Water & Sewer	16,973	17,312	17,659	18,012	18,372
Waste Disposal	28,005	28,565	29,137	29,719	30,314
Pest Control	1,306	1,332	1,358	1,386	1,413
Maintenance & Cleaning Supplies	13,495	13,765	14,040	14,321	14,607
Building Repairs & Maintenance	139,749	148,879	151,168	153,503	155,884
Equipment Repairs & Maintenance	1,887	1,925	1,963	2,003	2,043
Software Licensing Fees	2,278	2,323	2,370	2,417	2,465
Miscellaneous Expenses	6,120	6,242	6,367	6,495	6,624
Total Other Operating Expense	309,306	321,827	327,575	333,438	339,418
Fixed Expenses					
Office Equipment - Leasing Expense	15,471	15,781	16,096	16,418	16,747
Property & Liability Insurance	60,984	62,204	63,448	64,717	66,011
Depreciation	127,354	129,901	132,499	135,149	137,852
Total Fixed Expenses	203,809	207,886	212,043	216,284	220,610
Total Expenses	**4,232,478**	**4,336,229**	**4,406,152**	**4,492,758**	**4,581,096**
Operating Cash Surplus/(Deficit)	**474,409**	**530,816**	**475,613**	**486,643**	**497,890**
Capital Outlay Revenue	274,564	284,598	284,598	284,598	284,598
Board Fee Refund	119,687	124,064	124,064	126,545	129,076
Rent Expense	707,350	796,666	835,050	858,655	869,190
Surplus/(Deficit) Before Capex	**161,309**	**142,811**	**49,225**	**39,130**	**42,374**
Capital Expenditures (NonCap)	58,834	60,011	61,211	62,435	63,684
Capital Expenditures (Capitalized)	90,830	92,647	94,500	96,390	98,317
Surplus/(Deficit) After Capital Expenses	**11,646**	**-9,846**	**-106,486**	**-119,694**	**-119,627**
Debt Repayments	32,831	0	0	0	0
Surplus/(Deficit) After Debt Reduction	**-21,185**	**-9,846**	**-106,486**	**-119,694**	**-119,627**
Add back Depreciation	127,354	129,901	132,499	135,149	137,852
Net Change in Fund Balance	**106,169**	**120,055**	**26,014**	**15,455**	**18,225**
Beginning Fund Balance	175163	281,332	401,387	427,401	442,856
Current Year's Net Change in Fund Balance	106,169	120,055	26,014	15,455	18,225
Projected Ending Fund Balance	**281,332**	**401,387**	**427,401**	**442,856**	**461,081**

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Appendix F

Financial Performance

AUDITOR'S REPORT FOR THE LAST THREE YEARS

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NORTH BROWARD ACADEMY OF EXCELLENCE

A DEPARTMENT OF THE RENAISSANCE CHARTER SCHOOL, INC.
(A COMPONENT UNIT OF THE SCHOOL
DISTRICT OF BROWARD COUNTY, FLORIDA)

BASIC FINANCIAL STATEMENTS
AND ADDITIONAL INFORMATION

June 30, 2010

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NORTH BROWARD ACADEMY OF EXCELLENCE
BASIC FINANCIAL STATEMENTS AND ADDITIONAL INFORMATION
June 30, 2010

TABLE OF CONTENTS

	PAGES
Independent Auditors' Report	1-2
Management's Discussion and Analysis (Not Covered by Independent Auditors' Report)	3-7
BASIC FINANCIAL STATEMENTS	
Government-wide Financial Statements:	
Statement of Net Assets	8
Statement of Activities	9
Fund Financial Statements:	
Balance Sheet - Governmental Fund	10
Reconciliation of the Balance Sheet of the Governmental Fund to the Statement of Net Assets	11
Statement of Revenues, Expenditures, and Change in Fund Balance - Governmental Fund	12
Reconciliation of the Statement of Revenues, Expenditures, and Change in Fund Balance of the Governmental Fund to the Statement of Activities	13
Statement of Revenues and Expenditures - Budget and Actual - General Fund	14
Statement of Assets and Liabilities- Agency Fund	15
Notes to Basic Financial Statements	16-23
SUPPLEMENTARY INFORMATION	
Schedule of Revenues and Expenditures - General Fund - Management Format	24
OTHER INDEPENDENT AUDITORS' REPORTS	
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	25-26
Independent Auditors' Report to the Board of Directors	27-28
Independent Auditors' Report to Management	29
Schedule of Findings and Recommendations	30

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

We have audited the accompanying basic financial statements of the governmental activities, the General Fund, and the aggregate remaining fund information of North Broward Academy of Excellence (the "School"), a component unit of the School District of Broward County, Florida and a Department of the Renaissance Charter School, Inc. as of and for the year ended June 30, 2010, as listed in the table of contents. These basic financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these basic financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 1, the basic financial statements of the School, are intended to present the financial position and changes in financial position of only that portion of the governmental activities, the General Fund and the aggregate remaining fund information of the Renaissance Charter School, Inc. that is attributable to the transactions of the School. They do not purport to, and do not, present fairly the financial position of the Renaissance Charter School, Inc. as of June 30, 2010, and its change in financial position or budgetary comparisons, where applicable, for the year ended June 30, 2010, in conformity with accounting principles generally accepted in the United States of America.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the General Fund and the aggregate remaining fund information of the School as of June 30, 2010, and the respective changes in financial position and budgetary comparisons for the year then ended in conformity with accounting principles generally accepted in the United States of America.

6550 N. Federal Highway ■ Suite 410 ■ Fort Lauderdale, FL 33308 ■ 954.771.0896 ■ 954.938.9353 (F) ■ www.kmccpa.com

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In accordance with *Government Auditing Standards*, we have also issued our report dated September 28, 2010 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.

The Management's Discussion and Analysis on pages 3 through 7, is not a required part of the basic financial statements, but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that comprise School's basic financial statements. The statement of revenues and expenditures - General Fund - management format is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 28, 2010

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MANAGEMENT'S DISCUSSION AND ANALYSIS

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As management of North Broward Academy of Excellence (the "School"), a component unit of the School District of Broward County, Florida, we offer readers of the School's basic financial statements this narrative overview and analysis of the financial activities of the School for the years ended June 30, 2010 and 2009.

Management's discussion and analysis is included at the beginning of the School's basic financial statements to provide, in layman's terms, the past and current position of the School's financial condition. This summary should not be taken as a replacement for the audit which consists of the basic financial statements and other supplementary information.

FINANCIAL HIGHLIGHTS

Our basic financial statements provide these insights into the results of this year's operations.

- The School's net assets increased by $ 113,650 for the year ended June 30, 2010. Total net assets were $ 230,674 as of June 30, 2010 as compared to $ 117,024 as of June 30, 2009.
- As of June 30, 2010, the School has a fund balance of $ 175,163.

OVERVIEW OF THE BASIC FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements are comprised of three components: 1) government-wide basic financial statements, 2) fund basic financial statements, and 3) notes to the basic financial statements. This report also contains other supplementary information in addition to the basic financial statements.

Government-wide basic financial statements

The government-wide basic financial statements are designed to provide readers with a broad overview of the School's finances in a manner similar to a private sector business.

The statement of net assets presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net assets changed during the year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this Statement for some items that will only result in cash flows in future fiscal periods (e.g. uncollected revenues and services rendered but unpaid).

The government-wide basic financial statements include all governmental activities that are principally supported by grants and entitlements from the state for full-time equivalent funding. The School does not have any business-type activities. The governmental activities of the School include, primarily, instruction and instructional support services.

The government-wide basic financial statements can be found on pages 8 and 9 of this report.

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Fund basic financial statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide basic financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide basic financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide basic financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains only one governmental fund type, which is the General Fund. Information is presented in the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance for the General Fund.

The School adopts an annual budget for its governmental fund. A budgetary comparison statement has been provided for the General Fund to demonstrate compliance with the budget.

The governmental fund basic financial statements can be found on pages 10 through 14 of this report.

Agency Fund

In addition, the School has one Agency Fund which is a student activity fund. This fund is formed for educational and school purposes.

The Agency Fund financial statement can be found on page 15 of this report. The assets and liabilities of this Fund are not included in the government-wide statement of net assets.

Notes to basic financial statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund basic financial statements. The notes to basic financial statements can be found on pages 16 through 23 of this report.

Other information

In addition to the basic financial statements and accompanying notes, this report also presents certain supplementary information concerning revenues and expenditures presented in a management format for the School's General Fund. Supplementary information can be found on page 24 of this report.

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GOVERNMENT-WIDE FINANCIAL ANALYSIS

The School has been in operation for nine years; therefore, comparative government-wide data is presented. The School's net assets were $ 230,674 at June 30, 2010. Of this amount, $ 175,163 represents unrestricted net assets and $ 55,511 represents amounts invested in capital assets. The School's net assets were $ 117,024 at June 30, 2009. Of this amount, $ 27,871 represented amounts invested in capital assets and $ 89,153 represented amounts which were unrestricted.

Our analysis in the table below focuses on the net assets of the School's governmental activities:

North Broward Academy of Excellence
Net Assets

	June 30, 2010	June 30, 2009
ASSETS:		
Current and other assets	$ 571,518	$ 490,626
Capital assets, net of depreciation	211,574	298,057
Total assets	783,092	788,683
LIABILITIES:		
Current liabilities	519,949	515,595
Noncurrent liabilities	32,469	156,064
Total liabilities	552,418	671,659
NET ASSETS:		
Invested in capital assets	55,511	27,871
Unrestricted	175,163	89,153
Total net assets	$ 230,674	$ 117,024

GOVERNMENTAL ACTIVITIES

The results of this year's operations for the School, as a whole, are reported in the statement of activities on page 9. The following table provides a condensed presentation of the School's revenues and expenses for the years ended June 30, 2010 and 2009:

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North Broward Academy of Excellence
Change in Net Assets
For the Years Ended June 30,

	2010	2009
REVENUES:		
General revenues	$ 3,828,556	$ 3,363,556
Program revenues	901,876	685,620
Total revenues	4,730,432	4,049,176
FUNCTIONS/PROGRAM EXPENSES:		
Instruction	1,940,736	1,809,019
Instructional support services	1,781,698	1,544,170
Operation of noninstructional services	876,857	776,942
Interest expense	17,491	18,895
Total expenses	4,616,782	4,149,026
Change in net assets	$ 113,650	$ (99,850)

GOVERNMENTAL FUND EXPENDITURES

In the table below, we have presented the cost of the largest functions/programs as a percentage of total governmental expenditures:

	2010		2009	
Functions/Programs	Expenditures	Percent	Expenditures	Percent
Governmental expenditures:				
Instructional expenditures	$ 1,940,736	41.8%	$ 1,809,019	40.8%
Administrative services	285,313	6.1%	276,098	6.2%
Plant operations and maintenance	1,327,887	28.6%	1,156,088	26.1%
Fiscal services	440,497	9.5%	484,075	10.9%
Capital outlay	21,425	0.5%	296,786	6.7%
All other functions/programs	628,564	13.5%	409,156	9.3%
Total governmental expenditures	$ 4,644,422	100.0%	$ 4,431,222	100.0%

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GENERAL FUND BUDGETARY HIGHLIGHTS

Revenues as well as expenditures were over budget for the year ending June 30, 2010. FTE funding was greater per student which allowed for a favorable variance in state sources. Expenditures were mainly over budget in plant operations and maintenance due to rent expense.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital assets

At June 30, 2010, the School had capital assets of $ 211,574, net of accumulated depreciation, invested in computers, furniture, fixtures and equipment, leasehold improvements and improvements other than building as compared to $ 298,056 at June 30, 2009.

Long-term debt

At June 30, 2010, the School had outstanding debt of $ 156,053. Additional information on the School's debt can be found in Note 7 on page 21.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

The State of Florida is projecting funding for the next fiscal year to remain unchanged. Recent legislation also lowered the amount of students the District's 5% administrative fee can be calculated on from 500 to 250. This will result in additional revenues to the School through the District Fee Refund.

In order to be conservative, the fiscal year 2011 budget for the School includes a 2% reduction in FEFP funding. Other budget items to note are that the School is planning on enrollment at capacity.

REQUESTS FOR INFORMATION

If you have any additional questions about this report or need additional information, please write Hillary Daigle, Controller; Charter Schools USA; 6425 North Federal Highway, 5th Floor; Fort Lauderdale, Florida 33308.

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BASIC
FINANCIAL STATEMENTS

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF NET ASSETS
June 30, 2010

A S S E T S

	Governmental Activities
CURRENT ASSETS:	
Cash and cash equivalents	$ 334,855
Due from related parties	197,235
Due from other governments	8,785
Prepaid expenses and other assets	12,427
Deposits	18,216
Total current assets	571,518
NONCURRENT ASSETS:	
Capital assets (depreciable), net of accumulated depreciation	211,574
Total assets	783,092

L I A B I L I T I E S A N D N E T A S S E T S

CURRENT LIABILITIES:	
Accounts payable and accrued liabilities	65,050
Accrued contracted services	313,119
Due to management company	11,417
Due to agency fund	6,769
Note payable, due within one year	123,594
Total current liabilities	519,949
NONCURRENT LIABILITIES	
Note payable, due in more than one year	32,469
Total noncurrent liabilities	32,469
Total liabilities	552,418
COMMITMENTS AND CONTINGENCIES (Notes 8 and 9)	-
NET ASSETS:	
Invested in capital assets, net of related debt	55,511
Unrestricted	175,163
Total net assets	$ 230,674

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010

		Program Revenues			Governmental Activities
	Expenditures	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Net Revenue (Expense) and Change in Net Assets
FUNCTIONS/PROGRAMS:					
Instruction:					
Regular	$ 1,829,505	$ -	$ 50,192	$ -	$ (1,779,313)
Exceptional instruction	111,231	-	-	-	(111,231)
Instructional support services:					
Pupil services	36,897	-	-	-	(36,897)
Instructional media services	592	-	-	-	(592)
Instructional services	23,102	-	-	-	(23,102)
Administrative services	388,855	-	-	-	(388,855)
Plant operations and maintenance	1,332,252	-	-	302,207	(1,030,045)
Operation of noninstructional services:					
Food services	331,285	57,294	259,728	-	(14,263)
Board services	9,863	-	-	-	(9,863)
Fiscal services	440,497	-	-	-	(440,497)
Central services	11,806	-	-	-	(11,806)
Community services	83,406	232,455	-	-	149,049
Debt service interest	17,491	-	-	-	(17,491)
Total governmental activities	$ 4,616,782	$ 289,749	$ 309,920	$ 302,207	(3,714,906)
General revenues:					
Grants and entitlements					3,825,523
Contributions and other					3,033
Total general revenues					3,828,556
Change in net assets					113,650
Net assets, July 1, 2009					117,024
Net assets, June 30, 2010					$ 230,674

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NORTH BROWARD ACADEMY OF EXCELLENCE
BALANCE SHEET - GOVERNMENTAL FUND
June 30, 2010

A S S E T S

	General Fund
ASSETS:	
Cash and cash equivalents	$ 334,855
Due from related parties	197,235
Due from other governments	8,785
Prepaid expenditures and other assets	12,427
Deposits	18,216
Total assets	$ 571,518

L I A B I L I T I E S A N D F U N D B A L A N C E

LIABILITIES:	
Accounts payable and accrued liabilities	$ 65,050
Accrued contracted services	313,119
Due to management company	11,417
Due to agency fund	6,769
Total liabilities	396,355
FUND BALANCE:	
Reserved:	
Prepaid expenditures and other assets	12,427
Unreserved	162,736
Total fund balance	175,163
Total liabilities and fund balance	$ 571,518

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NORTH BROWARD ACADEMY OF EXCELLENCE
RECONCILIATION OF THE BALANCE SHEET OF THE GOVERNMENTAL FUND TO THE STATEMENT OF NET ASSETS
June 30, 2010

TOTAL FUND BALANCE - GOVERNMENTAL FUND, PAGE 10		$ 175,163
Amounts reported for governmental activities in the statement of activities are different because:		
The cost of capital assets acquired is reported as an expenditure in the governmental fund. The statement of net assets includes those capital assets, net of accumulated depreciation, among the assets of the School as a whole.		
Cost of capital assets	$ 482,542	
Less accumulated depreciation	(270,968)	211,574
Liabilities not payable with current available resources are not reported as fund liabilities in the governmental fund statements. All liabilities, both current and long-term, are reported in the government-wide statements.		
Note payable		(156,063)
NET ASSETS OF GOVERNMENTAL ACTIVITIES, PAGE 8		$ 230,674

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE - GOVERNMENTAL FUND
For the Year Ended June 30, 2010

	General Fund
REVENUES:	
Federal through state	$ 309,920
State sources	4,127,730
Local sources	60,327
Aftercare	232,455
Total revenues	4,730,432
EXPENDITURES:	
Current:	
Instruction:	
Regular instruction	1,829,505
Exceptional instruction	111,231
Instructional support services:	
Pupil services	36,897
Instructional media services	592
Instructional services	23,102
Administrative services	285,313
Plant operations and maintenance	1,327,887
Operation of noninstructional services:	
Food services	331,285
Board services	9,863
Fiscal services	440,497
Central services	11,806
Community services	83,406
Capital outlay:	
Site, building and equipment	21,425
Debt service:	
Principal and interest	131,613
Total expenditures	4,644,422
Net change in fund balance	86,010
FUND BALANCE, July 1, 2009	89,153
FUND BALANCE, June 30, 2010	$ 175,163

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NORTH BROWARD ACADEMY OF EXCELLENCE
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE OF THE GOVERNMENTAL FUND TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010

CHANGE IN FUND BALANCE - GOVERNMENTAL FUND, PAGE 12		$ 86,010
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures; however, in the statement of activities, these costs are allocated over their estimated useful loves as a provision for depreciation.		
Cost of capital assets	$ 21,425	
Less provision for depreciation	(107,907)	(86,482)
Debt proceeds provide current financial resources to governmental funds, but issuing debt increase long-term liabilities in the statement of net assets. Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net assets.		
Repayments of principal		114,122
CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES, PAGE 9		$ 113,650

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF REVENUES AND EXPENDITURES - BUDGET AND ACTUAL - GENERAL FUND
For the Year Ended June 30, 2010

	Original/ Final Budget	Actual	Variance
REVENUES:			
Federal through state	$ 248,632	$ 309,920	$ 61,288
State sources	4,163,547	4,326,265	162,718
Local sources	60,909	60,327	(582)
Aftercare	252,400	232,455	(19,945)
Total revenues	4,725,488	4,928,967	203,479
EXPENDITURES:			
Instruction:			
Regular instruction	1,760,826	1,829,505	(68,679)
Exceptional instruction	96,017	111,231	(15,214)
Instructional support services:			
Pupil services	30,678	36,897	(6,219)
Instructional media services	1,000	592	408
Instructional services	21,684	23,102	(1,418)
Administrative services	249,217	285,313	(36,096)
Plant operations and maintenance	1,143,729	1,327,887	(184,158)
Operation of non-instructional services:			
Food services	281,471	331,285	(49,814)
Board services	15,000	9,863	5,137
Fiscal services	588,123	440,497	147,626
Central services	206,183	210,341	(4,158)
Community services	98,490	83,406	15,084
Capital outlay:			
Furniture, improvements and equipment	92,372	21,425	70,947
Debt service:			
Principal and interest	131,613	131,613	-
Total expenditures	4,716,403	4,842,957	(126,554)
Net change in fund balance	$ 9,085	$ 86,010	$ 76,925

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF ASSETS AND LIABILITIES - AGENCY FUND
June 30, 2010

A S S E T S

		Student Activities
ASSETS:		
Cash and cash equivalents	$	34,579
Due from general fund		6,769
Other receivables		40
Total assets	$	41,388

L I A B I L I T I E S

LIABILITIES:		
Due to students	$	41,388
Total liabilities	$	41,388

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NOTE 1 - ORGANIZATION AND OPERATIONS

North Broward Academy of Excellence (the "School"), a component unit of the School District of Broward County, Florida (the "School District"), was established in 2001 as a public charter school to serve students from kindergarten to fifth grade in Broward County. The School is sponsored by its charter holder, The Renaissance Charter School, Inc., a Florida nonprofit corporation organized in August 1998. As of June 30, 2010, 616 students were enrolled in the School.

The basic financial statements of the School present only the balances, activities and disclosures related to the School. They do not purport to, and do not, present the financial position of The Renaissance Charter School, Inc. as of June 30, 2010, and its change in financial position or budgetary comparisons for the year then ended in conformity with accounting principles generally accepted in the United States of America.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting entity:

The School operates under a charter granted by the sponsoring School District, the School District of Broward County. The current charter is effective until June 30, 2011, and may be renewed in increments of five years by mutual written agreement between the School and the School District. At the end of the term of the charter, the School District may choose not to renew the charter under grounds specified in the charter in which case the School District is required to notify the School in writing at least ninety days prior to the charter's expiration. During the term of the charter, the School District may also terminate the charter if good cause is shown. North Broward Academy of Excellence is considered a component unit of the School District of Broward County.

The School may also be financially accountable if an organization is fiscally dependent on the School regardless of whether the organization has a separately elected governing board, a governing board appointed by another government, or a jointly approved board. In addition, component units can be other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the basic financial statements to be misleading or incomplete.

As a result of evaluating the above criteria, management has determined that no component units exist for which the School is financially accountable which would require inclusion in the School's basic financial statements.

Basis of presentation:

Based on the guidance provided in the American Institute of Certified Public Accountants Audit and Accounting Guide – Not-for-Profit Organizations and provisions of Section 228.056(10), Florida Statutes, the School is presented as a governmental organization for financial statement reporting purposes.

Government-wide statements:

The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major fund). Both the government-wide and fund financial statements categorize primary activities as either governmental or business- type. All of the School's activities are classified as governmental activities.

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NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

In the government-wide statement of net assets, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full-accrual, economic resource basis, which recognizes all noncurrent assets and receivables as well as all noncurrent debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, investment earnings, miscellaneous revenue, etc.). The statement of activities reduces gross expenses (including provision for depreciation) by related program revenues, operating and capital grants, and contributions. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants, while the capital grants column reflects capital-specific grants.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School's net assets resulting from the current year's activities.

Fund basic financial statements:

The accounts of the School are organized on the basis of funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures.

The General Fund is a governmental fund type employed in accounting for the financial activities and transactions of the School.

The Agency Fund accounts for student monies that are attributable to School and other educational activities.

Measurement focus and basis of accounting:

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the basic financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied. Governmental funds use the current financial resources measurement focus and the governmental-wide statements use the economic resources measurement focus.

Governmental activity in the government-wide basic financial statements is presented on the full-accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental fund financial statements are presented on the modified-accrual basis of accounting under which revenue is recognized in the accounting period in which it becomes susceptible to accrual (i.e., when it becomes both measurable and available). Measurable means the amount of the transaction can be determined and available means collectible within sixty days after year-end or soon enough thereafter to be used to pay liabilities of the current period.

Cash and cash equivalents:

The School maintains its cash accounts with one financial institution. The School’s accounts at this institution, at times, may exceed the federally insured limit. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk (Note 3).

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NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Revenue recognition:

Student funding is provided by the State of Florida through the School Board. Such funding is recorded as entitlement revenue in the government-wide financial statements and state source revenue in the fund financial statements and is net of a 5% administration fee retained by the School Board. This funding is received on a prorata basis over the twelve-month period the School is in session and is adjusted for changes in full-time equivalent (FTE) student population.

Income taxes:

The School is a department of a nonprofit corporation whose revenue is derived primarily from other governmental entities. The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been made in these basic financial statements.

Capital assets:

Capital assets purchased or acquired are capitalized at historical cost or estimated historical cost. Capital assets are defined by the School as assets with an initial cost of $ 750 and useful life of over one year. Donated property and equipment are valued at the estimated fair market value as of the date received. Additions, improvements, and other expenditures that significantly extend the useful life of an asset are capitalized and depreciated over the remaining useful lives of the related capital assets. Other costs for repairs and maintenance are expensed as incurred.

Depreciation on all assets is provided on the straight-line basis over the capital assets estimated useful lives as follows:

Furniture, fixtures and equipment	10 years
Improvements other than buildings	10 years
Computer equipment	5 years
Leasehold improvements	10 years

Net assets:

Net assets are classified in three categories. The general meaning of each is as follows:

- Invested in capital assets, net of related debt - represents the difference between the cost of capital assets, less accumulated depreciation reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets.

- Unrestricted - includes all other net assets.

- Restricted net assets - consists of net assets with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.

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NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Fund balance:

Fund balance is classified in three categories. The general meaning of each is as follows:

- Reserved - indicates the portion of fund balance not available for appropriation in subsequent periods or is legally segregated for a specific future use. These amounts do not represent available spendable resources.
- Unreserved - includes all other fund balances.
- Designations of fund balance represent tentative management plans that are subject to change

Budget:

An operating budget is adopted and maintained by the governing board for the School pursuant to the requirements of Florida Statutes. The budget is adopted using the same basis of accounting that is used in the preparation of the basic financial statements, except for the reporting of a 5% administration fee retained by the School District.

A reconciliation of the General Fund presented on a budgetary basis to the amount presented in accordance with generally accepted accounting principles (GAAP) is as follows:

	Revenues	Expenditures
Budgetary basis, page 14	$ 4,928,967	$ 4,842,957
Less: 5% administration fee retained by the School District included as revenues and expenditures on a budgetary basis	(198,535)	(198,535)
GAAP basis, page 12	$ 4,730,432	$ 4,644,422

NOTE 3 – CASH AND CASH EQUIVALENTS

At June 30, 2010, the carrying amount of the deposits and cash on hand totaled $ 369,434, with a bank balance of $ 387,086.

State statutes require, and it is the School's policy, that all deposits be made into, and be held by, financial institutions designated by the Treasurer of the State of Florida as qualified public depositories as defined by Chapter 280 of the Florida Statutes. This statute requires that every qualified public depository institution maintain eligible collateral to secure the public entity's funds. The minimum collateral to be pledged by an institution, the collateral eligible for pledge, and the reporting requirements of the qualified public depositor to the Treasurer is defined by statute. Collateral is pooled in a multiple qualified public depository institution pool with the ability to assess members of the pool should the need arise. The School's deposits are held in a qualified public depository. They are covered by the collateral pool as the School has identified itself as a public entity at June 30, 2010.

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NOTE 4 - DUE FROM RELATED PARTIES

Both the School and North Broward Academy of Excellence Middle School are related, as they share common board membership, are managed by Charter School USA, Inc., and are departments of the Renaissance Charter School, Inc. These two schools share teachers and administrative staff, as well as expenses, which include rent and other operating expenses. As of June 30, 2010, the basic financial statements include an amount due from other schools in the amount of $ 197,476, representing short-term advances for such expenses mentioned above. The School is also related to Renaissance Elementary Charter School. At June 30, 2010, $ 241 is due to Renaissance Elementary Charter School, representing amounts related to the National School Lunch Program. In addition, the School has a note payable of $ 156,063 due to Renaissance Elementary Charter School as of the year ended June 30, 2010 (Note 7).

NOTE 5 - DUE FROM OTHER GOVERNMENTS

Due from other governments at June 30, 2010 consists of amounts due from the state for the National School Lunch Program for June 2010.

NOTE 6 - CAPITAL ASSETS

Capital asset balances and activity for the year ended June 30, 2010 are as follows:

	Balance July 1, 2009	Additions	Deletions	Balance June 30, 2010
Capital assets, depreciable:				
Furniture, fixtures and equipment	$ 263,104	$ -	$ -	$ 263,104
Computer equipment	154,362	21,425	-	175,787
Improvements other than buildings	36,781	-	-	36,781
Leasehold improvements	6,870	-	-	6,870
Total capital assets, depreciable	461,117	21,425	-	482,542
Accumulated depreciation:				
Furniture, fixtures and equipment	75,260	47,780	-	123,040
Computer equipment	72,170	55,762	-	127,932
Improvements other than buildings	11,860	3,678	-	15,538
Leasehold improvements	3,771	687	-	4,458
Total accumulated depreciation	163,061	107,907	-	270,968
Net capital assets	$ 298,056	$ (86,482)	$ -	$ 211,574

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NOTE 6 - CAPITAL ASSETS (continued)

Provision for depreciation was charged to governmental activities as follows:

Instructional support services - administrative	$	103,542
Instructional support services - plant operations and maintenance		4,365
	$	107,907

NOTE 7 – NOTE PAYABLE

Both the School and Renaissance Charter Elementary School are related as they both share common board membership and are managed by Charter Schools USA, Inc. As of June 30, 2010, the basic financial statements include a note payable of $ 156,063 which is due to this related party. The note has a three year repayment schedule and requires monthly payments of $ 10,968. The note is for monies loaned for capital outlay purchases and is subject to 8% interest. For the year ended June 30, 2010, interest expense is $ 17,491.

Changes in note payable during the year are as follows:

	Balance at July 1, 2009	Additions	Deletions	Balance at June 30, 2010	Amount Due Within One Year
Note payable: Renaissance Charter Elementary School	$ 270,185	$ -	$ (114,122)	$ 156,063	$ 123,594
Total	$ 270,185	$ -	$ (114,122)	$ 156,063	$ 123,594

Future minimum payments at June 30, 2008 are approximately as follows:

Year Ending June 30,	
2011	$ 123,600
2012	$ 32,500

NOTE 8 - LEASES

The School previously entered into an operating lease agreement with a related party for the use of its premises. The lease expires in July 2012, with a renewal option, and requires monthly payments between $ 96,525 and $ 113,622. A percentage of this amount is repaid by North Broward Academy of Excellence Middle School as the two schools share the facility (Note 4).

In addition, a principal stockholder of Charter Schools USA, Inc. (Note 9) owns an interest in the facility leased by the Schools.

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NOTE 8 – LEASES (continued)

Future lease payments are approximately as follows:

Year Ending June 30,	
2011	$ 1,323,800
2012	$ 1,363,500
2013	$ 113,600

Rent expense totaled $ 932,578 for the year ended June 30, 2010.

NOTE 9 - COMMITMENTS AND CONTINGENCIES

The School has a formal agreement with Charter Schools USA, Inc. ("CSUSA") to manage staff and operate the School. The agreement states that CSUSA shall receive all revenues minus expenses paid by the Board directly as its gross revenue, from which it pays all other operating costs of the School identified in the budget approved by the Board. CSUSA is entitled to retain as compensation for its services the difference, if any, between the amount of the School's revenues and the amount of revenues expended by CSUSA in the course of operation and management of the School. The agreement expires in August 2019.

The total management fees paid amounted to $ 438,237 for the year ended June 30, 2010.

At June 30, 2010, the School has an amount due to CSUSA of $ 11,417. This is shown on the basic financial statements as an amount due to management company. Additionally, the School's has an amount of $ 41,899 due to CSUSA for reimbursement of various expenditures. This amount is included in accounts payable and accrued liabilities at June 30, 2010.

Post retirement benefits:

The School does not provide post-retired benefits to retired employees.

NOTE 10 - CAPITAL APPROPRIATIONS FUNDING

The Florida Department of Education has approved a Charter School Capital Outlay (CSCO) award for the School. In each year that funds are appropriated by the state for charter school capital outlay purposes those funds are allocated among eligible charter schools. The funds for the School's allocation are transferred to the School once a CSCO Plan has been provided to and approved by the sponsoring district. The School's CSCO Award totaled $ 302,207 for the 2009/2010 school year which has been recognized as revenue in the accompanying basic financial statements. If the CSCO funds are used to acquire tangible property assets, the School Board has a reversionary interest in those assets. In the event of nonrenewal, termination, or breach of the charter school agreement, ownership of the assets would automatically revert to the School Board. The School has elected to use these funds to pay its portion of the lease expense on the facility.

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NOTE 11 - RISK MANAGEMENT

The School is exposed to various risks of loss related to torts, thefts of, damage to, and destruction of assets and natural disasters. The School has obtained property insurance from commercial companies including, but not limited to, general liability and errors and omissions insurance. There were no claims in excess of insurance coverage limits during the past five years.

As disclosed in Note 9, CSUSA employs all of the employees of the School. As a result, the School is not exposed to medical or workers' compensation claims for these individuals.

NOTE 12 - EMPLOYEE BENEFIT PLAN

During the year ended June 30, 2010, the School offered all of its full-time employees, who had attained 21 years of age, a retirement plan under Internal Revenue Code Section 401(k). The employee is allowed to contribute up to a maximum of 20% of their annual gross compensation, subject to certain limitations. The School will match 25% of the first 6% of the employee contribution. For the year ended June 30, 2010, the School contributed $ 12,010 to the Plan.

NOTE 13 - BUDGET - OVER-EXPENDITURES

Program expenditures exceeded budgeted amounts by $ 126,554 during the current year. This is mainly due to regular instruction and plant operations and maintenance exceeding the budget.

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SUPPLEMENTARY INFORMATION

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NORTH BROWARD ACADEMY OF EXCELLENCE
SCHEDULE OF REVENUES AND EXPENDITURES - GENERAL FUND - MANAGEMENT FORMAT
For the Year Ended June 30, 2010

	Account	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other Expenses	Totals
REVENUES:							
Federal through state	3200						309,920
State sources	3300						$ 4,326,265
Local sources	3400						60,327
Aftercare	3400						232,455
Total revenues							4,928,967
EXPENDITURES:							
Instruction	5000	$ 1,794,079	$ -	$ 136,397	$ 9,501	$ 759	1,940,736
Pupil services	6100	36,722	-	175	-	-	36,897
Instructional media services	6200	-	-	592	-	-	592
Instruction and curriculum development	6300	-	-	19,594	-	-	19,594
Instructional staff training	6400	408	-	3,100	-	-	3,508
Board services	7100	9,863	-	-	-	-	9,863
School administration	7300	217,398	-	11,670	56,245	-	285,313
Fiscal services	7500	440,497	-	-	-	-	440,497
Food services	7600	47,146	-	284,139	-	-	331,285
Central services	7700	210,341	-	-	-	-	210,341
Operation of plant	7900	1,160,101	62,590	10,620	-	138	1,233,449
Maintenance of plant	8100	94,438	-	-	-	-	94,438
Community services	9100	67,537	-	15,869	-	-	83,406
Capital outlay:							
Furniture, improvements and equipment	9300	-	-	-	21,425	-	21,425
Debt service:							
Principal and interest	9200	-	-	-	-	131,613	131,613
Total expenditures		$ 4,078,530	$ 62,590	$ 482,156	$ 87,171	$ 132,510	4,842,957
Change in fund balance							$ 86,010

OTHER INDEPENDENT AUDITORS' REPORTS

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

We have audited the financial statements of the governmental activities, the General Fund, and the aggregate remaining fund information of North Broward Academy of Excellence (the "School"), a component unit of the School District of Broward County, Florida and a Department of The Renaissance Charter School, Inc., as of and for the year ended June 30, 2010, which collectively comprise the basic financial statements, and have issued our report thereon dated September 28, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the basic financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in the internal control that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's basic financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of basic financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the School's management, members of the Board of Directors, the Auditor General of the State of Florida and the School District of Broward County and is not intended to be and should not be used by anyone other than these specified parties.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 28, 2010

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INDEPENDENT AUDITORS' REPORT TO THE BOARD OF DIRECTORS

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

We have audited the basic financial statements of governmental activities, the General Fund, and the aggregate remaining fund information of North Broward Academy of Excellence (the "School"), a component unit of the School District of Broward County, Florida, and a Department of The Renaissance Charter School, Inc., as of and for the year ended June 30, 2010, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 28, 2010.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and Compliance and Other Matters. Disclosures in that report, which is dated September 28, 2010, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with Chapter 10.850, Rules of the Auditor General, which governs the conduct of charter school audits performed in the State of Florida. This letter includes the following information, which is not included in the aforementioned auditors' reports or schedule:

1. Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. The status of the prior year's corrective actions has been reported in the accompanying schedule of findings and recommendations on page 30.

2. Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any new recommendations.

3. Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address violations of laws, regulations, contracts or grant agreements, or abuse that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but more than inconsequential. In connection with our audit, we did not have any such findings.

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4. Section 10.854(1)(e)5., Rules of the Auditor General, provides that the auditor may, based on professional judgment, report the following matters that are inconsequential to the determination of financial statement amounts, considering both quantitative and qualitative factors: (1) violations of laws, regulations, contracts or grant agreements, or abuse that have occurred, or are likely to have occurred, and (2) control deficiencies that are not significant deficiencies. In connection with our audit, we did not have any such findings.

5. Section 10.854(1)(e)6., Rules of the Auditor General, requires the name or official title of the school. The official title of the school is North Broward Academy of Excellence.

6. Section 10.854(1)(e)2., Rules of the Auditor General, requires a statement be included as to whether or not the school has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that the North Broward Academy of Excellence did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

7. Pursuant to Sections 10.854(1)(e)7.a. and 10.855(10), Rules of the Auditor General, we applied financial condition assessment procedures. It is management's responsibility to monitor the North Broward Academy of Excellence's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

This management letter is intended solely for the use and information of the School's management, the Board of Directors, the Auditor General of the State of Florida and the School District of Broward County, and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 28, 2010

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INDEPENDENT AUDITORS' REPORT TO MANAGEMENT

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

In planning and performing our audit of the basic financial statements of North Broward Academy of Excellence (the "School"), a component unit of the School Board of Broward County, Florida and a Department of The Renaissance Charter School, Inc., as of and for the year ended June 30, 2010, we considered the School's internal controls to determine our auditing procedures for the purpose of expressing an opinion on the basic financial statements and not to provide assurance on the internal controls.

However, during our audit we became aware of certain matters that represent an opportunity for you to strengthen your internal controls and operating efficiencies. This letter includes our comments and recommendations. This letter does not affect our separate report dated September 28, 2010 on the basic financial statements of the School.

The enclosed comments are not intended to reflect on the honesty, integrity, or competence of the employees of the School, but are mentioned only to aid you in improving existing procedures and internal controls.

After you have had an opportunity to consider our comments and recommendations, we would be happy to discuss them with you at your convenience.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 28, 2010

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NORTH BROWARD ACADEMY OF EXCELLENCE
SCHEDULE OF FINDINGS
June 30, 2010

PRIOR YEAR INTERNAL CONTROL COMMENTS AND RECOMMENDATIONS:

	STILL APPLICABLE	IMPLEMENTED OR NO LONGER RELEVANT
Maintain fixed asset inventory		X
Update internal control procedures		X

CURRENT YEAR COMMENTS AND RECOMMENDATIONS:

NONE

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NORTH BROWARD ACADEMY OF EXCELLENCE

A DEPARTMENT OF THE RENAISSANCE CHARTER SCHOOL, INC.
(A COMPONENT UNIT OF THE SCHOOL
DISTRICT OF BROWARD COUNTY, FLORIDA)

BASIC FINANCIAL STATEMENTS
AND ADDITIONAL INFORMATION

June 30, 2009

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NORTH BROWARD ACADEMY OF EXCELLENCE
BASIC FINANCIAL STATEMENTS AND ADDITIONAL INFORMATION
June 30, 2009

TABLE OF CONTENTS

	PAGES
Independent Auditors' Report	1-2
Management's Discussion and Analysis (Not Covered by Independent Auditors' Report)	3-7
BASIC FINANCIAL STATEMENTS	
Government-wide Financial Statements:	
Statement of Net Assets	8
Statement of Activities	9
Fund Financial Statements:	
Balance Sheet - Governmental Fund	10
Reconciliation of the Balance Sheet of the Governmental Fund to the Statement of Net Assets	11
Statement of Revenues, Expenditures, and Change in Fund Balance - Governmental Fund	12
Reconciliation of the Statement of Revenues, Expenditures, and Change in Fund Balance of the Governmental Fund to the Statement of Activities	13
Statement of Revenues and Expenditures - Budget and Actual - General Fund	14
Statement of Assets and Liabilities- Agency Fund	15
Notes to Basic Financial Statements	16-23
SUPPLEMENTARY INFORMATION	
Schedule of Revenues and Expenditures - General Fund - Management Format	24
OTHER INDEPENDENT AUDITORS' REPORTS	
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	25-26
Independent Auditors' Report to the Board of Directors	27-28
Independent Auditors' Report to Management	29
Schedule of Findings and Recommendations	30

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KEEFE, McCULLOUGH & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

JOHN R. KEEFE, C.P.A.
STEVEN H. WOODS, C.P.A.
DAVID T. WILLIAMS, C.P.A.
JOSEPH D. LEO, C.P.A.
WILLIAM G. BENSON, C.P.A.
KENNETH G. SMITH, C.P.A.
LOUIS R. PROIETTO, C.P.A.
CYNTHIA L. CALVERT, C.P.A.
ISRAEL J. GOMEZ, C.P.A.
JOHN E. McCULLOUGH, C.P.A. (RETIRED)
THOMAS T. CARPENTER, C.P.A.(RETIRED)
PAUL B. SNEIDER, C.P.A. (RETIRED)
BRIAN D. PINNELL, C.P.A. (RETIRED)
JAMES R. LARAWAY, C.P.A.
HILLARY B. DAIGLE, C.P.A.
ROSS S. GOTTHOFFER, C.P.A.

6550 NORTH FEDERAL HIGHWAY
SUITE 410
FORT LAUDERDALE, FLORIDA 33308
(954) 771-0896
FAX: (954) 938-9353
E-MAIL: kmc@kmccpa.com

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

We have audited the accompanying basic financial statements of the governmental activities, the General Fund, and the aggregate remaining fund information of North Broward Academy of Excellence (the "School"), a component unit of the School District of Broward County, Florida and a Department of the Renaissance Charter School, Inc. as of and for the year ended June 30, 2009, as listed in the table of contents. These basic financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these basic financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 1, the basic financial statements of the School, are intended to present the financial position and changes in financial position of only that portion of the governmental activities, the General Fund and the aggregate remaining fund information of the Renaissance Charter School, Inc. that is attributable to the transactions of the School. They do not purport to, and do not, present fairly the financial position of the Renaissance Charter School, Inc. as of June 30, 2009, and its change in financial position or budgetary comparisons, where applicable, for the year ended June 30, 2009, in conformity with accounting principles generally accepted in the United States of America.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the General Fund and the aggregate remaining fund information of the School as of June 30, 2009, and the respective changes in financial position and budgetary comparisons for the year then ended in conformity with accounting principles generally accepted in the United States of America.

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In accordance with Government Auditing Standards, we have also issued our report dated September 30, 2009 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and is important for assessing the results of our audit.

The Management's Discussion and Analysis on pages 3 through 7, is not a required part of the basic financial statements, but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that comprise School's basic financial statements. The statement of revenues and expenditures - General Fund - management format is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 30, 2009

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MANAGEMENT'S DISCUSSION AND ANALYSIS

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As management of North Broward Academy of Excellence (the "School"), a component unit of the School District of Broward County, Florida, we offer readers of the School's basic financial statements this narrative overview and analysis of the financial activities of the School for the years ended June 30, 2009 and 2008.

Management's discussion and analysis is included at the beginning of the School's basic financial statements to provide, in layman's terms, the past and current position of the School's financial condition. This summary should not be taken as a replacement for the audit which consists of the basic financial statements and other supplementary information.

FINANCIAL HIGHLIGHTS

Our basic financial statements provide these insights into the results of this year's operations.

- The increase in net assets of the School resulted in net assets of $ 117,024 as of June 30, 2009 as compared to $ 216,874 as of June 30, 2008. The change is a result of a decrease in FTE revenue.
- As of June 30, 2009, the School has a fund balance of $ 89,153.

OVERVIEW OF THE BASIC FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements are comprised of three components: 1) government-wide basic financial statements, 2) fund basic financial statements, and 3) notes to the basic financial statements. This report also contains other supplementary information in addition to the basic financial statements.

Government-wide basic financial statements

The government-wide basic financial statements are designed to provide readers with a broad overview of the School's finances in a manner similar to a private sector business.

The statement of net assets presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net assets changed during the year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this Statement for some items that will only result in cash flows in future fiscal periods (e.g. uncollected revenues and services rendered but unpaid).

The government-wide basic financial statements include all governmental activities that are principally supported by grants and entitlements from the state for full-time equivalent funding. The School does not have any business-type activities. The governmental activities of the School include, primarily, instruction and instructional support services.

The government-wide basic financial statements can be found on pages 8 and 9 of this report.

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Fund basic financial statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide basic financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide basic financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide basic financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains only one governmental fund type, which is the General Fund. Information is presented in the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance for the General Fund.

The School adopts an annual budget for its governmental fund. A budgetary comparison statement has been provided for the General Fund to demonstrate compliance with the budget.

The governmental fund basic financial statements can be found on pages 10 through 14 of this report.

Agency Fund

In addition, the School has one Agency Fund which is a student activity fund. This fund is formed for educational and school purposes.

The Agency Fund financial statement can be found on page 15 of this report. The assets and liabilities of this Fund are not included in the government-wide statement of net assets.

Notes to basic financial statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund basic financial statements. The notes to basic financial statements can be found on pages 16 through 23 of this report.

Other information

In addition to the basic financial statements and accompanying notes, this report also presents certain supplementary information concerning revenues and expenditures presented in a management format for the School's General Fund. Supplementary information can be found on page 24 of this report.

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GOVERNMENT-WIDE FINANCIAL ANALYSIS

The School has been in operation for eight years; therefore, comparative government-wide data is presented. The School's net assets were $ 117,024 at June 30, 2009. Of this amount, $ 89,153 represents unrestricted net assets and $ 27,871 represents amounts invested in capital assets. The School's net assets were $ 216,874 at June 30, 2008. Of this amount, $ 121,199 represented amounts invested in capital assets and $ 95,675 represented amounts which were unrestricted. See "Financial Highlights" on page 3 of this report for an explanation of the reason for the change in net assets.

Our analysis in the table below focuses on the net assets of the School's governmental activities:

North Broward Academy of Excellence
Net Assets

	June 30, 2009	June 30, 2008
ASSETS:		
Current and other assets	$ 490,626	$ 385,237
Capital assets, net of depreciation	298,057	95,675
Total assets	788,683	480,912
LIABILITIES:		
Current liabilities	515,595	264,038
Noncurrent liabilities	156,064	-
Total liabilities	671,659	264,038
NET ASSETS:		
Invested in capital assets	27,871	95,675
Unrestricted	89,153	121,199
Total net assets	$ 117,024	$ 216,874

GOVERNMENTAL ACTIVITIES

The results of this year's operations for the School, as a whole, are reported in the statement of activities on page 9. The following table provides a condensed presentation of the School's revenues and expenses for the years ended June 30, 2009 and 2008:

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North Broward Academy of Excellence
Change in Net Assets
For the Years Ended June 30,

	2009	2008
REVENUES:		
General revenues	$ 3,363,556	$ 2,738,405
Program revenues	685,620	439,366
Total revenues	4,049,176	3,177,771
FUNCTIONS/PROGRAM EXPENSES:		
Instruction	1,809,019	1,446,501
Instructional support services	1,544,170	1,200,363
Operation of noninstructional services	776,942	379,450
Interest expense	18,895	-
Total expenses	4,149,026	3,026,314
Change in net assets (deficit)	$ (99,850)	$ 151,457

GOVERNMENTAL FUND EXPENDITURES

In the table below, we have presented the cost of the largest functions/programs as a percentage of total governmental expenditures:

	2009		2008	
Functions/Programs	Expenditures	Percent	Expenditures	Percent
Governmental expenditures:				
Instructional expenditures	$ 1,809,019	40.8%	$ 1,446,501	47.0%
Administrative services	276,098	6.2%	284,191	9.2%
Plant operations and maintenance	1,156,088	26.1%	871,227	28.3%
Fiscal services	484,075	10.9%	200,360	6.5%
Capital outlay	296,786	6.7%	83,152	2.7%
All other functions/programs	409,156	9.3%	192,974	6.3%
Total governmental expenditures	$ 4,431,222	100.0%	$ 3,078,405	100.0%

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GENERAL FUND BUDGETARY HIGHLIGHTS

Actual revenues were higher than budget amounts due primarily to FEFP Revenue. Although FEFP funding was reduced in fiscal year 2009, a conservative budget resulted in revenue that exceeded the plan by approximately 5%. Aftercare revenue was above budget by approximately 12% and expenditures were below budget by 33%, which resulted in favorable results for the program. Capital expenditure were also favorable to budget. Favorability for FEFP revenue as well as the capital expenses helped to mitigate the unfavorable results versus the budget.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital assets

At June 30, 2009, the School had capital assets of $ 298,057, net of accumulated depreciation, invested in computers, furniture, fixtures and equipment, leasehold improvements and improvements other than building as compared to $ 95,675 at June 30, 2007.

Long-term debt

At June 30, 2009, the School had outstanding debt of $270,186. Additional information on the School's debt can be found in Note 8 on page 21.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

The State of Florida has approved funding through the State Fiscal Stabilization Fund resulting in an increase of 1% (per the funding estimate for July) for the FEFP program for the fiscal year 2009-2010. However, with legislative sessions planned during the coming year, FEFP revenue has been planned conservatively. Capital outlay revenue is expected to remain roughly the same as the prior year. Student enrollment is expected to remain at or near full capacity. These factors were considered in preparing the School's budget for fiscal year 2009-2010.

REQUESTS FOR INFORMATION

If you have any additional questions about this report or need additional information, please write Ms. Lorrie Davidson, Vice President of Finance; Charter Schools USA; 6425 North Federal Highway, 5th Floor; Fort Lauderdale, Florida 33308.

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BASIC
FINANCIAL STATEMENTS

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF NET ASSETS
June 30, 2009

ASSETS

	Governmental Activities
CURRENT ASSETS:	
Cash and cash equivalents	$ 273,063
Due from related party	149,134
Due from management company	6,589
Due from other governments	25,685
Prepaid expenses and other assets	21,642
Deposits	14,513
Total current assets	490,626
NONCURRENT ASSETS:	
Capital assets (depreciable), net of accumulated depreciation	298,057
Total assets	788,683

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:	
Accounts payable and accrued liabilities	130,536
Accrued contracted services	270,102
Note payable, due within one year	114,122
Due from agency fund	835
Total current liabilities	515,595
NONCURRENT LIABILITIES	
Note payable, due in more than one year	156,064
Total noncurrent liabilities	156,064
Total liabilities	671,659
NET ASSETS:	
Invested in capital assets, net of related debt	27,871
Unrestricted	89,153
Total net assets	$ 117,024

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2009

		Program Revenues			Governmental Activities
	Expenditures	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Net Revenue (Expense) and Change in Net Assets
FUNCTIONS/PROGRAMS:					
Instruction:					
Regular	$ 1,714,820	$ -	$ -	$ -	$ (1,714,820)
Exceptional instruction	94,199	-	-	-	(94,199)
Instructional support services:					
Pupil services	3,401	-	-	-	(3,401)
Instructional media services	352	-	-	-	(352)
Instructional services	13,827	-	-	-	(13,827)
Administrative services	366,136	-	-	-	(366,136)
Plant operations and maintenance	1,160,454	-	-	300,794	(859,660)
Operation of noninstructional services:					
Food services	188,973	157,854	-	-	(31,119)
Board services	11,917	-	-	-	(11,917)
Fiscal services	484,075	-	-	-	(484,075)
Central services	14,451	-	-	-	(14,451)
Community services	77,526	226,972	-	-	149,446
Debt service interest	18,895	-	-	-	(18,895)
Total governmental activities	$ 4,149,026	$ 384,826	$ -	$ 300,794	(3,463,406)
General revenues:					
Grants and entitlements					3,353,153
Contributions and other					10,403
Total general revenues					3,363,556
Change in net assets					(99,850)
Net assets, July 1, 2008					216,874
Net assets, June 30, 2009					$ 117,024

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NORTH BROWARD ACADEMY OF EXCELLENCE
BALANCE SHEET - GOVERNMENTAL FUND
June 30, 2009

ASSETS

		General Fund
ASSETS:		
Cash and cash equivalents	$	273,063
Due from related party		149,134
Due from management company		6,589
Due from other governments		25,685
Prepaid expenses and other assets		21,642
Deposits		14,513
Total assets	$	490,626

LIABILITIES AND FUND BALANCE

LIABILITIES:		
Accounts payable and accrued liabilities	$	130,536
Accrued contracted services		270,102
Due from agency fund		835
Total liabilities		401,473
FUND BALANCE:		
Reserved:		
Prepaid expenses and other assets		21,642
Unreserved		67,511
Total fund balance		89,153
Total liabilities and fund balance	$	490,626

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NORTH BROWARD ACADEMY OF EXCELLENCE
RECONCILIATION OF THE BALANCE SHEET OF THE GOVERNMENTAL FUND TO THE STATEMENT OF NET ASSETS
June 30, 2009

TOTAL FUND BALANCE - GOVERNMENTAL FUND, PAGE 10		$ 89,153
Amounts reported for governmental activities in the statement of activities are different because:		
The cost of capital assets acquired is reported as an expenditure in the governmental fund. The statement of net assets includes those capital assets, net of accumulated depreciation, among the assets of the School as a whole.		
Cost of capital assets	$ 461,117	
Less accumulated depreciation	(163,060)	298,057
Liabilities not payable with current available resources are not reported as fund liabilities in the governmental fund statements. All liabilities, both current and long-term, are reported in the government-wide statements.		
Note payable		(270,186)
NET ASSETS OF GOVERNMENTAL ACTIVITIES, PAGE 8		$ 117,024

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE - GOVERNMENTAL FUND
For the Year Ended June 30, 2009

	General Fund
REVENUES:	
State sources	$ 3,749,785
Local sources	72,419
Aftercare	226,972
Total revenues	4,049,176
EXPENDITURES:	
Current:	
Instruction:	
Regular instruction	1,714,820
Exceptional instruction	94,199
Instructional support services:	
Pupil services	3,401
Instructional media services	352
Instructional services	13,827
Administrative services	276,098
Plant operations and maintenance	1,156,088
Operation of noninstructional services:	
Food services	188,973
Board services	11,917
Fiscal services	484,075
Central services	14,451
Community services	77,526
Capital outlay:	
Site, building and equipment	296,786
Debt service:	
Principal and interest	98,709
Total expenditures	4,431,222
Net change in fund balance before other sources	(382,046)
OTHER FINANCING SOURCES:	
Proceeds from note payable	350,000
Net change in fund balance	(32,046)
FUND BALANCE, July 1, 2008	121,199
FUND BALANCE, June 30, 2009	$ 89,153

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NORTH BROWARD ACADEMY OF EXCELLENCE
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE OF THE GOVERNMENTAL FUND TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2009

CHANGE IN FUND BALANCE - GOVERNMENTAL FUND, PAGE 12		$ (32,046)
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures; however, in the statement of activities, these costs are allocated over their estimated useful loves as a provision for depreciation.		
Cost of capital assets	$ 296,786	
Less provision for depreciation	(94,404)	202,382
Debt proceeds provide current financial resources to governmental funds, but issuing debt increase long-term liabilities in the statement of net assets. Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net assets.		
Proceeds from note payable	(350,000)	
Repayments of principal	79,814	(270,186)
CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES, PAGE 9		$ (99,850)

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF REVENUES AND EXPENDITURES - BUDGET AND ACTUAL - GENERAL FUND
For the Year Ended June 30, 2009

	Original/ Final Budget	Actual	Variance
REVENUES:			
State sources	$ 3,828,039	$ 3,925,000	$ 96,961
Local sources	2,695	72,419	69,724
Aftercare	201,820	226,972	25,152
Total revenues	4,032,554	4,224,391	191,837
EXPENDITURES:			
Instruction:			
Regular instruction	1,595,065	1,714,820	(119,755)
Exceptional instruction	96,405	94,199	2,206
Instructional support services:			
Pupil services	-	3,401	(3,401)
Instructional media services	-	352	(352)
Instructional services	6,480	13,827	(7,347)
Administrative services	261,804	276,098	(14,294)
Plant operations and maintenance	1,090,920	1,156,088	(65,168)
Operation of non-instructional services:			
Food services	180,798	188,973	(8,175)
Board services	15,000	11,917	3,083
Fiscal services	406,269	484,075	(77,806)
Central services	187,411	189,666	(2,255)
Community services	115,980	77,526	38,454
Capital outlay:			
Furniture, improvements and equipment	317,641	296,786	20,855
Debt service:			
Principal and interest	133,102	98,709	34,393
Total expenditures	4,406,875	4,606,437	(199,562)
Net change in fund balance before other sources	(374,321)	(382,046)	(7,725)
OTHER SOURCES:			
Proceeds from note payable	375,000	350,000	(25,000)
Net change in fund balance	$ 679	$ (32,046)	$ (32,725)

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF ASSETS AND LIABILITIES - AGENCY FUND
June 30, 2009

A S S E T S

	Student Activities
ASSETS:	
Cash and cash equivalents	$ 27,790
Other receivables	460
Total assets	$ 28,250

L I A B I L I T I E S

LIABILITIES:	
Due to students	$ 28,250
Total liabilities	$ 28,250

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NOTE 1 - ORGANIZATION AND OPERATIONS

North Broward Academy of Excellence (the "School"), a component unit of the School District of Broward County, Florida (the "School District"), was established in 2001 as a public charter school to serve students from kindergarten to fifth grade in Broward County. The School is sponsored by its charter holder, The Renaissance Charter School, Inc., a Florida nonprofit corporation organized in August 1998. As of June 30, 2009, 554 students were enrolled in the School.

The basic financial statements of the School present only the balances, activities and disclosures related to the School. They do not purport to, and do not, present the financial position of The Renaissance Charter School, Inc. as of June 30, 2009, and its change in financial position or budgetary comparisons for the year then ended in conformity with accounting principles generally accepted in the United States of America.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting entity:

The School operates under a charter granted by the sponsoring School District, the School District of Broward County. The current charter is effective until June 30, 2011, and may be renewed in increments of five years by mutual written agreement between the School and the School District. At the end of the term of the charter, the School District may choose not to renew the charter under grounds specified in the charter in which case the School District is required to notify the School in writing at least ninety days prior to the charter's expiration. During the term of the charter, the School District may also terminate the charter if good cause is shown. North Broward Academy of Excellence is considered a component unit of the School District of Broward County.

The School may also be financially accountable if an organization is fiscally dependent on the School regardless of whether the organization has a separately elected governing board, a governing board appointed by another government, or a jointly approved board. In addition, component units can be other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the basic financial statements to be misleading or incomplete.

As a result of evaluating the above criteria, management has determined that no component units exist for which the School is financially accountable which would require inclusion in the School's basic financial statements.

Basis of presentation:

Based on the guidance provided in the American Institute of Certified Public Accountants and provisions of Section 228.056(1) Florida Statutes the School is presented as a governmental organization for financial statement reporting purposes.

Government-wide statements:

The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major fund). Both the government-wide and fund financial statements categorize primary activities as either governmental or business- type. All of the School's activities are classified as governmental activities.

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NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

In the government-wide statement of net assets, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full-accrual, economic resource basis, which recognizes all noncurrent assets and receivables as well as all noncurrent debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, investment earnings, miscellaneous revenue, etc.). The statement of activities reduces gross expenses (including provision for depreciation) by related program revenues, operating and capital grants, and contributions. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants, while the capital grants column reflects capital-specific grants.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School's net assets resulting from the current year's activities.

Fund basic financial statements:

The accounts of the School are organized on the basis of funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures.

The General Fund is a governmental fund type employed in accounting for the financial activities and transactions of the School.

The Agency Fund accounts for student monies that are attributable to School and other educational activities.

Measurement focus and basis of accounting:

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the basic financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied. Governmental funds use the current financial resources measurement focus and the governmental-wide statements use the economic resources measurement focus.

Governmental activity in the government-wide basic financial statements is presented on the full-accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental fund financial statements are presented on the modified-accrual basis of accounting under which revenue is recognized in the accounting period in which it becomes susceptible to accrual (i.e., when it becomes both measurable and available). Measurable means the amount of the transaction can be determined and available means collectible within sixty days after year-end or soon enough thereafter to be used to pay liabilities of the current period.

Cash and cash equivalents:

The School maintains its cash accounts with one financial institution. The School's accounts at this institution, at times, may exceed the federally insured limit. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk (Note 3.)

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NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Revenue recognition:

Student funding is provided by the State of Florida through the School Board. Such funding is recorded as entitlement revenue in the government-wide financial statements and state source revenue in the fund financial statements and is net of a 5% administration fee retained by the School Board. This funding is received on a prorata basis over the twelve-month period the School is in session and is adjusted for changes in full-time equivalent (FTE) student population.

Income taxes:

The School is a department of a nonprofit corporation whose revenue is derived primarily from other governmental entities. The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been made in these basic financial statements.

Capital assets:

Capital assets purchased or acquired are capitalized at historical cost or estimated historical cost. Capital assets are defined by the School as assets with an initial cost of $ 750 and useful life of over one year. Donated property and equipment are valued at the estimated fair market value as of the date received. Additions, improvements, and other expenditures that significantly extend the useful life of an asset are capitalized and depreciated over the remaining useful lives of the related capital assets. Other costs for repairs and maintenance are expensed as incurred.

Depreciation on all assets is provided on the straight-line basis over the capital assets estimated useful lives as follows:

Furniture and equipment	10 years
Improvements other than buildings	10 years
Computers	5 years
Leasehold improvements	10 years

Reclassifications:

Certain prior year amounts have been reclassified to be consistent and comparable with the current year financial statement presentation.

Net assets:

Net assets are classified in three categories. The general meaning of each is as follows:

Invested in capital assets, net of related debt - represents the difference between the cost of capital assets, less accumulated depreciation reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets.

Unrestricted - includes all other net assets.

Restricted net assets - consists of net assets with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.

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NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Fund balance:

Fund balance is classified in three categories. The general meaning of each is as follows:

Reserved - indicates the portion of fund balance not available for appropriation in subsequent periods or is legally segregated for a specific future use. These amounts do not represent available spendable resources.

Unreserved - includes all other fund balances.

Designations of fund balance represent tentative management plans that are subject to change

Budget:

An operating budget is adopted and maintained by the governing board for the School pursuant to the requirements of Florida Statutes. The budget is adopted using the same basis of accounting that is used in the preparation of the basic financial statements, except for the reporting of a 5% administration fee retained by the School District.

A reconciliation of the General Fund presented on a budgetary basis to the amount presented in accordance with generally accepted accounting principles (GAAP) is as follows:

	Revenues	Expenditures
Budgetary basis, page 14	$ 4,224,391	$ 4,606,437
Less: 5% administration fee retained by the School District included as revenues and expenditures on a budgetary basis	(175,215)	(175,215)
GAAP basis, page 12	$ 4,049,176	$ 4,431,222

NOTE 3 – CASH AND CASH EQUIVALENTS

At June 30, 2009, the carrying amount of the deposits and cash on hand totaled $ 300,553, with a bank balance of $ 302,962.

State statutes require, and it is the School's policy, that all deposits be made into, and be held by, financial institutions designated by the Treasurer of the State of Florida as qualified public depositories as defined by Chapter 280 of the Florida Statutes. This statute requires that every qualified public depository institution maintain eligible collateral to secure the public entity's funds. The minimum collateral to be pledged by an institution, the collateral eligible for pledge, and the reporting requirements of the qualified public depositor to the Treasurer is defined by statute. Collateral is pooled in a multiple qualified public depository institution pool with the ability to assess members of the pool should the need arise. The School's deposits are held in a qualified public depository. They are covered by the collateral pool as the School has identified itself as a public entity at June 30, 2009.

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NOTE 4 - DUE FROM RELATED PARTY

Both the School and North Broward Academy of Excellence Middle School are related, as they both share common board membership, are managed by Charter School USA, Inc., and are departments of the Renaissance Charter School, Inc. These two schools share teachers and administrative staff, as well as expenses, which include rent and other operating expenses. As of June 30, 2009, the basic financial statements include an amount due from other schools in the amount of $ 149,134, representing short-term advances for such expenses mentioned above.

NOTE 5 - DUE FROM OTHER GOVERNMENTS

Due from other governments at June 30, 2009 consists of amounts due from the state for the National School Lunch Program for May and June 2009.

NOTE 6 - DUE FROM MANAGEMENT COMPANY

The total amount due from the management company as of June 30, 2009 is $ 6,589, which represents amounts due from CSUSA for expenses paid by the School throughout the year.

NOTE 7 - CAPITAL ASSETS

Capital asset balances and activity for the year ended June 30, 2009 are as follows:

	Balance July 1, 2008	Additions	Deletions	Balance June 30, 2009
Capital assets, depreciable:				
Furniture, fixtures and equipment	$ 62,939	$ 200,165	$ -	$ 263,104
Computers	69,423	84,939	-	154,362
Improvements other than buildings	25,099	11,682	-	36,781
Leasehold improvements	6,870	-	-	6,870
Total capital assets, depreciable	164,331	296,786	-	461,117
Accumulated depreciation:				
Furniture, fixtures and equipment	30,812	44,448	-	75,260
Computers	26,578	45,591	-	72,169
Improvements other than buildings	8,182	3,678	-	11,860
Leasehold improvements	3,084	687	-	3,771
Total accumulated depreciation	68,656	94,404	-	163,060
Net capital assets	$ 95,675	$ 202,382	$ -	$ 298,057

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NOTE 7 - CAPITAL ASSETS (continued)

Provision for depreciation was charged to governmental activities as follows:

Instructional support services - administrative	$	90,039
Instructional support services - plant operations and maintenance		4,365
	$	94,404

NOTE 8 - NOTE PAYABLE

Both the School and Renaissance Charter Elementary School are related as they both share common board membership and are managed by Charter Schools USA, Inc. As of June 30, 2009, the basic financial statements include a note payable of $ 270,186 which is due to this related party. The note has a three year repayment schedule and requires monthly payments of $ 10,968. The note is for monies loaned for capital outlay purchases and is subject to 8% interest.

Future minimum payments at June 30, 2008 are as follows:

Year Ending June 30,		
2010	$	114,122
2011	$	123,594
2012	$	32,470

Changes in note payable during the year are as follows:

	Balance at July 1, 2008	Additions	Deletions	Balance at June 30, 2009	Amount Due Within One Year
Note payable:					
Renaissance Charter Elementary School	$ -	$ 350,000	$ (79,814)	$ 270,186	$ 114,122
Total	$ -	$ 350,000	$ (79,814)	$ 270,186	$ 114,122

NOTE 9 - LEASES

During the year, the School entered into an operating lease agreement with a related party for the use of its premises. The lease expires in July 2012, with a renewal option, and requires monthly payments between $ 96,525 and $ 113,622. A percentage of this amount is repaid by North Broward Academy of Excellence Middle School as the two schools share the facility (Note 4).

In addition, a principal stockholder of Charter Schools USA, Inc. (Note 10) owns an interest in the facility leased by the Schools.

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NOTE 9 – LEASES (continued)

Future lease payments are approximately as follows:

Year Ending June 30,	
2010	$ 1,285,200
2011	$ 1,323,800
2012	$ 1,363,500

Rent expense totaled $ 769,197 for the year ended June 30, 2009.

NOTE 10 - COMMITMENTS AND CONTINGENCIES

The School has a formal agreement with Charter Schools USA, Inc. (CSUSA) to manage, staff and operate the School. The agreement states that CSUSA shall receive all revenues minus expenses paid by the Board directly as its gross revenue, from which it pays all other operating costs of the School identified in the budget approved by the Board. CSUSA is entitled to retain as compensation for its services the difference, if any, between the amount of the School's revenues and the amount of revenues expended by CSUSA in the course of operation and management of the School. The agreement expires in August 2019.

The total management fees paid amounted to $ 482,526 for the year ended June 30, 2009.

The basic financial statements reflect a due from the management company which totaled $ 6,589 as of June 30, 2009 (Note 6). Also, the School's accounts payable balance also contains an amount payable to CSUSA of $ 93,038.

NOTE 11 - CAPITAL APPROPRIATIONS FUNDING

The Florida Department of Education has approved a Charter School Capital Outlay (CSCO) award for the School. In each year that funds are appropriated by the state for charter school capital outlay purposes those funds are allocated among eligible charter schools. The funds for the School's allocation are transferred to the School once a CSCO Plan has been provided to and approved by the sponsoring district. The School's CSCO Award totaled $ 300,794 for the 2008/2009 school year which has been recognized as revenue in the accompanying basic financial statements. If the CSCO funds are used to acquire tangible property assets, the School Board has a reversionary interest in those assets. In the event of nonrenewal, termination, or breach of the charter school agreement, ownership of the assets would automatically revert to the School Board. The School has elected to use these funds to pay its portion of the lease expense on the facility.

NOTE 12 - RISK MANAGEMENT

The School is exposed to various risks of loss related to torts, thefts of, damage to, and destruction of assets and natural disasters. The School has obtained property insurance from commercial companies including, but not limited to, general liability and errors and omissions insurance. There were no claims in excess of insurance coverage limits during the past five years.

As disclosed in Note 10, CSUSA employs all of the employees of the School. As a result, the School is not exposed to medical or workers' compensation claims for these individuals.

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NOTE 13 - EMPLOYEE BENEFIT PLAN

During the year ended June 30, 2009, the School offered all of its full-time employees, who had attained 21 years of age, a retirement plan under Internal Revenue Code Section 401(k). The employee is allowed to contribute up to a maximum of 20% of their annual gross compensation, subject to certain limitations. The School will match 25% of the first 6% of the employee contribution. For the year ended June 30, 2009, the School contributed $ 10,783 to the Plan.

NOTE 14 - BUDGET - OVER-EXPENDITURES

Program expenditures exceeded budgeted amounts by $ 199,562 during the current year. This is mainly due to regular instruction, plant operations and maintenance, fiscal services exceeding the budget.

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SUPPLEMENTARY INFORMATION

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NORTH BROWARD ACADEMY OF EXCELLENCE
SCHEDULE OF REVENUES AND EXPENDITURES - GENERAL FUND - MANAGEMENT FORMAT
For the Year Ended June 30, 2009

	Account	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other Expenses	Totals
REVENUES:							
State sources	3300						$ 3,925,000
Local sources	3400						72,419
Aftercare	3400						226,972
Total revenues							4,224,391
EXPENDITURES:							
Instruction	5000	$ 1,669,559	$ -	$ 131,203	$ 6,762	$ 1,495	1,809,019
Pupil services	6100	3,302	-	99	-	-	3,401
Instructional media services	6200	-	-	352	-	-	352
Instruction and curriculum development	6300	-	-	12,274	-	-	12,274
Instructional staff training	6400	1,231	-	322	-	-	1,553
Board services	7100	11,917	-	-	-	-	11,917
School administration	7300	244,463	-	11,593	20,042	-	276,098
Fiscal services	7500	484,075	-	-	-	-	484,075
Food services	7600	33,239	-	155,734	-	-	188,973
Central services	7700	189,666	-	-	-	-	189,666
Operation of plant	7900	979,656	65,298	7,582	-	371	1,052,907
Maintenance of plant	8100	103,181	-	-	-	-	103,181
Community services	9100	64,138	-	13,388	-	-	77,526
Capital outlay:							
Furniture, improvements and equipment	9300	-	-	-	296,786	-	296,786
Debt service:							
Principal payments	9200	-	-	-	-	79,814	79,814
Interest	9200	-	-	-	-	18,895	18,895
Total expenditures		$ 3,784,427	$ 65,298	$ 332,547	$ 323,590	$ 100,575	4,606,437
Net change in fund balance before other sources							(382,046)
OTHER SOURCES:							
Proceeds from note payable							350,000
Change in fund balance							$ (32,046)

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OTHER INDEPENDENT AUDITORS' REPORTS

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KEEFE, McCULLOUGH & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

JOHN R. KEEFE, C.P.A.
STEVEN H. WOODS, C.P.A.
DAVID T. WILLIAMS, C.P.A.
JOSEPH D. LEO, C.P.A.
WILLIAM G. BENSON, C.P.A.
KENNETH G. SMITH, C.P.A.
LOUIS R. PROIETTO, C.P.A.
CYNTHIA L. CALVERT, C.P.A.
ISRAEL J. GOMEZ, C.P.A.
JOHN E. McCULLOUGH, C.P.A. (RETIRED)
THOMAS T. CARPENTER, C.P.A.(RETIRED)
PAUL B. SNEIDER, C.P.A. (RETIRED)
BRIAN D. PINNELL, C.P.A. (RETIRED)
JAMES R. LARAWAY, C.P.A.
HILLARY B. DAIGLE, C.P.A.
ROSS S. GOTTHOFFER, C.P.A.

6550 NORTH FEDERAL HIGHWAY
SUITE 410
FORT LAUDERDALE, FLORIDA 33308
(954) 771-0896
FAX: (954) 938-9353
E-MAIL: kmc@kmccpa.com

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

We have audited the financial statements of the governmental activities, the General Fund, and the aggregate remaining fund information of North Broward Academy of Excellence (the "School"), a component unit of the School District of Broward County, Florida and a Department of The Renaissance Charter School, Inc., as of and for the year ended June 30, 2009, which collectively comprise the basic financial statements, and have issued our report thereon dated September 30, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the basic financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the School's basic financial statements that is more than inconsequential will not be prevented or detected by the School's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the basic financial statements will not be prevented or detected by the School's internal control.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's basic financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of basic financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

We noted certain matters that we reported to School management in the schedule of findings and recommendations on pages 30.

This report is intended solely for the information and use of the School's management, members of the Board of Directors, the Auditor General of the State of Florida and the School District of Broward County and is not intended to be and should not be used by anyone other than these specified parties.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 30, 2009

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KEEFE, McCULLOUGH & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

JOHN R. KEEFE, C.P.A.
STEVEN H. WOODS, C.P.A.
DAVID T. WILLIAMS, C.P.A.
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6550 NORTH FEDERAL HIGHWAY
SUITE 410
FORT LAUDERDALE, FLORIDA 33308
(954) 771-0896
FAX: (954) 938-9353
E-MAIL: kmc@kmccpa.com

INDEPENDENT AUDITORS' REPORT TO THE BOARD OF DIRECTORS

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

We have audited the basic financial statements of governmental activities, the General Fund, and the aggregate remaining fund information of North Broward Academy of Excellence (the "School"), a component unit of the School District of Broward County, Florida, and a Department of The Renaissance Charter School, Inc., as of June 30, 2009, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 30, 2009.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and Compliance and Other Matters. Disclosures in that report, which is dated September 30, 2009, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with Chapter 10.850, Rules of the Auditor General, which governs the conduct of charter school audits performed in the State of Florida. This letter includes the following information, which is not included in the aforementioned auditors' reports or schedule:

1. Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. The status of the prior year's corrective actions has been reported in the accompanying schedule of findings and recommendations on page 30.

2. Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any new recommendations.

3. Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address violations of laws, regulations, contracts or grant agreements, or abuse that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but more than inconsequential. In connection with our audit, we did not have any such findings.

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4. Section 10.854(1)(e)5., Rules of the Auditor General, provides that the auditor may, based on professional judgment, report the following matters that are inconsequential to the determination of financial statement amounts, considering both quantitative and qualitative factors: (1) violations of laws, regulations, contracts or grant agreements, or abuse that have occurred, or are likely to have occurred, and (2) control deficiencies that are not significant deficiencies, including, but not limited to: (a) improper or inadequate accounting procedures (e.g., the omission of required disclosures from the annual financial statements); (b) failures to properly record financial transactions; and (c) inaccuracies, shortages, defalcations, and instances of fraud discovered by, or that come to the attention of, the auditor. In connection with our audit, we did not have any such findings.

5. Section 10.854(1)(e)6., Rules of the Auditor General, requires the name or official title of the school. The official title of the school is North Broward Academy of Excellence.

6. Section 10.854(1)(e)2., Rules of the Auditor General, requires a statement be included as to whether or not the school has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that the North Broward Academy of Excellence did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

7. Pursuant to Sections 10.854(1)(3)7.a. and 10.855(10), Rules of the Auditor General, we applied financial condition assessment procedures. It is management's responsibility to monitor the North Broward Academy of Excellence's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

This management letter is intended solely for the use and information of the School's management, the Board of Directors, the Auditor General of the State of Florida and the School District of Broward County, and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 30, 2009

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KEEFE, McCULLOUGH & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

JOHN R. KEEFE, C.P.A.
STEVEN H. WOODS, C.P.A.
DAVID T. WILLIAMS, C.P.A.
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KENNETH G. SMITH, C.P.A.
LOUIS R. PROIETTO, C.P.A.
CYNTHIA L. CALVERT, C.P.A.
ISRAEL J. GOMEZ, C.P.A.
JOHN E. McCULLOUGH, C.P.A. (RETIRED)
THOMAS T. CARPENTER, C.P.A.(RETIRED)
PAUL B. SNEIDER, C.P.A. (RETIRED)
BRIAN D. PINNELL, C.P.A. (RETIRED)
JAMES R. LARAWAY, C.P.A.
HILLARY B. DAIGLE, C.P.A.
ROSS S. GOTTHOFFER, C.P.A.

6550 NORTH FEDERAL HIGHWAY
SUITE 410
FORT LAUDERDALE, FLORIDA 33308
(954) 771-0896
FAX: (954) 938-9353
E-MAIL: kmc@kmccpa.com

INDEPENDENT AUDITORS' REPORT TO MANAGEMENT

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

In planning and performing our audit of the basic financial statements of North Broward Academy of Excellence (the "School"), a component unit of the School Board of Broward County, Florida and a Department of The Renaissance Charter School, Inc., as of and for the year ended June 30, 2009, we considered the School's internal controls to determine our auditing procedures for the purpose of expressing an opinion on the basic financial statements and not to provide assurance on the internal controls.

However, during our audit we became aware of certain matters that represent an opportunity for you to strengthen your internal controls and operating efficiencies. This letter includes our comments and recommendations. This letter does not affect our separate report dated September 30, 2009 on the basic financial statements of the School.

The enclosed comments are not intended to reflect on the honesty, integrity, or competence of the employees of the School, but are mentioned only to aid you in improving existing procedures and internal controls.

After you have had an opportunity to consider our comments and recommendations, we would be happy to discuss them with you at your convenience.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 30, 2009

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NORTH BROWARD ACADEMY OF EXCELLENCE
SCHEDULE OF FINDINGS
June 30, 2009

PRIOR YEAR COMMENTS AND RECOMMENDATIONS STILL APPLICABLE:

Maintain capital asset inventory:

During the audit, we observed that an inventory of capital assets is not taken. We recommend that the client perform a complete inventory at the School location and implement an inventory tracking system

Management's response:

Management has recognized that a lack of a formal capital asset inventory system is a weakness. As a result, management has been engaged in a search for an inventory company to perform a full capital asset inventory, as well as provide a computerized system to manage the capital asset inventory going forward. Several companies have been interviewed and proposals have been submitted and reviewed. Management expects to make a decision and move forward with one of the options presented within the next 90 to 120 days.

Current status:

As of year end, the school has completed a full inventory of capital assets and has implemented an inventory tracking system. They are in the process of reconciling the inventory to their general ledger. It is expected that this will be completed during the next fiscal year.

Update internal control procedures:

During the audit, we noted that the existing accounting procedures manual does not reflect the procedures actually in use because it has not been updated as changes were made in procedures. Any changes in the accounting procedures manual, as well as existing internal controls, should be documented and communicated on a regular basis to all affected persons. This will enable management to monitor the applicability of the manual. We recommend that a signature and date be attached to each updated manual and a policy be established for its regularly scheduled review and update.

Management's response:

Management has recognized that the accounting procedures manual needs to be updated. A committee has been formed and meets on a regular basis to review policies and internal control procedures and to update them as necessary. Management expects this process to continue over the next six months. However, as policies and procedures are finalized, affected staff will be properly trained on the new policies and procedures.

Current status:

As of year end, the accounting procedures manual has been updated for two accounting processes, cash receipts and purchasing. These procedures will be implemented for the upcoming fiscal year. The remaining accounting procedures will be updated during this year as well.

CURRENT YEAR COMMENTS AND RECOMMENDATIONS:

NONE

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NORTH BROWARD ACADEMY OF EXCELLENCE

A DEPARTMENT OF THE RENAISSANCE CHARTER SCHOOL, INC.
(A COMPONENT UNIT OF THE SCHOOL
BOARD OF BROWARD COUNTY, FLORIDA)

BASIC FINANCIAL STATEMENTS AND ADDITIONAL INFORMATION

June 30, 2008

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NORTH BROWARD ACADEMY OF EXCELLENCE
BASIC FINANCIAL STATEMENTS AND ADDITIONAL INFORMATION
June 30, 2008

TABLE OF CONTENTS

	PAGES
Independent Auditors' Report	1-2
Management's Discussion and Analysis (Not Covered by Independent Auditors' Report)	3-7
BASIC FINANCIAL STATEMENTS	
Government-wide Financial Statements:	
Statement of Net Assets	8
Statement of Activities	9
Fund Financial Statements:	
Balance Sheet - Governmental Fund	10
Reconciliation of the Balance Sheet of the Governmental Fund to the Statement of Net Assets	11
Statement of Revenues, Expenditures, and Change in Fund Balance - Governmental Fund	12
Reconciliation of the Statement of Revenues, Expenditures, and Change in Fund Balance of the Governmental Fund to the Statement of Activities	13
Statement of Revenues and Expenditures - Budget and Actual - General Fund	14
Statement of Assets and Liabilities- Agency Fund	15
Notes to Basic Financial Statements	16-22
SUPPLEMENTARY INFORMATION	
Statement of Revenues and Expenditures - General Fund - Management Format	23
OTHER INDEPENDENT AUDITORS' REPORTS	
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	24-25
Independent Auditors' Report to the Board of Directors	26-27
Independent Auditors' Report to Management	28
Schedule of Findings	29

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BASIC
FINANCIAL STATEMENTS

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KEEFE, McCULLOUGH & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

JOHN R. KEEFE, C.P.A.
STEVEN H. WOODS, C.P.A.
DAVID T. WILLIAMS, C.P.A.
JOSEPH D. LEO, C.P.A.
WILLIAM G. BENSON, C.P.A.
KENNETH G. SMITH, C.P.A.
LOUIS R. PROIETTO, C.P.A.
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ROSS S. GOTTHOFFER, C.P.A.
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6550 NORTH FEDERAL HIGHWAY
SUITE 410
FORT LAUDERDALE, FLORIDA 33308
(954) 771-0896
FAX: (954) 938-9353
E-MAIL: kmc@kmccpa.com

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

We have audited the accompanying basic financial statements of the governmental activities, the General Fund, and the aggregate remaining fund information of North Broward Academy of Excellence (the "School"), a component unit of the School Board of Broward County, Florida and a Department of The Renaissance Charter School, Inc. as of and for the year ended June 30, 2008, as listed in the table of contents. These basic financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these basic financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 1, the basic financial statements of the School, are intended to present the financial position and changes in financial position of only that portion of the governmental activities, the General Fund and the aggregate remaining fund information of The Renaissance Charter School, Inc. that is attributable to the transactions of the School. They do not purport to, and do not, present fairly the financial position of The Renaissance Charter School, Inc. as of June 30, 2008, and its change in financial position or budgetary comparisons, where applicable, for the year ended June 30, 2008, in conformity with accounting principles generally accepted in the United States of America.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the General Fund and the aggregate remaining fund information of the School as of June 30, 2008, and the respective changes in financial position and budgetary comparisons for the year then ended in conformity with accounting principles generally accepted in the United States of America.

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In accordance with Government Auditing Standards, we have also issued our report dated September 30, 2008 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in conjunction with this report in considering the results of our audit.

The Management's Discussion and Analysis on pages 3 through 7, is not a required part of the basic financial statements, but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming an opinion on the financial statements of the School taken as a whole. The statement of revenues and expenditures - General Fund - management format is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Keefe, McCullough & Co., LLP

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 30, 2008

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MANAGEMENT'S DISCUSSION AND ANALYSIS

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As management of North Broward Academy of Excellence (the "School"), a component unit of the School Board of Broward County, Florida, we offer readers of the School's basic financial statements this narrative overview and analysis of the financial activities of the School for the years ended June 30, 2008 and 2007.

Management's discussion and analysis is included at the beginning of the School's basic financial statements to provide, in layman's terms, the past and current position of the School's financial condition. This summary should not be taken as a replacement for the audit which consists of the basic financial statements and other supplementary information.

FINANCIAL HIGHLIGHTS

Our basic financial statements provide these insights into the results of this year's operations.

- The increase in net assets of the School resulted in net assets of $ 216,874 as of June 30, 2008 as compared to $ 65,417 as of June 30, 2007. The change is a result of an increase in FTE and capital outlay revenues.
- As of June 30, 2008, the School has a fund balance of $ 121,199.

OVERVIEW OF THE BASIC FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements are comprised of three components: 1) government-wide basic financial statements, 2) fund basic financial statements, and 3) notes to the basic financial statements. This report also contains other supplementary information in addition to the basic financial statements.

Government-wide basic financial statements

The government-wide basic financial statements are designed to provide readers with a broad overview of the School's finances in a manner similar to a private sector business.

The statement of net assets presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net assets changed during the year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this Statement for some items that will only result in cash flows in future fiscal periods (e.g. uncollected revenues and services rendered but unpaid).

The government-wide basic financial statements include all governmental activities that are principally supported by grants and entitlements from the state for full-time equivalent funding. The School does not have any business-type activities. The governmental activities of the School include, primarily, instruction and instructional support services.

The government-wide basic financial statements can be found on pages 8 and 9 of this report.

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Fund basic financial statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide basic financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide basic financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide basic financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains only one governmental fund type, which is the General Fund. Information is presented in the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance for the General Fund.

The School adopts an annual budget for its governmental fund. A budgetary comparison statement has been provided for the General Fund to demonstrate compliance with the budget.

The governmental fund basic financial statements can be found on pages 10 through 14 of this report.

Notes to basic financial statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund basic financial statements. The notes to basic financial statements can be found on pages 16 through 22 of this report.

Agency Fund

In addition, the School has one agency fund which is a student activity fund. This fund is formed for educational and school purposes.

The Agency Fund financial statement can be found on page 15 of this report. The assets and liabilities of this Fund are not included in the government-wide statement of net assets.

Other information

In addition to the basic financial statements and accompanying notes, this report also presents certain supplementary information concerning revenues and expenditures presented in a management format for the School's General Fund. Supplementary information can be found on page 23 of this report.

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GOVERNMENT-WIDE FINANCIAL ANALYSIS

The School has been in operation for seven years; therefore, comparative government-wide data is presented. The School's net assets were $ 216,874 at June 30, 2008. Of this amount, $ 121,199 represents unrestricted net assets and $ 95,675 represents amounts invested in capital assets. The School's net assets were $ 65,417 at June 30, 2007. Of this amount, $ 43,584 represented amounts invested in capital assets and $ 21,838 represented amounts which were unrestricted. See Financial Highlights on page 3 of this report for an explanation of the reason for the change in net assets.

Our analysis in the table below focuses on the net assets of the School's governmental activities as of June 30, 2008 and 2007:

North Broward Academy of Excellence
Net Assets

	June 30, 2008	June 30, 2007
ASSETS:		
Current and other assets	$ 385,237	$ 243,221
Capital assets, net of depreciation	95,675	43,584
Total assets	480,912	286,805
LIABILITIES:		
Liabilities, all of which are current	264,038	221,388
Total liabilities	264,038	221,388
NET ASSETS:		
Invested in capital assets	95,675	43,584
Unrestricted	121,199	21,833
Total net assets	$ 216,874	$ 65,417

GOVERNMENTAL ACTIVITIES

The results of this year's operations for the School as a whole are reported in the statement of activities on page 9. The table below provides a condensed presentation of the School's revenues and expenses for the years ended June 30, 2008 and 2007:

North Broward Academy of Excellence
Change in Net Assets

	June 30, 2008	June 30, 2007
REVENUES:		
General revenues	$ 2,738,405	$ 2,117,254
Program revenues	439,366	434,899
Total revenues	3,177,771	2,552,153

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North Broward Academy of Excellence
Change in Net Assets
(continued)

EXPENSES:		
Instruction	1,446,501	1,179,265
Instructional support services	1,200,363	1,055,990
Operation of non-instructional services	379,450	301,098
Total expenses	3,026,314	2,536,353
Change in net assets	$ 151,457	$ 15,800

GOVERNMENTAL FUND EXPENDITURES

In the table below, we have presented the cost of the largest functions/programs as a percentage of total governmental expenditures:

Functions/Programs	2008 Expenditures	2008 Percent	2007 Expenditures	2007 Percent
Governmental expenditures:				
Instructional expenditures	$ 1,446,501	47.0%	$ 1,179,265	46.6%
Administrative services	284,191	9.2%	306,144	12.1%
Plant operations and maintenance	871,227	28.3%	723,137	28.6%
Other instructional support services	13,884	.5%	19,277	0.8%
All other functions/programs	462,602	15.0%	302,497	11.9%
Total governmental expenditures	$ 3,078,405	100.0%	$ 2,530,320	100.0%

GENERAL FUND BUDGETARY HIGHLIGHTS

Actual revenues were approximately 6% higher than budgeted amounts due primarily to the fact that the actual FTE revenue per student, as well as the capital outlay allocation per student, was both greater than the amount that was budgeted. In addition, the School received approximately $ 37,000 as its School Recognition Bonus for its excellent academic performance. Aftercare revenue was approximately 29% lower than what was budgeted due to a lower participation than was originally projected.

Expenditures were greater than budgeted amounts by approximately 3%. Instructional expenditures were greater than budget due to the School Recognition Bonus which was paid with the revenue received, as noted above. In addition, several instructional positions were added during the year to meet the increased enrollment, as well as to meet the class size regulations, which were not part of the original plan. Administrative expenditures exceeded plan due to the school uniform inventory purchase. This expenditure was offset by corresponding revenue from the sale of the uniforms. Central services expenditures exceeded the budget due to the increased FTE revenue, as this category contains the school board fee. Conversely, the School had a favorable variance in fiscal services and plant operations that offset some of the unfavorable variances mentioned above. The School's fund balance exceeded budget due to the remaining excess of revenues over expenditures.

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CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital assets

At June 30, 2008, the School had capital assets of $ 95,675, net of accumulated depreciation, invested in computers, furniture and equipment, leasehold improvements and improvements other than building as compared to $ 43,584 at June 30, 2007.

Long-term debt

At June 30, 2008, the School had no long-term debt.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

The State of Florida has approved a decrease in education funding of approximately 2% for the FEFP program for the fiscal year 2008-2009. However, an additional decrease in December may be likely. Capital outlay revenue is expected to remain roughly the same as the prior year. Student enrollment is expected to increase by approximately 100 students due to the expansion of the current facility. These factors were considered in preparing the School's budget for fiscal year 2008-2009.

REQUESTS FOR INFORMATION

Questions about this report or additional information is necessary, contact Ms. Lorrie Davidson, Vice President of School Finance; Charter Schools USA; 6425 North Federal Highway, 5th Floor; Fort Lauderdale, Florida 33308.

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF NET ASSETS
June 30, 2008

ASSETS

	Governmental Activities
CURRENT ASSETS:	
Cash and cash equivalents	$ 245,085
Due from other schools	45,577
Due from other governments	33,650
Other assets	801
Deposits	60,124
Total current assets	385,237
NONCURRENT ASSETS:	
Capital assets, net of accumulated depreciation	95,675
Total assets	480,912

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:	
Accounts payable and other accrued expenses	37,497
Accrued contracted services	220,208
Due to management company	635
Due to Agency Fund	5,698
Total current liabilities	264,038
COMMITMENTS AND CONTINGENCIES (Note 9)	--
NET ASSETS:	
Invested in capital assets	95,675
Unrestricted	121,199
Total net assets	$ 216,874

The accompanying notes to basic financial statements are an integral part of these statements.

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2008

	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Governmental Activities: Net Revenue (Expense) and Change in Net Assets
FUNCTIONS/PROGRAMS:					
Instruction:					
Regular instruction	$ 1,347,343	$ --	$ --	$ --	$ (1,347,343)
Exceptional instruction	99,158	--	--	--	(99,158)
Instructional support services:					
Pupil services	4,630	--	--	--	(4,630)
Instructional media services	1,648	--	--	--	(1,648)
Instructional services	7,606	--	--	--	(7,606)
Administrative services	312,055	--	--	--	(312,055)
Plant operations and maintenance	874,424	--	--	272,574	(601,850)
Operation of non-instructional services:					
Food services	34,837	--	--	--	(34,837)
Board services	11,867	--	--	--	(11,867)
Fiscal services	200,360	--	--	--	(200,360)
Central services	39,342	--	--	--	(39,342)
Community services	93,044	166,792	--	--	73,748
Total governmental activities	$ 3,026,314	$ 166,792	$ --	$ 272,574	2,586,948
General revenues:					
Grants and entitlements					2,714,568
Contributions and other					23,837
Total general revenues					2,738,405
Change in net assets					151,457
Net assets, July 1, 2007					65,417
Net assets, June 30, 2008					$ 216,874

The accompanying notes to basic financial statements are an integral part of these statements.

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NORTH BROWARD ACADEMY OF EXCELLENCE
BALANCE SHEET - GOVERNMENTAL FUND
June 30, 2008

ASSETS

	General Fund
ASSETS:	
Cash and cash equivalents	$ 245,085
Due from other schools	45,577
Due from other governments	33,650
Other assets	801
Deposits	60,124
Total assets	$ 385,237

LIABILITIES AND FUND BALANCE

LIABILITIES:	
Accounts payable and other accrued liabilities	$ 37,497
Accrued contracted services	220,208
Due to management company	635
Due to Agency Fund	5,698
Total liabilities	264,038
COMMITMENTS AND CONTINGENCIES (Note 9)	--
FUND BALANCE:	
Unreserved	121,199
Total fund balance	121,199
Total liabilities and fund balance	$ 385,237

The accompanying notes to basic financial statements are an integral part of these statements.

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NORTH BROWARD ACADEMY OF EXCELLENCE
RECONCILIATION OF THE BALANCE SHEET OF THE GOVERNMENTAL FUND TO THE STATEMENT OF NET ASSETS
June 30, 2008

TOTAL FUND BALANCE - GOVERNMENTAL FUND, PAGE 10		$ 121,199
Amounts reported for governmental activities in the statement of net assets are different because:		
The cost of capital assets acquired is reported as an expenditure in the governmental fund. The statement of net assets includes those capital assets, net of accumulated depreciation, among the assets of the School as a whole.		
Cost of capital assets	$ 164,331	
Accumulated depreciation	(68,656)	95,675
NET ASSETS OF GOVERNMENTAL ACTIVITIES, PAGE 8		$ 216,874

The accompanying notes to basic financial statements are an integral part of these statements.

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE - GOVERNMENTAL FUND
For the Year Ended June 30, 2008

	General Fund
REVENUES:	
State sources	$ 2,987,142
Aftercare	166,792
Local sources	23,837
Total revenues	3,177,771
EXPENDITURES:	
Current:	
Instruction:	
Regular instruction	1,347,343
Exceptional instruction	99,158
Instructional support services:	
Pupil services	4,630
Instructional media services	1,648
Instructional services	7,606
Administrative services	284,191
Plant operations and maintenance	871,227
Operation of non-instructional services:	
Food services	34,837
Board services	11,867
Fiscal services	200,360
Central services	39,342
Community services	93,044
Capital outlay:	
Site, building and equipment	83,152
Total expenditures	3,078,405
Change in fund balance	99,366
FUND BALANCE, July 1, 2007	21,833
FUND BALANCE, June 30, 2008	$ 121,199

The accompanying notes to basic financial statements are an integral part of these statements.

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NORTH BROWARD ACADEMY OF EXCELLENCE
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE OF THE GOVERNMENTAL FUND TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2008

CHANGE IN FUND BALANCE - TOTAL GOVERNMENTAL FUND, PAGE 12		$ 99,366
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures; in the statement of activities, these costs are allocated over their estimated useful lives as a provision for depreciation.		
The cost of capital assets purchased	$ 83,152	
Provision for depreciation	(31,061)	52,091
CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES, PAGE 9		$ 151,457

The accompanying notes to basic financial statements are an integral part of these statements.

NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF REVENUES AND EXPENDITURES - BUDGET AND ACTUAL - GENERAL FUND
For the Year Ended June 30, 2008

	Original and Final Budget	Actual	Variance
REVENUES:			
State sources	$ 2,887,166	$ 3,125,812	$ 238,646
Local sources	--	23,837	23,837
Aftercare	236,250	166,792	(69,458)
Total revenues	3,123,416	3,316,441	193,025
EXPENDITURES:			
Instruction:			
Regular instruction	1,221,399	1,347,343	(125,944)
Exceptional instruction	139,856	99,158	40,698
Instructional support services:			
Pupil services	--	4,630	(4,630)
Instructional media services	6,800	1,648	5,152
Instructional services	4,500	7,606	(3,106)
Administrative services	249,196	284,191	(34,995)
Plant operations and maintenance	896,358	871,227	25,131
Operation of noninstructional services:			
Board services	14,000	11,867	2,133
Fiscal services	253,473	200,360	53,113
Food services	25,355	34,837	(9,482)
Central services	147,103	178,012	(30,909)
Community services	83,081	93,044	(9,963)
Capital outlay:			
Furniture, improvements and equipment	76,374	83,152	(6,778)
Total expenditures	3,117,495	3,217,075	(99,580)
Net change in fund balance (deficit)	$ 5,921	$ 99,366	$ 93,445

The accompanying notes to basic financial statements are an integral part of these statements.

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF ASSETS AND LIABILITIES - AGENCY FUND
June 30, 2008

ASSETS

	Student Activity
ASSETS:	
Cash and cash equivalents	$ 28,745
Other receivables	6,235
Total assets	$ 34,980

LIABILITIES

LIABILITIES:	
Due to students	$ 34,980
Total liabilities	$ 34,980

The accompanying notes to basic financial statements are an integral part of these statements.

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NOTE 1 - ORGANIZATION AND OPERATIONS

North Broward Academy of Excellence (the School), a component unit of the School Board of Broward County, Florida (the School Board), was established in 2001 as a public charter school to serve students from kindergarten to fifth grade in Broward County. The School is sponsored by its charter holder, The Renaissance Charter School, Inc., a Florida nonprofit corporation organized in August 1998. As of June 30, 2008, 437 students were enrolled in the School.

The basic financial statements of the School present only the balances, activities and disclosures related to the School. They do not purport to, and do not, present the financial position of The Renaissance Charter School, Inc. as of June 30, 2008, and its change in financial position or budgetary comparisons for the year then ended in conformity with accounting principles generally accepted in the United States of America.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting entity:

The School operates under a charter granted by the sponsoring School District, the School Board of Broward County (the "District"). The current charter is effective until June 30, 2011, and may be renewed in increments of five years by mutual written agreement between the School and the Sponsor. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter in which case the District is required to notify the School in writing at least ninety days prior to the charter's expiration. During the term of the charter, the District may also terminate the charter if good cause is shown. North Broward Academy of Excellence is considered a component unit of the School Board of Broward County.

The School may also be financially accountable if an organization is fiscally dependent on the School regardless of whether the organization has a separately elected governing board, a governing board appointed by another government, or a jointly approved board. In addition, component units can be other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the reporting entity's basic financial statements to be misleading or incomplete.

As a result of evaluating the above criteria, management has determined that no component units exist for which the School is financially accountable which would require inclusion in the School's basic financial statements.

Basis of presentation:

Based on the guidance provided in the provisions of Florida Statutes the School is presented as a governmental organization for financial statement reporting purposes.

Government-wide statements:

The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major fund). Both the government-wide and fund financial statements categorize primary activities as either governmental or business-type. All of the School's activities are classified as governmental activities.

In the government-wide statement of net assets, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full accrual, economic resource basis, which recognizes all noncurrent assets and receivables as well as all noncurrent debt and obligations.

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NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, investment earnings, miscellaneous revenue, etc.). The statement of activities reduces gross expenses (including provision for depreciation) by related program revenues, operating and capital grants, and contributions. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants, while the capital grants column reflects capital-specific grants.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School's net assets resulting from the current year's activities.

Fund basic financial statements:

The accounts of the School are organized on the basis of funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, equity, revenues, and expenditures.

The General Fund is a governmental fund type employed in accounting for the financial activities and transactions of the School.

The Agency Fund accounts for student monies that are attributable to school and other educational activities.

Measurement focus and basis of accounting:

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the basic financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied. Governmental funds use the current financial resources measurement focus and the governmental-wide statements use the economic resources measurement focus.

Governmental activity in the government-wide basic financial statements is presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental fund financial statements are presented on the modified-accrual basis of accounting under which revenue is recognized in the accounting period in which it becomes susceptible to accrual (i.e., when it becomes both measurable and available). Measurable means the amount of the transaction can be determined and available means collectible within sixty days after year-end or soon enough thereafter to be used to pay liabilities of the current period.

Revenue recognition:

Student funding is provided by the State of Florida through the School Board. Such funding is recorded as entitlement revenue in the government-wide financial statements and state source revenue in the fund financial statements and is net of a 5% administration fee retained by the School Board. This funding is received on a pro rata basis over the twelve-month period the School is in session and is adjusted for changes in full-time equivalent (FTE) student population.

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NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Income taxes:

The School is a department of a nonprofit corporation whose revenue is derived primarily from other governmental entities. The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been made in these basic financial statements.

Capital assets:

Capital assets purchased or acquired are capitalized at historical cost or estimated historical cost. Capital assets are defined by the School as assets with an initial cost of $ 750 and useful life of over one year. Donated capital assets are valued at the estimated fair market value as of the date received. Additions, improvements, and other expenditures that significantly extend the useful life of an asset are capitalized and depreciated over the remaining useful lives of the related fixed assets. Other costs for repairs and maintenance are expensed as incurred.

Depreciation on all assets is provided on the straight-line basis over the capital assets estimated useful lives as follows:

Furniture and equipment	10 years
Improvements other than building	10 years
Computers	5 years
Leasehold improvements	10 years

Net assets:

Net assets are classified in three categories. The general meaning of each is as follows:

Invested in capital assets, net of related debt - represents the difference between the cost of capital assets, less accumulated depreciation reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets.

Unrestricted - includes all other net assets.

Restricted net assets - consists of net assets with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.

Fund balance:

Fund balance is classified in two categories. The general meaning of each is as follows:

Reserved - indicates the portion of fund balance not available for appropriation in subsequent periods or is legally segregated for a specific future use. These amounts do not represent available spendable resources.

Unreserved - includes all other fund balances.

Designations of fund balance represent tentative management plans that are subject to change.

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NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Budget:

An operating budget is adopted and maintained by the governing board for the School pursuant to the requirements of Florida Statutes. The budget is adopted using the same basis of accounting that is used in the preparation of the basic financial statements, except for the reporting of a 5% administration fee retained by the School Board.

A reconciliation of the General Fund presented on a budgetary basis to the amount presented in accordance with generally accepted accounting principles (GAAP) is as follows:

	Revenues	Expenditures
Budgetary basis, page 14	$ 3,316,441	$ 3,217,075
Less: 5% administration fee retained by the School Board included as revenue and expenditures on a budgetary basis	(138,670)	(138,670)
GAAP basis, page 12	$ 3,177,771	$ 3,078,405

NOTE 3 - DEPOSITS

At June 30, 2008, the carrying amount of the deposits and cash on hand totaled $ 273,830, with a bank balance of $ 287,422.

State statutes require, and it is the School's policy, that all deposits be made into, and be held by, financial institutions designated by the Treasurer of the State of Florida as qualified public depositories as defined by Chapter 280 of the Florida Statutes. This statute requires that every qualified public depository institution maintain eligible collateral to secure the public entity's funds. The minimum collateral to be pledged by an institution, the collateral eligible for pledge, and the reporting requirements of the qualified public depositor to the Treasurer is defined by statute. Collateral is pooled in a multiple qualified public depository institution pool with the ability to assess members of the pool should the need arise. The School's deposits are held in a qualified public depository. They are covered by the collateral pool as the School has identified itself as a public entity at June 30, 2008.

NOTE 4 - DUE FROM OTHER SCHOOLS

Both the School and North Broward Academy of Excellence Middle School are related, as they both share common board membership, are managed by Charter School USA, Inc., and are departments of the Renaissance Charter School, Inc. These two schools share teachers and administrative staff, as well as expenses, which include rent and other operating expenses. As of June 30, 2008, the basic financial statements include an amount due from other schools in the amount of $ 45,577, representing short-term advances for such expenses mentioned above.

NOTE 5 - DUE FROM OTHER GOVERNMENTS

Due from other governments at June 30, 2008 consists of amounts due from the School Board for the 2007/2008 Performance Pay Bonus Allocation and for an amount due from the state for FTE.

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NOTE 6 - DUE TO MANAGEMENT COMPANY

The total amount due to the management company as of June 30, 2008 is $ 635, which represents amounts due to CSUSA for expenses incurred by the School throughout the year.

NOTE 7 - CAPITAL ASSETS

Capital asset balances and activity for the year ended June 30, 2008 are as follows:

	Balance at July 1, 2007	Additions	Deletions	Balance at June 30, 2008
Capital assets, depreciable:				
Furniture and equipment	$ 48,047	$ 14,892	$ --	$ 62,939
Computers	6,158	63,265	--	69,423
Improvements other than buildings	20,104	4,995	--	25,099
Leasehold improvements	6,870	--	--	6,870
	81,179	83,152	--	164,331
Accumulated depreciation:				
Furniture and equipment	23,368	7,444	--	30,812
Computers	6,158	20,420	--	26,578
Improvements other than buildings	5,672	2,510	--	8,182
Leasehold improvements	2,397	687	--	3,084
	37,595	31,061	--	68,656
	$ 43,584	$ 52,091	$ --	$ 95,675

Provision for depreciation was charged to governmental activities as follows:

Instructional support services - administrative	$ 27,864
Instructional support services - plant operations and maintenance	3,197
	$ 31,061

NOTE 8 - LEASES

The School has an operating lease agreement for the use of its premises. The lease expires in July 2015, and requires monthly payments between $ 27,413 and $ 30,259. The School is also required to pay a portion of the operating expenses associated with the leased premises and shares the facility with North Broward Academy of Excellence Middle School (Note 4).

In addition, a principal stockholder of Charter Schools USA, Inc. (Note 9) owns an interest in the facility leased by the Schools (Note 13).

The School also leases office space on a yearly basis. Payments for this additional space are approximately $ 191,100 per year. As of August 1,2008, the School will no longer utilize this space.

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NOTE 8 - LEASES (continued)

Subsequent to year end, the School amended their lease with a related party for additional space in the expanded facility. The amount paid will be based on the proportion of students in attendance of the School. The amended lease expires in July 2012.

Future lease payments are approximately as follows:

Year Ending June 30,		
2009	$	745,500
2010	$	826,700
2011	$	851,400
2012	$	876,800
Thereafter	$	NONE

Rent expense totaled $ 516,777 for the year ended June 30, 2008.

NOTE 9 - COMMITMENTS AND CONTINGENCIES

The School has a formal agreement with Charter Schools USA, Inc. (CSUSA) to manage, staff and operate the School. The agreement states that CSUSA shall receive all revenues minus expenses paid by the Board directly as its gross revenue, from which it pays all other operating costs of the School identified in the budget approved by the Board. CSUSA is entitled to retain as compensation for its services the difference, if any, between the amount of the School's revenues and the amount of revenues expended by CSUSA in the course of operation and management of the School. The agreement expires in August 2019.

The total management fees paid amounted to $ 200,000 for the year ended June 30, 2008.

NOTE 10 - CAPITAL APPROPRIATIONS FUNDING

The Florida Department of Education has approved a Charter School Capital Outlay (CSCO) award for the School. In each year that funds are appropriated by the state for charter school capital outlay purposes those funds are allocated among eligible charter schools. The funds for the School's allocation are transferred to the School once a CSCO Plan has been provided to and approved by the sponsoring district. The School's CSCO Award totaled $ 272,574 for the 2007/2008 school year which has been recognized as revenue in the accompanying basic financial statements. If the CSCO funds are used to acquire tangible property assets, the School Board has a reversionary interest in those assets. In the event of nonrenewal, termination, or breach of the charter school agreement, ownership of the assets would automatically revert to the School Board. The School has elected to use these funds to pay its portion of the lease expense on the facility.

NOTE 11 - RISK FINANCING

The School is exposed to various risks of loss related to torts, thefts of, damage to, and destruction of assets and natural disasters. The School has obtained property insurance from commercial companies including, but not limited to, general liability and errors and omissions insurance. There have been no claims in excess of insurance coverage limits during the past five years.

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NOTE 11 - RISK FINANCING (continued)

CSUSA employs all of the employees of the School. As a result, the School is not exposed to medical or workers' compensation claims for these individuals. In addition, CSUSA carries all required insurance including, but not limited to, general liability and errors and omissions insurance.

NOTE 12 - EMPLOYEE BENEFIT PLAN

During the year ended June 30, 2008, the School offered all of its full-time employees, who had attained 21 years of age, a retirement plan under Internal Revenue Code Section 401(k). The employee is allowed to contribute up to a maximum of 20% of their annual gross compensation, subject to certain limitations. The School will match 25% of the first 6% of the employee contribution. For the year ended June 30, 2008, the School contributed $ 8,334 to the Plan.

NOTE 13 - RELATED PARTY TRANSACTIONS

A principal stockholder of CSUSA (Note 9) previously acquired an interest in the facility leased by the School and shared by North Broward Academy of Excellence Middle School (Note 8). This resulted in no change to existing agreements between the School and the lessor as a result of this transaction.

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SUPPLEMENTARY INFORMATION

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NORTH BROWARD ACADEMY OF EXCELLENCE
STATEMENT OF REVENUES AND EXPENDITURES - GENERAL FUND - MANAGEMENT FORMAT
For the Year Ended June 30, 2008

	Account	300 Purchased Services	400 Energy Services	500 Materials and Supplies	600 Capital Outlay	700 Other Expenses	Totals
REVENUES:							
State sources	3300						$ 3,125,812
Local sources	3400						190,629
Aftercare	3400						--
Total revenues							3,316,441
EXPENDITURES:							
Instruction	5000	$ 1,365,280	$ --	$ 75,820	$ 5,401	$ --	1,446,501
Pupil services	6100	4,630	--	--	--	--	4,630
Instructional media services	6200	--	--	1,648	--	--	1,648
Instruction and curriculum development	6300	--	--	6,555	--	--	6,555
Instructional staff training	6400	1,051	--	--	--	--	1,051
Board services	7100	11,867	--	--	--	--	11,867
School administration	7300	251,527	--	13,227	19,437	--	284,191
Fiscal services	7500	200,360	--	--	--	--	200,360
Food services	7600	--	--	34,837	--	--	34,837
Central services	7700	178,012	--	--	--	--	178,012
Operation of plant	7900	773,270	46,152	3,566	--	890	823,878
Maintenance of plant	8100	47,349	--	--		--	47,349
Community services	9100	87,593	--	5,451	--	--	93,044
Capital outlay:							
Site, building and equipment	9300	--	--	--	83,152	--	83,152
Total expenditures		$ 2,920,939	$ 46,152	$ 141,104	$ 107,990	$ 890	3,217,075
Change in fund balance							$ 99,366

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OTHER INDEPENDENT AUDITORS' REPORTS

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KEEFE, McCULLOUGH & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

JOHN R. KEEFE, C.P.A.
STEVEN H. WOODS, C.P.A.
DAVID T. WILLIAMS, C.P.A.
JOSEPH D. LEO, C.P.A.
WILLIAM G. BENSON, C.P.A.
KENNETH G. SMITH, C.P.A.
LOUIS R. PROIETTO, C.P.A.
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CHARLES K. RUMPF, C.P.A.
JAMES R. LARAWAY, C.P.A.
ROSS S. GOTTHOFFER, C.P.A.
HILLARY B. DAIGLE, C.P.A.

6550 NORTH FEDERAL HIGHWAY
SUITE 410
FORT LAUDERDALE, FLORIDA 33308
(954) 771-0896
FAX: (954) 938-9353
E-MAIL: kmc@kmccpa.com

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

We have audited the financial statements of the governmental activities, the General Fund, and the aggregate remaining fund information of North Broward Academy of Excellence (the "School"), a component unit of the School Board of Broward County, Florida and a Department of The Renaissance Charter School, Inc., as of and for the year ended June 30, 2008, which collectively comprise the basic financial statements, and have issued our report thereon dated September 30, 2008. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the basic financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with accounting principles generally accepted in the United States of America such that there is more than a remote likelihood that a misstatement of the School's basic financial statements that is more than inconsequential will not be prevented or detected by the School's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the basic financial statements will not be prevented or detected by the School's internal control.

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We noted certain matters that we reported to School management in the schedule of findings on pages 28 and 29.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's basic financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of basic financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We do not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the School's management, Board of Directors, the Auditor General of the State of Florida and the School Board of Broward County, Florida and is not intended to be and should not be used by anyone other than these specified parties.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 30, 2008

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KEEFE, McCULLOUGH & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

JOHN R. KEEFE, C.P.A.
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6550 NORTH FEDERAL HIGHWAY
SUITE 410
FORT LAUDERDALE, FLORIDA 33308
(954) 771-0896
FAX: (954) 938-9353
E-MAIL: kmc@kmccpa.com

INDEPENDENT AUDITORS' REPORT TO THE BOARD OF DIRECTORS

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

This letter is written in connection with our audit of the basic financial statements of North Broward Academy of Excellence (the "School"), a component unit of the School Board of Broward County, Florida and a Department of The Renaissance Charter School, Inc., as of and for the year ended June 30, 2008. The purpose of this letter is to communicate to you any comments and recommendations, and to comply with the requirements of Chapter 10.850 Rules of the Auditor General, Rule 10.854(1)(d).

The following statements relate to requirements of the Auditor General:

1. There were no inaccuracies, irregularities, shortages, defalcations, fraud and/or violations of laws, rules or regulations.

2. There were no recommendations made relating to the preceding audit.

3. There were no recommendations to improve the School's financial management, accounting procedures, and internal controls that were considered significant deficiencies. There were two recommendations, not considered to be significant deficiencies, reported in a separate letter dated September 30, 2008.

4. There were no violations of laws, rules, regulations, and contractual provisions discovered during our audit.

5. There were no illegal or improper expenditures discovered within the scope of the financial audit which may or may not materially affect the basic financial statements.

6. There were no other matters requiring correction which may or may not materially affect the basic financial statements reported on, including, but not limited to: improper or inadequate accounting procedures, failures to properly record financial transactions, or other inaccuracies, shortages, defalcations and instances of fraud or other significant deficiencies or material weaknesses.

7. As required by the Rules of the Auditor General (Section 10.854(1)(d)2), a statement must be included as to whether or not the local government entity has met one or more of the conditions described in Section 218.503(1), Florida Statutes. In connection with our audit, we determined that the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

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This report is intended solely for the use and information of the School's management, the Board of Directors, the Auditor General of the State of Florida, and the School Board of Broward County, Florida, and is not intended to be and should not be used by anyone other than these specified parties.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 30, 2008

KEEFE, McCULLOUGH & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

JOHN R. KEEFE, C.P.A.
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SUITE 410
FORT LAUDERDALE, FLORIDA 33308
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FAX: (954) 938-9353
E-MAIL: kmc@kmccpa.com

INDEPENDENT AUDITORS' REPORT TO MANAGEMENT

To the Board of Directors
North Broward Academy of Excellence
A Department of the Renaissance Charter School, Inc.
North Lauderdale, Florida

In planning and performing our audit of the basic financial statements of North Broward Academy of Excellence (the "School"), a component unit of the School Board of Broward County, Florida and a Department of The Renaissance Charter School, Inc., as of and for the year ended June 30, 2008, we considered the School's internal controls to determine our auditing procedures for the purpose of expressing an opinion on the basic financial statements and not to provide assurance on the internal controls.

However, during our audit we became aware of certain matters that represents an opportunity for you to strengthen your internal controls and operating efficiencies. This letter includes our comments and recommendations. This letter does not affect our separate report dated September 30, 2008 on the basic financial statements of North Broward Academy of Excellence.

The enclosed comments are not intended to reflect on the honesty, integrity, or competence of the employees of the School, but are mentioned only to aid you in improving existing procedures and internal controls.

After you have had an opportunity to consider our comments and recommendations, we would be happy to discuss them with you at your convenience.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 30, 2008

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NORTH BROWARD ACADEMY OF EXCELLENCE
SCHEDULE OF FINDINGS
June 30, 2008

PRIOR YEAR COMMENTS AND RECOMMENDATIONS

NONE

CURRENT YEAR COMMENTS AND RECOMMENDATIONS

Maintain capital asset inventory:

During the audit, we observed that an inventory of capital assets has not been taken. We recommend that you perform a complete inventory of capital assets at the School's location and implement an inventory tracking system

Management's response:

Management has recognized that a lack of a formal capital asset inventory system is a weakness. As a result, management has begun a search for an inventory company to perform a full capital asset inventory, as well as provide a computerized system to manage the such inventory going forward. Several companies have been interviewed and proposals have been submitted and reviewed. Management expects to make a decision and move forward within the next 90 to 120 days.

Update internal control procedures:

During the audit, we noted that the existing accounting procedures manual does not reflect the procedures actually in use because it has not been updated as changes have been made in policies and procedures. Any changes in the accounting procedures manual, as well as existing internal controls, should be documented and communicated on a regular basis to all affected personnel. This will enable management to monitor compliance with the policies and procedures in the manual. We recommend that a signature and date be attached to each updated manual and a policy be established for its regularly scheduled review and update.

Management's response:

Management has recognized that the accounting procedures manual needs to be updated. A committee has been formed and meets on a regular basis to review policies and internal control procedures and to update them as necessary. Management expects this process to continue over the next six months. However, as policies and procedures are finalized, affected staff will be properly trained on any new policies and procedures.

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Appendix G

Organizational Performance

Student Enrollment

Lottery Procedure

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Lottery Rules and Procedures:

Rules: General

1. For the purposes of the following rules, the following terms are defined as follows:
    A. All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.
    B. Lottery refers 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.
    C. Lottery refers to the process whereby all eligible applicants are assigned a random number by the SIS and sorted, by grade, in order of the randomly assigned number.

2. All applicants (students not already attending school, including siblings of those already attending) 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 applications received after the initial enrollment period will be accepted on a "First-Come, First-Serve" basis, after the Waiting List has been exhausted.

5. 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 placed on the waiting list with an application date equal to the date the initial offer expired.

6. 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.
    A. 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.

    B. 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 that has been rescinded shall be considered to have a preference of an applicant with a sibling applying for the same academic year.

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7. **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 lottery being conducted.

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. All preferences shall be considered in the following hierarchy:
   A. Applicant sibling of a currently attending student.
   B. Applicant child of: employee of school, charter board member, charter sponsor employer (charter in the workplace), charter school in a municipality, or other preference established in school charter application.
   C. Applicant sibling of an accepted applicant applying for the same academic year.

5. Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

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Appendix H

Organizational Performance

Student Enrollment

Enrollment Applications in multiple languages

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NORTH BROWARD ACADEMY OF EXCELLENCE

NORTH BROWARD ACADEMY OF EXCELLENCE ENROLLMENT APPLICATION

To submit an application:

1.Complete all information and sign and date in the space provided at the bottom of application

2. Mail to: North Broward Academy of Excellence, 8200 SW 17th Street, North Lauderdale, FL 33068

3. Or apply online at www.northbrowardcharter.org

4. North Broward Academy of Excellence is a tuition free public school.

PARENT/GUARDIAN CONTACT INFORMATION

Contact Name (Dr. Ms. Mrs. Mr.) _____ Jr/Sr/III
FIRST MI LAST

Home Phone ( ) _____ Work Phone ( ) _____ Cell Phone ( ) _____

Email Address _____

Home Address* _____
STREET APT. # CITY STATE ZIP

Please write in the school year you are applying for: _____

How did you hear about the school? _____

** All school correspondence, including report cards, will be mailed to this address.*

APPLICANT ONE

Applicant Name _____ Jr/Sr/III
FIRST MI LAST

Relationship to this applicant _____ Gender □ Female □ Male Date of Birth _____

Previous School Name _____ State: _____ County: _____

Does this applicant have a sibling currently applying? □ Yes □ No Applying Sibling Name: _____

Does this applicant have a sibling currently attending? □ Yes □ No Attending Sibling Name: _____

For which grade level are you applying? □ K □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8

Are you requesting transportation? □ Yes □ No Is the student a dependant of active-duty military personnel? □ Yes □ No

APPLICANT TWO

Applicant Name _____ Jr/Sr/III
FIRST MI LAST

Relationship to this applicant _____ Gender □ Female □ Male Date of Birth _____

Previous School Name _____ State: _____ County: _____

Does this applicant have a sibling currently applying? □ Yes □ No Applying Sibling Name: _____

Does this applicant have a sibling currently attending? □ Yes □ No Attending Sibling Name: _____

For which grade level are you applying? □ K □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8

Are you requesting transportation? □ Yes □ No Is the student a dependant of active-duty military personnel? □ Yes □ No

It is the policy of Charter Schools USA to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. Charter Schools USA will not discriminate illegally on the basis of sex, race, religion, national origin, disability, or age as to employment or educational programs and activities.

To the best of my knowledge, the above information is correct and complete.I understand any false statements may result in forfeiting my child's seat.In the event of a change of address, phone, name, etc. I will contact the school.

Parent Signature: _____ Date: _____

A Member of the CHARTER SCHOOLS USA Family of Schools

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CHARTER SCHOOLS USA
PLANILLA DE SOLICITUD DE MATRICULA

Para someter la planilla para el año escolar 2009-2010:

1. Llene la planilla, fírmela y ponga la fecha en los espacios provistos al final de la misma
2. Doble la hoja donde se indica, con la planilla hacia dentro, y séllela con cinta adhesiva
3. Póngale sello del correo, y envíela a Charter Schools USA, 6245 North Federal Hwy, 5th Floor, Fort Lauderdale, Fl 33308

También puede llenar su planilla por computadora, en la dirección www.charterschoolsusa.com

INFORMACION DEL ESTUDIANTE

Nombre _____ _____ _____ Jr/Sr/III
PRIMER NOMBRE | INICIAL DEL SEGUNDO | APELLIDO

Apodo (si lo tiene) _____ Fecha de nacimiento ____-____-____

Número del Seguro Social ____-____-____ ❒ Femenina ❒ Masculino

Idioma principal ❒ Inglés ❒ Español ❒ Otro _____

Nombre de la escuela _____

¿Para cuál grado solicita la matrícula? ❒ K ❒ 1 ❒ 2 ❒ 3 ❒ 4 ❒ 5 ❒ 6 ❒ 7 ❒ 8 ❒ 9 ❒ 10 ❒ 11 ❒ 12

INFORMACION DE LA ESCUELA ANTERIOR

Nombre de la escuela a la que el/la estudiante asistía anteriormente _____

Dirección de dicha escuela _____ _____ _____ _____
CALLE | CIUDAD | ESTADO | CÓDIGO POSTAL

INFORMACION DE LA PRINCIPAL PERSONA A CONTACTAR

Nombre (Dr. Srta. Sra. Sr.) _____ _____ _____ Jr/Sr/III
PRIMER NOMBRE | INICIAL DEL SEGUNDO | APELLIDO

Parentezco _____ Telef. Casa (____) ____-____ Telef. Trabajo (____) ____-____

Telef.Móvil (____) ____-____ Dirección electrónica _____

Dirección* _____ _____ _____ _____ _____
CALLE | APT.# | CIUDAD | ESTADO | CÓDIGO POSTAL

*Donde se enviarán las notas, correspondencia y circulares de la escuela

INFORMACION DE HERMANOS/AS

¿Algún hermano/a asiste actualmente a esta escuela? ❒ Sí ❒ No
[Si contestó "Sí", indique el nombre, si hay más de un hermano/a, sólo indique el nombre de uno/a]

Nombre de hermano/a _____ _____ _____ Jr/Sr/III Grado _____
PRIMER NOMBRE | INICIAL DEL SEGUNDO | APELLIDO

¿Hay otro/a hermano/a que también está solicitando matrícula para este mismo año escolar 2009-2010? ❒ Sí ❒ No
(Si contestó "Sí", indique el nombre, y adjunte la planilla. Debe someter una planilla por cada niño/a)

Nombre de hermano/a _____ _____ _____ Jr/Sr/III Grado _____
PRIMER NOMBRE | INICIAL DEL SEGUNDO | APELLIDO

La información que he suministrado en esta planilla está completa y correcta. Si hubiera algún cambio de dirección, teléfono, etc., se lo notificaré a la escuela a la brevedad.

_____ _____
FIRMA DEL PADRE/MADRE O GUARDIÁN LEGAL | FECHA

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CHARTER SCHOOLS USA
APLIKASION POU ANTRE NAN LEKOL LA

Pou kapab fe ou aplikasion pou lane lekol 2009-2010:

1. Komplete tout infomasion yo. Le ou fini mete syati ou ak dat la an ba aplikasion an
2. Plye aplikasion an nan mitan (ak kote ou ekri a an dedan) apre fermin aplikasion an ak ou skoh tape nan bout yo.
3. Mete ou timb sou li pou kapab voye li alle nan Charter Schools USA, 6245 North Federal Hwy, 5th Floor, Fort Lauderdale, FL 33308

Ou kapab fe aplikasion an tou nan kompute online nan adres si la charterschoolsusa.com

INFOMASION SOU ETIDIAN AN

Non etidian an _____ _____ _____ Jr/Sr/III
PRENON NON MITAN SYATI

Ti non (si li gin yin) _____ Dat li fet ____-____-____

Nimero Sekirite Sosial li ____-____-____ ❒ Gason ❒ Fi

Ki leng li pale ❒ Angle ❒ Pangnol ❒ Lot leng _____

Lekol _____

Pou ki grad etidian an a pe aplike? ❒ K ❒ 1 ❒ 2 ❒ 3 ❒ 4 ❒ 5 ❒ 6 ❒ 7 ❒ 8 ❒ 9 ❒ 10 ❒ 11 ❒ 12

INFOMASION SOU LEKOL ETIDIAN TE YE ANVAN

Ki non lekol li te ye anvan _____

Adres lekol etidian te ye anvan _____ _____ _____ _____
KI RI KI CITE KI ETA ZIP KOD LA

PREMIE KONTAK INFORMASION ETIDIAN AN

Non Kontak nan (Dr. Ms. Mrs. Mr.) _____ Jr/Sr/III
PRENON NON MITAN SYATI

Ki sa ou ye pou li _____ Telefon lakay ou (____)____-____ Travail ou (____)____-____

Telefon Celile ou (____)____-____ Email Addres ou _____

Ki bow ou rete* _____ _____ _____ _____ _____
RI APT # CITE ETA ZIP KOD LA

*Se nan adres si la tout bagay lekol etidian an a pe vini tan kou kane li.

INFOMASION SOU FRE AK SE ETIDIAN AN

Di si etidian an gin fre ou bien se na lekol la? ❒ Oui ❒ Non
(Si ou repond "Oui", sil vou ple ekri non ti moun nan. Si etidian nan gin plis ke ou fre ou bien ou se ki nan lekol la, ekri non ou sel.)

Non fre ou se a _____ _____ _____ Jr/Sr/III Klass li _____
PRENON NON MITAN SYATI

Di si etidian an gin fre ou bien se **kap aplike** pou lane 2009-2010? ❒ Oui ❒ Non
(Si ou repond "Oui" sil vou ple ekri non ti moun nan, le ou fini tou attaché aplikasion li an tou. Se po nou fe ou aplikasion pou chak ti moun.)

Non ti moun kap aplike a _____ _____ _____ Jr/Sr/III Klass li _____
PRENON MITAN SYATI

Pou tout sa mwen konin, infomasion mwen bay yo korek e komple. Si toutefoi mwen ta vini chanje adres, telefon ou bien non mwen etc., mwen a pe kontakte lekol la tou suit pou fe li konin.

_____ _____
SYATI MOUN KI RESPONSAB ETIDIAN AN DAT LA

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Appendix I

Organizational Performance

Student Enrollment

Parent/Student Handbook

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2009—2010
Parent Student Handbook

8200 SW 17th Street
North Lauderdale, Florida 33068
954-718-2211 (Office)
954-718-2215 (Fax)
www.northbrowardcharter.org

Elementary School Hours: 8:45 am—2:45 pm

Middle School Hours: 8:30 am—3:00 pm

This agenda belongs to:

Name_____
Address_____
City_____**Zip Code**_____
Phone_____
Current Grade Level_____

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TABLE OF CONTENTS **Page #**

Letter From The Principal 3
North Broward Academy Parent Contract 4
Calendar 5
After Care and Before Care 6
Agenda Book 6
Arrival 6-7
Attendance 7-8
Book Bags, Folders, Personal Items 8
Bus Transportation 8
Care of School Property 8
Child Abuse 8-9
Communications 9
Dining Room Procedures 9-10
Discipline Procedure 10-12
Dismissal 12-13
Dress Code 13-14
Early Dismissal Policy 14-15
Electronics 15
Elevator 15
Emergencies 15-16
Family Rights and Privacy Act 16
Field Trips 16
Grading Scale 17
Grievance Procedure 17
Hallway Behavior 17
"Home Learning" Policy 17-19
Honor Roll Requirements 19
Instructional Books, Equipment, Materials and Supplies 20
Labels 20
Library Books 20
Lost and Found 20
Make-Up Work 20
Meals 20-21
Medication 21
Parent Conferences 21
Parent Teacher Organization (PTO) 21
Payment Policy 22
Pupil Progression/Report Card Distribution 22
School Advisory Council (SAC) 22
School Hours 22
Screenings/Suspect Health Concerns 22
Student ID Badges 22-23
Student Information System (SIS) 23
Student Records 23
Students' Rights 23
Teacher Conferences 23
Telephone 23
Severe Weather Information 23
Visitors 23-24
Volunteer Hours 24
Volunteer Guidelines 24-25
Withdrawal Procedures 25

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Dear Parents and Students,

Welcome to the 2009-2010 school year at North Broward Academy of Excellence!
The school's student and parent handbook helps to better inform you and your child about the policies and procedures at NBAE.

Please read this handbook very carefully. As with all handbooks it is impossible to try to list every possible situation that might arise at our school, but we have attempted to cover most areas of concern. We also require you to read the Broward County Student Code of Conduct. Please note that students and parents are responsible to abide by the Broward County Codes of Conduct and the NBAE Student Handbook Addendum to the Broward County Code of Conduct.

Parents, please pay close attention to the school's uniform policy and the school's discipline plan as well as to the sections related to attendance and drop-off / pick-up procedures.

If you require any further information please do not hesitate to call the school's main number, 954-718-2211, so that you may be directed to the appropriate person to assist you further.

With your assistance in reading these documents we will have a safe and productive school year!

Sincerely,

David McKnight
Principal

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North Broward Academy of Excellence Elementary/Middle Charter School
PARENT CONTRACT 2009-2010

I (We) the parent(s)/guardian(s) of _____ have read and agree to abide by the Code of Conduct and the Dress Code of North Broward Academy of Excellence Elementary Charter School (NBAEECS) and/or North Broward Academy of Excellence Middle Charter School (NBAEMCS).
I (We) understand that my (our) child is a Broward County Public School student.

WHEREAS, in order to provide my (our) child with a unique educational opportunity;
WHEREAS, by choosing to enroll my (our) child at the North Broward Academy of Excellence Elementary/Middle Charter School is a decision of my (our) personal choice and not a privilege;
WHEREAS, my (our) desire to enroll my (our) child at North Broward Academy of Excellence Elementary/Middle Charter School 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 NBAEECS/NBAEMCS, 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 abide by and support all school rules and regulations stated in the Parent/Student Handbook. For example; morning and afternoon drop-off/pick-up procedures, parking procedures, entering and exiting the school building appropriately, students will not pick-up lunch, homework, school projects, etc. from the front office after the school day has begun. For more rules and regulations, please refer to the Parent/Student Handbook.
   C. To participate in the parenting workshops as provided by NBAEECS/NBAEMCS.
   D. To attend all conferences scheduled with any member of NBAEECS/NBAEMCS staff.
   E. To participate in the Parent Service Hours, including volunteering 20 hours for one child (or up to 30 hours for more than one child), at the rate that is sensitive to the needs of the school, and in all cases to be completed by Friday, May 21, 2010. Ten hours must be completed by January 22nd, 2010.
   F. To provide transportation to and from school for my (our) child. If my child is continually tardy/absent/released early, the attendance policies will be enforced and I (we) 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 (our) child.
   G. To purchase uniforms for my child from the designated vendor and ensure that my child is in uniform on a daily basis.
   H. To supply lunch each day to my (our) child, either from home or purchased from NBAEECS/NBAEMCS approved vendor.
   I. To be responsible for timely payment of any fees accrued at NBAEECS/NBAEMCS.
   J. To participate in the NBAEECS/NBAEMCS functions.
   K. To participate in the school fundraisers.
   L. To adhere to all school policies and procedures.

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 the 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 home learning.
   C. To limit television, video games, and phone usage during the week and allow more time for reading, studying and family time.
   D. To check my (our) child's home learning and sign the agenda nightly.

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 being withdrawn from the school at the sole discretion of the Principal as approved by the NBAEECS/NBAEMCS Governing Board.

Signature of Parent/Guardian_____ Date_____

Acknowledged by:_____ Date_____

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2009-2010 SCHOOL CALENDAR

First Quarter

Monday, August 17, 2009—Friday, August 21, 2009	Employee Planning
Monday, August 24, 2009	Start 1st Quarter - (42 Days)
Monday, September 07, 2009	Holiday
Tuesday, September 22, 2009	Interim Reports Issued
Thursday, September 24, 2009	Early Release
Monday, September 28, 2009	Day Off
Thursday, October 22, 2009	Early Release
Thursday, October 22, 2009	End 1st 9 weeks
Friday, October 23, 2009	Employee Planning

Second Quarter

Monday, October 26, 2009	Start 2nd Quarter (47 Days)
Wednesday, November 11, 2009	Holiday
Thursday, November 12, 2009	Report Cards Issued for First Quarter
Thursday, November 26, 2009	Holiday
Friday, November 27, 2009	Day Off
Tuesday, December 01, 2009	Interim Reports Issued
Monday, December 21, 2009— Fri, January 01, 2010	Day Off
Friday, January 15, 2010	Early Release
Friday, January 15, 2010	End 2nd 9 weeks
Monday, January 18, 2010	Day Off
Tuesday, January 19, 2010	Employee Planning

Third Quarter

Wednesday, January 20, 2010	Start 3rd Quarter (46 Days)
Thursday, February 04, 2010	Report Cards Issued for Second Quarter
Monday, February 15, 2010	Holiday
Friday, February 19, 2010	Interim Reports Issued
Thursday, March 25, 2010	Early Release
Friday, March 26, 2010	Employee Planning
Monday, March 29, 2010—Monday, April 05, 2010	Day Off

Fourth Quarter

Tuesday, April 06, 2010	Start 4th Quarter (45 Days)
Tuesday, April 13, 2010	Report Cards Issued for Third Quarter
Thursday, April 22, 2010	Early Release (Take Our Children to Work Day)
Wednesday, May 05, 2010	Interim Reports Issued
Friday, May 28, 2010	Employee Planning
Monday, May 31, 2010	Holiday
Wednesday, June 09, 2010	Early Release (Last Day of School)
Thursday, June 10, 2010	Employee Planning (Last Day for Teachers)
Friday, June 25, 2010	Report Cards Issued for Fourth Quarter

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AFTER CARE & BEFORE CARE:

North Broward Academy operates programs before and after school operating hours. Please visit our webpage at www.northbrowardcharter.org or visit the front office to pick up your application pamphlet. Students participate in homework assistance, arts/crafts, snacks/drinks, enrichment/remedial work, and games/activities. There is a separate charge for this program.

Hours of Operation:
Before Care: 7:00 am—8:00 am
After Care: 2:45 pm (Elementary) and 3:00 pm (Middle School) to 6:00 pm

Fees/Payment Schedule:
Registration Fee: $25 (upon entry or re-entry into the program)
Before Care Monthly Rate: $50
After Care Monthly Rate: $160
Before and After Care Monthly Rate: $200
Payment Dates: 08/24/09, 09/21/09, 10/19/09, 11/18/09, 01/04/10, 02/04/10, 03/08/10, 04/15/10, 05/13/10
Late Fee: $25
Daily Before Care Rate: $5 (must pay when student is dropped-off)
Daily After Care Rate: $10 (must pay when student is picked-up)
Returned Check Fee: $50 All repayments of returned checks must be made in cash and all future payments must be remitted in cash.
Payment can be made by cash, money order, or check.

*No student is permitted on campus before or after school hours without being placed immediately in our after/before care program for the safety and security of the student and a fee will be assessed. All students must be signed in and out by parent(s) or approved adult on file. Please see the separate After/Before Care Registration Packet for more details about the program and payment options.

AGENDA BOOKS:

Kindergarten—2nd grade students will maintain and keep a student homework/communication folder. **A parent must sign and return the daily behavior report.** These folders will have a "Take Home" and "Bring Back" section for daily behavior reports, parent communication, and home learning items.

3rd-8th Grades are required to maintain and keep a student agenda book. This is an important form of communication for behavior, work assignments, and class/school events. **A parent must sign the Agenda Book daily**. NBAE provides the first agenda book for free. Parents/students can purchase replacement agenda books from the front office for $5.

ARRIVAL:

Students need to learn the importance of regular school attendance. In addition, **it is important that students report to school on time.** There **is no supervision before 8:00 am** for students who are not enrolled in the Before Care program. Students eating breakfast may arrive at 8:00 am. Instruction begins promptly at 8:30 am (Middle School) and 8:45 am (Elementary). It is suggested that students arrive between 8:00 am to 8:25 am. **PLEASE DO NOT DROP YOUR CHILD OFF IN THE PUBLIX PARKING LOT OR ANYWHERE ON S.W. 17TH STREET.** This is a safety hazard for your child. K-2nd grade students are not permitted to walk alone to or from campus without an older sibling or adult supervision. As a courtesy to our neighbors, please do not send your child to Publix unattended or allow them to walk through the parking lot as this is dangerous.

Morning Hours:
7:00 am-8:00 am Before Care (fee applies)
8:00 am-8:25 am Middle School Breakfast (free adult supervision)
8:00 am-8:40 am Elementary School Breakfast (free adult supervision)
8:30 am Middle School Begins
8:45 am Elementary School Begins

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Student Drop-Off/Pick-Up Traffic Pattern

There is a new configuration for student drop-off and pick-up for the 2009-2010 school year. Please follow these directions to ensure the safest and quickest process.

Drop-Off: All traffic will turn onto SW 82nd Avenue (the road between the school and new condos) and turn right into the school's parking lot. Traffic will loop around the parking lot and students can be dropped off in front of the school. Parents are not allowed to drop students off on SW 17th Street: this area will be enforced by B.S.O.

Pick-Up:. All vehicles are expected to comply with this pattern. All traffic needs to turn off of McNab Road onto SW 83rd Ave (next to Hess gas station). Traffic flow will pass around Pinewood Elementary and onto SW 17th Street. Traffic will then turn right on SW 82nd Ave and turn right into school parking lot. Your **Pick-Up Placard** needs to be displayed in your front window. A staff member will call for your student to come out for pick-up after they have read the student placard. Proceed around the parking lot and your child will be picked up by you by the front door. Students are not permitted to walk or ride through the parking lot. Do not leave your car unattended in the car pool lane during pick up and dismissal. Please refrain from conferences with your child's teacher during these times. Parents must not use their cell phones while driving in the parking lot and music must be turned off. As a courtesy to our neighbors, students are asked to not walk through the Publix parking lot as this is a safety issue and students are asked to be accompanied by an adult if they come into the store.

The safety of your children is our first priority. Please follow drop-off and pick-up procedures very carefully to keep all of our children safe.

ATTENDANCE:

ABSENCES:

1. Your children must be in school everyday as mandated by state law.
2. Parents will call the office to notify the school if the student is going to be absent. Parents only have two days to excuse the absence, failure to do so will result in the absent being unexcused.
3. When absences become a concern (5 or more unexcused absences in a calendar month/10 or more unexcused absences during 90 day period), the attendance clerk will double check for medical excuses for absences turned in and recorded.
4. The attendance clerk will contact the parent regarding excessive absences and may refer student to CPST or principal (5 or more unexcused absences in a calendar month/10 or more unexcused absences during 90 day period) or early dismissals via phone conference, email, teacher/parent conference or letter.
5. If absences continue (5 or more unexcused absences in a calendar month/10 or more unexcused absences during 90 day period), a formal referral for attendance will be made to administration with supporting documentation of parent contact and non-medical absences stapled to the referral.
6. If absences (5 or more unexcused absences in a calendar month/10 or more unexcused absences during 90 day period) or early dismissals continue to exceed specified days then the case will be referred to the school's assigned social worker.
7. If absences continue (15 or more constitutes habitual tardiness within 90 calendar days) after referral and visit by social worker, case will be referred to the State Attorney's Office per Broward County School Board Policy.

Anytime a student returns to school after an absence, a note MUST be brought from home.

Students must be in school unless the absence has been permitted or excused for one of the following reasons (please note that vacations are considered unexcused absences):

1. Illness of student
2. Illness of immediate family member
3. Death in the family
4. Religious holidays of the student's own faith
5. Required court appearance or subpoena by a law enforcement agency.
6. Special Event (public functions, competitions, exceptional cases of family need)
7. Scheduled medical or dental appointments
8. Students who have, or are suspected of having a communicable disease.

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Students who have 15 or more unexcused absences within a 90 calendar day period risk the possibility of retention and not being invited back the next year.

TARDY POLICY:

A child is tardy when he/she is not in their classroom (8:30 am Middle School and 8:45 am Elementary School). All late students must enter the front office and be issued a tardy pass.

Excused Tardies
A student will be considered as excused only if a parent/guardian personally escorts their child to the front desk and has a viable reason (See Broward County Code of Conduct). The reasons for excused tardies are as follows: doctor's appointments with notes from the doctor/orthodontist or extreme emergencies approved by administration. Excused tardies will not count toward the student's tardy record.

Unexcused Tardies
A student will be considered as unexcused because of last minute vacations, alarm clock failures, "parent's fault", car trouble, and inclement weather conditions. Unexcused tardies will count toward the student's record.

Your children must be in school and ON TIME by state law.
The procedures for abiding by state law are as follows:

1. At 5 tardies, the attendance clerk will double check for medical excuses for tardies turned in and recorded.
2. At 5 tardies, the attendance clerk will contact the parent regarding excessive tardies or early dismissals via phone conference, email, teacher/parent conference or letter.
3. After 5 tardies an hour long detention will be issued, and given to administration with supporting documentation of parent contact and non-medical tardies stapled to the referral. If 10 tardies or early dismissals occur without doctor's note), the student will receive a Saturday detention. If tardies continue (15+) to exceed specified days then the case will be referred to the school's assigned Social Worker.
4. If tardies continue after referral and visit by social worker, case will be referred to the State Attorney's Office per Broward County School Board Policy.

After 15 tardies or early dismissals per semester, a child can lose their seat to North Broward Academy of Excellence the following school year.

BOOK BAGS/FOLDERS/PERSONAL ITEMS:

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 NBAE. Failure to comply will constitute a uniform violation and be subject to detention and parental notification.

BUS TRANSPORTATION:

North Broward Academy does **not** provide bus transportation. Therefore, parents are encouraged to car pool and make sure that students are dropped-off and picked-up during the posted school hours.

CARE OF 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 in the school building is forbidden.** All food must be consumed in the cafeteria or area designated by the administration. Students are not permitted to play in the bathrooms. Any student who disregards this rule will receive Disciplinary Action.

CHILD ABUSE:

State law requires that teachers, administrators and other school personnel must report suspected cases of abuse, abandonment, or neglect to the **DCF Hotline at 1 800 96-ABUSE.**

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Reporting Procedures

1. The staff member will determine if the abuse is physical, emotional, sexual or neglect per the indicator guide (Child Abuse and Neglect Form 4002B).
2. If further consultation is needed before a decision is made to report, they will refer to the following:
    a. Child Abuse/Neglect Designee
    b. Guidance Counselor
    c. School Social Worker and Attendance Office, Child Abuse Services (754 321-2492).
    d. School Psychologist
    e. Health Services
    f. School Resource Officer
3. The report will be made by the person who has the most first hand knowledge of the situation. After the call is made to the HOTLINE, the child abuse designee must be notified.
4. A verbal report to the statewide toll-free hotline must be made. In making this report, the Child Abuse and Neglect Form (4002B) will be used as a guide.

COMMUNICATIONS:

Communication is absolutely essential for success in any human endeavor. The administration and staff recognize this and will strive to facilitate open and frequent communications with parents at all times. Teachers will communicate with parents on behavior and academics daily through the agenda/folder. However, please make sure that you check your child's backpack daily for informal notes from the teacher or from our staff in their folder. An End of the Year Survey will be conducted and your participation is crucial so that the school can determine areas that are working well and areas that need improvement.
In addition to the report cards and conferences, work will be sent home in a folder on Fridays. The parent/guardian will be asked to sign and return the folder by the following Monday. Progress Reports will be sent home once during the middle of each grading period. Parents may also view their child's current academic status through Parent/Student Information System (SIS) at http://parents.northbrowardcharter.org. Username and passwords will be sent home at the beginning of the school year or you can call the front office. Also, visit our school's web page at www.northbrowardcharter.org. Pertinent information about school functions and events will appear on this page. The PTO maintains a website with info regarding fundraisers, school events, meeting information, and leadership at www.northbrowardcharter-pto.org. A weekly memo will be sent to households as well as ParentLink phone system will be utilized to give timely information to each household.

Please feel free to consult with the office regarding any problems or questions that concern your child. It is the desire of the administrators and the faculty to be of service to both parents and student, and every teacher welcomes a conference with any parent. We do urge, however, that such visits be made by making an appointment with the teacher at a convenient before or after-school hour. **Parents are asked not to meet with a teacher before or after class unless a conference has been scheduled.** Impromptu conferences with teachers at the classroom door before or after school are not permitted. This distracts the teacher from supervision of the students during a crucial time of movement.

DINING ROOM PROCEDURES:

Preferred Meal Systems provides all breakfast and lunches for NBAE. A standard menu will be used and the monthly menu can be picked up or viewed on-line. Breakfast and lunch will be served in the dining room. Students who bring lunch from home are able to purchase milk. **NO LUNCH CHARGES** can be made since public funds do not allow schools to extend credit. Students are not allowed to bring sodas to school**. Since we are trying to promote healthy eating habits, we request that fast food not be brought to school when a child forgets his/her lunch. In addition, we discourage sugary foods, candy, cookies, gum, and foods heavy in red dye. These foods can lead to hyperactivity and interfere with the learning process. Beverages from the vending machines may be purchased during lunch times and after school. North Broward Academy is not responsible for any lost monies as a result of the usage of the vending machines.**

Cafeteria Behavior: Each student is required to show good manners, courtesy and consideration of other students and adults 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, to keep communication noise levels low, and to stay seated unless raising their hands and given permission. Containers are provided for the disposal of trash and each student is required to

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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 monitors). 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. The cafeteria rules are posted and all students are expected to follow them at all times. Food or objects are not allowed to be thrown at any time while in the cafeteria as this poses a safety concern; such acts will result in a suspension from school.

PRO-ACTIVE DISCIPLINE PLAN

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behavior; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a true desire to help the student to do what is right. Though few students desire discipline, they often need it in order to reach their full potential. NBAE follows the Broward County Code of Student Conduct and utilizes the Matrix of Behavioral Consequences as normal policy. These two items are given to every student, parent, and teacher at the beginning of the year (or at the time of enrollment) or can be viewed on the district website: http://www.browardschools.com.

Each teacher will establish appropriate procedures for discipline in his/her classroom based on these guidelines. The following list is not all-inclusive.

1. Students are expected to respect the authority of teachers. All teachers and staff have authority over all students.
2. Malicious destruction of school property results in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers on school property or use of markers/pens/pencils on walls/fixings is forbidden.
3. Students shall help keep the school clean at all times. There is to be no gum chewing in any of the school buildings or on the school grounds.
4. Items such as water pistols, matches, radios, CD players, skateboards, toys, collectable trading cards, electronic handheld games, lighters, weapons of any sort, etc. are not permitted at school and will be confiscated as well as the appropriate consequence issued per the Broward County Matrix.
5. No notebooks, albums, magazines, lunchboxes, etc. will be permitted that carry pictures or slogans referring to the drugs, alcohol, gangs or violence.
6. No profane, abusive or slang language is to be used.
7. Zero tolerance for bullying or aggression-either verbal or physical.
8. Teachers will encourage a sense of community and inclusiveness that is apparent through the involvement of all children in all class activities.

LEVELS OF DISCIPLINARY ACTION

There are three (3) levels of disciplinary action and the levels are determined by the seriousness of the act.

Level I Actions- In order to resolve Level I discipline problems, the following options are available:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with Principal or designee
- Conference with counselor
- Behavioral Contract
- Detention (lunch)

Level II Actions- In order to resolve a Level II offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- Detention (after school administrative)
- Detention (after school teacher)
- Time Out
- In school suspension

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- Conference with Principal or designee
- Saturday School
- Out of school suspension if repeated offense
- Alternative to External Suspension (AES) at Cypress Run

Level III Actions- In order to resolve Level III offenses, the options available are:

- Out of school suspension
- Dismissal from school
- Administrative review and reassignment

TIME OUT: Time out is a disciplinary action that allows the students time to reflect and refocus. The child is given time to sit quietly, to calm down and to refocus on the expected behaviors before returning to group instruction. It can be given in the classroom, in the office or in another classroom. Middle school students may be assigned a consequence that is more age-appropriate. If a students behaviors do not change, they will be assigned an after school detention.

AFTER SCHOOL DETENTION: An administrator or teacher will complete the After School Detention form which includes the date/time/location of the detention, description of why the detention was given, and what attempts were made to contact parent/guardian. If a student misbehaves or is late to After School Detention, they will be assigned one day of Saturday Detention.

SATURDAY DETENTION: Saturday Detention will be assigned to those students whose behavior is consistently inappropriate. Those students who are assigned detention on Saturday must attend or they will be suspended. Saturday Detention will be from 9:00 am-11:00 am. Students must come to Saturday Detention in their school uniform and must complete homework/seatwork. There is zero tolerance for misbehavior. If a student misses Saturday Detention, unless a doctor's note is provided or family emergency, they will be suspended for one day.

SUSPENSION: Suspension is a disciplinary sanction that temporarily removes a student from a class, or all classes for a prescribed period of time not to exceed ten (10) school days. The Principal or the Principal's designee shall make every effort to employ parental assistance with alternative consequences for misconduct prior to suspending a student except in emergencies, disruptive conditions, or incidents involving serious misconduct. A student will receive a grade of zero for assignments/work that occurs during an External School Suspension. Alternative to External Suspension is a program where a student will attend a designated Broward County school to serve their suspension time, have appropriate supervision, guidance counseling options, and an opportunity to complete class work without receiving zeroes. If after a suspension, a student continues the behavior, they will be recommended for a longer suspension, expulsion or permanent dismissal from NBAE. Students who are suspended during the 2nd Semester (Quarters 3 and 4), will not be permitted to attend the end of the year field trip and events.

PERMANENT DISMISSAL: The Principal may recommend to the Board of Directors and North Central Area Office of the Broward County School Board to dismiss a student for any of the following:

1. Possession, use of or transmission of a weapon including, but not limited to, a gun, knife, razor, explosive, ice pick or club.
2. Possession, use of or transmission of a substance capable of modifying mood or behavior.
3. Using any article as a weapon or in a manner calculated to threaten any person.
4. Committing a serious breach of conduct including, but not limited to, an assault on school personnel or on another pupil, lewd or lascivious act, arson, vandalism or any other such act, which disrupts or tends to disrupt the orderly conduct of the school activity.
5. Engaging in less serious but continuing misconduct including, but not limited to, the use of profane, obscene or abusive language, or other acts that are detrimental to the educational function of the school.

Suspendable offenses include but are not limited to the following:

1. Fighting or other dangerous and/or disruptive behavior.
2. Smoking on school grounds.
3. Being under the influence or having alcoholic beverages and/or drugs on school grounds.
4. Possession, and/or use of a weapon or any object that can be used as a weapon, including but not limited to: knife, brass knuckles, Chinese stars, chains, mace, etc.

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5. Defacing or vandalism of school property.
6. Igniting any flammable substance.

DISMISSAL:

Walker and biker students must leave the school grounds immediately after dismissal unless enrolled in After Care or an after-school activity supervised by a staff member (such as FCAT tutoring or sports program). **Parents must pick up their K-5th Grade student(s) by 3:05 pm and/or 6th-8th Grade student(s) by 3:20 pm.** Students are not allowed to leave the school grounds and return back to school grounds unless of a safety concern or accompanied by a parent/legal guardian. Parents can not park nor pull-over on SW 17th Street to pick up child. If student chooses to behave inappropriately or place their safety in jeopardy while on the sidewalk in front of the school, the parents and/or BSO will be notified.

Only individuals listed on the EMERGENCY CONTACT CARD will be allowed to pick-up students from the school. Valid photo identification will be required of all individuals picking-up students. If someone arrives at the school to seek the release of a student and the person's name is not on the emergency contact card or the person does not have valid photo identification, the student will not be released.

Parents, Car Pool Cars and Vans will place the Pick-Up Placard with child's /children's name(s) and grade(s) written in large, clear print, last name included. Placard should be placed on the driver's side window so that staff can clearly read the name. Students will not be released to individuals who do not have the placard showing in the dash. If individuals picking up students are not listed on the emergency contact card, they will have to park, go to the office, and present a photo identification card.

To avoid having the school become involved in personal family conflicts, parents or guardians should submit to school authorities a copy of any legal documents, which indicate who has legal access to the child and his/her records during school hours. In the absence of legal documentation, school officials will provide access only to those individuals whose names appear on the student's emergency contact card and custodial parents. Friends and strangers will be denied access to a student in the absence of verified parental consent. Dismissal begins at 2:45 pm (Elementary) and 3:00 pm (Middle).

K-5th Grade student(s) not picked up by 3:05 pm or 6th-8th Grade student(s) by 3:20 pm will be sent to after care by school personnel and the parent will be assessed $10 for one-day drop-off fee. Students may not wait in the parking lot unsupervised after school and will be brought back to After Care and parent must pay the $10 fee.

PLEASE DO NOT TALK ON YOUR CELL PHONE WHILE IN THE PICK-UP LINES OR PLAY LOUD MUSIC. IT ENDANGERS THE STAFF AND STUDENTS.

All parents must remain outside the school at dismissal time. Students will not be permitted early dismissal after 2:00 pm. Students will be called out of the school building as you pull into the dismissal lane. Vehicles are required to display the Name Placard in the window to speed the process and to follow the traffic pattern as outlined by the school. Safety of every student, not speed, is the goal of dismissal.

PLEASE OBSERVE THE PICK UP PROCEDURES

The safety of your children is our first priority. Please follow pick up procedures very carefully to keep all of our children safe. Students are called by walkie talkie, so it is essential that parents utilize their Name Placard.

2:45-3:00 pm	Kindergarten—5th Grade
3:00-3:20 pm	6th-8th Grade, Younger Siblings, and Van/Bus riders

- Kindergarten—2nd grade students will wait in the cafeteria to be called out for dismissal.
- 3rd Grade students will sit in their designated spot in front of the school.
- 4th Grade students will wait by the bike rack.
- 5th Grade students will wait at the end of the sidewalk next to the flag poles.
- Van/Bus Riders will stay seated in the "Bus Station" and wait to be called out to their after care vehicle.
- Bike Rider/Walker students will sign out inside the school before being allowed to leave.

Student Walker/Bike Rider Procedures:

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Kindergarten, 1st, and 2nd Grade students can only walk home if an adult or older sibling walks with them. A Walker Permission Form, giving parental permission, must be completed for all elementary students in grades K-5. If a parent wants a student to walk home, the written permission form must be submitted to NBAE and the student must sign out on a daily basis. Crossing guards are provided for safe crossings of SW 82nd Ave/SW 17th St and McNab Rd/81st Ave. Students will listen to and obey these trained professionals who have your student's safety as their only priority. Bicycles need to be parked in the designated area only and need to be walked on and off campus. Please note that NBAE is not responsible for bicycles that are damaged or stolen while parked on school property at any time. Students must use designated sidewalk for dismissal and may not run or go through the parking lot or street. Students are asked to walk around Publix, not through it. Students who act inappropriately on their property can/will face legal authority.

DRESS CODE:

A higher standard of dress encourages greater respect for individuals, students and others, and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress during normal school days for every student. North Broward Academy reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines. If a student comes to school without the proper uniform, they will be kept/sent to the front office and stay there until a parent/guardian brings the proper uniform for the student.

Hair & Make-up Hair must be neat and clean with no "unnatural" colors i.e. fluorescent, bright green, mohawks, spikes, head symbol shavings, etc. This is left to the administration's discretion. Blonde highlights are allowed. Hair that is distracting to the educational setting will not be allowed. No hats, hoodies, headbands, scarves, or bandanas may be worn. No make-up will be worn in school. If a students wears make-up to school they will be asked to remove it in the front office.

Shoes: Students must wear closed shoes at all times. No heavy military type boots or shoes with metal tips may be worn. No stacked or pumped shoes may be worn. We recommend sneakers or flat dress shoes. No "Heelys" (wheeled sneakers), bedroom/other slippers, pointed/cowboy boots, all shoes must have a closed toe and back. Students should not wear black sole shoes as they do scuff the classroom and dining room floors.

Socks: Socks must be worn daily and must be white or dark colored. Fishnet stockings or other inappropriate leg wear is not acceptable. Socks should be worn no higher than lower calf height.

Shirts: All shirts must be tucked in and purchased from the North Broward Academy of Excellence vendor with the school's logo.
Elementary students' colors are navy blue or light blue. Elementary students' are required to wear polo shirts bearing the school logo. These shirts must be worn every day to school (with the exception of Dress-Down Days).
Middle school students' colors are red or royal blue. There are two types of shirt styles, polo or button-down pinstriped Oxford (please note that the t-shirts are not allowed as normal school day wear anymore). Only one solid white, gray, or black t-shirt may be worn underneath the polo/oxford shirts. T-shirts may not be visible below the shirt hem or cuff. The polo/oxford shirt must be worn every day to school (excluding Dress-Down Friday).

All uniforms must be purchased from the following vendor (no other shirt or pant bottom will be permitted):
All Uniform Wear 4379 W. Sunrise Boulevard, located between 441 and Turnpike. (954) 587-7723

PE Shirts: Students participating in PE or an after school sporting function may wear the approved Heather Gray PE shirt provided by **All Uniform Wear**. These shirts must be worn underneath the normal school uniform and are not allowed to be the only shirt worn to school. They may be worn all day on Dress Down Days only.

Slacks/Shorts/ /Skorts: All slacks, shorts, and skorts must be worn **at the natural waist (at the top of your hip bone)** with a belt and may not be worn rolled up on the leg. Skorts can only be worn in grades K-3. Slacks, shorts, skorts and jumpers are to be **navy blue or khaki** and preferably be purchased through the school endorsed uniform company. Jeans are not permitted for any reason outside of Dress-Down Fridays. Jumpers, carpenter pants, sweat pants and Capri pants are not allowed. Students are not allowed to tuck their pants into their socks.

The following Slacks/Shorts/Skirts/Skorts are acceptable for the 2009-2010 school year**:**
Boys Flat Front Shorts 54-362, 562, 062 Girls Flat Front Pants 63-305, 505, 005

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Boys Flat Front Flex Waist Shorts KR123
Girls Flat Front Flex Waist Shorts KR311
Girls Classic Shorts KR511
Girls Classic Shorts (JR sizes) KR711
Boys Adult Size Pleated Flat Front Pants 16-262
Boys Flat Front Pants 56-362, 562, 062
Boys Flat Front Flex Waist Pants KP123
Girl Flat Front Flex Waist Pants KP312
Girls Fox Wrap Skort KT512
Girls Fox Wrap Skort (JR sizes) KT712
Kids Eisenhower Jacket JTK38
Kids V-Neck Cardigan Sweater 4151

Belts: A belt must be worn at all times with any article of clothing as belt loops are essential. It should be fitted around the waist so that excess length can be tucked in loops and NOT hanging. Belts must be plain khaki, brown, black or navy (not white or bright-colored). Belts can not have dangling items, large buckles, or logo/written items.

Jewelry: Boys and girls may not wear body piercing other than earrings in the ear lobe. One earring per ear may be worn. Either a stud or a tiny hoop earring can be worn for safety purposes. (Tiny hoops can be no larger than an adult pinky finger.) Limited jewelry can be worn such as a watch, small bracelet, and thin necklace/chain. Necklace/chain should be worn inside of school uniform, NOT on top for safety purposes. Bracelets need to be limited to one per wrist to eliminate unnecessary noise and distractions. Rubberbands are not allowed to be worn.

General: At no time are students to wear anything offensive, immodest or deemed inappropriate by the faculty. ALL CLOTHING SHOULD BE LABELED WITH THE STUDENTS NAME. Parents of students in Kindergarten are encouraged to leave a Ziploc bag labeled with the child's name with a spare change of clothes in the classroom throughout the year for emergencies.

Navy Blue school authorized jackets and school authorized zippered sweatshirts **without hoodies** are the only outerwear permitted at NBAE. Parents may purchase the school's navy blue jacket or sweatshirt from ALL UNIFORM WEAR that provides the rest of the school uniform. Absolutely no jeans will be allowed on any day (no matter the temperature) unless the student chooses to participate with Dress-Down Friday and pay the $1 fee.

Dress Down Fridays: Students may only participate in dress down day on the **last day of the week**. Students pay $1.00 to participate in this program which allows a student to wear jeans, with a belt and normal uniform top (or a school sanctioned alternative top), on this day only. This is a voluntary program and the proceeds benefit the school's educational mission. Those students who do not participate must wear a complete uniform to school. Any student out of uniform will be made to call home for a change of clothing.

Uniform Consequences:
Students out of uniform will result in the student being sent to the front office and a phone call being made home. If appropriate uniform clothing cannot be brought to the school in a timely manner, the student will be sent to class with a detention for the infraction.

EARLY DISMISSAL:

Excused early dismissals are given for doctor's appointments with notes from the doctor and extreme emergencies.

If you need to take your child out of school before the end of the school day, come to the front desk, sign him/her out, and a school employee will call for your child, as long as it is before 2:00 pm. We can not dismiss children after these times due to our dismissal process beginning. Any student leaving school prior to dismissal will have an early dismissal logged to his/her record. Early dismissal from a field trip site is not permitted.

If excessive early dismissals continue throughout the year, the State Attorney's Office will be notified per Broward County School Board Policy and state law.

1. Your children must be in school everyday by state law.
2. When early dismissals become a concern (5 or more), the teacher will double check for medical excuses turned in and recorded.
3. The teacher will contact the parent regarding excessive early dismissals (5 or more) via phone conference, email, teacher/parent conference or letter.
4. If early dismissals continue (10 or more), a formal referral for attendance will be made to administration with supporting documentation of parent contact and non-medical absences stapled to the referral.

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5. If early dismissals (15 or more) continue to exceed specified days then the case will be referred to the school's assigned Social Worker.
6. If early dismissals continue after referral (15 or more) and visit by social worker, case will be referred to the State Attorney's Office per Broward County School Board Policy.

No child will be dismissed from the classroom after 2:00 pm.
Parents must wait until the dismissal time.

ELECTRONICS/CELL PHONES:

The use of electronic devices by a student when school is in session is not allowed. Handheld games, headphones, and the like should not be brought to school. Students who bring handheld games and headphones to school will have them confiscated, unless authorized by administration. If these items are brought to school, and then lost or stolen, the school is not responsible for the loss.

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 student possess a cellular telephone, it should be kept out of sight inside a pocket, book bag, or similar container, and it may not be allowed to emit any ring tone or other noise on school grounds during school hours.)" Consequences are as following:

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 after signing the cellular telephone policy form and student receives a detention.
Third Offense: Parent must sign paperwork that acknowledges that the cell phone will be returned at the end of the academic year.

Failure to surrender items will result in a disciplinary consequence.

ELEVATOR:

Use of the elevator is for teachers, maintenance, visitors, and parents. Students may only use the elevator with an elevator pass authorized by administration. **Elevator passes are only issued with doctor notes.** Students with elevator passes must be accompanied by an elevator buddy chosen by the homeroom teacher. Any unauthorized students caught using the elevator will receive a consequence.

EMERGENCIES:

Illness: The importance of regular attendance cannot be over-emphasized, but **students should not be sent to school when they are ill. Children should be free of fever, vomiting and diarrhea for 24 hours before returning to school after being ill.** If a student becomes ill during the school day and it appears that they would be best cared for at home, the parent will be contacted. There are very limited facilities in the school, making it impossible to keep sick students for long periods of time. School personnel must be notified of any student's chronic illness (i.e. asthma, diabetes, heart conditions or seizures). This heightens awareness in case of an emergency. **PLEASE KEEP YOUR CHILD'S EMERGENCY CARD UPDATED. Students who do not return an Emergency Card will not be permitted to participate in any extracurricular activity (field trips, sports, dances, etc).**

SEE SECTION ON MEDICATION

Injury: The procedures listed below will be followed for an injured student:

1. Teachers will send the student to the office with an incident report form if the injury is minor.
2. Teachers will notify the office if the student is unable to be moved.
3. Trained personnel will administer basic first aid (give ice or bandaid).

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4. The parent(s) will be called and the injury described. For a minor injury, the parent will make the decision about removing the student from the school. Emergency contact persons will be called if the parent cannot be reached. It is expected that sick students will be picked up in a timely manner.
5. The Emergency Rescue Squad will be called for critical or serious injuries that require the type of care that school personnel cannot offer and the parent or emergency contact will be notified.
6. An incident report will be completed and filed for every accident.

ACCIDENTS/INJURIES: The procedures for dealing with anyone who has an injury are as follows:

1. Teachers will send the student to the office if the injury is minor.
2. Teachers will notify the office if the child is unable to move. Trained personnel will be contacted to administer first aid.
3. Parents will be called and the injury will be described. If the injury is minor then the parent may determine whether the child should remain in school. If the parent cannot be reached then the Emergency Contact Person will be notified.
4. The Emergency Rescue Squad will be called for serious injuries that require the type of care that school personnel cannot offer, and the parent will be notified.
5. An incident report will be completed for every accident.
6. Parents must realize that we do not have trained nurses or medical assistance at the school and therefore the cooperation of parents or Emergency Contact Persons is essential for the safety of the children.

FAMILY RIGHTS AND PRIVACY ACT:

The revised Family Rights and Privacy Act became a Federal law in November 1974.
The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interests will have access to your child's educational records. In special instances, you may waive this right of access in writing to allow other agencies working with your child to have access to those records.

FIELD TRIPS:

As a learning experience, teachers may plan field trips. Parents may be asked to assist the teacher as chaperones. Parents serving in this capacity may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours. The **Guidelines for Chaperones** form must be signed prior to any parent chaperoning a field trip. Parent chaperones are required to adhere to these guidelines.
Parents accompanying students on overnight field trips, must be fingerprinted and background checked per the Jessica Lunsford Act, in effect since September 2005.

Participation in field trips is a **privilege.** Students serve as representatives of the school; therefore, they may be excluded from participation in any trip for reasons relating to behavior or conduct. Students must follow all instructions given by staff or any other adult in charge while on the trip, including while on the bus and also while at the site. Failure to follow instructions will be given an appropriate consequence upon return to school. If a student is suspended during the first semester, they will be excluded from participating in any field trips or dances during the first semester. If a student is suspended during the second semester, they will be excluded from participating in any field trips or dances during the second semester.

Parent permission must be given for students to participate in field trips. The teacher will send permission slips and information about each field trip 2-4 weeks prior to each field trip. Money and permission slips must be turned in according to the teacher's instructions, prior to the field trip or the student will not be permitted to take part in the field trip without a completed signed permission slip. Students are to wear their North Broward Academy oxford or polo on field trips for security reasons (unless authorized otherwise by administration). All open balances owed to the school must be remitted prior to the student attending the field trip i.e., before/after care, lost books, volunteer hours.

Early dismissal from a field trip site is not permitted.

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GRADING SCALE:

Grades K-1	Grades 2-8
E- Excellent	90-100% = A (Outstanding Performance)
S- Satisfactory	80-89% = B (Above Average Progress)
N- Needs Improvement	70-79% = C (Average Progress)
U- Unsatisfactory	60-69% = D (Unsatisfactory Progress)
	0-59% = F (Failure)

Parents can utilize SIS to stay current with their child's grades in every subject, view benchmark results, see state standard performance, view homework, communicate with teachers, check attendance, etc.

GRIEVANCE PROCEDURE:

The Renaissance Charter School, Inc. Board of Directors:

Ken Haiko, Chairman
Dennis Clark, Vice Chairman
Tom Wheeler, Treasurer
Clarence McKee, Secretary

If a student or his/her parents feel they have a grievance or complaint they should do the following:

1. Carefully analyze the problem - be sure you have ALL the FACTS.
2. Ascertain that you have a rational attitude about the problem.
3. Seek to resolve the problem with the teacher if applicable.
4. If there is no solution, meet with the School Administration.

After meeting with the principal, if you feel that the issue needs further attention, you should contact Charter Schools USA, (954) 202-3500, and file a parent complaint.

HALLWAY BEHAVIOR:

Students should travel through the hallways quietly to avoid interrupting ongoing classes and will follow staff directions to proper procedures. At no time will students be allowed to run or yell in the hallway. Elementary students will line-up in number order, refrain from touching the walls, and use the staircase handrails.

Middle School/Back Section
In the case of severe weather, students will be held in their classrooms due to our open-air hallways. All classroom doors are locked throughout the day for security reasons.

Middle school students are not allowed up stairs before 8:25 am or after 3:10 pm unless accompanied by a staff member or parent. Because of safety concerns, students are asked to use the hallway restroom only with a hall pass (student agenda book) signed by the classroom teacher. **Middle school students must be in possession of their agenda books at all times while in the hallways.**

"HOMELEARNING" POLICY:

PURPOSE AND REASONING:

NBAE recognizes the important role that homework plays in the enhancement of a child's overall education. The following list identifies some of the main benefits of homework:

1. Practice and review of lessons learned in class;
2. Teaches the use of resources, such as the internet, reference materials, and the library;
3. Can provide an opportunity for the educator to present lessons in a more creative and interesting way than time permits in class;
4. Can be tailored to meet an individual's specific needs. For example, making the homework material harder or easier depending on the child's academic level. This benefit also meets the goals of NBAE to create a curriculum that meets each child's individual needs;

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5. Helps provide children an opportunity to manage time, encourages good study habits, independence and self discipline;
6. Works as a bridge between the school and the parents in requiring parental involvement, and provides the parent a clear understanding of what the child is working on in class;
7. Allows further exploration of a subject than time allows in class;
8. Ensures that reading skills are being practiced, as well as other concepts, such as multiplication and division, that need to be reviewed over and over until mastered; and
9. Homework has the ability, when properly administered, to show a child the real life connection between the lessons or skills he or she is learning in class and the world in which they live.

NBAE also recognizes that these benefits must be weighed against legitimate family concerns and desires to have their children participate in after school activities, religious and family events, as well as much needed leisure and downtime. Studies have shown that any activity, no matter how rewarding, can only be rewarding for a limited time. If a child spends too much time on academics, both in or out of school, they will become bored, frustrated, and the benefits of homework will be lost. Therefore, the NBAE homework policy strives to create a balance between the need to give homework and the needs of the family. For these reasons, homework shall not be excessive, and the teacher shall take into account the overall amount of homework given each week, as well as whether the in-class lessons are particularly challenging or difficult.

DEFINITION OF HOMEWORK:

Homework is defined as specific tasks assigned by teachers to be completed during non-school hours. Homework assignments should be clearly connected to classroom lessons or calculated to enhance a specific skill designed to show the student a connection between the work taught in the classroom and real life situations. Homework should be age appropriate and, whenever possible, creative, so as to avoid boredom and to enhance the benefits listed above. In keeping with the NBAE goal to tailor a curriculum that meets each child's specific needs, teachers are encouraged to vary homework assignments in degrees of difficulty and the specific tasks involved, in accordance with a child's level within the class.

EXAMPLES OF HOMEWORK ASSIGNMENTS:

Homework assignments can and should be varied and creative. Homework assignments can include:

1. Reading a book either independently or with a family member;
2. Reading a newspaper or specific magazine;
3. Looking something up on the computer or in a reference book;
4. Writing a book report, paragraph, poem or creative story with spelling words;
5. Math handouts and problem practices;
6. Flash cards;
7. Or any specific skill the teacher feels the child or class needs to practice.

HOMEWORK GUIDELINES:

Teachers shall be given broad latitude in designing homework keeping in mind that each assignment should attempt to enhance one or more of the benefits listed above to achieve maximum results. In addition, the NBAE homework policy expects and encourages parental involvement in the homework process. However, it is expected that the child will do their own work. Finally, homework has been found to be most beneficial to the learning process when checked and returned to the student. Therefore, homework shall be checked and returned regularly. The following suggested guidelines are offered:

KINDERGARTEN AND FIRST GRADE

K-1 Homework assignments should not exceed 15 minutes a day and may consist of the following:

- Reading with a family member or guardian;
- Handout of numbers, letters, sounds, or other class assignments;

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- Math practice
- Review of papers done in class for correction, reinforcement and practice, and sent home for parent or guardian review.

2nd—8th GRADES

In the second grade, and in order to foster independence and teach the skill of time management, whenever possible, weekly homework packets shall be sent home.

Packets may or may not be appropriate at the third through seventh grade level. Packets should be sent home on Fridays, but no later than Mondays, and should be due on the following Friday. At a minimum these packets should contain the spelling words for the week, and the spelling or reading assignments for the week. Any writing assignments known about in advance should also be included. It is contemplated that the packet may contain some material not yet covered in class, leaving the family unit free to decide whether to expose the child to the new material early, or wait until the material is taught in class. In addition, it is also contemplated that not all children will have identical homework assignments, as the assignment should be tailored to meet the needs of the child at that particular time. To that end, other homework assignments may be given out during the course of the week as needed. At all times, however, the child should be given a reasonable amount of time within which to return the assignment to the teacher, preferably, with the packet on Friday. Homework should not be given out on weekends, holidays, or during periods of state, benchmark or other standardized testing. Teachers may provide "retention" packets for completion and practice over extended breaks; however these packets will not be counted for grades. At all times any homework assignment should follow these recommended time guidelines, including time for reading:

Grades 2-3	30-45 minutes per day
Grades 4-5	45-60 minutes per day
Grades 6-8	60-75 minutes per day

These guidelines may be altered or changed to take into account any special projects, book reports, research papers or other special assignment or event.

FAMILY PARTICIPATION:

Studies have shown that homework is most beneficial overall when families are involved in the homework process. The NBAE homework policy contemplates parental involvement in the process. Parents should be required to initial the homework packet prior to the child turning it in, in order to ensure parental involvement in the homework process, as well as to inform the parent about what lessons the child is working on in class. In addition, parents are encouraged to review homework with the child that has been checked by the teacher in order to note any corrected answers. Finally, parents are expected and encouraged to read to their children regularly, or have their older children read an age appropriate book as part of their daily homework routine.

The family unit is also expected to create and enforce a homework routine for their child. Children should be provided a desk, writing utensils, and a place to work that has few distractions. Parents and guardians should be on hand to answer questions, review the work, and provide support. If the parent or guardian notices a problem with the homework process, or has an idea for improvement or any other concern about the child's performance, it is important that the parent or guardian immediately contact the teacher to discuss the situation and any remedies. If all parties work together, the benefits of homework can be achieved.

HONOR ROLL REQUIREMENT:

Gold Honor Roll - All A's in all subjects. No N's or U's at all (includes electives).

Merit Honor Roll - All A's and B's in all subjects. No N's or U's at all (includes electives).

Students will be recognized at our quarterly Honor Roll Assembly. Invitations for parents/guardians will be sent home and posted on the website, newsletters, and marquee sign.

INSTRUCTIONAL BOOKS, EQUIPMENT, MATERIALS AND SUPPLIES:

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All textbooks and library books needed by students for school and homework assignments are furnished by the school. The school also provides the materials and equipment requested by teachers for classroom instruction. Students need to realize that books and materials are expensive and that they should be cared for properly. Students are required to cover all books that are issued to them. A brown grocery bag makes an excellent book cover. At the beginning of the school year, some businesses offer free book covers to the students. Students should print their names and room number on the front of each book cover. Books must not be written in or on, unless they are consumables. Charges will be made for damaged or lost books and/or materials. The cost for a student/parent/guardian to replace a lost/damaged textbook is $75.00. Students must learn to be responsible for the care of personal and school materials. Book checks will be conducted every nine weeks and letters will be sent home for reimbursement of lost/damaged books.

Supplies lists will be provided for all students. These lists can be found on our school's webpage, SIS, or through the front office. Students will be expected to provide all of these basic supplies. Please provide your receipts for classroom purchases to your homeroom teacher so that Volunteer Hours can be credited. Please help your child come prepared for school by packing his/her homework and supplies in the evening to avoid the last minute morning rush. Ultimately, it is the student's responsibility to check and be sure that everything needed for the next day has been packed.

LABELS:

Please have your child's name on all personal property such as: lunch boxes, school jackets, backpacks, etc.

LIBRARY BOOKS:

Library books must be returned within two weeks from the date of check out. Any books returned late will result in a fine of .10 cents a day. Charges will be made for lost or damaged books at replacement cost. Parents may earn Parent Volunteer Hours by donating approved books to the school's library (please contact the Media Teacher or Reading Specialist for book approval).

LOST AND FOUND:

Throughout the school year, items that have been lost are turned into the school office. Many of our problems would be solved if clothing and personal belongings were labeled with the student's name. Anytime a student loses an item, he/she may go to the front office to claim it. There are many items lost and never claimed each year. These items are donated quarterly to various charitable institutions. Therefore, please label your child's personal belongings making them easier to return to the student.

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.

MEALS:

Preferred Meal System is the provider for breakfast and lunch. Cost: Breakfast = $1.50 and Lunch = $2.85
Reduced Cost: Breakfast = $0.30 and Lunch = $0.40.

Payment: All parents are encouraged to pre-pay for lunches on Friday or monthly so that money is always available for student purchases. All payments will need to be made to your child's homeroom teacher. Checks should be made out to **North Broward Academy of Excellence** and include the **child's name** as well as **lunch number**. It is

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imperative that you pay for lunch on time. Students should not have to wait for a parent to bring money or a lunch to school. Students with no money will be provided a cheese sandwich and a drink.

Free/Reduced Price Lunches: An application for Free or Reduced Price meals will be sent home with students the first day of school and will be available on the school's website. Parents must apply for this benefit yearly (application is separate from Broward County). It should be completed and returned to the office as soon as possible. The application process takes 10 school days. Notification pertaining to qualification for free/reduced lunch will be sent directly to the home by Charter Schools USA. Students who had free and reduced lunch during the last school year will receive their benefits for the first 30 days of school. Students new to Broward County will have to pay full price until their application is processed.

MEDICATION:

The administering or dispensing of any medicines (including non-prescription medication) to students by employees of **North Broward Academy of Excellence** without specific written authorization by a medical doctor of the student is forbidden. If it is absolutely necessary that the child take any medication while he/she is in school, the medical doctor must sign an authorization form. Please obtain this form from the school office. The medication will be kept in the main office and will be administered by certified office personnel. No student can bring medications on campus and self-medicate. The medicine log must be completed and no medicines will be left overnight on campus.

PARENT 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 student's homeroom teacher by email or calling at 954-718-2211. 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.

PARENT TEACHER ORGANIZATION (PTO):

Smyrne Sarrazin, PTO President
Joy Adkins, Vice-President
Secretary
Bari Lotts and Lori Lawrence, Treasurer
Elizabeth Garcia-Beckford, Parent Representative
Victoria Belle, Volunteer Coordinator of Events
Christi Garrison, Volunteer Coordinator of Hours
Meagan Connolly, Teacher Representative
Tanya Perez, Teacher Representative

A great portion of each child's day is spent at school; therefore, his/her growth and development become a joint responsibility between the home and school. Everyone is urged to become active in helping further the goals and growth of the PTO. The faculty, staff and administration encourage all parents to become active members supporting the school and the organization. Officers will be elected yearly according to the school's bylaws and district/state guidelines. Bylaws can be found on the school website. Officers are expected to work for the good of the school and students, in accordance with their job descriptions.

- The PTO will sponsor fundraisers throughout the school year. Monies generated by fundraising events will be used to purchase materials and equipment for the students.

PTO board meetings will be held regularly and are open to anyone who wishes to attend. All members are eligible to vote on issues brought before them for consideration during the general PTO meetings. Parents receive 2 volunteer hours for attending meetings. Please remember that PTO meetings are not the forum to voice complaints about teachers.

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PAYMENT POLICY:

Please pay with cash, check, or money order for all school purchases.

PUPIL PROGRESSION:

North Broward Academy will follow the Broward County School's Pupil Progression requirements and procedures for K – 8 students. For further information please contact the school registrar.

REPORT CARD DISTRIBUTION:

Report cards will be sent home with the student for Quarters 1, 2, and 3 (see the school calendar for report card issue dates). Report cards for Quarter 4 will be mailed home in mid-June.

SCHOOL ADVISORY COUNCIL (SAC):

A School Advisory Council works with the Principal and/or Administration Team on issues related to the overall operation of the school and implementing the School Improvement Plan. This council meets once a month and represents all grade levels with-in the school. Any parents, teachers, or middle school students wishing to participate should contact Mr. McKnight. Attendance at SAC meetings will earn the family 2 volunteer hours.

SCHOOL HOURS:

Before Care (Fee Applies)	7:00 – 8:00 am
Breakfast Hours (middle school)	8:00 – 8:25 am
(elementary)	8:00 – 8:40 am
Middle Student Arrival	8:00 – 8:20 am
School Begins	8:30 am
Elementary Student Arrival	8:20-8:40 am
School Begins	8:45 am
Student Dismissal	
Elementary	2:45 pm
Middle	3:00 pm
After School Care	2:45 pm (Elementary)—6:00 pm
	3:00 pm (Middle)—6:00 pm

SCREENINGS:

Types of screening	**Grades**
Vision	K, 1, 7, ESES and new to county K-8
Height/Weight	K, 1, 2, 3, and all new to county K-8
Hearing	K, 1, 7, and all new to county K-8
Scoliosis	6 and all new to county 7 and 8

SUSPECTED HEALTH CONCERNS:

Students will be checked periodically for head lice and ringworm. Students will be sent home if school personnel detect lice and/or nits (lice eggs) in his/her hair or ringworm on the skin. The entire class will be checked for any head lice if it is detected on a student in the class. A notification letter will be sent home should a classmate be suspected of having ringworm. The effected students MAY NOT return to school until treatments have been administered and a doctor's note must be provided upon return. Upon return, the student and parent must report to the office and the student will be checked to determine if any nits are still present before being re-admitted.

STUDENT ID BADGES:

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The school issues identification badges for all students. Middle School students must wear these every day and have them around their necks before entering the school. Elementary School students will leave their ID Badges in the classroom each afternoon and pick them up from their teacher at the beginning of the day. The ID Badges may be needed for admission to various school activities. Students are required to wear their ID badges around their necks at all times. (The first badge will be provided at no charge to the students. ID Badges should not be de-faced or cut apart. Replacement ID badges will cost $5.00 and can be purchased in the front office.)

STUDENT INFORMATION SYSTEM:

All parents will have access to the Parent Student Information System (SIS) via any internet computer. User names and passwords are available through the front office. Parents can get up to date grades, attendance, and tardy records while also having access to email teachers, view school calendar, and see how your student is faring with the Sunshine State Standards in each class and benchmark test. It is very important that you keep phone numbers, addresses, and contact information updated on SIS.

STUDENT RECORDS:

Student records and grades cannot be released until property and textbooks have been returned or paid for. All accounts must be brought up to date from the library, cafeteria, textbooks, fundraisers, and aftercare program, etc. prior to any records being released. The final report card will be held until all account balances are cleared.

STUDENTS' RIGHTS:

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time out, exclusion from participation in class activities, detentions, suspension or expulsion. **Parents who have a conflict with a student other than their own child are requested to speak to Administration**. **At no time may parents approach the student or other parents directly**.

All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence or other verbal or physical conduct against a student, parent or employee will NOT be tolerated.

TEACHER CONFERENCES:

All parents of elementary school students will meet with their child's teacher at least once during the school year. Middle school parents can request a conference by contacting their student's homeroom teacher. We encourage you to have conferences more often as effective communication is one of the cornerstones of education. Conferences are scheduled after 1st quarter.

TELEPHONE:

The school has a business telephone to help transact the business of the school and the lines must be kept open. Students may not use the telephone without permission and only for emergencies. It is difficult to deliver a personal message to an individual student without interrupting the instructional program. Only emergency messages will be delivered to the student in the classroom.

SEVERE WEATHER INFORMATION:

North Broward Academy of Excellence will follow the same instructions as Broward County Public Schools in case of severe weather emergencies. Parents should watch the local news for information about school closings. The campus is equipped with early warning devices. In the case of extreme weather conditions, students will not be allowed into the open-air hallways in the back section of the school.

VISITORS:

VISITORS, **INCLUDING PARENTS,** ARE **NOT** PERMITTED TO GO TO THEIR CHILD'S CLASS UNANNOUNCED DURING SCHOOL HOURS BECAUSE THIS DISRUPTS THE NORMAL ROUTINE AND INSTRUCTION. **For the safety and protection of all students, visitors (including parents) must sign in and out**

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with the front desk, state whom they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. Per the Jessica Lunsford Act, all visitors must have photo identification and will be scanned using the Raptor system linked to the FDLE database. Cooperation will enable the school to provide a safe and orderly learning environment for all students. If you wish to meet with a teacher, please make arrangements for a conference with the teacher via the front office or through email (all email addresses are listed on Parent SIS and through the school's website).

VOLUNTEER HOURS:

Parents have many opportunities to volunteer their time both at school and at home. Volunteer opportunities will be available throughout the school year, based on the school's needs. Parents are required to log the volunteer hours in the volunteer sheet that will be given to them at the beginning of the school year. After the sheet is filled, the parent can give the sheet to any PTO board member, or front office staff. Name badges will be given out at the front desk in order to volunteer in a designated location.

Volunteer opportunities are listed on the school website. Parents earn 2 volunteer hours for attending each PTO or SAC meeting. Please be sure to enter your volunteer hours so they can be accounted for each quarter. A statement of hours completed will be sent home quarterly so that parents know how many hours they have completed. Parents are required to volunteer 20 hours for the first child 30 hours total for two or more.

- PTO will disseminate information regarding volunteer opportunities.
- **Half of all volunteer hours should be completed by January 22nd, 2010.**
- **10 volunteer hours must be completed prior to the re-enrollment period, for your child to be eligible for re-enrollment.**
- All volunteer hours must be completed by the last day of the school year OR this will result in the possibility that your child will not receive placement for the next school year.
- Parents may opt to buy parent volunteer hours at the cost of $10 per hour or purchase supplies for the school and submit receipt with their volunteer form

VOLUNTEER GUIDELINES:

- The safety and education of students must be the main concern of volunteers while engaged in school activities.
- Individual student's grade records and abilities are personal and confidential information. Students have the right to confidentiality under Florida Statutes 1002.22 that covers academic work completed, standardized test scores, health data, interest inventory reports, reports of serious or recurrent behavior patterns, family background information, attendance records, grades and teacher or counselor rating and observations.
- Students may not be given medication by volunteers.
- Volunteers will not contact parents regarding student performance or behavior.
- Classroom supervision and student discipline are the responsibilities of the teacher and school.
- Permission for a student to leave the classroom must always be given by the teacher.
- Volunteers are required to sign in and out. The office will determine where and when a volunteer is needed within the school.
- For i.d., volunteers are required to wear a visible name badge when helping with school activities.
- **Volunteers will be assigned only to staff members requesting assistance.**
- Punctuality and reliability are expected since teachers plan for volunteer assistance.
- **Comparing and criticizing teachers and students is not acceptable volunteer behavior.**
- Volunteers should be in good physical and mental health.
- Volunteers are expected to be well groomed and dressed appropriately.
- Volunteers should set a good example for students by their manner, appearance, and behavior.
- Volunteers will be allowed in the classrooms during instructional time ONLY when scheduled by the teacher in writing at the front office.

GUIDELINES AND FREQUENTLY ASKED QUESTIONS REGARDING VOLUNTEER HOURS.

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- One volunteer hour is given for PTO memberships purchased on or before the first PTO meeting. Memberships purchased after the date shows school support and ensures your voting privilege, but does not earn a volunteer hour.
- When sign-in sheets are used at a function, **it is your responsibility to sign in**. If you forget to sign in, please do not expect the coordinator of hours, the teachers or other parents to recall and vouch for your attendance.
- The only way to get a volunteer hour for an event is to sign in on a sign-in sheet at the event. Hours will not be given afterwards, even if a board member or teacher remembers you being there.
- One hour is given per family **not per person** for attendance at functions. Examples: PTO meeting, CC's pizza, honor roll, FCAT prep, etc.
- If you volunteer at an event, you do not loose your attendance hour, you will receive one hour for attending and one additional hour for every hour you work.
- One hour is given per family, regardless of how many children are in that family, per function. Please don't misinterpret and expect an hour for each of your students when you attend a function.
- Two volunteer hours are given for bringing all required supplies to your child's teacher, per child, regardless of the cost of all the combined items. It would be greatly appreciated to contribute your supplies at least by the end of the first week of school.
- Teachers can sign volunteer hour sheets when you give them supplies directly or when you volunteer for them directly. **Receipts must be attached to your volunteer hour sheet when it is submitted.** You can keep your own copies of your receipts for your records.
- Teachers are not authorized to sign volunteer hour sheets for events, with the exception of a classroom event such as a class party that you volunteered to assist with.
- You can earn additional hours above and beyond the requirement. You can, if you choose to, give those hours to another parent.
- When you are part of a subcommittee, **all the time** you spend counts. Example: emailing, preparing a flyer, phone or internet research, meeting with other parents etc. Keep track of your hours on a weekly basis and the board member in charge of that subcommittee will be the person signing your volunteer log.
- Treat your volunteer hour sheet like cash. If you lose your form, you lose the hours. You will need a new volunteer hour sheet to record any new hours.
- Hour sheets can be submitted before they are completely full, or before all your required hours are completed. Submit your volunteer sheet to the Front Office. **MAKE A COPY FOR YOURSELF.**
- You can expect your volunteer hours to be recorded within 30 days of submission of a sheet and within three weeks of an event.
- For supplies given to teachers, the teacher can record and sign, with the receipt stapled to the back of the form. For supplies brought to the office, office personnel can sign with the receipt attached. (The only exception is for copy paper, you receive 3 hours for each case of paper. You do not need a receipt for copy paper) A standard case has 5000 to 6000 sheets.
- $10.00 worth of box tops are worth one volunteer hour, **each box top is worth 10 cents**. Teachers are not permitted to give box top hours. Only those in charge of receiving them.
- Print legibly on sign in sheets for events such as PTO meetings. If your name cannot be read, you lose the hour.
- If you do not complete your hours before the end of the year, you can pay for them at the rate of $10.00 per uncompleted hour.
- Parents who officially serve on SAC or the PTO Board are exempt from hours and do not have to sign in or submit volunteer hour sheets.
- You must keep a copy of your volunteer hour sheet for your own records. Please copy it before turning it in to the school.
- Do not expect to see volunteer hours in SIS that are recorded on your volunteer hour sheet if you have not yet turned in your sheet to the school.

WITHDRAWAL PROCEDURES:

Parents/Guardians must complete a withdrawal form with the registrar when a child leaves the school during the school year. Be sure that the child has turned in all school property before he/she leaves the school. All obligations and debts must be paid prior to records being released.

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PANEL: ___ C26. EVENT SUMMARY YEAR: 11



SCHL: 5161 NO BROWARD ACADEMY OF EXCELLEN

SY	EVENT	FROM	TO	EVENT TIME	DS	SCHL	LOCATN	REPORTED BY	C	L	CASE NBR
11											
11	11014277	09292010		1300	06	5161	CL	920 EVANS JODI			
11	11018405	10112010		1100	06	5161	CL	920 EVANS JODI			
11	11020133	10132010		0900	06	5161	CL	920 EVANS JODI			
11	11024189	10212010		1100	06	5161	CA	920 EVANS JODI			
11	11024767	10222010		1000	06	5161	CL	920 EVANS JODI			

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

No additional pages...Next? TERML: QPADEV

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Appendix J

Organizational Performance
Facility Compliance

- **Certificate of Occupancy for all three buildings**
- **Most Recent District Safety Inspection**
- **Health and Safety Inspections**
- **Emergency Procedure Guide**
- **Safety Plan**
- **Evacuation Plan**

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CITY OF NORTH LAUDERDALE

701 SW 71 Ave

North Lauderdale, FL 33068

CERTIFICATE OF OCCUPANCY

This certificate is issued pursuant to the requirements of the Florida Building Code certifying that at the time of issuance this structure was in compliance.

Application: 000008652

Number: 200802956
Issued: 09/29/08

Folio: 9110-35-0010
Subdivision:
Lot/Block:
Location: 8200 SW 17 ST

Contractor: SCHAFFER CORP. INC.
4100 RCA BLVD
SUITE 110
PALM BEACH GARDENS, FL 33410

Building Use Code: GROUP E
Building Use Description: CHARTER SCHOOL
Occupancy Max: 771
Stories: 2
Gross Area (sq ft): 30,516

Comments:

Building Official Signature

9/30/08
Date Signed

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CITY OF NORTH LAUDERDALE
COMMUNITY DEVELOPMENT DEPT
701 SW 71 AVE
NORTH LAUDERDALE FL 33068

C E R T I F I C A T E O F O C C U P A N C Y

T E M P O R A R Y

Issue Date	8/19/05
Expiration Date	11/04/05
Parcel Number	9110-35-0010
Property Address	8200 SW 17 ST NORTH LAUDERDALE FL 330682639
Subdivision Name	
Legal Description	THE WESTERN SCHOOL 161-22 B TR ACT A
Property Zoning	COMMUNITY FACILITIES
Owner	ACS 1 LLLP
Contractor	DAUNCEY CONSTRUCTION, INC. 954 978-6200
Application number	05-00001274 000 000
Description of Work	COMM, RENOVATION/ALTERATION (NEED CO)
Construction type	UNKNOWN
Occupancy type	EDUCATIONAL OCC GROUP E
Flood Zone	
Special conditions	BUILDING C FIRST & SECOND FLOORS ONLY EXCLUDING KITCHEN AREA OCCUPANCY LOAD OF 254 30 DAY TEMPORARY CERTIFICATE OF OCCUPANCY COMMITTED TO ATTACHED LETTERS LIFE SAFETY PLANS MUST BE MAINTAINED OR TCO WILL BECOME NULL & VOID

Approved . . . . . Thomas Scott
Building Official

VOID UNLESS SIGNED BY BUILDING OFFICIAL

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CERTIFICATE OF OCCUPANCY

AUDIT # 0143

CHECK ONE

*FINAL	REPEAT FINAL	PARTIAL	TEMPORARY	HOTEL/MOTEL	MOBILE HOME
☒	☐	☐	☐	*☐	*☐

FOLIO NO. _____

OWNER NAME Murray Simon - Western School

LOT Por.-Tr. / BLOCK 1,2,7,8 SUBDIVISION Ft. Lauderdale Truck Farms

*ADDRESS 8200 S.W.17th Street APT. N/A CITY North Lauderdale

CONTRACTOR Starr Construction COMP. NO. CGC009763

*PERMIT NO. 860666 *DATE OF C.O. July 28,1986

APPROVED _____
BUILDING OFFICIAL

VOID UNLESS SIGNED BY BUILDING OFFICIAL

FOR ENG. DEPT.

DRAIN SWALES OK
DATE:
BY:

FOR RECORDS CLERK.

BLDG.
PLUMBG.
ELECT.
FIRE
METERS
LANDS.
A/C

*GROUP OCC. C
*NO. DWELLING UNITS N/A
*APPROX. TOTAL SQ. FT. (FOR GROUP ABEFG) 5803
ZONING R-4
PARKING 14
TYPE CONST. III Protected
OCC. LOAD N/A

*INFORMATION REQUIRED FOR OTHER AGENCIES

Form #503-174

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Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(954) 321-4200

Comprehensive Safety Inspection
State Requirements for Educational Facilities

Fiscal Year: 2010-2011

Broward County School District - Charter Schools
North Broward Academy of Excellence Middle Loc. No: 5371
8200 SW 17 Street
N. Lauderdale, FL 33068
(954) 718-2211

[x] Fire Safety [x] Casualty [x] Sanitation

Initial Inspection: Aug 16, 2010

N. Lauderdale Fire Rescue
7700 Hampton Boulevard
No. Lauderdale, FL 33068
(954) 720-4315

Thomas J. Keane #41712
Municipal Firesafety Inspector

Michael Cohen #19771
Municipal Firesafety Inspector
(Fire Violations only)

	69A-58 No. Sub Para.	Pri	Location Bldg No.	Location Room No.	Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
	11 h 1	B	0	PLAYGRO			install padding on walls *on basketball courts*	2			
*	T L E	F	1	00RR			Install Fish Number *Restrooms*	1			
	05 00 01	B	1	00RR			Replace glass mirror w/reflective metal mirror *Restrooms*	1			
*	16 f2 e	B	1	136			Lock utility panel.	1			
*	09 b0 01	B	1	136A			repair ceiling tiles			C	
*	16 c 1	C	1	137			Repair battery lighting			C	
*	09 b0 01	B	1	138R			repair ceiling tiles *Restroom*			C	
	16 f2 06	B	1	139A			replace burned-out light bulb(s)			C	
*	09 b0 01	B	1	140R			repair ceiling tiles			C	
	01 01 09	B	1	142A			Provide master keys for key box *Provide key for FACP Room in Key Box.*				
	13 u1 6a	B	1	142A			Provide signage to read the following: *Provide FACP Inside on Inner Doors 142A.*				
*	16 g 02	F	1	142A			discontinue use of piggybacked surge strips *In CER and FACP Inner Room.*				
*	16 e3 1	D	1	142A			post fire alarm tag *Due 8/09*			C	
*	16 f2 01	B	1	142A			repair light fixture *Repair lights in all rooms leading to FACP.*				
*	16 f2 01	B	1	144R			repair light fixture			C	
	00 02 88	B	1	145			Secure bookcase/cabinet/shelving to wall *Bookcase*	1			
*	10 e 5	E	1	145B			seal vertical openings *around pipes*			C	
*	09 b0 01	B	1	146			repair ceiling tiles *Adjust light Fixture*			C	
*	10 a5 1	B	1	148B			repair door closure				
*	09 b0 01	B	1	150			repair ceiling tiles			C	
*	09 b0 01	B	1	150S			repair ceiling tiles *Reseat in Storage Rm*			C	
*	10 h 2	D	1	152A			repair detector *Storage Rm -Heat Detector*			C	
*	10 c 4	C	1	224			install additional exit *Over 50 desks needs 2nd exit with illum. sign.*				
*	08 g 1	C	1	224			install emergency escape sign *Adjacent to one window.*				
*	10 L2 c	C	1	224			post capacity sign *Post Maximum Capacity 49 persons/remove*				
**	2 a 4	F	1	225			LSC: Remove blocked Exit Door or Emrg Exit *Furniture/Equipment in front of window.*				

Status Codes: C-Completed V-Void R-Remodeled X-Demolished T-Transferred U-Under Construction

status2_ins fn08/23/2010

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Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200

Comprehensive Safety Inspection
State Requirements for Educational Facilities

Fiscal Year: 2010-2011
Broward County School District - Charter Schools
North Broward Academy of Excellence Loc. No: 5161
8200 S.W. 17th Street
North Lauderdale, FL 33068
(954) 718-2211

Initial Inspection: Aug 16, 2010
N. Lauderdale Fire Rescue
7700 Hampton Boulevard
No. Lauderdale, FL 33068
(954) 720-4315

	69A-58 No. Sub Para.	Pri	Location Bldg No.	Location Room No.	Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
*	T L E	F	1	00RR			Install Fish Number *Boys & Girls*	1			
*	09 b0 01	B	1	0BRR			repair ceiling tiles *Reseat*			C	
*	16 g 02	F	1	103			discontinue use of piggybacked surge strips			C	
*	08 c 5	E	1	108			remove door stops			C	
*	12 b 2	C	1	108			remove equipment blocking exit *West Exit*			C	
*	12 b 2	C	1	109			remove equipment blocking exit *Door to o/s*			C	
*	10 e 5	E	1	109A			seal vertical openings *Close hatch*			C	
*	08 c 5	E	1	110			remove door stops			C	
*	10 e 5	E	1	110B			seal vertical openings *Around Pipes through Ceiling*			C	
	cs 01 20	B	1	114			Repair unsafe/broken equipment *Second shelf on bookcase*			C	
*	16 f1 09	B	1	115A			remove extension cords				
*	09 b0 01	B	1	117			repair ceiling tiles *Reseat*			C	
*	10 h 3	D	1	118			install smoke detector *Storage Room.*				
*	16 f2 02	B	1	126			install light covers *Reseat Cover*			C	
*	13 a2 a7	B	1	130			Install 1/2 inch lip on chemical shelving	1			
*	16 e3 1	D	1	135			post fire alarm tag *Reinspect*			C	
*	09 b0 01	B	1	203			repair ceiling tiles			C	
*	09 b0 01	B	1	208A			repair ceiling tiles *Replace damaged/missing ceiling tile.*				
	06 00 01	B	1	210A			Remove wire glass/provide safety tempered *Plexi or Tempered Glass for Fish Tanks*				
*	16 f1 02	B	1	218			install electric receptacle cover			C	
*	16 f2 01	B	1	219			repair light fixture *High hat light fixture out of ceiling.*				
*	10 g 1	F	1	221			inspect fire sprinkler system *No tag*	1			
*	08 a 01	B	1	221			repair door (wood) *Doesn't close correctly*			C	
*	16 e3 1	D	1	111 A			post fire alarm tag	1			
*	02 c 03	B	1	9599			fence in electric transformer (8') *North side of bldg. o/s.*				
*	10 g 1	F	1	9599			inspect fire sprinkler system *Backflow & Sprklrs. Need Annual Insp.Tags.*				
	00 00 50	A	1	A205			Remove Guillotine Paper Cutters *Remove from premises.*				

status2_init fr08/23/2010

Status Codes: C-Completed V-Void R-Remodeled X-Demolished T-Transferred U-Under Construction

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Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200

Comprehensive Safety Inspection
State Requirements for Educational Facilities

Fiscal Year: 2010-2011

Broward County School District - Charter Schools
North Broward Academy of Excellence Loc. No: 5161
8200 S.W. 17th Street
North Lauderdale, FL 33068
(954) 718-2211

Initial Inspection: Aug 16, 2010

N. Lauderdale Fire Rescue
7700 Hampton Boulevard
No. Lauderdale, FL 33068
(954) 720-4315

	69A-58 No. Sub Para.	Pri	Location Bldg No.	Location Room No.	Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
**	2 a 5	F	1	STAIRS			LSC: Provide protected corridors/stairs *Stair doors not min. 60 min. "B" labeled drs.*				
*	10 L2 c	C	1	CAFETERI			post capacity sign *Post capacity sign inside cafe. adjacent to main*				
	cs 01 31	B	1	MAIN OFC			Provide Maintenance Log for AED *Provide child pad for AED.*				
	* * *	*	961	*			*No violations for this building			*	
	* * *	*	963	*			*No violations for this building			*	

Total Non-Fire Safety Deficiencies 4
Total Fire Safety Deficiencies(*): 12 (Includes 1 Serious Life Safety Deficiencies**)
Total Deficiencies Cited: 16

For N, PK, KG-12 and Florida School for the Deaf and Blind ONLY:
Ten Fire Exit Drills during the School Year [V] Yes [ ] No (NFPA 101)

Signature of Facility Administrator Attesting to Fire Exit Drills and Review of Report Acknowledging Awareness of Discovered Deficiencies.

8/23/10
Signature Date

Signature of the respective authority having jurisdiction's firesafety inspector signifies compliance with Section 1013.12(2)(c), F. S.
Signature of the respective school district's firesafety inspector signifies compliance with Section 1013.12(1)(c), F.S.

Scheduled Re-inspection Date no later than: Apr 15, 2011

Status Codes: C-Completed V-Void R-Remodeled X-Demolished T-Transferred U-Under Construction

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UserId: DiazGP

Approval:

PUBLIC PRIVATE SCHOOL
STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT
PUBLIC PRIVATE SCHOOL
INSPECTION REPORT

PURPOSE:
- [x] ROUTINE
- [ ] REINSPECTION
- [ ] CONSTRUCT.
- [ ] CHANGE OF OWNER
- [ ] COMPLAINT
- [ ] CONSULTATION
- [ ] QA SURVEY
- [ ] EPIDEMIOLOGY
- [ ] OTHER
- [ ] PREOPENING

TYPE:
- [ ] PRIVATE
- [ ] COLLEGE/UNIV
- [ ] PUBLIC
- [ ] OTHER
- [x] CHARTER
- [ ] VOCATIONAL

CENSUS	FEMALES	MALES
934	434	500

RESULTS:
- [x] Satisfactory
- [ ] Incomplete
- [ ] Unsatisfactory
- [ ] OUT OF BUSINESS

NAME North Broward Academy of Excellence

ADDRESS 8200 SW 17 Street **CITY** Pompano Beach

OWNER Charter School USA **ZIP** 33068

PERSON IN CHARGE **PHONE** (954) 718-2211

E-MAIL kesses@northbrowardcharter.org

Correct Violations by
- [ ] *Next Inspection*
- [ ] *8:00 AM on*

BEGIN TIME	END TIME	DATE ASSESSED	POSITION #	EXISTING FACILITIES - PERMIT NUMBER	RE-INSPECTION DATE
10:55	11:20	02/10/2010	84287	06-51-00849	

As per section 120.695 of the Florida Statutes (FS), this form will serve as a "Notice of Non-Compliance: for any violations noted, items marked below violate the requirements of Chapters 64E-13 and 64E-11 of the Florida Administrative Code (FAC) and must be corrected within the time period indicated in the "Results" section above. Continued operation of this facility without making these corrections is a violation of Chapter 64E-13 and 64E-11, FAC, and Chapter 381, FS. Failure to correct violations may result in an administrative fine or other legal action being initiated or continued.

SCHOOL SANITATION
- [ ] *1. School Site*
- [ ] *2. Playground Equipment*
- [ ] *3. Athletic Equipment*

BUILDINGS
- [ ] *4. Construction*
- [ ] *5. Maintenance & Repair*
- [ ] *6. Lighting/Foot-Candles*
- [ ] *7. Heating, Ventilation, A/C*
- [ ] *8. Natural Ventilation*
- [ ] *9. Mechanical Ventilation*

SANITARY FACILITIES
- [ ] *10. Provided/Accessible*
- [ ] *11. Cleanliness & Repair*
- [ ] *12. Toilet Facilities*
- [ ] *13. Separation of Sexes*
- [ ] *14. Fixture Ratio*
- [ ] *15. Handwash Facilities*
- [ ] *16. Showers/Fixtures*
- [ ] *17. Shower Water Temp.*

WATER SUPPLY
- [ ] *18. Installed/Operated/ Maintained*
- [ ] *19. Drinking Fountains*
- [ ] *20. Approved Source*

LIQUID/SOLID WASTE
- [ ] *21. Sewage Disposal*
- [ ] *22. Solid Waste*

VECTOR/VERMIN CONTROL
- [ ] *23. Infestation/Control*
- [ ] *24. Brush/Trash*
- [ ] *25. Water Collection/Drainage*

SAFETY
- [ ] *26. First Aid Kit*

FOOD
- [ ] *27. Food Insp. Rpt.*

OTHER
- [ ] *28.*
- [ ] *29.*

COMMENTS AND INSTRUCTIONS

NO VIOLATIONS OBSERVED

INSPECTION CONDUCTED BY: Gina Diaz, ES II *PHONE:* 954-786-4815

INSPECTION COND SIGNATURE: *PHONE:*

COPY OF REPORT RECEIVED BY: *DATE:* 02/10/2010

DH Form 4030, 01/05 (Obsolete Previous Edition)

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UserId: DiazGP

Approval:

PUBLIC PRIVATE SCHOOL
STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT
PUBLIC PRIVATE SCHOOL
INSPECTION REPORT

PURPOSE:
- [x] ROUTINE
- [ ] REINSPECTION
- [ ] CONSTRUCT.
- [ ] CHANGE OF OWNER
- [ ] COMPLAINT
- [ ] CONSULTATION
- [ ] QA SURVEY
- [ ] EPIDEMIOLOGY
- [ ] OTHER
- [ ] REOPENING

TYPE:
- [ ] PRIVATE
- [ ] COLLEGE/UNIV
- [ ] PUBLIC
- [ ] OTHER
- [x] CHARTER
- [ ] VOCATIONAL

CENSUS	FEMALES	MALES
934	434	500

RESULTS:
- [x] Satisfactory
- [ ] Incomplete
- [ ] Unsatisfactory
- [ ] OUT OF BUSINESS

NAME North Broward Academy of Excellence

ADDRESS 8200 SW 17 Street **CITY** Pompano Beach

OWNER Charter School USA **ZIP** 33068

PERSON IN CHARGE **PHONE** (954) 718-2211

E-MAIL kesses@northbrowardcharter.org

Correct Violations by
- [ ] *Next Inspection*
- [ ] *8:00 AM on*

BEGIN TIME	END TIME	DATE ASSESSED	POSITION #	EXISTING FACILITIES - PERMIT NUMBER	RE-INSPECTION DATE
10:55	11:20	02/10/2010	84287	06-51-00849	

As per section 120.695 of the Florida Statutes (FS), this form will serve as a "Notice of Non-Compliance: for any violations noted. Items marked below violate the requirements of Chapters 64E-13 and 64E-11 of the Florida Administrative Code (FAC) and must be corrected within the time period indicated in the "Results" section above. Continued operation of this facility without making these corrections is a violation of Chapter 64E-13 and 64E-11, FAC, and Chapter 381, FS. Failure to correct violations may result in an administrative fine or other legal action being initiated or continued.

SCHOOL SANITATION
- [ ] *1. School Site*
- [ ] *2. Playground Equipment*
- [ ] *3. Athletic Equipment*

BUILDINGS
- [ ] *4. Construction*
- [ ] *5. Maintenance & Repair*
- [ ] *6. Lighting/Foot-Candles*
- [ ] *7. Heating, Ventilation, A/C*
- [ ] *8. Natural Ventilation*
- [ ] *9. Mechanical Ventilation*

SANITARY FACILITIES
- [ ] *10. Provided/Accessible*
- [ ] *11. Cleanliness & Repair*
- [ ] *12. Toilet Facilities*
- [ ] *13. Separation of Sexes*
- [ ] *14. Fixture Ratio*
- [ ] *15. Handwash Facilities*
- [ ] *16. Showers/Fixtures*
- [ ] *17. Shower Water Temp.*

WATER SUPPLY
- [ ] *18. Installed/Operated/ Maintained*
- [ ] *19. Drinking Fountains*
- [ ] *20. Approved Source*

LIQUID/SOLID WASTE
- [ ] *21. Sewage Disposal*
- [ ] *22. Solid Waste*

VECTOR/VERMIN CONTROL
- [ ] *23. Infestation/Control*
- [ ] *24. Brush/Trash*
- [ ] *25. Water Collection/Drainage*

SAFETY
- [ ] *26. First Aid Kit*

FOOD
- [ ] *27. Food Insp. Rpt.*

OTHER
- [ ] *28.*
- [ ] *29.*

COMMENTS AND INSTRUCTIONS

NO VIOLATIONS OBSERVED

INSPECTION CONDUCTED BY: Gina Diaz, ES II *PHONE:* 954-786-4815

INSPECTION COND SIGNATURE: *PHONE:*

COPY OF REPORT RECEIVED BY: *DATE:* 02/10/2010

DH Form 4030, 01/05 (Obsoletes Previous Editions)

RECEIVED
FEB 10 2010
BY:

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UserId: DiazGP

Approval:

FOOD SERVICE

STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT
FOOD SERVICE
INSPECTION REPORT

PURPOSE:

- [x] ROUTINE
- [ ] REINSPECTION
- [ ] CONSTRUCT.
- [ ] CHANGE OF OWNER
- [ ] COMPLAINT
- [ ] CONSULTATION
- [ ] QA SURVEY
- [ ] EPIDEMIOLOGY
- [ ] OTHER

TYPE:

- [ ] HOSPITAL
- [ ] CIVIC
- [ ] CHILD
- [ ] NURSING
- [ ] MOVIE
- [ ] LIMITED
- [ ] DETENTION
- [x] SCHOOL
- [ ] OTHER
- [ ] LOUNGE
- [ ] RESIDENTIAL

RESULTS:

- [x] *Satisfactory*
- [ ] *Incomplete*
- [ ] *Unsatisfactory*
- [ ] **OUT OF BUSINESS**

Correct Violations by

- [ ] *Next Inspection*
- [ ] *8:00 AM on*

NAME North Broward Academy of Excellence

ADDRESS 8200 SW 17 Street **CITY** Pompano Beach

PHONE (954) 718-5032 **ZIP** 33068

PERSON IN CHARGE Westbrook, Jennefer

EMAIL nroundtree@northbrowardcharter.org

BEGIN TIME	END TIME	DATE ASSESSED	POSITION #	EXISTING FACILITIES - PERMIT NUMBER	RE-INSPECTION DATE
09:55	10:35	02/10/2010	84287	06-48-01956	

Items marked below violate the requirements of Chapter 64E-11 of the Florida Administrative Code and must be corrected. Continued operation of this facility without making these corrections is a violation of Chapter 64E-11, Florida Administrative Code and Chapters 381 and 386, Florida Statutes. Violations must be corrected by the date and time indicated in the Results section above or an administrative fine or other legal action will be initiated.

FOOD SUPPLIES
- [ ] *1. Sources etc.*

FOOD PROTECTION
- [ ] *2. Stored temperature*
- [ ] *3. No further cooking/rapid cooling*
- [ ] *4. Thawing*
- [ ] *5. Raw fruits*
- [ ] *6. Pork cooking*
- [ ] *7. Poultry cooking*
- [ ] *8. Other animal cooking*
- [ ] *9. Least contact/reheating*
- [ ] *10. Food container*
- [ ] *11. Buffet requirements*
- [ ] *12. Self-service condiments*
- [ ] *13. Reservice of food*
- [ ] *14. Sneeze guards*
- [ ] *15. Transportation of food*
- [ ] *16. Poisonous/toxic materials*

PERSONNEL
- [ ] *17. Exclusion of personnel*
- [ ] *18. Cleanliness*
- [ ] *19. Tobacco use*
- [ ] *20. Handwashing*
- [ ] *21. Handling of dishware*

EQUIPMENT/UTENSILS
- [ ] *22. Refrigeration facilities/Therm.*
- [ ] *23. Sinks*
- [ ] *24. Ice storage/counter-protector*
- [ ] *25. Ventilation/Storage/Sufficient equip.*
- [ ] *26. Dishwashing facilities*
- [ ] *27. Design and fabrication*
- [ ] *28. Installation and location*
- [ ] *29. Cleanliness of equipment*
- [ ] *30. Methods of washing*

SANITARY FACILITIES AND CONTROLS
- [ ] *31. Water supply*
- [ ] *32. Ice*
- [ ] *33. Sewage*
- [ ] *34. Plumbing*
- [ ] *35. Toilet facilities*
- [ ] *36. Handwashing facilities*
- [ ] *37. Garbage disposal*
- [ ] *38. Vermin control*

OTHER FACILITES AND OPERATIONS
- [ ] *39. Other facilites and operations*

TEMPORARY FOOD SERVICE EVENTS
- [ ] *40. Temporary food service events*

VENDING MACHINES
- [ ] *41. Vending machines*

MANAGER CERTIFICATION
- [ ] *42. Manager certification*

CERTIFICATES AND FEES
- [ ] *43. Certificates and fees*

INSPECTION/ENFORCEMENT
- [ ] *44. Inspection/Enforcement*

COMMENTS AND INSTRUCTIONS

NO VIOLATIONS OBSERVED

NOTE: MILK 38, FREEZER -20, TACO FOOD: 168-153

INSPECTION CONDUCTED BY: Gina Diaz, ES II PHONE: 954-786-4815

INSPECTION COND SIGNATURE: PHONE:

COPY OF REPORT RECEIVED BY: DATE: 02/10/2010

DH Form 4023, 1/05 (Obsoletes Previous Editions)

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FLORIDA DEPARTMENT OF HEALTH

STATE OF FLORIDA
DEPARTMENT OF HEALTH
Sanitation Certificate

Audit Control: 06-BID-1547436

Permit Number: **06-48-01956**

424387

Food Hygiene - School Cafeteria(less than 9 months) - Full Service

Issued To: **North Broward Academy of Excellence**
8200 SW 17 Street
North Lauderdale, FL 33068

County: **Broward**
Amount Paid: $215.00
Date Paid: 10/29/2010
Issue Date: 10/01/2010
Permit Expires On: 09/30/2011

Mailed To: **Charter School USA**
8200 SW 17 Street
North Lauderdale, FL 33068

Broward County Health Department
780 SW 24 Street
Fort Lauderdale, FL 33315

Food Restrictions:

ORIGINAL - CUSTOMER - Non-Transferable - DISPLAY CERTIFICATE IN A CONSPICUOUS PLACE

DH-4114 (5/96)

CERTIFIED SECURITY
"Feel Safe Again"

SERVICE TICKET

First Alert
PROFESSIONAL SECURITY SYSTEMS®
Authorized Dealer

Current Date: 8/16/10
Customer ID #: _____
Account Number: Sep 10 ST
Customer Name: North Broward Prep
Address: 2600 SW 19th St
City, State, Zip: North Lauderdale

Installed By: _____
Installation Date: _____
Phone Number: _____
Contact Number: _____
Contact Name: _____

Panel Type: Notifier
Service Technician: Wendell Orpard

Service Date: _____
Service Time: _____

Work Order Number: _____
Warranty Status: _____

SERVICE INFORMATION

Nature of Service: _____

Service Resolution: Fire Alarm Trouble Loss Bldg A Wireless Transmitter

En Route: _____ On Site: 3:20 Cleared: 3:50

Part Description	Part Number	Unit Cost	Unit Price	Extended Price

Trip Charge: _____
Total Parts: _____
Total Labor: _____
Subtotal: _____
Sales Tax: _____
Total Charge: _____

Type of Payment Made
Check No: _____
Visa/MC: _____
AMEX/Disc: _____
Money Order: _____
PO #: _____

1. Customer acknowledges that the technician has completed all work to his/her satisfaction.
2. Customer system is fully operational and customer understands all system functions.
3. Customer agrees with all charges for work performed.

Technician Signature

Customer's Signature

To Be Billed Approved By: _____

Date

FL License EF0001062
FL License EFA0001062
FL License EF20000596
GA License LU405021

Form CS 117
Rev 01/2006

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INSPECTION AND TESTING FORM

JOB NUMBER _____ DATE: 8/16/16

TIME: 3:20

SERVICE ORGANIZATION
NAME: Certified Security
ADDRESS: 2700 Del Cyprus Ave #600
REPRESENTATIVE: _____
LICENSE NO.: CA 000 1062
TELEPHONE: 909 978-3978

PROPERTY NAME (USER)
NAME: El Rancho Academy Inc.
ADDRESS: 2215 Del Rio St
OWNER CONTACT: _____
TELEPHONE: _____

MONITORING ENTITY
CONTACT: CMS
TELEPHONE: 1800 432-1420
MONITORING ACCOUNT REF. NO.: CA 9665

APPROVING AGENCY
CONTACT: _____
TELEPHONE: _____

TYPE TRANSMISSION
[ ] - McCulloh
[ ] - Multiplex
[✓] - Digital
[ ] - Reverse Polarity
[ ] - RF
[ ] - Other (Specify)

SERVICE
[ ] - Weekly
[ ] - Monthly
[ ] - Quarterly
[ ] - Semiannually
[✓] - Annually
[ ] - Other (Specify)

PANEL MANUFACTURER: Notifier
MODEL NO.: NFS 320
CIRCUIT STYLES: 4 Y
NO. OF CIRCUITS: 9
SOFTWARE REV.: _____
LAST DATE SYSTEM HAD ANY SERVICE PERFORMED: _____
LAST DATE THAT ANY SOFTWARE OR CONFIGURATION WAS REVISED: _____

ALARM-INITIATING DEVICES AND CIRCUIT INFORMATION

QTY OF	CIRCUIT STYLE	
9	4	MANUAL STATIONS
N/A	N/A	ION DETECTORS
29	4	PHOTO DETECTORS
3	4	DUCT DETECTORS
2	4	HEAT DETECTORS
6	4	WATERFLOW SWITCHES
		SUPERVISORY SWITCHES
		OTHER (SPECIFY): _____

Alarm Verification feature is disabled _____ enabled _____.

ALARM INDICATING APPLIANCES AND CIRCUIT INFORMATION

QTY OF	CIRCUIT STYLE	
1	Y	BELLS
		HORNS
		CHIMES
11	Y	STROBES
		SPEAKERS
51	Y	OTHER (SPECIFY): Horn Strobes

NO. OF ALARM INDICATING CIRCUITS: 2
ARE CIRCUITS SUPERVISED? [✓] YES [ ] NO

SYSTEM TESTS AND INSPECTIONS

TYPE	VISUAL	FUNCTIONAL	COMMENTS
CONTROL UNIT	[✓]	[✓]	
INTERFACE EQUIPMENT	[✓]	[✓]	
LAMPS/LEDS	[✓]	[✓]	
FUSES	[✓]	[✓]	
PRIMARY POWER SUPPLY	[✓]	[✓]	
TROUBLE SIGNALS	[✓]	[✓]	
DISCONNECT SWITCHES	[✓]	[✓]	
GROUND FAULT MONITORING	[✓]	[✓]	

SECONDARY POWER

TYPE	VISUAL	FUNCTIONAL	COMMENTS

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SUPERVISORY SIGNAL INITIATING DEVICES AND CIRCUIT INFORMATION

QTY OF	CIRCUIT STYLE	
		BUILDING TEMPATURE
		SITE WATER TEMPATURE
		SITE WATER LEVEL
		FIRE PUMP POWER
		FIRE PUMP RUNNING
		FIRE PUMP AUTO POSITION
		FIRE PUMP OR PUMP CONTROLLER TROUBLE
		FIRE PUMP RUNNING
		GENERATOR IN AUTO POSITION
		GENERATOR OR CONTROLLER TROUBLE
		SWITCH TRANSFER
		GENERATOR ENGINE RUNNING
		OTHER: _____

SIGNALING LINE CIRCUITS

Quantity and style of signaling line circuits connected to system (See NFPA 72, Table 6.6.1):

Quantity 1 Style(s) _____

SYSTEM POWER SUPPLIES

a. Primary (Main): Nominal Voltage 120, Amps 7.0

Overcurrent Protection: Type breaker, Amps 20

Location (of Primary Supply Panelboard): 1st floor

Disconnecting Means Location: [illegible]

b. Secondary (Standby):

_____ Storage Battery: Amp-Hr. Rating 7

Calculated capacity to operate system, in hours: ✓ 24 _____ 60

_____ Engine-driven generator dedicated to fire alarm system:

Location of fuel storage: _____

TYPE BATTERY

[ ] Dry Cell
[ ] Nickel-Cadmium
[✓] Sealed Lead-Acid
[ ] Lead-Acid
[ ] Other (Specify)

c. Emergency or standby system used as a backup to primary power supply, instead of using a secondary power supply:

_____ Emergency system described in NFPA 70, Article 700
_____ Legally required standby described in NFPA 70, Article 701
_____ Optional standby system described in NFPA 70, Article 702, which also meets the performance requirements of Article 700 or 701.

PRIOR TO ANY TESTING

NOTIFICATIONS ARE MADE:	YES	NO	WHO	TIME
MONITORING ENTITY	[✓]	[ ]	[illegible]	[illegible]
BUILDING OCCUPANTS	[✓]	[ ]	[illegible]	[illegible]
BUILDING MANAGEMENT	[✓]	[ ]	[illegible]	[illegible]
OTHER (SPECIFY)	[ ]	[ ]	_____	_____
AHJ (NOTIFIED) OF ANY IMPAIRMENTS	[ ]	[ ]	_____	_____

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SYSTEM TESTS AND INSPECTIONS

TYPE	VISUAL	FUNCTIONAL	COMMENTS
CONTROL UNIT	[✓]	[✓]	
INTERFACE EQUIPMENT	[✓]	[✓]	
LAMPS/LEDS	[✓]	[✓]	
FUSES	[✓]	[✓]	
PRIMARY POWER SUPPLY	[✓]	[✓]	
TROUBLE SIGNALS	[✓]	[✓]	
DISCONNECT SWITCHES	[✓]	[✓]	
GROUND FAULT MONITORING	[✓]	[✓]	

SECONDARY POWER

TYPE	VISUAL	FUNCTIONAL	COMMENTS
BATTERY CONDITION	[✓]		
LOAD VOLTAGE		[ ]	
DISCHARGE TEST		[ ]	
CHARGER TEST		[ ]	
SPECIFIC GRAVITY		[ ]	
TRANSIENT SUPPRESSORS	[ ]		
REMOTE ANNUNCIATORS	[ ]	[ ]	
NOTIFICATION APPLIANCES			
AUDIBLE	[ ]	[ ]	
VISUAL	[ ]	[ ]	
SPEAKERS	[ ]	[ ]	
VOICE CLARITY		[ ]	

INITIATING AND SUPERVISORY DEVICE TESTS AND INSPECTIONS

LOC. & S/N	DEVICE TYPE	VISUAL CHECK	FUNCTIONAL TEST	FACTORY SETTING	MEAS. SETTING	PASS	FAIL
_____	_____	[ ]	[ ]	_____	_____	[ ]	[ ]
_____	_____	[ ]	[ ]	_____	_____	[ ]	[ ]
_____	_____	[ ]	[ ]	_____	_____	[ ]	[ ]
_____	_____	[ ]	[ ]	_____	_____	[ ]	[ ]
_____	_____	[ ]	[ ]	_____	_____	[ ]	[ ]
_____	_____	[ ]	[ ]	_____	_____	[ ]	[ ]

COMMENTS: _____

EMERGENCY COMMUNICATIONS EQUIPMENT

	VISUAL	FUNCTIONAL	COMMENTS
PHONE SET	[✓]	[✓]	
PHONE JACKS	[✓]	[✓]	
OFF-HOOK INDICATOR	[ ]	[ ]	
AMPLIFIER(S)	[ ]	[ ]	
TONE GENERATOR(S)	[ ]	[ ]	
CALL IN SIGNAL	[ ]	[ ]	
SYSTEM PERFORMANCE	[ ]	[ ]	

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	VISUAL	DEVICE OPERATION	SIMULATED OPERATION
INTERFACE EQUIPMENT			
(SPECIFY)	[ ]	[ ]	[ ]
(SPECIFY)	[ ]	[ ]	[ ]
(SPECIFY)	[ ]	[ ]	[ ]
SPECIAL HAZARD SYSTEMS			
(SPECIFY)	[ ]	[ ]	[ ]
(SPECIFY)	[ ]	[ ]	[ ]
(SPECIFY)	[ ]	[]	[ ]

SPECIAL PROCEDURES:

COMMENTS:

Made Daily Check Signals to the Fire Dept Transmitter

ON/OFF PREMISES MONITORING:	**YES**	**NO**	**TIME**	**COMMENTS**
ALARM SIGNAL	[ ]	[ ]		
ALARM RESTORAL	[ ]	[ ]		
TROUBLE SIGNAL	[✓]	[✓]		
TROUBLE SIGNAL RESTORAL	[✓]	[✓]		
SUPERVISORY SIGNAL	[✓]	[✓]		
SUPERVISORY RESTORAL	[✓]	[✓]		

NOTIFICATIONS THAT TESTING IS COMPLETE:	**YES**	**NO**	**WHO**	**TIME**
BUILDING MANAGEMENT	[✓]	[ ]	Nec	
MONITORING AGENCY	[✓]	[ ]	CMS	
BUILDING OCCUPANTS	[✓]	[ ]	Nec	
OTHER (SPECIFY)	[ ]	[ ]		

THE FOLLOWING DID NOT OPERATE CORRECTLY:

SYSTEM RESTORED TO NORMAL OPERATION: DATE 3/16/10 TIME 4:00

THIS TESTING WAS PERFORMED IN ACCORDANCE WITH APPLICABLE NFPA STANDARDS.

NAME OF INSPECTOR: [illegible]

DATE: 3/16/10 TIME: [illegible]

SIGNATURE: [illegible]

NAME OF OWNER OR REPRESENTATIVE:

DATE: TIME:

SIGNATURE:

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Distributed by: AFAA P.O. Box 951807 Lake Mary, FL 32795-1807
Phone (407) 833-9133 Fax (407) 833-9131 Web—www.afaa.org

Brothers Fire Protection, Inc.
3781 NE 11TH Avenue Pompano Beach, Fl. 33064
Tel: 954-419-9377 - Fax: 954-419-9412

BACKFLOW DEVICE TEST REPORT

Name of Premises (Company, Person, etc.)	Person to contact
North Broward Academy of Excellence	Kathi Esses
Service Address: 33069 8200 S.W. 17th st North Lauderdale FL.	Mailing Address Same
Location of Device: North center of BLDg (Stand pipe) West BLDg	
Type of Service: Process ; X Fire Domestic ; Irrigation ; Other_____	

Device Type	Manufacturer	Size	Model No.	Serial No.	Installation Date
DC	Wilkins	3/4	950 XL	502770	N/A

	CHECK VALVE #1	CHECK VALVE #2	DIFFERENCIAL PRESSURE RELIEF VALVE	PRESSURE VACUUM BREAKER
Initial Test	Closed Tight X yes @ 2.8 P.S.I.	Closed Tight X yes @ 2.0 P.S.I. Leaked	Opened @ Reduced pressure Did not open	Air Inlet Opened @ _____ P.S.I. Did not open
REPAIR SECTION TO BE COMPLETED IF DEVICE IS IN DISREPAIR				
R E P A I R S	Cleaned Replaced: Valves C.V. Assembly Seat Disc. O-Rings Springs Gaskets Retainer Stem/Guide Poppet Other, Describe	Cleaned Replaced: Valves C.V Assembly Seat Disc. O-Rings Springs Gaskets Retainer Stem/Guide Poppet Other/Describe	Cleaned Replaced: R.V. Assembly Disc. Upper Disc. Lower ***Diaphragm, Large:*** Upper Lower ***Diaphragm, Small:*** Upper Lower Spacer O-Rings Washer Other/Describe	Check Valve Closed tight Did not close ++++++++++++++++++++++++ Cleaned Replaced: Valves Disc. (Top) Disc. (Bottom) Springs Retainer Stem Guide Poppet Other/Describe
Final Test	Closed tight At _____ P.S.I.	Closed Tight At _____ P.S.I.	Opened @ _____P.S.I. Reduce pressure	Satisfactory

Initial Test Performed By: James Murray	Contractor Name ***Brothers Fire Protection, Inc.***	B.F.D.T. Certification Number F.A.B.A. 0514/R0166-09	8-22-08
Repaired By:	Contractor Name	B.F.D.T. Certification Number	Date:
Final Test Performed By:	Contractor Name:	B.F.D.T. Certification Number	Date:

I HERBY CERTIFY THAT THIS DATA IS ACCURATE:

Inspector Signature

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NORTH BROWARD ACADEMY OF EXCELLENCE

This guide is intended as a reference for staff and students and should not replace sound judgment and common sense.

Emergency Procedures Guide

Table of Contents

Emergency Code Matrix 2
Emergency Phone Numbers 2
Response to Any Emergency 3
Tornado 3
Fire 4
Hazardous Materials 4
Radiological Incident 5
Assaults/Fights 5
Bomb Threat 6
Intruder/Hostage 6
Serious Injury/Death 6
Suicide/Attempt 7
Weapons 8

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Emergency Codes Matrix

Code Red (No Movement)	Threat/Incident outside the facility when the best course of action is to keep everyone in place to include the School SAFE Team. *Cover windows and lock doors, move away from doors/windows, and wait for Code Green.* * Drive-by Shooter * Outside Disruption * Terrorist threat that does not warrant a Code
Code Yellow (Safe Team React/Limited Movement)	Threat/Incident inside the facility, when the best course of action is to keep everyone in the place but requires the School SAFE Team to react. *Students stay in current classroom, administration/SAFE Team move to needed area, and wait for Code Green.* * Gang confrontation/disruptions * Homicide * Kidnapping * Mass Casualties * Riot (Trespassing/Large Groups)
Code Brown	Threat/Incident within the facility when the best course of action is to implement the school Shelter-In-Place location. * Accidental Chemical or toxin release * Chemical, Biological, Radiological, Nuclear, and High Yield Explosive
Code Blue	Incident when the best course of action is to notify the SAFE Team of a medical emergency. *Follow normal procedures.*
Code Black	Evacuate Facility. *Follow emergency evacuation/fire drill route and wait for all Code Green.* * Fire * Gas Leak * Bomb(s) detected or exploded * Bomb Threat
Code Green	All clear, return to classrooms and resume normal activities.
Code Orange	Evacuate: WHEN A SITUATION WARRANTS BEYOND PREVIOUS CODES.

Emergency Phone Numbers

Emergency:.....911
Local Police (Non-Emergency)..... 954-722-0900
Crisis Intervention
Henderson Mental Health Center.....954-677-3113
Victim Assistance
Child Abuse/Neglect Reporting Line.....1-800-96-ABUSE
Hazardous Materials
To report hazardous material leaks or spills.....1-800-222-1222

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Response to any Emergency

* Notify 911 (if necessary) and the Principal.
  (The Principal notifies Charter Schools USA and Broward County School District for all incidents and emergencies.)
* Notify CPR/First Aid certified person on site (if necessary).
* Seal-off High Risk Area(s).
* Always keep students safe.
* Take charge of area until incident is contained or Administrator intervenes.
* Assemble SAFE Team.
* Preserve evidence and keep detailed notes of incident.
* Refer media to CSUSA (954-202-3500).

Principal or Designee:

* Verify Information.
* Call 911 (if necessary).
* Seal-off High Risk area.
* Convene SAFE Team and implement crisis response procedures.
* Notify Staff and Students (depending on emergency, students may be notified by teacher).
* Evacuate Staff and Students (if necessary).
* Notify community agencies (if necessary).
* Implement post-crisis procedures.
* Keep detailed notes of crisis incident.

Teacher:

* Verify Information.
* Lock doors, unless evacuation orders are given.
* Warn students, if advised.
* Account for all students.
* Stay with students during crisis and keep class roster.
* Refer media to CSUSA (School Operations).
* Keep detailed notes of crisis incident.

Tornado

Tornado Watch has been issued in an area near our school:

* Monitor Emergency Alert Stations (see EAS attachment) or NOAA Weather Stations (National Weather Service or Weather Channel).
* Bring all person(s) inside of building(s).
* **Code Yellow**- limited movement- announced.
* Close windows and blinds (if available), move away from windows.
* Review Tornado Drill Procedures and safe area locations. Tornado safe areas are under student desks and in (indoor) hallways away from windows and large rooms.
* Review "drop and tuck" procedures with students (sit on ground with knees up and their head resting on their knees with their hands and arms covering their heads).
* Wait for **Code Green**.

Tornado Warning has been issued or tornado spotted near our school:

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* Shut off gas lines.
* Move students and staff from any unsafe areas.
* **Code Red**- no movement- announced.
* Remind teachers to take class rosters.
* Ensure that all students are in "drop and tuck" positions.
* Account for all students.
* Remain in designated spots and positions until **Code Green**.

Fire

In the event of a fire (smoke or odor has been detected):

* Pull Fire Alarm. **Code Black**
* Evacuate students and staff to a safe distance outside of the building. Do not lock doors and keep lines turned on.
* Follow normal Fire Drill Route. Follow alternate route if other is dangerous.
* Teachers take class rosters with them.
* Principal notifies 911 (Fire alarm automatically notifies the fire department).
* Teachers take roll after being evacuated.
* Principal may move staff and students to alternate location if building is unsafe or if Inclement weather occurs.
* No one may re-enter building(s) until the building(s) is declared safe by fire/police personnel.
* Principal announces **Code Green**.

Hazardous Materials

Incident occurs inside of school:

* Call 911
* Notify Principal.
* Seal off area of leak/spill.
* Take charge of area until fire personnel contain incident.
* The fire official in charge will recommend shelter or evacuation actions.
* **Code Brown** announced.
* Notify parents (if students are evacuated).
* Fire Officials will announce **Code Green**.

Incident occurs near the school:

* Fire or Police will notify school.
* The fire official in charge will recommend shelter or evacuation actions.
* **Code Brown** announced.
* Notify parents (if students are evacuated).
* Fire Officials will announce **Code Green**.

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Radiological Incident

Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation.

Sheltering Notification: **Code Brown**
* Bring all persons inside of building(s).
* Close all exterior doors and windows.
* Turn off any ventilation leading outdoors.
* Cover up food not in containers or put it in the refrigerator.
* If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Evacuation: **Code Black**
* State and/or local officials will notify all affected schools of a nuclear power plant emergency.
* All precautionary actions will be announced by state and/or local officials.

Radiological Incident/Accident: **Code Brown**
An incident or accident involving radiological materials at or near a school is quite possible. Consequently, certain precautionary actions should take place. The three basic actions are:
* **TIME**: Minimize the amount of time and exposure to the source.
* **DISTANCE**: Maximize the distance away from the source.
* **SHIELDING**: Maximize the amount of material (wood, concrete, earth, etc) between the individual and the source.

Assaults/Fights

* Staff member on-hand shall immediately respond as needed. (Send for help, stay on scene, loudly give order to "Clear the area" for those not involved, separate and protect violators if possible—use best judgment, defuse situation, and determine if weapons are involved and can be confiscated.
* Ensure the safety of students and staff first.
* Notify Principal.
* **Code Yellow**- limited movement/SAFE Team- announced (if necessary)
* Principal calls 911 (if necessary).
* Seal off area where assault took place.
* Principal notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of private areas of another person without consent).
* Principal notifies parents of students involved in the assault.
* Document all activities. Ask victim(s)/witness(es) for their account of the assault.
* Assess counseling needs of victim(s)/witness(es). Implement post-crisis procedures.

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Bomb Threat

Upon receiving a message that a bomb has been planted in school:

* Use bomb threat checklist. (See inside back cover).
* Ask where the bomb is located, when will bomb go off, what materials are in the bomb, who is calling, and why they are doing this. Write this down!
* Listen closely to caller's voice, speech patterns, and to noises in the background.
* Call 911.
* Notify Principal or designee.
* **Code Black**- evacuate facility- announced.
* Evacuate the school immediately.
* Do not touch suspicious items.
* Do NOT use cellular phones or two-way radios.
* Fire or police personnel will determine when situation is **Code Green**.

Intruder/Hostage

Intruder:
* Call 911, notify Principal.
* **Code Red**- no movement/lockdown- announced over PA.
* Obtain info @ intruder for police.
* Wait for police.
* Account for all students.
* Police personnel will announce **Code Green**.

Hostage:
* Call 911, give details.
* Seal off area.
* Notify Principal.
* **Code Red**- no movement/lockdown- announced over PA.
* Police authorities will take over.
* Keep detailed notes.
* Account for all students.
* Police personnel will announce **Code Green**.

NOTE: If taken hostage, follow hostage takers directions, stay calm/keep students calm, treat hostage taker as normal as possible with respect, and ask permission to speak.

Serious Injury/Death

* Notify the front office/Principal immediately.
* Stay with the student(s).
* Call 911 (if appropriate).
* Secure/isolate the area, do not move student/staff member.

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* **Code Yellow**- limited movement/SAFE Team- announced (if necessary)
* Wait for medical authorities and assistance from office.
* Obtain all names of witnesses, write detailed report.
* Front Office sends student info with medical personnel.
* Principal calls parents.
* School SAFE Team meets and disperses plan.
* Maintain secured area for evidence.
* Photograph scene.
* **Code Green** will be announced by administration.

NOTE: If incident occurred off campus; wait for the Principal to verify information, activate crisis team, Principal will notify staff before school if possible (not in front of students), the crisis team's plan will be announced, and counseling will be available.

Suicide/Attempt

Suicide Attempt made in school:

* Verify information.
* Call 911 (if person requires medical attention, has a weapon, or needs to be restrained.
* Notify Principal/front office.
* **Code Yellow/Code Blue**- limited movement/SAFE Team- announced (if necessary)
* Calm suicidal person. Look for evidence of weapon and confiscate it if found.
* Isolate suicidal person from students.
* Stay with suicidal person at all times until help arrives.
* Suicidal student will be brought to office to meet with threat assessment team.
* Principal calls parents.
* Student is released to parents (if minor threat assessment) or is taken to medical facility for assistance (staff person accompanies if no parent).
* Document incident and witnesses.
* **Code Green** announced by administration (if necessary).

NOTE: Staff members are required by law to report students who they have reason/evidence leading to potential/past suicide attempts.

Post Suicide Attempt:

* Prior to re-entry, student/parents/guidance will meet.
* Provide assistance to student for needs and ways to help.
* Monitor student.
* Assess stress level of students/staff
* Provide counseling as needed.
* Refer Media to CSUSA, do not answer questions.

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Weapons

* This is primarily a law enforcement action matter.
* Person who discovers weapon reports to an administrator immediately.
* If weapon is not in the hands of the person, secure the area, do not handle weapon.
* If person has weapon in hand:
    - Call 911.
    - Adult may act depending on circumstance.
    - Give loud order to "Clear the Area" until they are safely away.
    - Calmly ask person to "put the weapon down".
    - Keep the person in sight.
    - Do not touch the weapon, wait for administration.
* Person is escorted (by more than one adult) to secure location, if incident is controlled.
* **Code Red**- lock down- is announced (if necessary).
* Wait for police personnel if situation is hostile, keep other students safe!
* Determine if medical attention is needed.
* Wait for police to announce **Code Green**.
* Document incident and get testimonies from witnesses.

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Evacuation Procedures

North Broward Academy of Excellence
8200 SW 17th Street
North Lauderdale, FL 33068

Code Red (No Movement)	Threat/Incident outside the facility when the best course of action is to keep everyone in place to include the School SAFE Team. *Cover windows and lock doors, move away from doors/windows, and wait for Code Green.* * Drive-by Shooter * Outside Disruption * Terrorist threat that does not warrant a Code
Code Yellow (Safe Team React/Limited Movement)	Threat/Incident inside the facility, when the best course of action is to keep everyone in the place but requires the School SAFE Team to react. *Students stay in current classroom, administration/SAFE Team move to needed area, and wait for Code Green.* * Gang confrontation/disruptions * Homicide * Kidnapping * Mass Casualties * Riot (Trespassing/Large Groups)
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Code Black	Evacuate Facility. *Follow emergency evacuation/fire drill route and wait for all Code Green.* * Fire * Gas Leak * Bomb(s) detected or exploded * Bomb Threat
Code Green	All clear, return to classrooms and resume normal activities.
Code Orange	Evacuate: WHEN A SITUATION WARRANTS BEYOND PREVIOUS CODES.

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School Safety Plan
2009-2010

Note: This document contains sensitive information regarding emergency information. The entire document should only be shared with SAFE Team Members and administrative personnel. This document is not to be released without written authorization from the School Board of Broward County Special Investigative Unit. Any retransmission or inappropriate use of this information may be in violation of the law.

Directions: Complete the information requested below.	
School Number: 5161 and 5371	**Name of School: North Broward Academy of Excellence**
Area: North Central	**School Type: Elementary and Middle**

Part 1. General Information

1. *Total number of students.*

North Broward Academy of Excellence Elementary (5161)
North Broward Academy of Excellence Middle (5371)
8200 SW 17th Street
North Lauderdale, FL 33068
Phone Number—954-718-2211
Fax Number—954-718-2215

Kindergarten: 140
First Grade: 129
Second Grade: 103
Third Grade: 107
Fourth Grade: 92
Fifth Grade: 74
Middle (5371)
Sixth Grade: 120
Seventh Grade: 140
Eighth Grade: 84

2. *Total number of faculty and staff.*

North Broward Academy of Excellence Elementary School Faculty and Staff (5161)

1) Mrs. Juana Morales, Kindergarten
2) Mrs. Tanya Perez, Kindergarten
3) Ms. Paulina Perez, Kindergarten
4) Mrs. Rebecca Romeis-Markham, Kindergarten
5) Ms. Kelly Lovins, Kindergarten
6) Ms. Jeanette LaFleur, Kindergarten
7) Ms. Talia Solomon, Kindergarten
8) Ms. Lidia Han, First Grade
9) Ms. Jennifer Wood, First Grade
10) Mrs. Jessy Zuckerman, First Grade
11) Mr. Edwin Croft, First Grade
12) Ms. Lindsey Crilly, First Grade
13) Mrs. Ashley Almodovar, First Grade
14) Mrs. Karen Dresdale, Second Grade
15) Ms. Jennifer Saul, Second Grade
16) Ms. Ivy Smolin, Second Grade
17) Ms. Stacey Becker, Second Grade
18) Mrs. Nadine O'Toole, Third Grade
19) Mrs. Melissa Austin, Third Grade
20) Mrs. Lisa Oliver, Third Grade

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21) Mrs. Merlyn Bryan, Fourth Grade
22) Mrs. Vivienne Kirkland, Fourth Grade
23) Mrs. Debesha Allen, Fourth Grade
24) Mrs. Carmen Campbell, Fourth Grade
25) Mrs. Meagan Connolly, Fifth Grade
26) Ms. Heather Petersdorf, Fifth Grade
27) Ms. Christina Koldestadt, Fifth Grade
28) Ms. Raven Lieberman, Reading Specialist K-2
29) Ms. Tanja Boskovic, Reading Specialist 3-5
30) Ms. Christina Vidal, ESE Teacher K-8
31) Ms. Joy Estep, Art Teacher
32) Ms. Amanda Hawthorne, PE Teacher
33) Mrs. Ann Weiss, Music Teacher
34) Ms. Sharon Chan-Williams, Science Pull-Out Teacher
35) Ms. Lydia Mayers-Clarke, Instructional Aide
36) Mrs. Susan Emala, Librarian

North Broward Academy of Excellence Middle School Faculty and Staff (5371)

1) Ms. Sarah Sleeper, 6th Grade World History
2) Mrs. Lorin Lasker, 6th Grade Science
3) Mrs. Valerie Braga, 6th Grade Math
4) Mrs. Elaine Denson, 6th Grade Language Arts
5) Ms. Elyse Kotkin, 7th Grade US History
6) Mrs. Laura Ferch, 7th Grade Math
7) Ms. Pascale Valles, 7th Grade Science
8) Ms. Nikiesha Sung, 7th Grade Language Arts
9) Ms. Sandra Kimbo, 8th Grade Language Arts
10) Mrs. Bari Lotts, 8th Grade Math
11) Mr. Mike Lupton, 8th Grade Social Studies
12) Mr. Terry Williams, 8th Grade Science
13) Mr. James Lockwood, MS Physical Education
14) Mr. Royston Hunte, MS Art
15) Mrs. Stacey Johnson, MS Technology
16) Mrs. Carmen Gutierrez, MS Spanish
17) Ms. Yesenia Rodriguez, Drama Teacher
18) Mr. Karmarlos Jackson, Instructional Aide
19) Ms. Lakiesha Spencer, Reading Teacher

Administration

1) Mr. David McKnight, Principal
2) Mr. Mark Hage, Assistant Principal
3) Mrs. Kathi Esses, Business Administrator
4) Mrs. Susan Hendler-Lubar, ESE Specialist
5) Mrs. Lakiesha Spencer, Reading Specialist
6) Mrs. Diane Wright, Registrar/Data Processor
7) Mrs. Cheryl Joseph, Administrative Assistant
8) Mrs. Lori Lawrence, Administrative Assistant
9) Mrs. Diana Howell, Receptionist
10) Ms. Stefania Lawrence, Security
11) Mr. John Lynch, Building Maintenance
12) Ms. Sonya, Day Porter

3. *School Hours.*
Elementary School: 8:45 am—2:45 pm
Middle School: 8:30 am - 3:00 pm

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4. *Please describe the school lunch schedule.*
Lunch #1: 10:15—10:45 am (Kindergarten)
Lunch #2: 10:50—11:20 am (1st and 2nd Grades)
Lunch #3: 11:25—11:55 am (3rd and 4th Grades)
Lunch #4: 12:00—12:30 pm (5th and 6th Grades)
Lunch #5: 12:30—1:00 pm (7th and 8th Grades)

5. *Are school personnel assigned to monitor the hallways?*
School Security:
The school security guard has a schedule for supervision of hallways and carries a walkie talkie at all times. The schedule includes supervision of every middle school hall change as well as assistance with lunch rotations.
Security Cameras:
The school currently has security cameras at all doors and hallways in Building A. The school is also adding security cameras to Building B for the 2009-2010 year.

6. *After school activities/program hours.*
Before Care:
7:00—8:00 am
After Care:
2:45—6:00 pm (Elementary School)
3:00—6:00 pm (Middle School)

7. *Community School hours.*
Saturday School Detention
9:00—11:00 am

8. *School Resource Officer's name.*
Deputy Hodgkinson. 954-554-6981 or 954-722-5800.
We call BSO for general issues. For emergencies, we call 9-1-1.

9. *Resident on Campus Security (ROCS) Officer's name.*
Stefania Lawrence

10. *Local Fire Department contact's name.*
Chief Rudy Newman of the North Lauderdale Fire Department. 954-720-4315.

11. *Local Law Enforcement contact.*
Deputy Hodgkinson. 954-554-6981 or 954-722-5800.
Broward Sheriff's Office: 954-831-8900 (non-emergency), 9-1-1 (emergencies), and 954-765-8941 (truancy)

12. *Members of Threat Assessment Team.*
David McKnight (Principal)
Mark Hage (Assistant Principal)
Susan Hendler (ESE Specialist)
Brenda Santiago (Guidance Counselor)
John Lynch (Building Maintenance)

13. *Was your Annual Emergency Drill planned in collaboration with Fire Dept. and Law Enforcement?*
The school's plan was approved by both Fire Department and BSO when the school was completed during the 2008-2009 year.

14. *Date your Annual Site Assessment Survey was completed?*
N/A

15. *Date of annual review of Safety Dept. Hurricane Manual?*
Pre-Planning Week, August 17-21, 2009.

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School Safety Plan
2009-2010

16. *Where is the Emergency Kit/Bag kept?* Front Office, Closet Storage
17. *Have your Security Specialists and Administrators been trained in securing a crime scene and preserving evidence?* Not yet.
18. Are your Automated External Defibrillators (AED) machines up to date? Yes
19. Where are the Automated External Defibrillators (AED) machines located? (Describe location and provide FISH#) Front Office, Business Manager's Office.
20. Are your Automated External Defibrillators (AED) posters up to date? N/A
21. Names of Automated External Defibrillators (AED) certified personnel. Miriam Tirado, Sarah Sleeper
22. Names of CPR/Heimlich certified personnel. Michael Lupton, Joy Estep, Paulina Perez, Karen Dresdale, Jennifer Saul, Jessy Zuckerman, Melissa Austin, Cheryl Joseph, Jennifer Wood, Miriam Tirado, Sarah Sleeper, Christina Kolstedt, Carmen Campbell, Rebecca Markham, Christina Vidal, Lydia Mayers-Clarke
23. Names of personnel trained to administer an epi-pen in case of anaphylaxis. Note: Staff members are not allowed to administer this due to law. Our staff would call "9-1-1" for emergencies.
24. Names of personnel trained in Security Tracking & Response (S.T.A.R.) system. None. Cheryl Joseph, Lori Lawrence, and Diana Howell are trained with the RAPTOR system.
25. Have quarterly meetings with assigned SIU Prevention Team member been scheduled to improve and update Safety Plan? August 19, 2009, October 22, 2009
General Information Comments:

Part 2. Lockdown. Review the following checkpoints in reference to LOCKDOWN.
1. When is Staff Development provided to faculty/staff to review general lockdown procedures? (Select one or more below) ☐ Early Release Planning day x Preschool, August ☐ Before classes, school day ☐ After classes, school day ☐ Other ☐ None
2. List dates of staff development: Dates: 08/19/09
4. How are students informed of general lockdown procedures? Describe your plan for sharing information with students. Students will be informed of procedures by the homeroom teacher at the beginning of the year. Each classroom has a
5. How are parents informed of general lockdown procedures? (Select one or more). ☐ x Newsletter ☐ x Parent Meetings ☐ Flyers ☐ x Parent link ☐ Other

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6.Describe your plan for informing parents about school lockdown procedures(i.e. communication information, rumor control, and what to do if there is a lockdown).
At the beginning of the year, parents will be notified that we have a lockdown procedure in our student/parent handbook, in the first newsletter, and on our school's website. Our corporate headquarters is responsible for rumor control and we direct parent info to Richard Page, Vice-President of School Operations and his department. In case of a lockdown, we will have a procedure written down and distributed to all faculty and staff so that everyone knows the codes, what to do, where to be, and who to get their info from.

7. How have you collaborated with your local Fire Dept. regarding general lockdown procedures? Explain?
Yes.
What was the date of collaboration? 2009

8. How have you collaborated with your local Police Dept. regarding general lockdown procedures? Explain?

What was the date of collaboration?
Per meeting with Mr. Perdue: We would just send a copy to the Police Department.

9.Have you collaborated with SIU regarding general lockdown procedures?

What was the date of collaboration?
Per conversation with Mr. Reginald Browne (04/03/08), Director of School Safety Plans, STAR project, Gang Prevention and Youth Services:
Charter Schools do not collaborate with the district in regards to the general lockdown procedures. He will review the safety plan for all charter schools when they are completed for next year.
4/29 meeting with Mr. Perdue: At beginning of year, notify parents that NBAE has procedures for a lockdown and that they will not have access to the campus during an emergency. They are not allowed to know the procedures.

10.The school administration understands that a completed After Action Report (AAR) must be sent within 72 hours to Area Office and SIU (Investigator)?

N/A for charter schools (see #9 comments per Mr. Browne).
Note: Materials we use to convey this message to teachers.

General Lockdown Comments:

Part 3. Off-site Evacuation. Review the following checkpoints in reference to OFF-SITE EVACUATION.

1. When is Staff Development provided to faculty/staff to review off-site evacuation procedures? (Select one or more.)
Pre-Planning Week, August 19, 2009.

☐ Early Release ☐ Planning day x Preschool, August

☐ Before classes, school day ☐ After classes, school day

☐ Other ☐ None

2.List dates of staff development:
Dates: 08/18/09

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3. How are substitute teachers informed of general evacuation procedures? Describe your plan for sharing information with substitute teachers.
Guest Teacher Handbook is given to each substitute teacher. It details that each classroom has an emergency folder located next to their exit door.

4. How are students made aware of off-site evacuation procedures? Describe your plan for sharing information with students. DO NOT RELEASE LOCATION INFORMATION.
Evacuation codes, procedures, and maps are located in each classroom's door bin. Students are informed of evacuation procedures by the classroom teacher if the situation occurs. If the school must evacuate, students will be asked to immediately follow their teachers, stay in lines, and leave without talking.

5. How are parents informed of off-site evacuation procedures?
☐ x Newsletter ☐ x Parent Meetings ☐ Flyers ☐ x Parent link ☐ Other

6. Describe your plan for informing parents about school off-site evacuation procedures (i.e. communication information, rumor control, and what to do if there is an off-site evacuation).

DO NOT RELEASE LOCATION INFORMATION.
Parents are asked to contact our corporate office at 954-202-3500 as our plan requires us to contact their office and inform them of emergencies. Charter Schools USA is prepared to communicate with parents, guardians, and media for communication, rumor control, and evacuations.

7.How have you collaborated with your local Fire Dept. (Fire Marshal) regarding off-site evacuation procedures? Explain?
Yes
What was the date of collaboration? August 2008

8. How have you collaborated with your local Police Dept. regarding off-site evacuation procedures? Explain.
We were given approval to use the park across the street for general evacuations back in August 2008.
What was the date of collaboration? August 2008

9. Have you collaborated with SIU (Investigator) and the Safety Department regarding off-site evacuation procedures (identified location, contact information, etc.)? Y/N
Yes: Mr. Purdue met with Mr. McKnight and Mr. Hage.
What was the date of collaboration?
4/29/08

10. The school administration understands that a completed After Action Report (AAR) must be sent within 72 hours to Area Office and SIU?
Y/N
Yes. According to Mr. Purdue (4/29), there is not a form that we have to fill out, but the department will want a who, what, where, when, when, and how report.

11. Off-Site Evacuation Information. DO NOT RELEASE INFORMATION.
Off-site evacuation location: Woodville Dog Park
Off-site evacuation address: 1500 SW 83rd Avenue, North Lauderdale, FL 33068
Off-site evacuation phone number: 954-540-3574 (Primary)
Off-site evacuation contact name (Last, First): Hage, Mark (Primary)

12. Secondary Off-Site Evacuation Information. DO NOT RELEASE INFORMATION.

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Secondary off-site evacuation location: Coral Springs Charter School
Secondary off-site evacuation address: 3205 N. University Dr, Coral Springs, FL 33065
Secondary off-site evacuation phone number: 954-340-4100
Secondary off-site evacuation contact name (Last, First): Mrs. Billie Miller

General Off-Site Evacuation Comments:
The Primary Evacuation Site will be utilized to move students, faculty, and staff immediately off property for an emergency. The Secondary Evacuation Site will be utilized if students, faculty, and staff either can not return to the school's property or if the emergency situation requires the population to be moved further from the school's property. Broward County School District would provide transportation from Primary Evacuation Site to Secondary Evacuation Site.

Part 4. Emergency Communication. Review the following checkpoints in reference to Emergency Communication.	
1. Have you consulted the SIU Website for Emergency Communication updates?	Y
2. Have you reviewed Emergency Communication Code updates with your staff?	Y
3. Is your public announcement system fully operational?	Y
4. Do you have hand held radios that are operational for all emergency staff?	Y
5. Do you have megaphones that are operational?	Y

6. If electrical power, school telephones and primary communication is interrupted, what kind of alternative communication procedures do you have available (i.e. whistles, color cards, megaphone)? Explain.
A color card system (green means all students accounted for, red means that not all students are accounted for) is used for display in evacuations and drills.
Walkie Talkies are used by all administrators and security.
The megaphones are used by administration as well as hand held radios to communicate with students, faculty, and staff.
Administration and front office staff also have cell phones with each other's numbers programmed.

7. List the names of personnel trained for the Parent Link System.
David McKnight, Principal
Mark Hage, Assistant Principal
Lori Lawrence, Administrative Assistant

Emergency Communication Comments:

Part 5. Prevention Preparedness. SAFE Team, Security Staff, and Teachers are often involved in emergency situations that require special skills. Have the appropriate staff members received the following in the past year? Review checkpoints in reference to your PREVENTION PREPAREDNESS.	
1. Has staff development in Physical Restraint Skills been provided to your staff (PCM Admin, Security only)?	N
2. Does your prevention programs curriculum include Active Crime Watch?	N
3. Does your prevention programs curriculum include Silence Hurts discussions and posters?	Y

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4. Does your prevention programs curriculum encourage a Tip/Suggestion Box?	Y
5.Does your prevention curriculum include School Substance Abuse Prevention Programs? Please describe your program. Guidance Counselor: Ms. Brenda Santiago attends all district guidance counselor meetings and provides support and training at our school.	Y
6. Does your prevention curriculum include a Classroom and/or Behavior Management Program? Please describe your program. Yes, we follow the Broward County Code of Conduct matrix for all behavior management issues at the school. CHAMPS training is provided to all faculty and staff by Broward County.	Y
7.List any other Prevention Oriented Curriculum (Staff Development) at your site.	
Prevention Program Comments:	

Part 6.Critical Incidents
Based on the critical incidents in the Critical Resource Manual (CRM), please provide a written description explaining your specific school plan for the following school emergencies. Your CRM will provide suggestions of procedures, however in collaborating with local law and fire departments your procedures may vary.

1. Behavioral Emergencies

* Staff member on-hand shall immediately respond as needed. (Send for help, stay on scene, loudly give order to "Clear the area" for those not involved, separate and protect violators if possible—use best judgment, defuse situation, and determine if weapons are involved and can be confiscated.
* Ensure the safety of students and staff first.
* Notify Principal.
* **Code Yellow**- limited movement/SAFE Team- announced (if necessary)
* Principal calls 911 (if necessary).
* Seal off area where assault took place.
* Principal notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of private areas of another person without consent).
* Principal notifies parents of students involved in the assault.
* Document all activities. Ask victim(s)/witness(es) for their account of the assault.
* Assess counseling needs of victim(s)/witness(es). Implement post-crisis procedures.

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2. Bomb Threat

Upon receiving a message that a bomb has been planted in school:

* Use bomb threat checklist. (See inside back cover).
* Ask where the bomb is located, when will bomb go off, what materials are in the bomb, who is calling, and why they are doing this. Write this down!
* Listen closely to caller's voice, speech patterns, and to noises in the background.
* Call 911.
* Notify Principal or designee.
* **Code Black**- evacuate facility- announced.
* Evacuate the school immediately.
* Do not touch suspicious items.
* Do NOT use cellular phones or two-way radios.
* Fire or police personnel will determine when situation is **Code Green**.

3. Chemical & Biological Incidents (Terrorism)

Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation.

Sheltering Notification: **Code Brown**
* Bring all persons inside of building(s).
* Close all exterior doors and windows.
* Turn off any ventilation leading outdoors.
* Cover up food not in containers or put it in the refrigerator.
* If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Evacuation: **Code Black**
* State and/or local officials will notify all affected schools of a nuclear power plant emergency.
* All precautionary actions will be announced by state and/or local officials.

Radiological Incident/Accident: **Code Brown**
An incident or accident involving radiological materials at or near a school is quite possible. Consequently, certain precautionary actions should take place. The three basic actions are:
* **TIME**: Minimize the amount of time and exposure to the source.
* **DISTANCE**: Maximize the distance away from the source.
* **SHIELDING**: Maximize the amount of material (wood, concrete, earth, etc) between the individual and the source.

4. Civil Disturbance

Should be in binder that Mr. McKnight gave me. We also have this in the district binder that I downloaded from Broward County's website.

5. Crisis Intervention

Suicide Attempt made in school:
* Verify information.
* Call 911 (if person requires medical attention, has a weapon, or needs to be restrained.

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* Notify Principal/front office.
* **Code Yellow/Code Blue**- limited movement/SAFE Team- announced (if necessary)
* Calm suicidal person. Look for evidence of weapon and confiscate it if found.
* Isolate suicidal person from students.
* Stay with suicidal person at all times until help arrives.
* Suicidal student will be brought to office to meet with threat assessment team.
* Principal calls parents.
* Student is released to parents (if minor threat assessment) or is taken to medical facility for assistance (staff person accompanies if no parent).
* Document incident and witnesses.
* **Code Green** announced by administration (if necessary).

NOTE: Staff members are required by law to report students who they have reason/evidence leading to potential/past suicide attempts.

Post Suicide Attempt:

* Prior to re-entry, student/parents/guidance will meet.
* Provide assistance to student for needs and ways to help.
* Monitor student.
* Assess stress level of students/staff
* Provide counseling as needed.
* Refer Media to CSUSA, do not answer questions.

6. Fire

In the event of a fire (smoke or odor has been detected):

* Pull Fire Alarm. **Code Black**
* Evacuate students and staff to a safe distance outside of the building. Do not lock doors and keep lines turned on.
* Follow normal Fire Drill Route. Follow alternate route if other is dangerous.
* Teachers take class rosters with them.
* Principal notifies 911 (Fire alarm automatically notifies the fire department).
* Teachers take roll after being evacuated.
* Principal may move staff and students to alternate location if building is unsafe or if Inclement weather occurs.
* No one may re-enter building(s) until the building(s) is declared safe by fire/police personnel.
* Principal announces **Code Green**.

7. Hazardous Materials

* Call 911
* Notify Principal.
* Seal off area of leak/spill.
* Take charge of area until fire personnel contain incident.
* The fire official in charge will recommend shelter or evacuation actions.
* **Code Brown** announced.
* Notify parents (if students are evacuated).

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* Fire Officials will announce **Code Green**.

Incident occurs near the school:

* Fire or Police will notify school.
* The fire official in charge will recommend shelter or evacuation actions.
* **Code Brown** announced.
* Notify parents (if students are evacuated).
* Fire Officials will announce **Code Green**.

8. Hostages

Intruder:

* Call 911, notify Principal.
* **Code Red**- no movement/lockdown- announced over PA.
* Obtain info @ intruder for police.
* Wait for police.
* Account for all students.
* Police personnel will announce **Code Green**.

Hostage:

* Call 911, give details.
* Seal off area.
* Notify Principal.
* **Code Red**- no movement/lockdown- announced over PA.
* Police authorities will take over.
* Keep detailed notes.
* Account for all students.
* Police personnel will announce **Code Green**.

NOTE: If taken hostage, follow hostage takers directions, stay calm/keep students calm, treat hostage taker as normal as possible with respect, and ask permission to speak.

9. Illness and/or Injury

* Notify 911 (if necessary) and the Principal.
  (The Principal notifies Charter Schools USA and Broward County School District for all incidents and emergencies.)
* Notify CPR/First Aid certified person on site (if necessary).
* Seal-off High Risk Area(s).
* Always keep students safe.
* Take charge of area until incident is contained or Administrator intervenes.
* Assemble SAFE Team.
* Preserve evidence and keep detailed notes of incident.
* Refer media to CSUSA (954-202-3500).

Principal or Designee: **Teacher:**

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* Verify Information.
* Call 911 (if necessary).
* Seal-off High Risk area.
* Convene SAFE Team and implement crisis response procedures.
* Notify Staff and Students (depending on emergency, students may be notified by teacher).
* Evacuate Staff and Students (if necessary).
* Notify community agencies (if necessary).
* Implement post-crisis procedures.
* Keep detailed notes of crisis incident.

* Verify Information.
* Lock doors, unless evacuation orders are given.
* Warn students, if advised.
* Account for all students.
* Stay with students during crisis and keep class roster.
* Refer media to CSUSA (School Operations).
* Keep detailed notes of crisis incident.

10. Medical Emergencies

* Notify the front office/Principal immediately.
* Stay with the student(s).
* Call 911 (if appropriate).
* Secure/isolate the area, do not move student/staff member.
* **Code Yellow**- limited movement/SAFE Team- announced (if necessary)
* Wait for medical authorities and assistance from office.
* Obtain all names of witnesses, write detailed report.
* Front Office sends student info with medical personnel.
* Principal calls parents.
* School SAFE Team meets and disperses plan.
* Maintain secured area for evidence.
* Photograph scene.
* **Code Green** will be announced by administration.

NOTE: If incident occurred off campus; wait for the Principal to verify information, activate crisis team, Principal will notify staff before school if possible (not in front of students), the crisis team's plan will be announced, and counseling will be available.

11. Perimeter control during emergency

* Notify 911 (if necessary) and the Principal.
  (The Principal notifies Charter Schools USA and Broward County School District for all incidents and emergencies.)
* Notify CPR/First Aid certified person on site (if necessary).
* Seal-off High Risk Area(s).
* Always keep students safe.
* Take charge of area until incident is contained or Administrator intervenes.
* Assemble SAFE Team.
* Preserve evidence and keep detailed notes of incident.
* Refer media to CSUSA (954-202-3500).

Principal or Designee: **Teacher:**

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* Verify Information.
* Call 911 (if necessary).
* Seal-off High Risk area.
* Convene SAFE Team and implement crisis response procedures.
* Notify Staff and Students (depending on emergency, students may be notified by teacher).
* Evacuate Staff and Students (if necessary).
* Notify community agencies (if necessary).
* Implement post-crisis procedures.
* Keep detailed notes of crisis incident.

* Verify Information.
* Lock doors, unless evacuation orders are given.
* Warn students, if advised.
* Account for all students.
* Stay with students during crisis and keep class roster.
* Refer media to CSUSA (School Operations).
* Keep detailed notes of crisis incident.

12. School Bus Accidents

Our school does not run a bus system for daily operations. We do use busses for field trips and a few sporting events.

* Notify 911 (if necessary) and the Principal.
  (The Principal notifies Charter Schools USA and Broward County School District for all incidents and emergencies.)
* Notify CPR/First Aid certified person on site (if necessary).
* Seal-off High Risk Area(s).
* Always keep students safe.
* Take charge of area until incident is contained or Administrator intervenes.
* Assemble SAFE Team.
* Preserve evidence and keep detailed notes of incident.
* Refer media to CSUSA (954-202-3500).

Principal or Designee:

* Verify Information.
* Call 911 (if necessary).
* Seal-off High Risk area.
* Convene SAFE Team and implement crisis response procedures.
* Notify Staff and Students (depending on emergency, students may be notified by teacher).
* Evacuate Staff and Students (if necessary).
* Notify community agencies (if necessary).
* Implement post-crisis procedures.
* Keep detailed notes of crisis incident.

Teacher:

* Verify Information.
* Lock doors, unless evacuation orders are given.
* Warn students, if advised.
* Account for all students.
* Stay with students during crisis and keep class roster.
* Refer media to CSUSA (School Operations).
* Keep detailed notes of crisis incident.

13. Student Sign In/Out (S.T.A.R.)

All visitors must check in at the front desk. Security is posted by the front office and will direct all visitors

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to have their photo ID present for use with the Raptor system. The visitor pass must be displayed visibly on the person at all times. All visitors must sign-in and sign-out of the visitor's binder.

14. Technology Utilization (tech equipment used in emergency situations, etc.)
N/A

15. Visitor/Intruder
All visitors must report to the front office. If they are given permission to go past the front office, they will have to scan their ID card through the Raptor system. The printed badge must be worn visibly at all times. We will have two security guards posted at the school. All staff members are trained to stop anyone without their visitor's badge (all staff members wear their school ID badge around their neck for identification purposes).

16. Weapons found on campus
* This is primarily a law enforcement action matter.
* Person who discovers weapon reports to an administrator immediately.
* If weapon is not in the hands of the person, secure the area, do not handle weapon.
* If person has weapon in hand:
    - Call 911.
    - Adult may act depending on circumstance.
    - Give loud order to "Clear the Area" until they are safely away.
    - Calmly ask person to "put the weapon down".
    - Keep the person in sight.
    - Do not touch the weapon, wait for administration.
* Person is escorted (by more than one adult) to secure location, if incident is controlled.
* **Code Red**- lock down- is announced (if necessary).
* Wait for police personnel if situation is hostile, keep other students safe!
* Determine if medical attention is needed.
* Wait for police to announce **Code Green**.
* Document incident and get testimonies from witnesses.

17. Weather Emergencies

<u>Tornado Watch</u> has been issued in an area near our school:

* Monitor Emergency Alert Stations (see EAS attachment) or NOAA Weather Stations (National Weather Service or Weather Channel).
* Bring all person(s) inside of building(s).
* **Code Yellow**- limited movement- announced.
* Close windows and blinds (if available), move away from windows.
* Review Tornado Drill Procedures and safe area locations. Tornado safe areas are under student desks and in (indoor) hallways away from windows and large rooms.
* Review "drop and tuck" procedures with students (sit on ground with knees up and their head resting on their knees with their hands and arms covering their heads).
* Wait for **Code Green**.

<u>Tornado Warning</u> has been issued or tornado spotted near our school:

* Shut off gas lines.
* Move students and staff from any unsafe areas.

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* **Code Red-** no movement- announced.
* Remind teachers to take class rosters.
* Ensure that all students are in "drop and tuck" positions.
* Account for all students.
* Remain in designated spots and positions until **Code Green**.

18. Immediate action steps have been shared with:

x Teachers ☐ Counselors x Custodians ☐ Food Service
☐ Clerical Staff ☐ SRO ☐ Fire ☐ Police ☐ Other

Critical Incidents Comments:

Part 7. After School Activities (For all childcare programs, grant programs and other after school activities.) When students are involved in after school activities emergency contacts become paramount. Review the following checkpoints in reference to your AFTER SCHOOL PROGRAMS/AFTER SCHOOL ACTIVITIES. Please indicate the following:

1. List the **onsite** After School Program Administrator & his/her contact information

Mike Lupton, Before/After Care Manager
Front Office: 954-718-2211
Mark Hage, Assistant Principal
Emergency Contact #: 954-540-3574 (Mark Hage cell)

2. List the After School Program Emergency Contact (i.e. principal, private provider-company representative, contracted vendor etc.)

Emergency Contact #: 954-540-3574 (Mark Hage cell)

3. List any outside After School Programs/After School Activities agencies that use your facility? (Not just child care providers)

None.

4. Is there a written emergency plan for all after school activities/programs?

Yes. The after school program emergency plan will be the same as the school's written emergency plan as we are sharing the same space. All emergency routes are posted and the emergency reference sheets placed in the door bins.

5. Do you have after school activities/programs "on call" procedures?
(Administrators or designee personnel who can be contacted during after school emergency)

Yes, a school administrator is on-campus during Before/After Care operating hours. If an administrator is not present, the managers are notified and asked to call administrators directly on cell phones if needed. The Safety Binder is accessible at both campuses for administrators and managers.

6. Describe how after school employees are informed about emergency procedures (i.e. lockdown, evacuation, medical emergencies etc.)

The After Care Program Administrator meets with managers on a monthly basis. At the first meeting, the administrator will discuss the school's emergency procedure plan. Any updates or changes to the plan will be

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given to staff during the monthly meetings.
7. Describe how parents are informed of emergency procedures (i.e. lockdown, evacuation, medical emergencies etc.) for after school activities/programs. Since only students from our school attend our After Care program, the means of communication will remain the same as the normal operating school.
8. Does the After School Program Coordinator have a list of all special needs students? Yes, in After Care Manager's Binder with registrations.
9. Where are the First Aid supplies located? Front Office, Storage Closet
10. Is a location map identifying after school activities available? Yes
11. Have you referred after school employees to the Safety Department Emergency Preparedness Manual (Weather Emergencies)? Yes, the Safety Binder is located in the Front Office for both campuses. The Safety Binder has a section on inclement weather procedures from Broward County. The school also has a Midland public alert radio.
12. Have applicable components of your Safety Plan been shared with your After School Provider? Yes, our school runs its own Before/After Care program. The Safety Binder is accessible to the manager through the front office.
After School Activities Comments: None.

Part 8. Post Emergency/Recovery **If a Critical Incident were to occur on your school campus which affects students, parents, and staff how will post emergency/ recovery be handled? (i.e. Student/Staff death, natural disaster, terrorism)**
1. Do you have general protocols in place to address mental heath and counseling needs? Yes. The Principal, Assistant Principal, Guidance Counselor, and CPST Leader meet to discuss student referrals. Crisis Intervention Henderson Mental Health Center.....954-677-3113
2. Has the Crisis Recovery section in the Critical Resource Manual been reviewed with your support staff and SAFE Team members? Yes
3. Is there a designee to coordinate counseling efforts? If so, please list his/her name Yes: Brenda Santiago, Guidance Counselor. All staff are given a copy to the Critical Resource Center.
4. Is there a means of accessing mental health resources from community agencies, if needed? Explain Yes, all staff have been given phone numbers and access information for Mental Association of Broward County.
5. Do you have protocols in place for staff to learn stress reduction strategies and access post-trauma counseling (i.e. through Employee Assistance Program)? Explain. No, we will need to have the Mental Health Association of BC give us resources and steps to follow.
6. Do you have general protocols in place to address post-trauma counseling needs of students (i.e. through Psychological Services, Student Support Services)? Explain. Yes, we would contact Mental Health Association of BC for support.
7. Describe follow-up protocols in place to address mental health and counseling needs that may extend beyond or appear after the traumatic event. Refer to the new Psychological Services Crisis Response Updates.

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School Safety Plan
2009-2010

8.Check the Critical Incident follow-up resources you use to service your students, staff, and parents.

☐ Student Support Services ☐ Psychology Services ☐ Employee Assistance Program ☐ Local Clergy ☐ District Social Worker ☐ District Counselor ☐ Hospital ☐ SIU ☐ Other If "other", describe

Post Emergency/Recovery Comments:

Part 9. SAFE Team- Complete the SAFE Team chart for your school. Refer to CRM Support Appendix #70 for additional resource information.

1. School Incident Commander (Last Name, First Name) McKnight, David (Last Name, First Name) (1st Back-up) (Last Name, First Name) (2nd Back-up)	**2. Student/Parent Reunion Coordinator** (Last Name, First Name) Joseph, Cheryl (Last Name, First Name) (1st Back-up) (Last Name, First Name) (2nd Back-up)	**3. Student Supervision Coordinator** (Last Name, First Name) Elementary: Ed Croft Middle School: Terry Williams (Last Name, First Name) (1st Back-up) (Last Name, First Name) (2nd Back-up)
4. SAFE Team Leader (Last Name, First Name) Hage, Mark (Last Name, First Name) (1st Back-up) (Last Name, First Name) (2nd Back-up)	**5. Facilities & Materials Coordinator** (Last Name, First Name) Lynch, John (Last Name, First Name) (1st Back-up) (Last Name, First Name) (2nd Back-up)	**6. First Aid Coordinator** (Last Name, First Name) Esses, Kathi (Last Name, First Name) (1st Back-up) (Last Name, First Name) (2nd Back-up)

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Part 10. Campus/Building Information.
1. What is the total square footage of your campus? 51,578
2. How many floors does the building have that are used for instructional or administrational purposes? Two Floors in Building A Two Floors in Building B
3. Does the building have stairwells? If yes, how many and where are they located? Building A: Two Stairwells, one is located by front doors/front office and the other at end of hallway. Building B: Two Stairwells, one is located in NE corner and the other in the SE corner.
4. Does the building have elevators? If yes, where are the elevators located? Building A: Yes Building B: Yes Describe the location and provide FISH #s. Building A: Next to stairwell/front office. Building B: SE corner
5. Does the site have portables or modulars? No
6. How many portables and/or modulars does the site have? N/A
7. Where are the portables and/or modulars located on campus? Describe the locations. N/A
8. Does the building have a functional pool? If yes, where is it located? Describe the location. Yes. Inside the fenced property, the pool is located on the central south part of the infield. The pool is gated separately.
9. Describe your pool safety procedures. The pool has a video monitor and is completely fenced. At this time, the pool is not be utilized.
10. Where is the electrical control panel for the building? Describe the location and provide FISH #s. Building A: First Floor, Room 110 B Building B: First Floor, Room 142 B
11. Where is the fire box in the building? Describe the location and provide FISH #s. Building B: First Floor, Room 142 B
12. Where is the gas/oil shutoff in the building? Describe the location and provide FISH #s. There is no gas or oil lines into the school.
13. Where is the water shutoff in the building? Describe the location and provide FISH #s. There are two water cut-off pipes. Building A: Behind the cafeteria, large round cement section in ground with door access. Building B: Behind Room 136, which is next to the cafeteria/breezeway section.
14. Does the building have central air conditioning? If yes, where are the shut-off controls located? Describe the location and provide FISH #s. Building A: Room 135, this is the Main Electrical Room, next to Pool. Building B: Room 146, Mechanical Room

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15. Where are the chemicals/controlled substances used in the science lab stored? Describe the location and provide FISH #s. None
16. Where are art supplies stored? Describe the location and provide FISH #s. Building B: Room 136 (locked closet inside room) Building B: Room 141 (locked closet inside room)
17. Where is the storage location for hazardous materials that are often used by school custodians (e.g. bleaches, combustible cleaning materials etc.)? Describe the location and provide FISH #s. Building A: First Floor, Room 132 (separate locked closet) Building A: Second Floor, Room 221 (separate locked closet) Building B: Room 152 A (separate locked closet)
18. Where is the storage location for hazardous materials that are used for pool maintenance? Describe the location and provide FISH #s. Pool maintenance items are not stored on-campus. An off-site business is contracted to maintain the pool and uses the fire egress section to gain access to the pool.
Campus/Building Comments:

Part 11. Security Monitoring.
1. Does the building have a CCTV/Video Surveillance System? Building A: Yes Building B: August 2009
2. Where is the camera monitoring station located? Administration has internet access on their computers.
3. How many cameras are on the school campus? 12 (adding more in August 2009)
4. What areas do the cameras monitor? Front Entry, Front Office, Building A Back Entry, Building A Hallways
5. What type of recording device is used? Internet access
Security Monitoring Comments:

Part 12. Vault Information.
1. Who is in charge of the school vault? N/A
2. List all personnel who have access to the vault. N/A.

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School Safety Plan
2009-2010

Vault Information Comments:

Part 13. Limited Mobility Students (LMS): Pursuant to a new federal court ruling, even if you do not have limited mobility students enrolled in your school at this time, but your site is 1st floor, partial or functionally accessible, your site must have a plan in place in order to accommodate a limited mobility student at future point in time.
1. Does your site have any limited mobility students enrolled? No.
2. LMS Staff Designee(s) Susan Hendler, ESE Specialist
3. List each limited mobility student enrolled at your site, along with the individual and back-up individual responsible to assist each student. N/A
4. List the areas of fire rescue (that complies with ADA standards), to which limited mobility students may be evacuated. Building A: Front Door or Emergency Exit Door. South Exit door. West Exit door is also available if needed. Building B: Multiple Exit locations (outdoor hallway). The fire egress and delivery gate can both be utilized for emergency.
Limited Mobility Students Comments: There are no limited mobility students in attendance at NBAE.

Part 14- Administrator Signature-*Must be completed prior to submitting.*			
1. Principal Name First David		**Last McKnight**	
2. List all members of the school staff who assisted in the development of your school's plan.			
First Mark	**Last Hage**	**First**	**Last**
First Kathi	**Last Esses**	**First**	**Last**
First	**Last**	**First**	**Last**
3. Name of Administrator Submitting Report: First: Mark		**Last: Hage**	
4. Position of Administrator: Assistant Principal			
5. Date of report submission:			
6. Administrator Signature (Initials):			

Part 15- Collaboration Signatures & Recommendations. Upon completion of the Safety Plan at least two signatures from emergency agencies are required to provide collaboration accountability for partners who contributed to the development of each school's safety plan. Please contact your local emergency agency to make them aware that your plan is available for review and feedback.

Department	Agency	Printed Contact Name	Signature of Contact (Initials)

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BROWARD COUNTY FLORIDA

Hurricane Safety Guide



Are You Ready?

Hurricanes are a normal phenomenon in Florida. Each year, particularly between June 1st and November 30th, all residents and visitors need to be prepared for the effects of a hurricane or severe weather. Each household, visitor and business must develop a PLAN OF ACTION for hurricanes and severe weather.

This guide will lead you through the steps needed to develop a PLAN OF ACTION. The guide will define unfamiliar hurricane terms and explain how to protect yourself, your family and your home, prepare your automobile, and keep your pets safe. It will explain what to expect after the storm.

KNOW THE HAZARDS

Wind - A hurricane is a tropical storm with constant winds greater than 74 miles per hour. These winds can extend inland for hundreds of miles. Hurricanes can spawn tornadoes which add to its potential destruction.

Rain - Because of the tropical nature of a hurricane they contain rain. Sometimes the torrential rain will cause floods and flash flooding.

Storm Surge - The most dangerous element of a hurricane. This is a dome of ocean water that can be 20 feet high at its peak and 50 to 100 miles wide. Nine out of 10 hurricane fatalities are attributable to the storm surge.

Watches and Warnings

Hurricane Watch - The National Weather Service issues the advisory when there is a threat of hurricane conditions within 24-36 hours.

Hurricane Warning - This National Weather Service advisory is issued when hurricane conditions are expected in 24 hours or less.

Hurricane Categories

Category	Winds	Storm Surge
1	74-95 mph	4-5 feet

Damage primarily to shrubbery, trees, and unanchored mobile homes. No real damage to other structures. Some damage to poorly-constructed signs. Low-lying coastal roads inundated, minor pier damage, some small craft in exposed anchorage torn from moorings.

2	96-110	6-8

Considerable damage to shrubbery and tree foliage; some trees blown down. Major damage to exposed mobile homes. Extensive damage to poorly constructed signs; some damage to roofing materials of buildings; and some window and door damage. No major damage to buildings. Coastal roads and low-lying escape routes inland cut by rising water two-four hours before arrival of the hurricane's center. Considerable damage to piers. Marinas flooded and small craft in unprotected anchorages torn from moorings.

3	111-130	9-12

Foliage torn from trees; large trees blown down. Practically all poorly-constructed signs blown down; some damage to roofing materials of buildings; some window and door damage; and some structural damage to small buildings. Mobile homes destroyed. Serious flooding at coast and many smaller structures near coast destroyed; low-lying escape routes inland cut by rising water three-five hours before the hurricane's center arrives.

4	131-155	13-18

Shrubs and trees blown down; all signs down. Extensive damage to roofing materials, windows and doors; complete failure of roofs on many small residences; complete destruction of mobile homes. Major damage to lower floors of structures near shore due to flooding and battering by waves and floating debris.

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5	155 +	18+

Shrubs and trees blown down; considerable damage to roofs of buildings; all signs down; very severe and extensive domage to windows and doors; complete failure of roofs on many residences and industrial buildings; extensive shattering of glass in windows and doors; some complete building failures; small buildings overturned or blown away and complete destruction of mobile hames. Low-lying escape routes inland cut by rising water three-five hours before the hurricane's center arrives.

Develop a Plan

Before Hurricane Season

- ✔ Develop a family plan (including pets) for hurricane survival.
- ✔ Obtain the necessary materials to protect your windows and doors. Don't forget the garage door. SHUTTERS ARE A MUST!
- ✔ Check your roof and the structure of yaur hause. Make necessary repairs.
- ✔ Trim trees and branches, remove coconuts and other yard debris (watch out for power lines).
- ✔ Check your fire extinguishers.
- ✔ Make arrangements to secure your boat.
- ✔ Identify a friend or family member (outside the area) that will keep information about how you are doing. Instruct others to get this information from them.
- ✔ Put together a Hurricane Survival Kit.

Who Should Evacuate

- PLAN A - Typically a Category 1-2 hurricane - all residents in the area east of the Intracoastal Waterway within Broward County.
- PLAN B - Typically a Category 3, 4 or 5 hurricane - all residents in the area east of U.S. 1/Federal Highway within Broward County.

AND

Those persons located in low lying areas or beside tidal bodies of water should seek shelter elsewhere if conditions warrant. All mobile home residents must evacuate in PLAN A and PLAN B. In addition, residents may be ordered to evacuate if tropical storm conditions warrant.

Decide Now Where You And Your Family Will Go When The Next Hurricane Threatens

- Decide on a specific place. The protected house of a friend outside the evacuation zone, a secure matel or hotel within the county or, as a last resort, a public shelter.
- Do not stay in any structure without good shutters or properly designed and installed hurricane protection during any hurricane.
- Do not count on driving north on the Turnpike or I-95. They will be jammed.
- Do not count on going to the airport and flying out.
- Plan on staying in South Florida.

During the Hurricane

- Monitar local media for emergency instructions.
- Stay indoors. Stay away from doors and windows. Locate in a safe room or area in the interior of your house.
- Do not go outside in the calm of the hurricane "eye". In the "eye" winds and rain may stop for a few minutes or more than an hour. Beware — winds will return with greater intensity from the opposite direction.
- Call 911 ONLY for emergencies. Avoid using the telephone unless necessary.
- Turn aff gas and electric. Use flashlights and battery powered lanterns. *Do Not Use Candles.*

Hurricane Supplies

Plan on 7 days

- First Aid Kit
- 2 week supply of medication
- Portable radio
- Flashlight
- Extra batteries
- 1 gallon of water per person per day
- Personal hygiene items
- Toilet paper/towelettes
- Soap, liquid detergent
- Diapers and baby food
- Ready to eat canned foods
- Unscented household bleach
- High energy foods
- Special foods
- Stress foods (candy, gum)
- Manual can opener
- Vitamins
- Paper plates and disposable utensils
- Plastic bags
- Pet foods
- Duct tape
- Heavy gloves
- Sturdy shoes
- Change of clothes
- Insurance papers
- Cash or travelers checks

Home Health Care and Homebound

- If you are a homebound patient and/or dependent on any medical device that requires electricity contact your physician for their recommendation.
- If you are receiving home health care service you must insure that your health care service/provider has developed a specific hurricane plan for you.
- If you require oxygen, check with your supplier about emergency plans.
- If you evacuate, remember to take medications, written instructions regarding your care, your walker, wheelchair, cane, identification, or special equipment along with bedding.
- If you need assistance in an evacuation, register NOW with the Broward County Elderly and Veterans Services, 954-537-2888.

Special Medical Needs

All persons with a potentially severe medical need or dependency should contact their service provider or Broward County Elderly & Veteran Services for detailed preparedness information. In addition, if you are dependent on life support systems or any medical device which requires electricity, be aware that the power may be off for some time during and after a hurricane.

PLAN NOW to relocate early for any hurricane that may strike our area. Special transportation service to shelters and special needs shelters may be available to you but you MUST be pre-registered with Broward County Elderly & Veteran Services.

Call Broward County Elderly & Veterans Services now for detailed information:

Special Needs Registry

954-537-2888

TTY 954-537-2882

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BROWARD COUNTY FLORIDA 2006 Hurricane Hotline: 954-831-4000
HURRICANE EVACUATION MAP

Broward Emergency Management Agency
201 N. W. 84th Avenue, Plantation, FL 33324
Telephone: 954-831-3900

Hurricane Hotline: 954-831-4000

AMERICAN RED CROSS
Regional Hurricane Shelters

1) **Lyons Creek Middle School**
   4333 Sol Press Blvd., Coconut Creek 33073
2) **Coral Glades High School**
   2700 Sportsplex Dr, Coral Springs 33065
3) **Monarch High School**
   5050 Wiles Road, Coconut Creek 33073
4) **Pompano Beach Institute of International Studies High School**
   1400 N. E. 6th St., Pompano Beach 33060
5) **Park Lakes Elementary School**
   3925 N. State Road 7, Lauderdale Lakes 33319
6) **Rock Island Elementary/Arthur Ashe Middle School**
   1701 N. W. 23rd Ave., Fort Lauderdale 33311
7) **Plantation Elementary School**
   651 N. W. 42nd Ave., Plantation 33317
8) **Fox Trail Elementary School**
   1250 Nob Hill Road, Davie 33324
9) **Falcon Cove Middle School**
   4251 Bonaventure Blvd., Weston 33332
10) **Silver Trail Middle School**
    18300 Sheridan St., Pembroke Pines 33331
11) **New Renaissance Middle School**
    10701 Miramar Blvd., Miramar 33025
12) **Watkins Elementary School**
    3520 S. W. 52nd Ave., Pembroke Park 33023

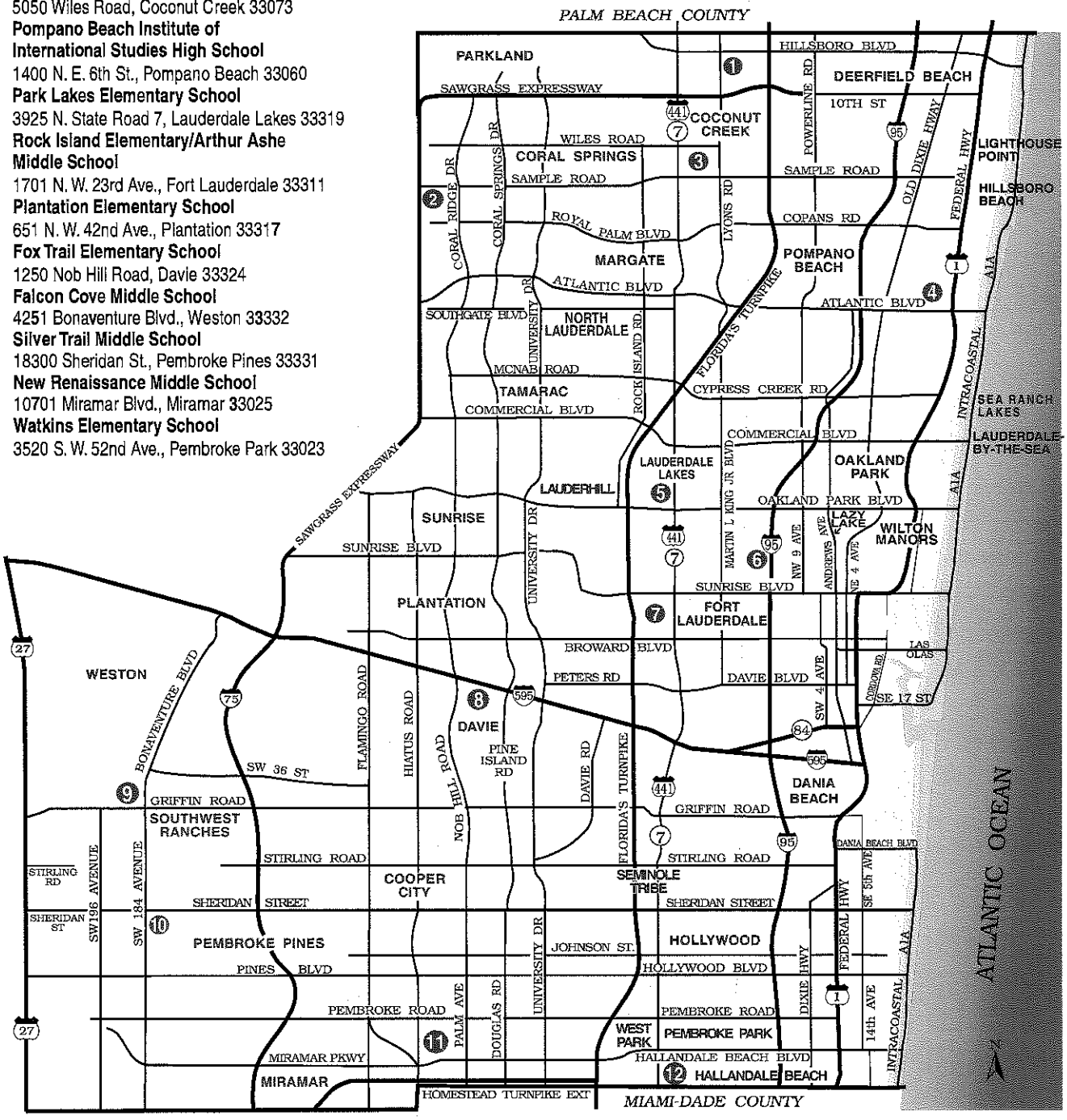
Not all shelters may be open during a state of emergency. In the event of an evacuation order, monitor news reports or call the Broward County Hurricane Hotline, 954-831-4000, for specific shelter openings.

Pet-Friendly Shelter
A pet-friendly shelter operated by the American Red Cross and the Broward County Humane Society is available to residents with pets who either live in an evacuation area, or a mobile home anywhere in Broward County. Pre-registration is required. Call the Humane Society at 954-989-3977.

PLAN A — Typically a Category 1-2 hurricane.

PLAN B — Typically a Category 3 or higher hurricane.

Those persons located in low lying areas or beside tidal bodies of water should seek shelter elsewhere if conditions warrant. ALL mobile home residents must evacuate in PLAN A and PLAN B. In addition, mobile home residents may be ordered to evacuate if tropical storm conditions warrant.



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After the Storm

After a disaster, you may be without power, water, food or any of the services and businesses we rely on. Immediate response may not be possible, so residents must be prepared to be self-reliant for days.

RE-ENTRY

- Be Patient. Access to affected areas will be controlled to prevent looting and injuries. Roads may be blocked, trees and power lines down.
- Local radio and television stations will be a key source of information concerning aid.
- Have valid local identificotion.
- Avoid driving.

FOR YOUR OWN SAFETY

- Avoid downed and dangling wires when clearing debris and fallen trees. Treat all lines as if they are energized.
- Beware of standing water, it may contain power lines, contamination or other dangers.
- Be careful with fire. Avoid candles. Use battery powered flashlights and lanterns.
- Check for gas leaks. Open windows and doors to ventilate and dry your home.
- Use your telephone only for emergencies.
- If there has been flooding, have an electrician inspect your home or office before turning on the breaker.
- Use grills outdoors in a well-ventilated area.
- Do not use power tools that you are unfamiliar with.
- Do not connect portable generators to building wiring (this could cause injury or death to neighbors or linemen trying to restore power). Plug appliances directly into the generator.

REPAIRS

- Take video or photos of all damage before repairs and keep receipts for insurance purposes.
- Contact your insurance company. Have your policy readily available so you can refer to the extent of your coverage.
- Make temporary repairs to correct safety hazards and minimize further damage. This may include covering holes in the roof, walls or windows and debris removal.
- Protect yourself from contractor fraud. Only hire licensed contractors to do repairs. Check with your local building department.
- Contact your local building department to obtain required permits for demolition or repairs.

Important Phone Numbers

American Red Cross..... 954-797-3800
Salvation Army 954-524-6991
Broward County
Hurricane Hotline 954-831-4000
TTY..... 954-831-3940
Broward Emergency
Management Agency..... 954-831-3900
In emergencies for police,
fire or medical assistance, dial 911

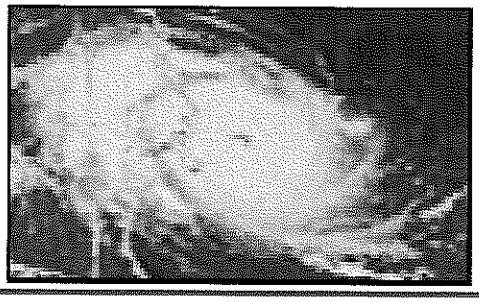
WEB SITES

Broward Emergency
Management Agency
www.broward.org/disaster

State of Florida Emergency Management
www.floridadisaster.org

Federal Emergency Management Agency
(FEMA)
www.fema.gov

Broward County Chapter
American Red Cross
www.arcbcc.org



BROWARD COUNTY FLORIDA

BROWARD EMERGENCY MANAGEMENT AGENCY
201 N. W. 84th Avenue
Plantation, FL 33324
954-831-3900 • Fax 954-382-5805

Broward County Board of County Commissioners

An equal opportunity employer and provider of services.

Josephus Eggelletion, Jr. • Ben Graber • Sue Gunzburger • Kristin D. Jacobs • Ilene Lieberman • John E. Rodstrom, Jr.
James A. Scott • Diana Wasserman-Rubin • Lois Wexler

This public document was promulgated at a cost of $3,264.00, or $0.102 per copy, to inform the public about hurricane safety.

This publication can be made available in large print, tape cassette or braille by request.

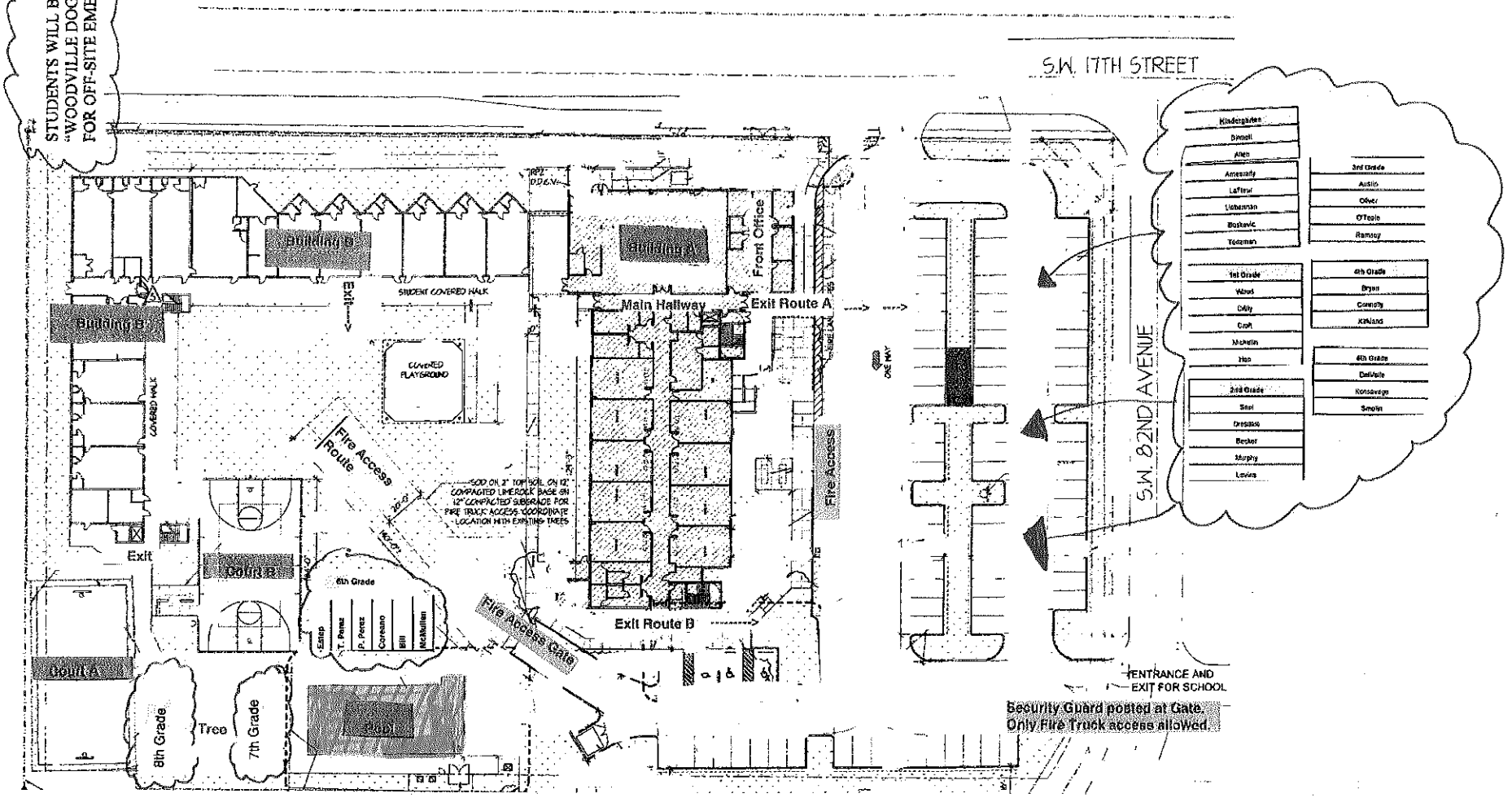
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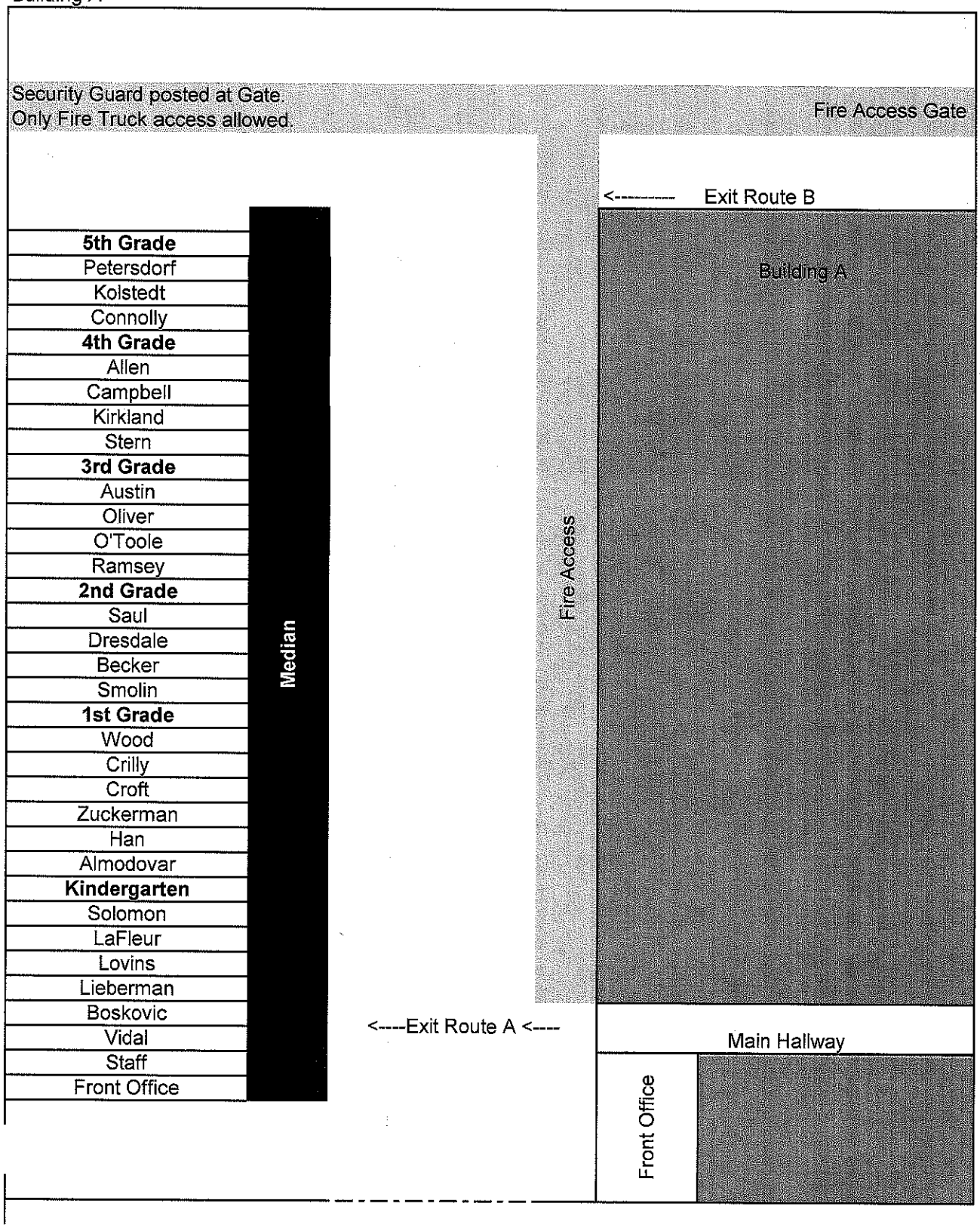
NORTH BROWARD ACADEMY OF EXCELLENCE

NORTH BROWARD ACADEMY OF EXCELLENCE
EMERGENCY EVACUATION PLAN
8200 SW 17TH STREET

(954) 718-2211

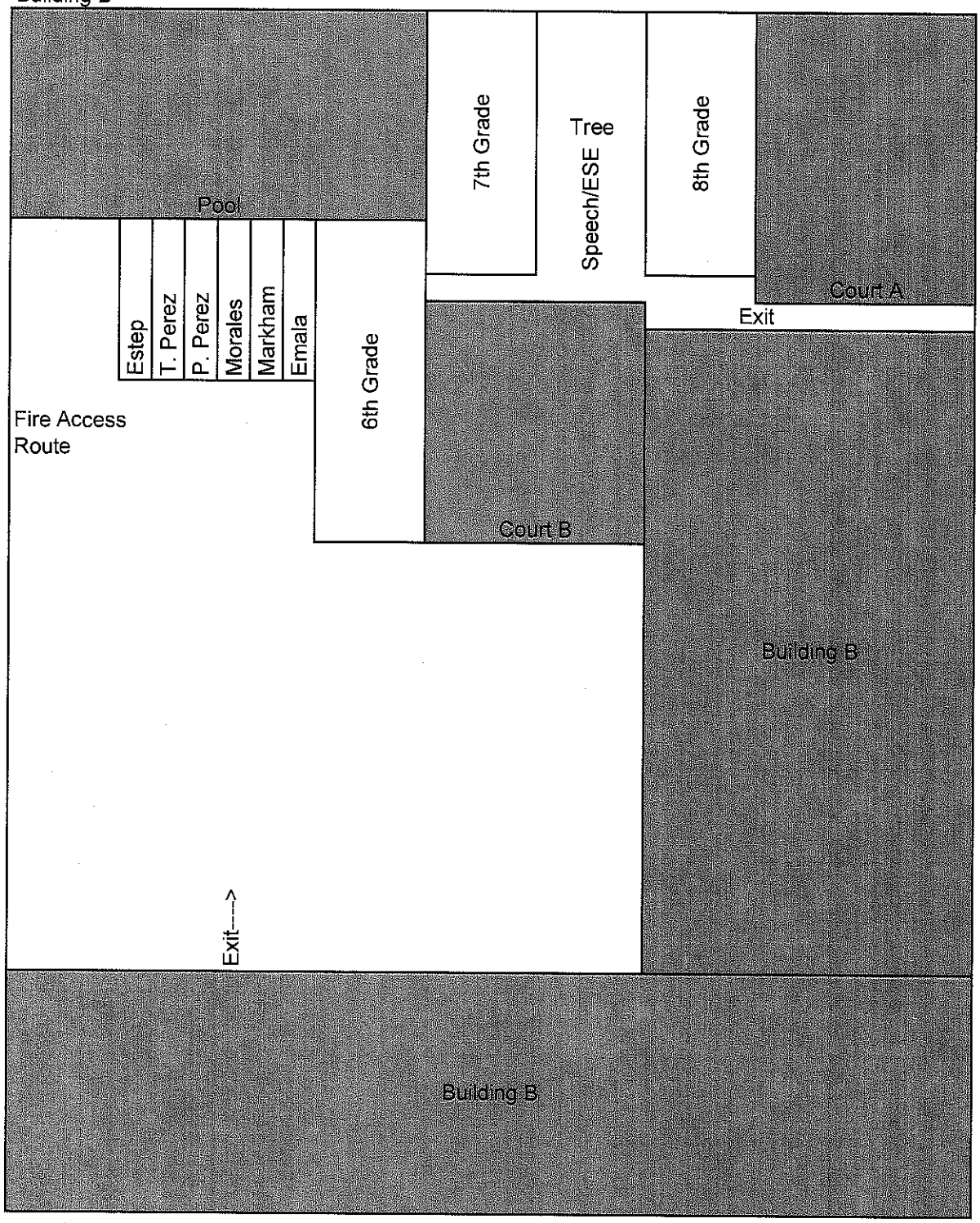


North Broward Academy of Excellence
Evacuation Plan
Building A



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North Broward Academy of Excellence
Evacuation Plan
Building B



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Appendix K

Organizational Performance

Governance Compliance

- **Current Board Member Resumes & Required Training Certificates**
- **Conflict of Interest**
- **Governing Boards Agendas**
- **Governing Boards Meeting Minutes**
- **Wellness Policy**

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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.

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Certificate of Completion

Be it known that

Ken Haiko

has successfully completed four hours of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: November 14, 2008

D M. Alba

Clarion Council for Educational Greatness
David Alba, Executive Director

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

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Certificate of Completion

Be it known that

Ken Haiko

has successfully completed the 2-hour Refresher of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: June 22, 2009

D M. Alba

Clarion Council for Educational Greatness
David Alba, Executive Director

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

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.

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Certificate of Completion

Be it known that

Dennis Clark

has successfully completed four hours of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: December 11, 2008

D M. Alba

Clarion Council for Educational Greatness
David Alba, Executive Director

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

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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.



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Certificate of Completion

Be it known that

Colonel Thomas Wheeler

has successfully completed four hours of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: December 30, 2008

D M. Alba

Clarion Council for Educational Greatness
David Alba, Executive Director

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

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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.

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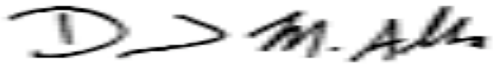
Certificate of Completion

Be it known that

Corey Gold

has successfully completed four hours of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: October 27, 2008



Clarion Council for Educational Greatness
David Alba, Executive Director

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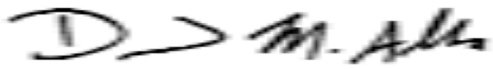
Certificate of Completion

Be it known that

Corey Gold

has successfully completed the 2-hour Refresher of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Date of completion: July 6, 2009



Clarion Council for Educational Greatness
David Alba, Executive Director

CLARION COUNCIL
FOR EDUCATIONAL GREATNESS

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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 --

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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.

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 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

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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,

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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.

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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.

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Director and Officer Annual Conflict of Interest Statement

1. Name: Ken Harkin 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.
KH (initial)

I have read and understand the policy. KH (initial)

I agree to comply with the policy. KH (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. KH (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

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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?

_____

_____

Kim Hunter Date: 6/25/10

Signature of Director

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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 --

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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.

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 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

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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,

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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.

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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.

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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

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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 Clark Date: 6/18/10

Signature of Director

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CONFLICT OF INTEREST POLICY
FOR
Renaissance Charter School, Inc.

Article I
Purpose

The purpose of the conflict of interest policy is to protect REOS, 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 --

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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.

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 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

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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,

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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.

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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.

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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.
(TW) (initial)

I have read and understand the policy. (TW) (initial)

I agree to comply with the policy. (TW) (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. (TW) (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

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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. Whelan Date: 7/19/10

Signature of Director

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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 --

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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.

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 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

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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,

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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.

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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.

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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

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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

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Agenda






THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING
October 16, 2009

SCHOOLS

Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Approval of Minutes**
   - September 18, 2009

2. **School Reports**
   - Hollywood Academy of Arts & Sciences – Ms. Donte Fulton
   - North Broward Academy of Excellence – Mr. David McKnight
   - Renaissance Charter School – Ms. Ana Cordal
   - Renaissance Charter School of St Lucie – Mr. Eric Lewis

3. **Finance**
   - Financial Audits

4. **Old Business**
   - Charter Application Updates

5. **New Business**
   - Wellness Program Plan
   - Background Check Requirement St Lucie County
   - Charter School Conference
   - Meeting Date for Next Board Meeting

6. **Open Forum**

7. **Adjournment**



TELECONFERENCE INFORMATION
Dial: 1.800.240.3895
Participant Pass Code: 214266#

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Agenda






THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING
November 2, 2009

AGENDA

SCHOOLS

Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Management Agreement – Tradition Academy of Innovation**
2. **Memorandum of Understanding – Florida Center for Innovation at Tradition**
3. **Old Business**
5. **New Business**
6. **Open Forum**
7. **Adjournment**

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THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING
December 4, 2009

SCHOOLS

Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Approval of Minutes**
   - October 16, 2009
   - November 2, 2009

2. **School Reports**
   - Hollywood Academy of Arts & Sciences – Ms. Donte Fulton
   - North Broward Academy of Excellence – Mr. David McKnight
   - Renaissance Charter School – Ms. Ana Cordal
   - Renaissance Charter School of St Lucie – Mr. Eric Lewis

3. **Finance**
   - 12 Month Forecast
   - Policy and Procedure Update

4. **Old Business**
   - Charter Application Updates
   - Charter School Conference Update
   - North Broward Charter Contract Update

5. **New Business**
   - Benchmark Results
   - Meeting Date for Next Board Meeting

6. **Open Forum**

7. **Adjournment**

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THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING
January 29, 2010

SCHOOLS

Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Approval of Minutes**
   - December 4, 2009

2. **School Reports**
   - Hollywood Academy of Arts & Sciences – Ms. Donte Fulton
   - North Broward Academy of Excellence – Mr. David McKnight
   - Renaissance Charter School – Ms. Ana Cordal
   - Renaissance Charter School of St Lucie – Mr. Eric Lewis
   - Out of Field Waivers for All Schools

3. **Finance**
   - None

4. **Old Business**
   - Charter Development Update
   - Management Agreement for New Charters

5. **New Business**
   - Resignation of Clarence McKee
   - New Board Member Nomination
   - Annual Meeting Date

6. **Open Forum**

7. **Adjournment**

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THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING
March 5, 2010

SCHOOLS

Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Approval of Minutes**
   - January 29, 2010

2. **School Reports**
   - Hollywood Academy of Arts & Sciences – Mr. Todd Weisbrot for Ms Fulton
   - North Broward Academy of Excellence – Mr. Hage for Mr. McKnight
   - Renaissance Charter School – Ms. Ana Cordal
   - Renaissance Charter School of St Lucie – Mr. Eric Lewis

3. **Finance**
   - Quarterly Financials

4. **Old Business**
   - Charter Development Update

5. **New Business**
   - Lease & Licensing Agreement with City of Homestead for KGCHS
   - Benchmark Results
   - Staff Surveys
   - Parent Surveys
   - Annual Meeting & Election of Officers Date

6. **Open Forum**

7. **Adjournment**



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THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING
March 23, 2010

SCHOOLS
Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Call to Order**

2. **Management Agreements**
   - Duval Management Agreement
   - Renaissance High School of South Dade

3. **Open Forum**

4. **Adjournment**

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THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING
April 23, 2010

SCHOOLS
Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Approval of Minutes**
   - March 5, 2010
   - March 23, 2010

2. **School Reports**
   - Hollywood Academy of Arts & Sciences – Mr. Todd Weisbrot for Ms Fulton
   - North Broward Academy of Excellence – Mr. McKnight
     1. Approval for FL Dept of Athletics
   - Renaissance Charter School – Ms. Ana Cordal
   - Renaissance Charter School of St Lucie – Mr. Eric Lewis

3. **Finance**
   - None

4. **Old Business**
   - Charter Development Update

5. **New Business**
   - Amendment to RECS Elem Charter
     1. Facility Location
     2. Enrollment Capacity
   - Amendment to RECS MS Charter
     1. Enrollment Capacity
   - Consolidation Agreement – HCF, Inc.
   - Shared Use Agreement- KGCS/KGCHS
   - Parent Contract-HS
   - Grant Recipient
   - SAC Accreditation
   - Annual Meeting & Election of Officers- Date

6. **Open Forum**
7. **Adjournment**

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THE RENAISSANCE CHARTER SCHOOL, INC.

BOARD OF DIRECTORS' MEETING

May 5, 2010

SCHOOLS

Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Call to Order**

2. **Charter Update for Tradition**
   - School in the Workplace

3. **Old Business**

5. **New Business**

6. **Open Forum**

7. **Adjournment**

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THE RENAISSANCE CHARTER SCHOOL, INC.

SPECIAL BOARD OF DIRECTORS' MEETING

June 8, 2010

SCHOOLS

Hollywood Academy of Arts & Sciences
Keys Gate Charter High School
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

I. **Call to Order**

II. **Board Member Nomination & Election**

III. **Financing for Dormitory Project**

IV. **Old Business**

V. **New Business**

VI. **Open Forum**

VII. **Adjournment**

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THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING
June 18, 2010

SCHOOLS
Duval Charter School at Arlington
Hollywood Academy of Arts & Sciences
Keys Gate Charter High School
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Approval of Minutes**
   - April 23, 2010
   - May 5, 2010
   - May 24, 2010
   - June 8, 2010

2. **School Reports**
   - Hollywood Academy of Arts & Sciences – Ms Donte Fulton
   - North Broward Academy of Excellence – Mr. David McKnight
   - Renaissance Charter School – Ms. Ana Cordal
   - Renaissance Charter School of St Lucie – Mr. Eric Lewis
   - 3rd Grade FCAT Results

3. **Finance**
   - FY 11 Budgets
   - Engagement Letter for Audit
   - District CPA Form
   - RFP For RCSSL

4. **Old Business**
   - Charter Development Update
   - Charter Contract for KGCHS

5. **New Business**
   - Facility/Shared Use Agreement-KGCS/KGCHS
   - New Charter Applications 2011-Mgmt Agreements
   - Discuss Potential Dir of Development for Foundation
   - Renewal Process for NBAE
   - Fingerprinting Updated
   - Board Nomination

6. **Open Forum**

7. **Adjournment**



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THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING
ANNUAL MEETING
August 20, 2010

SCHOOLS

Duval Charter School at Arlington
Hollywood Academy of Arts & Sciences
Keys Gate Charter High School
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Approval of Minutes**
   - May 5, 2010
   - May 24, 2010
   - June 8, 2010
   - June 18, 2010

2. **School Reports**
   - Hollywood Academy of Arts & Sciences – Ms Donte Fulton
   - North Broward Academy of Excellence – Mr. David McKnight
   - Renaissance Charter School – Ms. Ana Cordal
   - Renaissance Charter School of St Lucie – Mr. Eric Lewis
   - School Grades
   - FCAT Results
   - Parent Survey
   - Student Survey
   - Staff Survey
   - School Improvement Plans

3. **Finance**
   - FY10 End of Year Review
   - Revised Budget for FY11-KGCHS
   - Capital Outlay Plans/Lease Assertion Letter

4. **Old Business**
   - Bond Update
   - Charter Development Update

5. **New Business**
   - Facilities Solution- RECS
   - Amended By-Laws
   - Review Enrollment Numbers for RCSSL
   - Approval on School Policies
   - Transportation Agreement-Duval
   - Fingerprint Check
   - Annual Meeting of the Board of Directors

6. **Open Forum**
7. **Adjournment**

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THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING
ANNUAL MEETING
September 24, 2010

SCHOOLS

Duval Charter School at Arlington
Hollywood Academy of Arts & Sciences
Keys Gate Charter High School
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Approval of Minutes**
   - August 20, 2010
   - Amend May 24, 2010 Minutes

2. **School Reports**
   - Hollywood Academy of Arts & Sciences – Mr Mark Hage, Assit Principal
   - North Broward Academy of Excellence – Mr. David McKnight
   - Renaissance Charter School – Richard .Page for Ms. Ana Cordal
   - Renaissance Charter School of St Lucie – Mr. Eric Lewis
   - Duval Charter School at Arlington – Ms. Theresa Brown
   - Keys Gate Charter High School – Ms. Robin Sandler
   - School Improvement Plans
   - Out of Field Waivers

3. **Finance**
   - None

4. **Old Business**
   - Bond Update

5. **New Business**
   - Merit Award Plan
   - Charter Amendment
   - FL Charter School Conference

6. **Open Forum**

7. **Adjournment**

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Agenda






THE RENAISSANCE CHARTER SCHOOL, INC.
BOARD OF DIRECTORS' MEETING

October 28, 2010

SCHOOLS
Duval Charter School at Arlington
Hollywood Academy of Arts & Sciences
Keys Gate Charter High School
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St. Lucie

1. **Call to Order**

2. **Race to the Top Grant Opportunity**
   - Review, Discuss, and Approve Participation

3. **Open Forum**

4. **Adjournment**

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
Board Meeting: October 16, 2009

School(s):
Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School St Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
10.16.09	11:35 a.m.	1:00 p.m.	12.04.09	10:30 a.m.	Mary Vecchione
Meeting Location:					
Renaissance Charter School St Lucie, 300 Cashmere Blvd., St Lucie, Florida					

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice Chairman Mr. Clarence McKee, Secretary Mr. Thomas Wheeler, Treasurer	Ms. Debbie Von Behren, Exec Vice President Mr. Eric Lewis, Principal RECSSL Mr. Derek Kelmanson, Operations Manager Ms. Mary Vecchione, Governing Board Liaison Ms. Donte Fulton, Principal, HAAS Mr. David McKnight, Principal, NBAE Mr. Paul Thompson, Assist Principal, RECS Mr. Allen Coleman, Accounting Manager, CSUSA
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 11:35 a.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

I. APPROVAL OF MINUTES

Chairman Haiko asked the Board to review the minutes from the October 16, 2009 Governing Board meeting and asked for a motion of approval.

Motion made by Mr. McKee with a second by Mr. Wheeler to approve the Renaissance Charter School, Inc. Governing Board minutes from October 16, 2009. The motion was approved 4-0.

II. SCHOOL REPORT

Hollywood Academy of Arts & Sciences

- Enrollment is 677 students with 680 as the budgeted enrollment. The wait list is 520 applicants.
- Ms. Fulton reported that Benchmark 2 has been administered and results will be analyzed against Benchmark 1 to compare the success of each student. Data will be provided at the next board meeting.
- Facility repairs include carpet installation scheduled and a cooler repair is pending.
- Ms. Fulton commented on School and Community activities.

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- Mr. Clark asked Ms. Fulton to explain the RTI process. Ms. Fulton responded that Response to Intervention starts as Kindergarteners and interacts with those students who are not making adequate progress. Specific details were explained.
- It was noted that Ms. Stefanie DeGiorgio was honored as Outstanding Young Educator. The Board sends their congratulations to her.

North Broward Academy of Excellence

- Enrollment was reported as 926 students for the month of September with budgeted enrollment of 968 students.
- Mr. McKnight reported on CSUSA site visit; benchmark 2 testing completed; various school activities.
- Title One budget submitted in the amount of approximately $39,000.
- Facility updates included safety light switches installed in all restrooms; pads installed on Basketball posts; and refrigerator being repaired.
- Mr. McKnight commented on additional School and Community activities.

Renaissance Charter School

- Enrollment was reported as 638 students with budgeted enrollment of 625 students. The wait list is currently over 800 applicants.
- Benchmark 2 testing was administered and results will be reported at the next meeting.
- MAP awards were distributed to the teachers.
- ESSAC approved A+ recognition bonus was also administered.
- Facility concern was the A/C unit not working properly in parts of the building and in need of repair.
- Mr. Thompson reported on School and Community activities.
- A Cyber Safety Awareness assembly was presented, offering middle school students informative information on internet safety. Colonel Wheeler commented that the state makes this available to all schools and also for parents. The Board would like to make sure that this is presented in the other Renaissance Schools, for both students and parents. Mr. Thompson will send out the necessary information to Ms. Von Behren for distribution.

Renaissance Charter School of St. Lucie

- Mr. Lewis reported enrollment of 1170 students with the budgeted enrollment of 1255 students.
- Benchmark 2 assessment was completed and will be reported on at the next board meeting.
- First site visit conducted with excellent reporting for school improvement and procedural improvements for teacher effectiveness.
- Teacher professional development continues.
- Facility concerns have been addressed for the drainage to the soccer field and playground area.
- Ongoing improvements to HVAC are being made.
- Mr. Lewis also reported on School and Community activities. Weekly "Coffee with the Principal" parent meetings are being held and Open House meetings are being conducted for all grades.
- Mr. Lewis noted that RECS St Lucie uses the SIS 40% more than any other school in the CSUSA network.
- Facility updates include all interactive white boards installed and operational, with the accompanying software and teacher training being provided.

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III. FINANCE

Audits

- Mr. Coleman reported on financial audits for the year 2008-2009 for all the RECS, Inc. schools.
- He noted that each school has a positive fund balance and the auditors found no negative findings in the report.
- Mr. Clark asked about the policy and procedures manual and updates from the previous years' findings. Mr. Coleman mentioned that these have been updated and an ongoing process has been implemented. Mr. Clark asked that finance provide a response in each category where these have been updated.

Motion made by Mr. Clark with a second by Mr. Wheeler to approve the Audits for The Renaissance Charter School, Inc. Schools for the academic year 2008-2009. The motion was approved 4-0.

IV. OLD BUSINESS

Charter Application Updates

- Duvall County - Chairman Haiko reported that we received approval for a K-8 school in Duvall County, Florida. We are in final contract negotiations.
- Broward County - The interview for the 4 Broward applications went well. Board members and CSUSA members were in attendance. We do not anticipate any problems with approval on these applications.
- Homestead - The Homestead High School is still pending and working with the City of Homestead. Positive discussions on negotiations between the Board, City and CSUSA have been in progress and we have a hopeful outcome. The consolidation with the Homestead Charter Foundation, Inc. plans is underway.
- Orange County - The application in Orange County, Florida has been denied.
- St Lucie County - The application for the ST Lucie Tradition School In the Work Place is in the process and we are working with the District on the rules for the interview. The District has requested that only the Board attend the interview and the Board feels they have the right to bring CSUSA as representatives and this is being worked through. The Board has agreed to a 60 day extension for the interview.
- Dade County - The interview for the Dade County application has not been set.

V. NEW BUSINESS

Wellness Plan

- Ms. Vecchione established that the Wellness Plan needed the Board to reaffirm approval on the plan established last year. This is a process which helps appropriate funds for the National School Lunch Program and provides information to demonstrate that we encourage a healthy lifestyle, healthy eating habits, and promote physical fitness awareness.

Motion made by Mr. Wheeler with a second by Mr. McKee to approve the Wellness Plan presented for the Academic Year 2009-2010. The motion was approved 4-0.

Fingerprinting Requirement, St. Lucie School District

- Board members will be going to the School District for fingerprinting following the meeting today. Compliance will be established.

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Charter School Conference

- Mr. Kelmanson mentioned that to qualify for the Implementation Grant, a Board member is required to attend the Charter School Conference and represent the Board. Chairman Haiko, Mr. Clark, and Mr. Wheeler expressed an interest. Mr. Kelmanson will be in contact.

VI. OPEN FORUM

- The next RECS Governing Board meeting will be held on December 4, 2009 at CSUSA at 10:30 a.m.

Motion made by Mr. Wheeler with a second by Mr. Clark to adjourn the Renaissance Charter School, Inc. Governing Board meeting. The motion was approved 4-0.

Ken Haiko, Chairman

Date: 12/4/09

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
Board Meeting: November 02, 2009

School(s):
Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School, Inc.
Renaissance Charter School St Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
11.02.09	4:03 p.m.	4:09 p.m.	12.04.09	10:30 a.m.	Mary Vecchione
Meeting Location:					
Charter Schools USA, 6245 N Federal Hwy, Fort Lauderdale, Florida 33308					

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice Chairman Mr. Clarence McKee, Secretary (Teleconference) Mr. Thomas Wheeler, Treasurer (Teleconference)	Mr. Jon Hage, President/CEO, CSUSA Mr. Richard Page, VP of Business Development, CSUSA Mr. Derek Kelmanson, Operations Manager, CSUSA Ms. Mary Vecchione, Governing Board Liaison, CSUSA
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 4:03 p.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

I. Management Agreement - Tradition Academy of Innovation

- Chairman Haiko asked the Board members to review the management agreement between CSUSA and The Renaissance Charter School, Inc., which formalizes the agreement between the two for the Tradition Academy of Innovation. He asked for a motion to approve.
- Discussion - Colonel Wheeler asked the number of students to attend the Charter School. Mr. Kelmanson responded 860. It was also mentioned that this school would be a partnership with Florida Center for Innovation which would attract highly qualified companies and house a school for the families of those companies.

Motion made by Mr. McKee with a second by Colonel Wheeler to approve the Management Agreement between CSUSA and the Renaissance Charter Schools, Inc. for the operation of a charter from the School Board of St Lucie County to operate as a charter school in the work place known as Tradition Academy of Innovation. The motion was approved 4-0.

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II. Execution of Documents

Motion made by Mr. Clark with a second by Mr. McKee to authorize the Chairperson to execute all necessary documents relative to the Renaissance Charter School, Inc. if and only if discussion on said documents preceded the signing of the agreement and it was generally acknowledged that quorum of the Board members was in agreement with the general text of the document.

III. ADJOURNMENT

Motion made to adjourn. Motion was approved 4-0.

Ken Haiko, Chairman

Date: 12/4/09

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
Board Meeting: December 4, 2009

School(s): Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School St Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
12.04.09	10:30 a.m.	12:06 p.m.	TBD	9:00 a.m.	Mary Vecchione
Meeting Location:					
Charter Schools USA, 6245 N Federal Hwy, Fort Lauderdale, FL 33308					

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice-Chairman Colonel Tom Wheeler, Treasurer (teleconference) Absent: Mr. Clarence McKee, Secretary	Ms. Debbie Von Behren, Exec VP, CSUSA Ms. Mike Essik, Director of Finance, CSUSA Mr. Rob Vilardi, Financial Analyst, CSUSA Ms. Ana Cordal, Principal, RECS Ms. Donte Fulton, Principal, HAAS Mr. David McKnight, Principal, NBAE Mr. Eric Lewis, Principal, RCSL Mr. Derek Kelmanson, Ops Manager, CSUSA Ms. Mary Vecchione, Governing Board Liaison, CSUSA
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 10:30 a.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

I. APPROVAL OF MINUTES

Chairman Haiko asked the Board to review the minutes from the October 16th and the November 2nd, 2009 Governing Board meetings and note any corrections or comments. The minutes stand.

Motion made by Colonel Wheeler with a second by Mr. Clark to approve the Renaissance Charter School, Inc. Governing Board minutes from October 16th and November 2nd, 2009. The motion was approved unanimously.

II. SCHOOL REPORT

Hollywood Academy of Arts & Sciences

- Ms. Fulton reported enrollment of 674 students with a budgeted enrollment of 680. No staffing changes have been made since the last meeting.
- Ms. Fulton commented that due to the Benchmark 2 results, there have been administrative team meetings for planning and a revised instructional focus calendar has been implemented.

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- SAC approved the distribution of A+ money of $5,059 to go towards toward administration funds for professional development and substitutes for teacher trainings as well as teacher and student materials and resources. In addition, 38 teachers & 3 administrators will receive $1,000; 5 office support staff will receive $550.00; 4 school support staff will receive $400.00 and 2 cafeteria personnel will receive $200.00.
- The Cyber Safety Presentation is scheduled for Monday, December 14th.
- Facility will be repairing carpet in the near future.
- Ms. Fulton also reported on numerous School and Community activities.

North Broward Academy of Excellence

- Mr. McKnight reported enrollment of 938 students with a budgeted enrollment of 968. No new staff has been added since the previous meeting.
- A+ money was received in the amount of approximately $20,000.00. Teachers and administrators received about $830.00 each and the remaining went in smaller amounts to other staff and personnel.
- A facilities request has been administered for repair of turf, which is dying, in specific areas on the school property. Quotes have been received on surveillance cameras and we are waiting on approval and installation. In addition, a help ticket have been placed for loose aluminum fence pickets. Signage for "Visitors" has been painted on parking spots and the entrance gate damage has been repaired.
- Mr. McKnight attended the Florida conference for Leadership in Math and Science in Jacksonville, Florida.
- Mr. McKnight reported on numerous school and community activities.

Renaissance Charter School

- Ms. Cordal reported enrollment of 637 students with a budgeted enrollment of 625. All staffing positions are currently filled.
- She commented that tutorial programs have been initiated, both before and after school. Teachers have completed individual goal sheets with each student to assist the student in their learning skills.
- The air conditioning unit continues to go down and work is in progress to correct this. In addition, the grass on the property needs additional work.
- Ms. Cordal was pleased to announce that one of their students, Bernardo Marti, a 5th grader, won the Holiday Card Contest for the City of Doral.
- In addition, she reported on numerous school and community activities.

Renaissance Charter School of St Lucie

- Mr. Lewis reported enrollment of 1175 students with a budgeted enrollment of 1242. Staffing additions include one new middle school Spanish teacher, since the last report.
- He commented that the faculty has had professional development training in on several topics including, Response to Intervention, Use of Agendas in the Classroom, Instructional Strategies of Summarizing and Note taking, Personalized Learning Plans, Instructional Focus Calendars, Progress Monitoring Plans, FCAT Essay Scoring, and Lesson Content Segments.
- Mr. Lewis attended the Florida conference for Leadership in Math and Science in Jacksonville, Florida.
- The HVAC system was upgraded with the installation of exhaust fans on all three floors. Also, artificial turf was installed on the elementary playground area.
- Lastly, Mr. Lewis reported on numerous school and community activities.

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III. FINANCE

Quarterly Financial Report

- Mr. Vilardi reported on the quarterly financials for the Renaissance Charter School, Inc. Actual enrollment is down 93 students from budgeted. This reflects enrollment through October.
- FTE revenue is favorable as budgeted amounts were conservative pending any mid year cuts from the State. Amounts in excess of the budget are being reserved pending any potential FEFP revenue reductions. If reductions do not occur, the funds will be available for school operations.
- Total summary of School revenues show a positive variance of $475,000. These are primarily due to pass through items, such as School Recognition and MAP. Funds for RCSL were budgeted at different intervals than the actual payment resulting in a higher revenue through October. NBAE Title I funds currently have not been received. Unfavorable variances for School expenses are showing in RECS, HAAS and NBAE due to pass through expense items. NBAE instructional expenses exceeded budget amounts.
- Total variance for School surplus/deficit is showing a surplus of $591,000. NBAE is unfavorable to budget due to pending Title I funds, instructional expenses and enrollment shortfall. RCSL is favorable to budget due to higher FEFP revenue payment as well as favorable compensation, instructional expenses and capital expenses.
- The difference in enrollment from budget to forecast is a deficit of 94 students. As of October, enrollment shortfalls are indicated in RCSL and NBAEMS. Strategies are in process to improve the enrollment variances. These include establishing enrollment committees, working with waiting lists and identifying opportunities for adding classes.
- Lastly, the overall forecasted variance is $36,000.
- Mr. Vilardi also updated the Board on the amount of funds in the reserve account resulting from FTE. That amount is $900,000. If no FEFP reductions occur during the year, this amount will revert back to the school's operating expenses.

Motion made by Mr. Clark with a second by Chairman Haiko to approve the Quarterly Financials for year to date ending October 2009 for the Renaissance Charter School, Inc. The motion was approved unanimously.

IV. OLD BUSINESS

Charter Application Updates

- *Broward* - The Broward School District has approved all 4 applications submitted by The Renaissance Charter School, Inc.
- *St. Lucie - Tradition* - The St. Lucie School District recommended denying the application for Tradition and the school board upheld this. We feel this is an unfair outcome and our attorney's are in the process of gathering information for an appeal. Mr. Clark asked Mr. Kelmanson to provide him a copy of the reasons why the application was denied. Chairman Haiko indicated that we have the support of the community and the district is receiving many phone calls in favor of the School. It would have a significant impact on the economic demands of the area and state. The appeal is anticipated to take place sometime in January.
- *Dade* - Two applications have been approved in Dade.

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- *Orange County* - The application for a charter school in this area has been denied and will not be appealed.
- It was noted that of the 9 charter applications submitted by this Board, 7 have been approved.

Florida Charter School Conference

- The Florida Charter School Conference was attended by Colonel Wheeler, Chairman Haiko, Mr. Kelmanson, and Mr. Lewis. It was a good opportunity for learning.
- Mr. Kelmanson asked the Board to approve a motion to allow CSUSA to apply for a startup grant for all applications presented under this Board.

Motion made by Mr. Clark with a second by Chairman Haiko to approve the application process for a startup grant for all schools the Renaissance Charter School, Inc. submits new applications for. The motion was approved unanimously.

North Broward Charter Update

- Mr. Kelmanson reported that discussions have taken place with the Broward School District on this updated charter contract. The District has asked us to hold off until one further review from their legal team has been completed. Mr. Kelmanson will keep the Board informed as this progresses.

V. NEW BUSINESS

Benchmark Two Results

- A PowerPoint presentation was shown and each principal discussed their schools' Benchmark 2 results and compared them with Benchmark 1 results. This will provide their teachers an opportunity to focus on and strengthen those skills where needed.

VI. OPEN FORUM

- The next Renaissance Charter School, Inc. meeting will be either January 15th or the 22nd. Ms. Vecchione will survey the Board for the best date.

Motion made to adjourn the Renaissance Charter School, Inc. Governing Board meeting. The motion was approved unanimously.

Ken Haiko, Chairman

Date: 1/09/2010

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
Board Meeting: January 29, 2010

School(s): Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School of St Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
01.29.10	10:30 a.m.	11:27 a.m.	TBD	TBD	M. Vecchione
Meeting Location:					
CSUSA, 6245 N Federal Hwy, Fort Lauderdale, Florida 33308					

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice Chairman (teleconference) Mr. Clarence McKee, Secretary (teleconference) Absent: Colonel Thomas Wheeler, Treasurer	Ms. Debbie Von Behren, COO, CSUSA Mr. Richard Page, VP of Development, CSUSA Ms. Hillary Diagle, Controller, CSUSA Mr. Derek Kelmanson, Ops Mgr, CSUSA Ms. Mary Vecchione, Governing Board Liaison, CSUSA Ms. Donte Fulton, Principal, HAAS Mr. David McKnight, Principal, NBAE Ms. Ana Cordal, Principal, RECS (teleconference) Mr. Eric Lewis, Principal, RCSL (teleconference)
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 10:30 a.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

I. APPROVAL OF MINUTES

Chairman Haiko asked the Board to review the minutes from the December 4, 2009 Governing Board meeting and note any corrections or comments. The minutes stand.

Motion made by Mr. Clark with a second by Mr. McKee to approve the Renaissance Charter School, Inc. Governing Board minutes from December 2, 2009. The motion was approved unanimously.

Chairman Haiko addressed the Board suggested to the Board his recommendation to nominate and appoint Ms. Pam Houghten as a Governing Board member for the open seat.

Motion made by Mr. McKee with a second by Mr. Clark to appoint Ms. Pam Houghten as a Board Director for the Renaissance Charter School, Inc. The motion was approved unanimously.

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II. SCHOOL REPORT

Hollywood Academy of Arts & Sciences

- Ms. Fulton reported enrollment of 674 students with a budgeted enrollment of 680 students. There have been no new open staffing positions since the last meeting.
- Leadership Training and Leading Edge participants include 5 teachers/staff members.
- School improvement plans and professional development have been ongoing. Parent and Staff surveys have been completed and Camp M & M tutoring sessions have begun. The last SAC meeting was November 24th and professional development topics have included FCAT test specifications, RTI, and SIS lesson planning.
- Ms. Fulton reported on school and community activities.
- Currently the number of students recommitted for the next school year are 295 and the wait list is currently at 263.

North Broward Academy of Excellence

- Mr. McKnight reported enrollment of 936 students with a budgeted enrollment of 968. No new staff members have been added.
- Mr. McKnight commented that 7 teachers/staff are involved in the Leadership Training/Leading Edge Program.
- School Improvement plan and Strategic Plan updates include Instructional Focus and Tutoring and Mid Year Parent and Staff Surveys.
- The last SAC meeting was held on November 23rd.
- Professional development topics included RTI, Differentiated Instruction, Making Algebra Child's Play, and Cognitive complexity.
- Mr. McKnight reported on numerous school/community activities.
- In addition, technology updates include increased band-width capability to promote speed and additional traffic.
- Student recommits for enrollment for the year 2010-2011 is 237.

Renaissance Charter School

- Ms. Cordal reported enrollment of 635 students with a budgeted enrollment of 625.
- Leadership training and Leading Edge participants include one staff member, Paul Thompson.
- Ms. Cordal commented that School Improvement Plan and Strategic Plan updates include Intervention Tutorial Program and mid year Parent and Staff surveys.
- The last SAC meeting was October, 2009.
- Professional development topics for this month have been RTI, Reading Plus Program, and Data Analysis.
- The facilities team is still working on the A/C unit and work is needed to enhance the outdoor, grassy areas.
- Ms. Cordal also reported on School/Community activities.
- Student recommits are in progress and will report next month.

Renaissance Charter School, St. Lucie

- Mr. Lewis reported enrollment of 1184 students with a budgeted enrollment of 1242.

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- Leadership Training and Leading Edge participants include 7 teacher/staff members.
- Professional development is ongoing for staff and this month's topics include SuperKids Reading Training, Instructional Focus Calendar update training, FAIR training, and TLC Teacher Training. Teacher observations have been conducted for fall review.
- Mr. Lewis reported on numerous school/community activities.
- Currently, the student recommits are at 1110 as of today. The School has received 404 new applications and of those, 300 are for Kindergarten stations.

III. FINANCE

- None

IV. OLD BUSINESS

Broward County Update

- Of the 4 approved charter applications, the most promising to open in the fall of 2010 is the North Broward, K-8 Charter, in Coral Springs. We are anticipating a K-5 school and there is a positive demand in this area. There is a vacant commercial facility that we are looking to lease and working through those details now.
- The Weston Charter never came to fruition. There have been conflicts with the District and the land is a huge issue. The charter will expire this year.
- The HAAS expansion plans will not evolve this year. There have been many construction problems that need to be worked out.
- Mr. Page indicated a need for a high school in North Broward, as an expansion of NBAE.

Miami-Dade Area Update

- Two applications were approved and currently in charter contract negotiations. The District has 60 days to provide us this information and we have an additional 75 days to negotiate. Facility issues have been holding this and we are working with the City of Homestead. In addition, the consolidation of the Governing Boards has not been completed and we are waiting for final approval of the land before completing these negotiations.
- The K-8 Charter in Miami Gardens has fallen through due to concerns with the facility.

Duval County Update

- Mr. Page reported that the Duvall contract is in negotiations. The property has been identified and working with the landlord on an existing facility. Additionally, financing has not been procured as of yet.

Tradition Academy Update

- The charter has been denied and an appeal has been filed. The appeal has not been calendared as of yet.

North Broward Academy of Excellence Charter Contract Revised

- Mr. Kelmanson reported that the current NBAE contract has been revised to include the change of address and is being finalized with the District. This should be ready for signature by the next meeting.

Management Agreement for Renaissance Charter School, Inc.

- Mr. Kelmanson commented that the management agreement is being reviewed by the Board attorney, Mr. Levy Williams, and should be finalized for signature for the next Board meeting.

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V. NEW BUSINESS

Resignation of Mr. Clarence McKee

- Chairman Haiko regretfully acknowledged the resignation letter of Mr. Clarence McKee from The Renaissance Charter School, Inc. Governing Board. He thanked Mr. McKee for his service and dedication to the Board and asked for approval from the Board members.

Motion made by Mr. Clark with a second by Mr. Haiko to accept the resignation of Mr. Clarence McKee as a Governing Board member of the Renaissance Charter School, Inc. The motion was approved unanimously.

VI. OPEN FORUM

- Chairman Haiko asked the Board to hold the discussion of the Annual Meeting for the next Board meeting when the new member, Ms. Pam Houghten will be present. The Board was all in favor.

Motion made to adjourn the Renaissance Charter School, Inc. Governing Board meeting. All in favor.

Ken Haiko, Chairman

Date: 3/5/10

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
Board Meeting: March 5, 2010

School(s): Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School St Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
03.05.10	10:35 a.m.	12:10 p.m.	TBD	10:30 a.m.	M. Vecchione
Meeting Location:					
Charter Schools USA, 6245 N Federal Hwy, Fort Lauderdale, Florida 33308					

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice Chairman Ms. Pam Houghten, Director (promptly resigned from board), teleconference Absent: Colonel Tom Wheeler, Treasurer	Ms. Debbie Von Behren, COO, CSUSA Mr. Richard Page, VP of Bus Development, CSUSA Mr. Rob Vilardi, Financial Analyst, CSUSA Mr. Derek Kelmanson, Ops Manager, CSUSA Ms. Mary Vecchione, Governing Board Liaison, CSUSA Ms. Ana Cordal, RECS Mr. Eric Lewis, RCSSL Mr. Todd Weisbrot, HAAS Mr. Mark Hage, NBAE
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 10:35 a.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

Chairman Haiko announced that Ms. Pam Houghten was resigning from the Board due to personal reasons and asked for a motion for approval. Ms. Houghten thanked the Board and said she was passionate on her commitment to Charter Schools and this Board and stated she would continue her work in other avenues for this cause.

Motion made by Mr. Clark with a second by Chairman Haiko to accept the resignation of Ms. Pam Houghten from the Renaissance Charter School, Inc. Governing Board, effective immediately. The motion was approved unanimously.

Ms. Houghten officially signed off from the meeting and terminated her conference call.

I. APPROVAL OF MINUTES

Chairman Haiko asked the Board to review the minutes from the January 29, 2010 Governing Board meeting and note any corrections or comments. The minutes stand.

Motion made by Mr. Clark with a second by Chairman Haiko to approve the Renaissance Charter School, Inc. Governing Board minutes from January 29, 2010. The motion was approved unanimously.

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II. SCHOOL REPORT

Hollywood Academy of Arts & Sciences

- Mr. Weisbrot reported enrollment of 677 students, with a budgeted enrollment of 680 students.
- Leading Edge participation remains the same 5 individuals who were reported last month.
- School Improvement/Strategic plan incorporates Camp M & M Tutoring sessions, Benchmark 3 tests completed and mid-year parent and staff surveys were analyzed and reviewed.
- SAC met on January 23rd and reported on an overview of all grade level writing projects and activities. The next step will be FCAT Writes Prep Plan.
- Professional development topics included FCAT Test specifications, Data, and K-2 reading centers in the classrooms.
- Mr. Weisbrot reported on numerous school/pto/community activities. It was noted that 3 students in the MS were honored for their placement in the science fair.
- Recommits for the new school year are at 94% with new applicants of 522. 461 students are on the wait list.

North Broward Academy of Excellence

- Mr. Hage reported enrollment of 611 students for elementary and 326 for middle school with a budgeted enrollment of 968 overall.
- Leadership and Leading Edge participation continues as previously stated. In addition, Mr. Hage reported on the SAC and PTO meetings and fundraisers.
- Professional Development is continually provided throughout the months.
- Mr. Hage also reported on numerous school/pto/community activities.
- The enrollment process has begun for the next school year with 741 recommits and 68 unknowns. 165 students were offered as new enrollments for K-6. The wait list is 142 applicants.

Renaissance Charter School

- Ms. Cordal reported enrollment of 638 students with a budgeted enrollment of 638.
- Leadership/Leading Edge participation remains the same. Mr. Thompson, Assistant Principal, met with the Miami Downtown Charter School Leading Edge participants to share ideas.
- School Improvement/Strategic Plans are continually studied and mid-year parent and staff survey results were reviewed, intervention tutorial program was highlighted, and B1/B3 comparison data was analyzed.
- Professional Development topics included instructional strategies for Student Achievement.
- Ms. Cordal reported on facilities and numerous school/pto/community activities.
- Channel 4 will be at the school filming a 3rd grade class who wrote a song for FCAT week.
- She also indicated that student enrollment for next year has resulted in 99% of the students recommitting. New enrollment opened March 1st and they have a wait list of 700 students.

Renaissance Charter School St Lucie

- Mr. Lewis reported enrollment of 1179 students with a budgeted enrollment of 1242.

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- Leadership training and Leading Edge continue with all participants engaging in their assignments.
- Updates on School Improvement/Strategic Plans include RTI Core and grade level data graphing meetings; school wide instructional focus calendar meetings; Saxon Math observations; and RCSSL has been approved to host alternative certification cohorts with the School Board.
- Facilities continue to work on new building 'bugs'.
- Mr. Lewis reported on numerous school/pto/community activities.
- Highlights

III. FINANCE

- Mr. Vilardi reported on the Q2 financials for LEE and RECS. Student enrollment is showing a slight negative variance of (124) students.
- Renaissance Elementary is showing a FY10 forecasted surplus budget of $161,000.00; RECS MS a surplus of $98,000; HAAS a surplus of $205,000; HAAS MS a surplus of $83,000; NBAE deficit of ($11,000); NBAE MS a break even; and RECS St Lucie a surplus of $385,000. Overall, all the schools have a healthy financial outlook.
- It was indicated that RECS St Lucie is showing a large surplus due to a start up grant and loan for the startup of computers and FFE. Also, enrollment is higher than reflected payment and working with the District to correct this.

Motion made by Mr. Clark with a second by Chairman Haiko to approve the 2nd Quarter financials for FY10 for the Renaissance Charter School, Inc. The motion was approved unanimously.

IV. OLD BUSINESS

Charter Updates

- South Broward - This charter will be deferred to the 2011-2012 School Year.
- North Broward - The anticipated opening date is for fall of 2010. The management company is looking at a temporary facility to start the year and a permanent location to be announced. More information will be provided at the next meeting.
- The new charters for Duval, Broward and Dade are all in contract negotiations. The management company anticipates all these schools opening for year 2010-2011. St Lucie Tradition is with legal and we will provide an update at future meeting.
- Homestead High School and K-8 Charter - Mr. Page spoke on the process of working with the City of Homestead on a lease for the sports complex in Homestead. The City has agreed to allow us to use the baseball complex park located across the street from KGCS. This is a 130 acre complex with an old dormitory building. The letter of intent has been presented for the board to review and approve. There will 3 phases to this contract:
    1. A school will open for 2010. We will use the 6 acres surrounding the dormitory and renovate that building for temporary use of the School. This will be a long term lease of 35 years, $1.00/year. At the end of the 35 years, it reverts back to the City with the option of renewal at this time. Overtime the dormitory will be used to house the K-8 system, anticipating moving the middle school students here. In addition, a

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soccer and athletic field park will be built and used by both the school and the public.

2. To build a permanent, new School for the High School for the year 2011-2012. Two more parcels of land will be allocated for this use. Again, the dormitory, over time, will be used for the K-8 system.
3. The remainder of the 130 acre parcel of land would allow the City the option of having the Foundation take over the operation and maintenance of the entire complex.

A document of agreement between the Renaissance Charter School, Inc. and the City of Homestead will be presented at the Special Meeting of the City and will describe the timeline set forth as discussed. The Board requested, in order to expedite this agreement, a motion be called to allow for the Chairman to sign and execute any documents, as discussed today, to move forward in a timely manner.

Motion made by Mr. Clark with a second by Chairman Haiko to allow the Chairman to execute the documents necessary to move forward with the agreement of the leasing of the land, designated as the Sports Complex, based on discussions set forth at this Board meeting. In addition, move forward with this presentation at the Special Meeting of the City of Homestead for approval by the City Council. The motion was approved unanimously.

V. NEW BUSINESS

Benchmark 3 Results

- Each principal reviewed the Benchmark 3 results and data for the Board. This presentation indicated the strengths and opportunities in each area. This will allow each grade level to focus on those areas for improvement for FCAT testing.

Staff Survey

- Mr. Coleman reviewed the staff survey results taken in December 2009. He indicated the overall satisfaction of the staff and reviewed the strengths and opportunities that will be addressed.

Parent Survey

- Ms. Von Behren reviewed the parent survey results taken in November 2009. She indicated the overall satisfaction of the parents and reviewed the strengths and opportunities that will be addressed.

Annual Meeting Date

- The annual meeting has been postponed again and a date will be discussed at the next Board meeting.

VI. OPEN FORUM

- None

A motion was made to adjourn the meeting of the Renaissance Charter School, Inc. Governing Board. Motion was approved unanimously.

Ken Haiko, Chairman

Date: 4/23/10

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MEETING MINUTES

Name of Foundation: Renaissance Charter School, Inc.
Board Meeting: March 23, 2010

School(s): Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School St. Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
03.23.10	4:05 p.m.	4:16 p.m.	TBD	TBD	Derek Kelmanson
Meeting Location:					
CSUSA, 6245 N Federal Hwy, Fort Lauderdale, Florida 33308					

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice Chairman Colonel Tom Wheeler, Treasurer	Mr. Derek Kelmanson, Ops Mgr, CSUSA
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 4:05 p.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

I. MANAGEMENT AGREEMENT

Renaissance Charter School of Duval

- Chairman Haiko asked the Board to review and approve the management agreement between the Educational Service Provider, Charter Schools USA and The Renaissance Charter School, Inc. for the Renaissance Charter School of Duval. The School is slated to open in August of 2010. The terms and agreement were outlined in the draft of the document.
- Mr. Levi G. Williams, Esq., the Governing Board attorney for the Renaissance Charter School, Inc. negotiated this agreement with the law firm for CSUSA, Tripp Scott.

Motion made by Mr. Clark with a second by Colonel Wheeler to approve the Management Agreement between The Renaissance Charter School, Inc. and Charter Schools USA for the Renaissance Charter School of Duval. The motion was approved unanimously.

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Renaissance High School South Dade

- Chairman Haiko asked the Board to review and approve the management agreement between the Educational Service Provider, Charter Schools USA and The Renaissance Charter School, Inc. for the Renaissance High School South Dade. The School is slated to open in August of 2010. The terms and agreement were outlined in the draft of the document.
- Mr. Levi G. Williams, Esq., the Governing Board attorney for the Renaissance Charter School, Inc. negotiated this agreement with the law firm for CSUSA, Tripp Scott.

Motion made by Colonel Wheeler with a second by Mr. Clark to approve the Management Agreement between The Renaissance Charter School, Inc. and Charter Schools USA for the Renaissance High School South Dade. The motion was approved unanimously.

II. OPEN FORUM

- None

Motion made to adjourn the meeting of the Renaissance Charter School, Inc. Governing Board. Motion approved unanimously.

Ken Haiko, Chairman

Date: 4/23/10

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
Board Meeting: April 23, 2010

School(s): Hollywood Academy of Arts & Sciences
North Borward Academy of Excellence
Renaissance Charter School
Renaissance Charter School, Duval
Renaissance Charter School St Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
04.23.10	10:30 a.m.	11:50 a.m.	TBD	TBD	M. Vecchione

Meeting Location:
Charter Schools USA, 6245 N Federal Hwy, Fort Lauderdale, FL 33308

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice-Chairman Absent: Colonel Thomas Wheeler, Treasurer	Mr. Jon Hage, CEO/President, CSUSA Ms. Debbie Von Behren, COO, CSUSA Mr. Richard Page, VP of Bus Dev, CSUSA Mr. Mike Essik, Director of Finances, CSUSA Ms. Alesha Arscott, Strategic Planning Mgr, CSUSA Ms. Mary Vecchione, Governing Board Liaison, CSUSA Mr. David McKnight, Principal, NBAE Ms. Ana Cordal, Principal, RECS Ms. Jessica Rueda, Bus Admin, HAAS Mr. David Alba, Clarion Council Mr. Tim Wysheyer, Guest, Clarion Council
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 10:30 a.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

I. APPROVAL OF MINUTES

Chairman Haiko asked the Board to review the minutes from the March 5th and the March 23rd, 2010 Governing Board meetings and note any corrections or comments. The minutes stand.

Motion made by Mr. Clark with a second by Mr. Haiko to approve the minutes from the March 5, 2010 Governing Board meeting. The motion was approved unanimously.

Motion made by Mr. Clark with a second by Mr. Haiko to approve the minutes from the March 23, 2010 Governing Board meeting. The motion was approved unanimously.

II. SCHOOL REPORT

Hollywood Academy of Arts & Sciences

- Ms. Rueda reported enrollment of 670 students with a budgeted enrollment of 680. There have been no new staffing positions since the last report.
- Ms. Rueda commented that strategic plans have focused on FCAT reading/math/science, Camp M & M tutoring, classroom interventions, and reading & math recovery.

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- The last SAC meeting was held on March 23rd. There were discussions on Science activities, approval of summer reading books, and revision of mission statement.
- Professional development topics included Centers and small group instruction and Singapore math training.
- Ms. Rueda commented on numerous school/pto/community activities.
- Student recommits for the next school year are at 94%, new applicants at 574 and there is currently a wait list of 474 students.

North Broward Academy of Excellence

- Mr. McKnight reported enrollment of 611 elementary and 326 middle school students with a budgeted enrollment of 968. Currently there is one teaching position open for Grade 8, Language Arts.
- The last SAC meeting was held on March 22nd. Discussion topics included FCAT Administration, school enrollment/growth, parent volunteer hours, and curriculum.
- Facilities indicated that Building B was broken into and technology equipment was stolen.
- Mr. McKnight reported on numerous school/pto/community activities.
- Student recommits for the new school year are at 744 with 131 new applications, 115 students offered positions and the wait list is currently 290.
- Mr. McKnight asked the Board for approval to join the Florida High School Athletic Association (FHSAA). This would allow the school to compete with similar schools of same size and scope.

Motion made by Mr. Haiko with a second by Mr. Clark to approve that North Broward Academy of Excellence Middle School join the Florida High School Athletic Association. The motion was approved unanimously.

Renaissance Charter School

- Ms. Cordal reported enrollment of 634 students with a budgeted enrollment of 625. No new staffing positions have been added since the last report.
- School Improvement plans for 2010-2011 are in preliminary stages. MAP testing, NGSSS Baseline testing and FAIR & CELLA are currently scheduled.
- The last SAC meeting was held on April 28th.
- Professional development topics included data analysis & student performance and STRIVE.
- Paperwork has been submitted the Miami-Dade County for CO expansion.
- Ms. Cordal reported on numerous school/pto/community activities.
- Student recommits for the new school year are at 98%. The wait list is currently 700 students.

Renaissance Charter School St Lucie

- Mr. McKnight gave the school report in the absence of Mr. Lewis. He reported enrollment of 1155 students with a budgeted enrollment of 1242. There are currently no staffing positions open.
- RECS St Lucie hosted the school board of St. Lucie on a site visit held March 29th. The School enjoyed the experience and a final report of the visit has yet to be published or received. The Board asked to see this report when available.
- Mr. McKnight reported on numerous school/pto/community activities.

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- Student recommits for the new school year are 1136 or 98%. 126 kindergarten students have been accepted with a wait list of 284. The total K-8 wait list is currently at 752.

Mr. David Alba introduced Mr. Tim Wysheyer, board member for the Clarion Council. They were seated as guests of the Renaissance Charter School, Inc.

III. FINANCE

- None

IV. OLD BUSINESS

Duval Charter School Contract

- The Duval project is well underway. Financing has been finalized, enrollment is open and the school is being marketed. The property has been identified. The School will refurbish an existing building and retro fitted to accommodate students. The location is the Arlington area, north of downtown. Total enrollment of the school is anticipated to be about 200 students. The contract was approved by the School Board of Duval last week and Mr. Page asked that the Board give permission for Chairman Haiko to sign the documents for the charter agreement and lease.

Motion made by Mr. Clark with a second by Mr. Haiko to authorize the Chairman to sign the final documents for the Charter Agreement with Duval and the lease of the building, on behalf of the Board. The motion was approved unanimously.

Expansion of the Renaissance Charter School - Doral

- Mr. Page updated the Board on the continued due diligence to find an additional facility to accommodate the needs of the elementary and middle schools. The details of the potential new facility were presented to the board. The board confirmed through inquiry that the facility is consistent with the expectations they have set for the school. The board agreed this would be a great opportunity to provide the schools with independent campuses and allow them to grow to their full capacity. Mr. Page reported the next step is to request charter contract amendments from the District to approve the change of location and the enrollment capacities for the schools. The timing is tight for approval and need authorization to proceed. The discussions with the District will be reported to the Board.

Motion made by Mr. Clark with a second by Mr. Haiko to approve the change of facility location for the Renaissance Elementary Charter School and associated modifications to their respective charter capacities pending approval by the school district and authorized CSUSA representatives to proceed with necessary meetings with the school district. The motion was approved unanimously

Homestead High School Shared Facility Agreement

- Mr. Page reviewed the process with the Homestead Charter Foundation, Inc. for a consolidation agreement and any concerns arising from the lease. The

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attorneys are working together to negotiate through this process. The HCF Board gave approval for their Chairman, Corey Gold, to sign the agreements when the final document has been reviewed and authorized by their attorney. Chairman Haiko expressed his desire to move forward and resolve these issues with the HCF Board.

Motion made by Mr. Clark with a second by Mr. Haiko to authorize the Chairman to execute the documents necessary to move forward with the consolidation agreement for the Renaissance Charter School, Inc. and the Homestead Charter Foundation, Inc. Boards, with the intent of a signed copy being executed by HCF, Inc. The HCF, Inc. Board will finalize their signature first. The motion was approved unanimously.

- Mr. Page reviewed the Shared Facility Agreement between the Renaissance Charter School, Inc. and the Homestead Charter Foundation, Inc. Simply, this states that with two boards operating under one building, expenses will be shared proportionate to the number of students in the building, and conflict of resolution was outlined.

Motion made by Mr. Clark with a second by Mr. Haiko to approve the shared facility agreement between the Renaissance Charter School, Inc. and the Homestead Charter Foundation, Inc. as outlined in the agreement, contingent on the signing of the consolidation agreement. The motion was approved unanimously.

V. NEW BUSINESS

Dissemination Grant

- It was noted that the Renaissance Charter School in Doral was awarded a dissemination grant for being high performing charter school. They will now assist in disseminating their best practices to Bellaire Academy in Homestead. This is quite an honor to be chosen.

SACS Accreditation

- Ms. Arscott, manager of Strategic Planning and Data, provided the Board with an overview of the SACS Accreditation process for the CSUSA system. She walked the Board through the steps and processes of how this will be accomplished. Ms. Arscott asked the Board for approval to move forward on behalf of the Board and its Charter Schools.

Motion made by Mr. Clark with a second by Mr. Haiko to authorize CSUSA to move forward with a system accreditation through SACS on behalf of their Charter Schools, Hollywood Academy of Arts & Sciences, North Broward Academy of Excellence, Renaissance Charter School, Renaissance Charter School of St Lucie, and Renaissance Charter School of Duval. The motion was approved unanimously.

Legislature Update

- Mr. Hage provided the Board with a legislature update on the bills presented during session. The Charter School bills presented for vote had an overall positive impact on charter schools. He discussed class size, automatic extensions of charters, etc. The proposed charter school in the workplace is more broadly defined for enrollment processes and is still pending to go before the legislature.

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Annual Meeting

- Once again, this meeting has been postponed in an effort to fill the open board seats.

VI. OPEN FORUM

- None

Motion made by Mr. Clark with a second by Mr. Haiko to adjourn the Renaissance Charter School, Inc. Governing Board meeting. The motion was approved unanimously.

Ken Haiko

Mr. Ken Haiko, Chairman

Date: 5/5/10

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
Board Meeting: May 5, 2010

School(s): Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School St Lucie
Renaissance Charter School Duval

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
05.05.10	4:03 p.m.	4:12 p.m.	06.18.10	11:30 a.m.	M. Vecchione
Meeting Location:					
CSUSA, 6245 N Federal Hwy, Fort Lauderdale, FL 33308					

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice-Chairman Colonel Thomas Wheeler, Treasurer	Mr. Richard Page, VP of Bus Development, CSUSA Mr. Derek Kelmanson, Ops Manager, CSUSA Ms. Mary Vecchione, Governing Board Liaison
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 4:03 p.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

I. APPROVAL OF MINUTES

Chairman Haiko asked the Board to review the minutes from the April 23, 2010 Governing Board meeting and note any corrections or comments. The minutes stand.

Motion made by Mr. Clark with a second by Colonel Wheeler to approve the Renaissance Charter School, Inc. Governing Board minutes from April 23, 2010. The motion was approved unanimously.

II. CHARTER SCHOOL IN THE WORKPLACE UPDATE

- Chairman Haiko reviewed the application and process which was submitted for Tradition Academy, St Lucie county. This was submitted as a charter school in the workplace with the support of the Florida Center for Innovation. The application was denied by the School District. The District felt it compromised the law when the application stated the Florida Center for Innovation fund only the percentage of the student population that attended the school from the workplace. The Renaissance Charter School, Inc. appealed the decision and was scheduled to attend a hearing this week. After discussions with the attorney, the Board felt it was in the best interest to withdraw the application. Following the legislature session, there was no new law written which would support the Board's appeal. Therefore, the law would most likely favor the School District of St Lucie.

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- Chairman Haiko asked for the Board's support in the form of a motion to withdraw the application. Moving forward, the Board would extend an invitation to sit down with the FLDOE and work towards a solution for compliance.

Motion made by Colonel Wheeler with a second by Mr. Clark to withdraw the appeal for the Tradition Academy, Charter School in the Workplace and continue to pursue further discussions with the Florida Department of Education on working toward a mutual solution of stated differences. The motion was approved unanimously.

III. OLD BUSINESS

- Annual Meeting - Chairman Haiko asked the Board to set a date for the annual meeting of the Board of Director's. The Board agreed that the annual meeting will be held immediately following the scheduled Board meeting on June 18th.

IV. NEW BUSINESS

- None

V. ADJOURNMENT

Motion made by Colonel Wheeler with a second by Mr. Haiko to adjourn the Renaissance Charter School, Inc. Governing Board meeting. The motion was approved unanimously..

Ken Haiko, Chairman

Date: 8/20/10

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MEETING MINUTES

Name of Foundation: Renaissance Charter School, Inc.
Homestead Charter Foundation, Inc.
Keys Gate Charter School System Local Governance Council

Board Meeting: June 8, 2010

School(s):
Hollywood Academy of Arts & Sciences
North Broward Academy of Excellence
Renaissance Charter School
Renaissance Charter School St Lucie
Keys Gate Charter School
Keys Gate Charter High School

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
06.8.10	9:15 a.m.	10:00 a.m.	06.18.10	TBD	M. Vecchione
Meeting Location:					
Charter Schools USA, 6245 N Federal Hwy, Fort Lauderdale, Florida					

Attended by:	
Ken Haiko, Chairman Dennis Clark, Vice-Chairman Thomas Wheeler, Treasurer Corey Gold, Director & Chair of LSGC Lindsay Fox, Vice Chairman LSGC Peggy Wells, Director LSGC Felix Diaz, Director LSGC *Absent:* Jenn Helms-Shelley, Director LSGC Traci Cope-Tam, Director LSGC	Richard Page, VP Bus Dev, CSUSA Carl Tsang, CFO, CSUSA Lorrie Davidson, VP of Finance Mary Vecchione, Governing Board Liaison, CSUSA Ed Pozzuoli, CSUSA General Council Mark Antonelli, HCF, Inc. General Council
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 9:15 a.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established for all three boards.

Given the topic for discussion of this Special meeting, all three Governing Boards, The Renaissance Charter School, Inc., the Homestead Charter Foundation, Inc., and the KGCS System Local Governance Council convened at the same time.

I. BOARD MEMBER NOMINATION

- Chairman Haiko of The Renaissance Charter School, Inc. introduced Mr. Corey Gold and nominated him for the open seat on the Governing Board.

Motion made by Mr. Haiko with a second by Mr. Clark to approve the nomination of Mr. Corey Gold as a Director on the Renaissance Charter School, Inc. Governing Board. The motion was approved unanimously.

II. FINANCING FOR DORMITORY PROJECT

- Mr. Richard Page gave a brief overview of the construction process for the Keys Gate Charter School expansion and high school project. He stated that the lease has been approved, the District process is complete, and the bonds for

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financing is in its final stage. Currently Red Apple, Inc. is carrying the cost of the beginning construction phase on the expansion and CSUSA is seeking Board approval to use fund balances from the schools as working capital for ongoing construction until the bond closing is complete.

- The bonds are secured by Ziegler Capital Markets and the final paperwork is moving forward. However, there is a 60 day window until the funds transfer into the Renaissance Charter School, Inc. account. Working capital is needed to fund expenses during this window to facilitate the timely completion of the project. A conservative estimate is that they will need 6M for the short term loan (3M from each Board) to be paid by September 1, 2010 when the bonds are secured.
- Mr. Gold questioned the dollar amount needed between now and September 1st. Mr. Page indicated that 4M is the actual cost, with 6M as a cushion. All of this will be paid back when the bonds are secured. In addition, Mr. Gold would like to see some checks and balances in place for this money, with withdrawals being reviewed by a group of people rather than the control of one. All are in agreement that 4M is a more realistic figure and to come back to the Boards if more is needed. (2.1M from the Renaissance Charter School, Inc. and 2.1M from the Homestead Charter Foundation, Inc.)
- Provisions have been formatted for the transfers and payments on the use of the short term loan of 4.2M. They are detailed below.

    1. Weekly updates provided to Ken Haiko, Corey Gold, Ed Pozzuoli, and Mark Antonelli.
    2. 4.2M is for the sole purpose to fund construction and not to be used to reimburse costs already expended by Red Apple, Inc.
    3. Money will be used on a "as needed" basis and only for invoices for the project.
    4. Red Apple, Inc. will confirm in writing that invoices are valid and send to Lorrie Davidson to process fund transfers. Funds will be used in a roughly equal proportion.
    5. Weekly reports to include:
        a. Status of money requested, including invoices & dollar amts
        b. Status of money distributed to date
        c. Status of construction process
        d. Status of the General Contractor's schedule and percent completed in the dollar amount withdrawn
        e. Update on bond financing (bi-weekly)
    6. CSUSA is instructed to insure money used is reimbursed by bond document.

- It was noted by Ed Pozzuoli that the property has appropriate property casualty insurance during the construction phase of the project.
- Chairman Haiko asked the Boards to approve the following motions.

The Keys Gate Charter School System Local Governance Council:

Given the beneficial ownership of the "dormitory site" is a majority benefit to the HCF, Inc., the Board Chair is authorized to provide Red Apple working capital of up to 2.1M for the sole & exclusive purpose of paying for the development and construction costs of the "dormitory

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site". Documentation will be provided to support expenditures and funds will be reimbursed to the Foundation's fund balance at the closing of the bond financing transaction, no later than September 1, 2010. Payments made and reporting provided shall be consistent as outlined in the minutes of this meeting.

Motion made by Ms. Wells with a second by Mr. Diaz to recommend for approval the resolution as stated above. The motion was recommended for approval unanimously.

The Homestead Charter Foundation, Inc.:

Given the beneficial ownership of the "dormitory site" is a majority benefit to the HCF, Inc., the Board Chair is authorized to provide Red Apple working capital of up to 2.1M for the sole & exclusive purpose of paying for the development and construction costs of the "dormitory site". Documentation will be provided to support expenditures and funds will be reimbursed to the Foundation's fund balance at the closing of the bond financing transaction, no later than September 1, 2010. Payments made and reporting provided shall be consistent as outlined in the minutes of this meeting.

Motion made by Mr. Clark with a second by Colonel Wheeler to approve the resolution as stated above. The motion was approved unanimously.

The Renaissance Charter School, Inc.:

The Board Chair is directed to provide Red Apple working capital of up to 2.1M for the sole & exclusive purpose of paying for development and construction costs of the "dormitory site". Documentation will be provided to support expenditures and funds will be reimbursed to the Foundation's fund balance at the closing of the bond financing transaction, no later than September 1, 2010. Payments made and reporting provided shall be consistent as outlined in the minutes of this meeting.

Motion made by Mr. Gold with a second by Mr. Clark to approve the resolution as stated above. The motion was approved unanimously.

Motion made to adjourn the Special Meeting of the Renaissance Charter School, Inc., the Homestead Charter Foundation, Inc. and the Keys Gate Charter School Local Governance Council. The motion was approved unanimously.

Ken Haiko, RECS, Chairman

Ken Haiko, HCF, Inc. Chairman

Corey Gold, LSGC, Chairman

Date: 8/20/10

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
Board Meeting: June 18, 2010

School(s): Duval Charter School at Arlington
Hollywood Academy of Arts & Sciences
Keys Gate Charter High School
North Broward Academy of Excellence
Renaissance Charter School, Inc.
Renaissance Charter School St Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
06.18.10	11:30 a.m.	12:30 p.m.	TBD	10:30 a.m.	M. Vecchione
Meeting Location:					
Charter Schools USA, 6245 N Federal Hwy, Fort Lauderdale, Florida					

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice Chairman Mr. Thomas Wheeler, Treasurer Absent: Mr. Corey Gold, Director	Ms. Debbie Von Behren, COO, CSUSA Mr. Richard Page, VP of Bus Development, CSUSA Ms. Lorrie Davidson, VP of Finance, CSUSA Mr. David McLaughlin, CTO, CSUSA Ms. Roseanne Matthews, HR Consultant, CSUSA Mr. Mike Essik, Dir of Finance, CSUSA Ms. Hillary Daigle, Controller, CSUSA Ms. Mary Vecchione, Governing Board Liaison, CSUSA
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 11:30 a.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

I. APPROVAL OF MINUTES

Chairman Haiko asked the Board to review the minutes from April 23, 2010 and May 5, 2010 Governing Board meetings and note any corrections or comments. The minutes stand.

Motion made by Mr. Clark with a second by Mr. Wheeler to approve the minutes from the April 23, 2010 Governing Board meeting. The motion was approved unanimously.

Motion made by Mr. Clark with a second by Mr. Wheeler to approve the minutes from the May 5, 2010 Governing Board meeting. The motion was approved unanimously.

Chairman Haiko noted that the minutes from the May 24, 2010 and the June 8, 2010 Governing Board meetings are under legal review by the attorneys for the Homestead Charter Foundation, Inc. and the Renaissance Charter School, Inc. at the request of the governing board. The meetings were important, with both attorneys present, and the board wanted assurance that the minutes were accurate. They will be approved at the next meeting.

II. SCHOOL REPORT

Hollywood Academy of Arts and Sciences

- Ms. Fulton reported on enrollment of 671 students with a budgeted enrollment of 680. Currently there are no new open staff positions.

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- Ms. Fulton spoke on Leadership Training and Leading Edge, Professional Development and SAC. Included were updates on the school improvement plan and strategic plan.
- She also noted the numerous school, PTO, and community activities.
- Student recommits for the new year are at 94% with new applications/enrollment of 85 students and a wait list of 613.
- Ms. Fulton acknowledged the results of the 3rd grade FCAT scores in both reading and mathematics. She walked the board through a presentation which analyzed the results.

North Broward Academy of Excellence

- Mr. McKnight reported on enrollment of 607 students for the elementary school and 325 students for the middle school. Budgeted enrollment is 932. One third grade teacher resigned and one has been hired.
- Mr. McKnight spoke on Leadership Training and Leading Edge, Professional Development and SAC. Included were updates on the school improvement plan and strategic plan.
- He also noted the numerous school, PTO, and community activities.
- Student recommits for the new year are at 746, with new enrollment of 225 and a wait list of 426. Total enrollment as of now is 971. Mr. McKnight noted that enrollment goals were met before the close of the school year.
- Mr. McKnight acknowledged the results of the 3rd grade FCAT scores in both reading and mathematics. He walked the board through a presentation which analyzed the results.

Renaissance Charter School

- Ms. Cordal reported enrollment of 634 students with a budgeted enrollment of 625. Currently there are no new open staffing positions.
- Ms. Cordal spoke on Leadership Training and Leading Edge, Professional Development and SAC. Included were updates on the school improvement plan and strategic plan.
- She also noted the numerous school, PTO, and community activities.
- Student recommits for the new year are at 100%. With the expansion, new enrollment for 2010-2011 for RECS is 735 and RMCS is 332. Currently there is a wait list of 525 for RECS and 30 for RMCS.
- Ms. Cordal acknowledged the results of the 3rd grade FCAT scores in both reading and mathematics. She walked the board through a presentation which analyzed the results.
- Ms. Cordal noted that due to the expansion, there will be many new staffing positions which will need to be filled. This recruiting will take place over the summer.

Renaissance Charter School St Lucie

- Mr. Lewis reported enrollment of 1148 students with a budgeted enrollment of 1242. Currently there are no staffing positions open.
- Mr. Lewis spoke on Leadership Training and Leading Edge, Professional Development and SAC. Included were updates on the school improvement plan and strategic plan.
- He also noted the numerous school, PTO, and community activities. Included, the school was used as a backdrop for one of the political candidates from St. Lucie. They were very proud he chose to use their school.
- Student recommits for the new year are 1127 and with the new enrollment, they should reach the goal of 1290. 976 students are on the wait list for next year.

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- Mr. Lewis acknowledged the results of the 3rd grade FCAT scores in both reading and mathematics. He walked the board through a presentation which analyzed the results.

III. FINANCE

FY 11 Budget

- Revenue - Primary source is from FEFP from the State. Budgets assume a 2% decrease from the FY10 actual FTE per student revenue, as a safe measure to ensure that results will be achievable. Capital Outlay revenue is planned with a 10% reduction of the per student allocation from FY10 actual amounts.
- NBAE, NBAEMS, and HAAS have been approved for Title One funds which are reflected in the revenue for these schools. These funds will be applied to existing expenses that qualify as eligible expenses.
- Start-up grant funds are included in the budgets for DCSA, KGCHS, and RCSSL. The amount planned for DCSA and KGCHS is $275,000 per school. For RCSSL, the funding planned is $50,000.
- Enrollment - Full enrollment is expected at RCSSL. HAAS, HAASMS, NBAE, and NBAEMS for 2010-2011. Enrollment will be increased at RECS due to the expansion and expected to be 429 students. Enrollment for KGCHS will be at 300 students and DCSA is planned for 641 students.
- Expenses - Wages for all positions will remain at FY10 levels for the 2010-2011 school year. Instructional expenses include textbooks and workbooks for the adoption of a new Math program that will be consistent with Next Generation Sunshine State Standards. Transportation costs will increase at RECS and RCMS to accommodate the greater number of students from the expansion. Capital expenditures for all schools include technology enhancements of netbooks, laptops, interactive boards, projectors, and software. In addition, this will include licensing, network equipment, and infrastructure. Additional capital required for the RECS expansion will be supported by the school fund balance. Capital for RCMS is supported by a loan from RECS. Proceeds from loans are included in the plans for KGCHS and DCSA for their first year capital needs. Rent for NBAE and NBAEMS is lower in FY11 as negotiated with Red Apple as a result of the bond financing.
- Surplus - The budgets for RCSSL, NBAE, NBAEMS, KGCHS, and DCSA show surpluses for FY11.
- Deficit - A deficit is planned for HAAS with a request of an appropriation of the school fund balance in order to allow for specific needs of the school which were presented to the Board. A deficit is planned for HAASMS partly due to the new Math program and a shift in student population to the upper grade levels. Deficits are also planned for RECS and RCMS. The new facility for RECS created the need for additional capital items and the school fund balance will cover this deficit. The RCMS fund balance is sufficient to cover the deficit planned for the upcoming year. Ms. Davidson asked the board their permission to have all the schools contribute management fees in FY11, with the exception of DCSA and RCMS. Ms. Davidson commented that there is no management fee planned for DCSA for the first year but reserve the right to come back to the board mid-year and, if the budget allows, request that CSUSA receive their management fee.

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Motion made by Mr. Clark with a second by Mr. Haiko to approve Renaissance Elementary Charter School to loan funds up to $200,000 to Renaissance Charter Middle School for the FY11 Budget. The motion was approved unanimously.

Motion made by Mr. Clark with a second by Mr. Haiko to approve the FY 11 Budget for the Lee Charter Foundation, Inc. The motion was approved unanimously.

Engagement Letters

- Ms. Daigle spoke on the audit engagement letters for The Lee Charter Foundation Schools for the year ending June 30, 2010 and asked for Board approval.

Motion made by Mr. Clark with a second by Mr. Haiko to approve the Audit Engagement Letters for the Lee Charter Foundation, Inc. Schools, BSCS, CCCS, GCS, GCIS, GCHS, SMCA, for the year ending June 30, 2010. The motion was approved unanimously.

- It was suggested by the Board that in the future, every few years, CSUSA send a new RFP request for these audits. Ms. Daigle will note this on her calendar.
- Ms. Daigle asked the Board to approve the audit RFP for RECS St Lucie. This is standard procedure with a new school.

Motion made by Mr. Clark with a second by Mr. Haiko to approve the audit firm of Keefe, McCullough & Co to process the audit for Renaissance Charter School of St Lucie, for the year ending June 30, 2010. The motion was approved unanimously.

- M. Daigle shared the district CPA form for the schools and noted that it had been signed by the Chairman and sent to the District.
- Ms. Davidson spoke on the technology lease for RCSSL. CSUSA obtained an operating lease with First American for a portion of the technology equipment at RCSSL. Rather than spending the entire dollar amount up front, the company agreed to buy back the equipment and the school would make monthly payments.

Motion made by Mr. Clark with a second by Mr. Haiko to approve the lease with First American on a portion of the technology equipment for RCSSL. The motion was approved unanimously.

IV. OLD BUSINESS

Duval Charter School at Arlington

- Mr. Page stated that the DCSA is proceeding nicely and continues to be on schedule for the opening in August for the 2010-2011 school year.

Keys Gate Charter High School

- Mr. Kelmanson updated the Board and stated thAT the charter contract with Keys Gate Charter High School has been executed.

New Charter Applications for the Board

- Chairman Haiko discussed with the Board that they will be submitting several new charter applications for the 2011-2012 School year. Mr. Kelmanson reminded the Board that we would need their approval to submit these on their behalf. The applications are for the following school districts: Duval, Broward, Dade, St. Lucie, Palm Beach, Orange, Lake, Polk, and Osceola.

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Motion made by Mr. Haiko with a second by Mr. Clark to authorize CSUSA to submit new Charter Applications for the School Year 2011-2012 on behalf of the Renaissance Charter School, Inc. The motion was approved unanimously.

Management Agreements

- Mr. Kelmanson reminded the Board that in order to submit the applications, we would also need management agreements signed between the Board and CSUSA.

Motion made by Mr. Clark with a second by Mr. Haiko to approve and authorize the Chairman to sign the Management Agreements between the Board and CSUSA, for those schools which we will be submitting new charter applications for on behalf of the Renaissance Charter School, Inc. for the school year 2011-2012. The motion was approved unanimously.

Renewal Process for NBAE

- Mr. Kelmanson commented that the 10 year charter is up for renewal for North Broward Academy of Excellence and we will follow the state mandated renewal process with the Broward School District.

Shared Facility Agreement

- Mr. Page reviewed the Shared Facility Agreement between KGCS and KGCHS, which has been discussed in previous board meetings. He asked the Board for approval.

Motion made by Mr. Clark with a second by Mr. Haiko to approve the Shared Facility Agreement between Keys Gate Charter School and Keys Gate Charter High School. The motion was approved unanimously.

V. NEW BUSINESS

Director of Development for the Board

- Mr. Page suggested to the Board to consider retaining a Director of Development for the Renaissance Charter School, Inc. This individual would have personal and business knowledge of the communities the Board is considering submitting an application in and assist in creating relationships with the Districts and developing local councils.

Motion made by Mr. Clark with a second by Mr. Haiko to establish a board administration fund of $10/student to be used to hire staff to support ongoing board development and management for the Renaissance Charter School, Inc. The motion was approved unanimously.

Fingerprinting Update

- Ms. Vecchione reminded the Board that in Broward County they need new clearance on their background checks every 5 years. She passed out the required forms and information for instructions.

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VI. OPEN FORUM

- None

Motion made to adjourn the Renaissance Charter School, Inc. Governing Board meeting. The motion was approved unanimously.

Ken Haiko, Chairman

Date: 8/20/10

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
and
ANNUAL MEETING OF THE BOARD OF DIRECTOR'S

Board Meeting: August 20, 2010

School(s):
Hollywood Academy of Arts & Sciences
Hollywood Academy of Arts & Sciences MS
Duval Charter School at Arlington
North Broward Academy of Excellence
North Broward Academy MS
Renaissance Charter School
Renaissance Charter Middle School
Renaissance Charter School St Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
08.20.10	11:30 a.m.	1:00 p.m.	TBD	TBD	M. Vecchione

Meeting Location:
CSUSA, 6245 N Federal Hwy, Fort Lauderdale, Florida

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice-Chairman Mr. Thomas Wheeler, Treasurer Mr. Corey Gold, Secretary (teleconference)	Ms. Lorrie Davidson, VP of Finance, CSUSA (teleconference) Ms. Billie Miller, Senior Director of Education, CSUSA Mr. Richard Page, VP of Operations, CUSUSA (teleconference) Mr. Mike Essik, Director of Finance, CSUSA Mr. Rob Vilardi, Financial Analyst, CSUSA Ms. Mary Vecchione, Governing Board Liaison, CSUSA Mr. Ed Pozzuoli, General Counsel, CSUSA Ms. Ana Cordal, Principal, RECS & RECSMS Mr. Eric Lewis, Principal, RCSSL Ms. Robin Sandler, Principal, KGCHS
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 11:30 a.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

I. APPROVAL OF MINUTES

Chairman Haiko asked the Board to review the minutes from the May 5th, June 8th, and June 18th, 2010 Governing Board meetings and note any corrections or comments. The minutes stand.

Motion made by Mr. Clark with a second by Mr. Wheeler to approve the Governing Board minutes from the Renaissance Charter School, Inc. for the dates of May 5th, June 8th, and June 18th, 2010. The motion was approved unanimously.

II. SCHOOL REPORT

Renaissance Charter School St Lucie

- Mr. Lewis reported year end enrollment of 1267 with a budgeted enrollment of 1290. 13 new staff members have been added.
- Leadership training and leading edge participants were noted.
- A School Improvement Plan, planning session was held on August 4, 2010 and new teacher induction was held August 9th.

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- It was noted that the school facility is ready for school to begin with the exception of pending projects for minor touch up painting and soccer field surfacing & maintenance.
- Mr. Lewis highlighted numerous School, PTO, and Community activities.
- Technology improvements included addition of document cameras for interactive whiteboards, pending installation of Promethean Boards, iPad labs, and the addition of BrainPop and United Streaming web subscriptions for teachers.
- Enrollment for the new year is 1267 with a wait list of 1118 students.

Hollywood Academy of Arts & Sciences

- Ms. Fulton was attending orientation for her staff. Ms. Miller reported on the school report. Enrollment for year end was 671 students with a budgeted enrollment of 680. 7 new staff members have joined her team and all positions have been filled.
- Leadership/Leading Edge participants were noted.
- Ms. Miller reported on numerous School, PTO, and Community activities.

North Broward Academy of Excellence

- Mr. McKnight was attending the staff celebration lunch for receiving a school grade of "A". Ms. Miller reported on his school report. Enrollment for year end was 607 elementary students, 325 middle school students, with a budgeted enrollment of 968 total.
- Ms. Miller noted the leadership training/leading edge participation.
- Summer cleaning has been completed and ready for opening day.
- The addition of new technology equipment was addressed.

Renaissance Charter School Doral

- Ms. Cordal reported on enrollment of 634 students with a budgeted enrollment of 625. She has had numerous positions filled due to the expansion of the school.
- The School report highlights Leadership Training, Leading Edge, School Improvement Plan, and Strategic Plan.
- The delay for the construction of the new school has been updated by Mr. Jon Hage and the students and staff are handling the transition well. The school will be housed temporarily at the Hilton Hotel.

At this point in the meeting Channel 4, CBS news reporter and camera man arrived.

Keys Gate Charter High School

- Ms. Sandler introduced herself as principal for Keys Gate Charter High School. Her first school report will be given at the September meeting.

Duval Charter School at Arlington

- Ms. Teresa Brown was unable to attend the Board meeting due to activity surrounding the final days for opening the school. She will make her first report at the next Board meeting.

Mr. Ed Pozzuoli, General Counsel for CSUSA joined the meeting by teleconference. The order of the agenda items was changed to accommodate his schedule. He updated the Board on the status of the Bond issue. See notes under "Old Business" for these comments.

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School Grades

- Ms. Miller shared the school grades and summarized an overview of the grades and areas that increased or decreased. The grades and AYP results are as follows:
  - RECS Elem - A Yes AYP
  - RECSMS - A Yes AYP
  - HAAS Elem - A Yes AYP
  - HAAS MS - A no AYP
  - NBAE Elem - A Yes AYP
  - NBAE MS - A no AYP
  - RCSSL - C no AYP

FCAT Scores

- Ms. Miller summarized the FCAT scores for all the schools and asked the Board members to review the highlights in the presentation.

III. FINANCE

FY10 Year End Review

- Mr. Essik reviewed the FY10 Year End Financials for the RECS Board and its Schools. Student enrollment was primarily on target with the exception of RCSSL.
- FTE Revenue was favorable for all the Schools.
- Mr. Essik noted the changes in fund balances vs. the budget. Again, all were favorable. In addition, he highlighted the significant budget variances for each school.

Motion made by Mr. Clark with a second by Mr. Wheeler to approve the FY10 Year End Financial Review for all Schools governed by the Renaissance Charter School, Inc. The motion was approved unanimously.

KGCHS FY11 Revised Budget

- Mr. Essik reviewed the highlights of changes from the preliminary budget.
- Enrollment - demand in 9th decreased with an increase in demand for 7th & 8th grades. Modification to the enrollment matrices of both KGCS & KGCHS was requested.
- Additional 100 students at KGCS caused the FTE revenue to increase by $618,000. Capital Outlay revenue and the Board fee refund increased as well.
- Wages increased at KGCS due to the additional 100 students.
- CSUSA management fee and the fee to the county school board increased due to the increase in revenue, which was driven by the student enrollment increase.
- Shared operating expenses for the new facility also increased by $156,000 due to the shift in the matrix of students that will occupy the new building.
- Instructional expenses increased by $14,000 in order to accommodate the enrollment increase.
- Capital expenses increased by $130,000 due to shifting of enrollment from the high school.

Motion made by Mr. Clark with a second by Mr. Wheeler to approve the KGCHS FY11 Revised Budget governed by the Renaissance Charter School, Inc. The motion was approved unanimously.

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Capital Outlay Plans

- Mr. Essik reviewed the Capital Outlay Plans and Assertion Letters for those schools that qualify governed by the Renaissance Charter School, Inc. He asked the Board for approval.

Motion made by Mr. Wheeler with a second by Mr. Clark to approve the Capitol Outlay Plans for HAAS, HAAS MS, KGCHS, NBAE, NBAEMS, RCMS, RECS, and the Lease Assertion Letters. The motion was approved unanimously.

IV. OLD BUSINESS

Bond Update

- Mr. Pozzuoli stated that the Bond issue is moving forward and on schedule. The process of notification for the bond money was received and the first public notice hearing was held in Homestead, FL on August 10th. A notice is required to accommodate public comment. This process will also be duplicated in Doral, Duval, North Lauderdale, and St Lucie. The final hearing will be held in Leon County prior to the closing of the bond, at which point the whole packet will go to the governor's office for approval right before Labor Day. The next step is when the bonds go to market to be priced, at which time it will take 2-3 days until closing. The closing will be held prior to September 10th.

Charter Development Updates

- *Duval Charter School at Arlington* - Duval will open on schedule. Waiting for the final health inspection was is due within the next few hours. If for some reason a delay should occur, the District agreed that the School could make up those few days by using teacher work days.
- *Expansion of RECS* - The construction has not completed and the School has designated a temporary opening in the Hilton Hotel. Arrangements have been negotiated, with District approval, for the school to use this temporary location for up to 4 weeks. Mr. Hage assured the Board that it is a safe environment for the students and will use the delay as a teaching moment.
- *Keys Gate Charter High School* - The renovations for this building have been completed. The School will open with 200 students. Mr. Hage invited the Board to attend the grand opening on September 3rd at 10:00 a.m. Phase 2 is on schedule.

V. NEW BUSINESS

Amended By-Laws

- Ms. Vecchione remarked to the Board that the attorneys suggested that the By-Laws be amended to update and make current. The Board reviewed the changes and motioned for approval.

Motion made by Mr. Wheeler with a second by Mr. Clark to approve the Amended By-Laws for The Renaissance Charter School, Inc. The motion was approved unanimously.

Enrollment Numbers for RCSSL

- The RCSSL School has need to modify grade level capacities to meet the actual demand in the community. Such modifications shall not result in exceeding the total enrollment capacity set forth in the charter contract or violate regulatory requirements for charter school facilities.

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Motion made by Mr. Clark with a second by Mr. Wheeler that the board authorizes the specific modified grade level configuration as provided by CSUSA for the 2010-2011 school year. The motion was approved unanimously.

Grade	Capacity 2010-11 SY
K	140
1	192
2	142
3	162
4	164
5	137
6	139
7	140
8	74
Total	1290

School Policies

- Ms. Vecchione asked the Board if they had reviewed the school policies and documents, including: Parent/Student handbook; Behavior/discipline contract; grievance policy; wellness plan; emergency disaster plan; volunteer policy; uniform policy; school calendar; transportation agreement; and food service agreement. The Board acknowledged they did and all were in agreement and approved.

Motion made by Mr. Wheeler with a second by Mr. Clark to approve the above school policies and documents for HAAS, HAASMS, NBAE, NBAEMS, RECS, RECSMS, RCSSL, DCSA for the school year 2010- 2011. The motion was approved unanimously.

- Ms. Vecchione asked the Board to separately approve the Transportation Agreement for Duval Charter School at Arlington so the District is clear that it has been reviewed and approved.

Motion made by Mr. Wheeler with a second by Mr. Clark to approve the Transportation Agreement for the Duval Charter School at Arlington. The motion was approved unanimously.

Parent Survey

- Ms. Miller reviewed the end of year parent survey results. She shared the school results, school results compared with CSUSA network, and noted the strengths and opportunities. These results will be incorporated into the school strategic/improvement plans.

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Student Survey

- Ms. Miller reviewed the end of year student survey results. She shared the school results, school results compared with CSUSA network, and noted the strengths and opportunities. These results will be incorporated into the school strategic/improvement plans.

Staff Survey

- Ms. Miller reviewed the end of year staff survey results. She shared the school results, school results compared with CSUSA network, and noted the strengths and opportunities. These results will be incorporated into the school strategic/improvement plans.

Fingerprint Checks

- Ms. Vecchione explained the process for getting the fingerprint background check for Duval County. The Board will completed this process quickly.

VI. OPEN FORUM

- None

Motion to adjourn the Renaissance Charter School, Inc. All in favor.

Ken Haiko, Chairman

Date: 9/24/10

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ANNUAL MEETING OF THE RENAISSANCE CHARTER SCHOOL, INC.

FRIDAY, AUGUST 20, 2010

Immediately following the Board meeting, The Renaissance Charter School, Inc. held their Annual Meeting and Election of Officers.

Mr. Wheeler nominates Mr. Ken Haiko for Chairman of The Renaissance Charter School, Inc.

Motion made by Mr. Wheeler with a second by Mr. Clark to approve the election of Mr. Ken Haiko as Chairman of The Renaissance Charter School, Inc. The motion was approved unanimously.

Mr. Haiko nominates Mr. Dennis Clark for Vice-Chairman of The Renaissance Charter School, Inc.

Motion made by Mr. Haiko with a second by Mr. Wheeler to approve the election of Mr. Dennis Clark as Vice-Chairman of The Renaissance Charter School, Inc. The motion was approved unanimously.

Mr. Wheeler nominates Mr. Corey Gold for Secretary of The Renaissance Charter School, Inc.

Motion made by Mr. Wheeler with a second by Mr. Clark to approve the election of Mr. Corey Gold as Secretary of The Renaissance Charter School, Inc. The motion was approved unanimously.

Mr. Haiko nominates Mr. Thomas Wheeler for Treasurer of The Renaissance Charter School, Inc.

Motion made by Mr. Haiko with a second by Mr. Clark to approve the election of Mr. Thomas Wheeler for Treasurer of The Renaissance Charter School, Inc. The motion was approved unanimously.

Motion to adjourn the Annual Meeting of the Renaissance Charter School, Inc.

Ken Haiko

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
Board Meeting: September 24, 2010

School(s): Duval Charter School at Arlington
Hollywood Academy of Arts & Sciences
Keys Gate Charter High School
North Broward Academy of Excellence
Renaissance Charter School Doral
Renaissance Charter School St Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
09.24.10	11:15 a.m.	12:55 p.m.	TBD	TBD	M. Vecchione
Meeting Location:					
Duval Charter School at Arlington, 100 Bell-Tel Way, Jacksonville, FL					

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice-Chairman Mr. Corey Gold, Secretary (teleconference) Absent: Mr. Thomas Wheeler, Treasurer	Ms. Lorrie Davidson, VP of Finance, CSUSA Mr. Billie Miller, Senior Dir of Education, CSUSA Mr. Derek Kelmanson, Operations Manager, CSUSA Ms. Mary Vecchione, Governing Board Liaison, CSUSA Mr. Mark Hage, Assit Principal, HAAS Ms. Teresa Brown, Principal, DCSA Mr. David McKnight, Principal, NBAE Mr. Eric Lewis, Principal, RCSSL Ms. Robin Sandler, Principal, KGCHS Ms. Susan Biehler, Duval School District Ms. Nanny Bowler, Duval School District
Highlights:	

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 11:15 a.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

Chairman Haiko asked for a motion to amend the agenda to include a brief financial summary for Duval Charter School at Arlington. Ms. Davidson was there to make the presentation.

Motion made by Mr. Clark with a second by Mr. Gold to amend the agenda for the September 24, 2010 Renaissance Charter School, Inc. Governing Board meeting to include the Duval financial summary. The motion was approved unanimously.

I. APPROVAL OF MINUTES

Chairman Haiko asked the Board to review the minutes from the August 20, 2010 Governing Board Meeting and Annual Meeting of the Board of Directors and note any corrections or comments. The minutes stand.

Motion made by Mr. Clark with a second by Mr. Gold to approve the minutes from the August 20, 2010 Governing Board meeting and the Annual Meeting of the Board of Directors. The motion was approved unanimously.

Chairman Haiko asked the Board to review the amended minutes of the May 24, 2010 Governing Board meeting which included an incorrect statement. The minutes under review

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included May 24th meeting minutes and these minutes were not for the Renaissance Charter School, Inc. Governing Board. They were deleted from the minutes.

Motion made by Mr. Clark with a second by Mr. Gold to amend the minutes from the May 24, 2010 Governing Board meeting to reflect the correction. The motion was approved unanimously.

II. SCHOOL REPORT

Hollywood Academy of Arts & Sciences

- Mr. Hage reported enrollment of 679 students with a budgeted enrollment of 680. All staffing positions are currently filled.
- Mr. Hage reported on Leading Edge participants, SAC meeting, professional development topics and PTO updates.
- Facilities are waiting for approval from the Home Tower HOA to trim the edges outside of the school and a quote for cameras to be placed in the alcoves by the restrooms.
- 10 mimios have been installed and additional mini laptops have been added for student use.
- Mr. Hage reported on numerous school, PTO, and community activities.

North Broward Academy of Excellence

- Mr. McKnight reported on enrollment of 623 elementary students, 325 middle school students and a total budgeted enrollment of 971.
- Mr. McKnight reported on Leading Edge participants, SAC meeting, professional development topics and PTO updates.
- In addition, he reviewed numerous school, PTO, and community activities.
- There have been a few SIS concerns and help tickets have been entered and waiting for resolution.

Renaissance Charter School of St Lucie

- Mr. Lewis reported on enrollment of 1281 students with a budgeted enrollment of 1290. All staffing positions are filled.
- Mr. Lewis also reported on Leading Edge participants, SAC meeting, and professional development topics for the staff.
- Facilities have been busy stripping and waxing the floors, painting, installing white boards, and working on the soccer fields.
- The first week of school was busy with numerous school, PTO, and community activities.

Duval Charter School at Arlington

- Ms. Brown reported on enrollment of 596 students with a budgeted enrollment of 641. All staffing positions are currently filled.
- Ms. Brown also reported on leading edge participants, SAC meeting, professional development topics and PTO updates.
- There are several rooms that are not being used due to no 8th grade. New building kinks continue to be worked out.
- Ms. Brown reported on numerous school, PTO, and community activities.
- 28 Smart Boards have been installed and training given.

Keys Gate Charter High School

- Ms. Sandler reported on enrollment of 160 students with a budgeted enrollment of 175. There is currently one opening for a Spanish teacher.

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- Ms. Sandler also reported on leading edge participants, SAC meeting, professional development topics and PTO updates.
- The School is fully functioning and minor maintenance issues have been addressed. The soccer fields have been completed.
- Ms. Sandler reported on numerous school, PTO, and community activities.
- Interactive white boards will be installed and connected soon. The school has also received netbooks, document cameras, voting clickers, and LCD projectors.

School Improvement Plans

- Each principal walked through their portion of the School Improvement Plan presentation. This summarized the FCAT scores and outlined the goals and techniques used to achieve these goals.

Motion made by Mr. Gold with a second by Mr. Clark to approve the HAAS School Improvement Plan for the School Year 2010-2011. The motion was approved unanimously.

Motion made by Mr. Clark with a second by Mr. Gold to approve the KGCHS School Improvement Plan for the School Year 2010-2011. The motion was approved unanimously.

Motion made by Mr. Gold with a second by Mr. Clark to approve the NBAE School Improvement Plan for the School Year 2010-2011. The motion was approved unanimously.

Motion made by Mr. Clark with a second by Mr. Gold to approve the RCSSL School Improvement Plan for the School Year 2010-2011. The motion was approved unanimously.

Motion made by Mr. Clark with a second by Mr. Gold to approve the DCSA School Improvement Plan for the School Year 2010-2011. The motion was approved unanimously.

Motion made by Mr. Clark with a second by Mr. Gold to approve the RECS Doral School Improvement Plan for the School Year 2010-2011. The motion was approved unanimously.

Out of Field Waivers

- Ms. Vecchione read the names of those teachers under their governing board who are teaching out of field or ESOL out of field.

Motion made by Mr. Clark with a second by Mr. Gold to approve the Out of Field Waivers for DCSA, HAAS, KGCHS, NBAE, RCSSL, and RECS Doral for the School Year 2010-2011. The motion was approved unanimously.

III. FINANCE

- At the request of Chairman Haiko, Ms. Davidson gave a brief summary on the financials for Duval Charter School at Arlington. She indicated that the budget is built on 641 students but they have been paid on only 332. This will be

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corrected in the next few weeks. Also, the coding is incorrect and they have been coded for 4th-8th Grades and this will be corrected also.

- The School is in line with expenses and there does not appear to be any overly concerning issues.

IV. OLD BUSINESS

Bond Update

- Chairman Haiko and Ms. Davidson gave a brief update on the status of the bond issuance. The Bond should be closing next Wednesday. There have been none sold yet but appears to have good prospects.

V. NEW BUSINESS

Merit Award Plan

- Ms. Vecchione explained the Merit Award Plan. She informed the Board that it is the exact same plan as was submitted last year; the only exception is the addition of new schools in the network.

Motion made by Mr. Clark with a second by Mr. Haiko to approve the Merit Award Plan as submitted for the School Year 2011-2012. The motion was approved unanimously.

Charter Amendment

- Mr. Kelmanson asked the Board to review the charter amendment between the School Board of St Lucie County and the Renaissance Charter School of St Lucie. He stated that the change is for the annual progress report due date to the District and make the change to state that they would follow the DOE guidelines. This was a request by the School Board of St Lucie.

Motion made by Mr. Clark with a second by Mr. Haiko to amend the Charter School Agreement between the School Board of St Lucie County and the Renaissance Charter School of St Lucie to change the due date of the annual progress report from October 1st to follow the DOE guidelines. The motion was approved unanimously.

Florida Charter School Conference

- Ms. Vecchione reminded the Board of the upcoming Florida Charter School Conference and invited the Board members to attend.

VI. OPEN FORUM

St Lucie Enrollment

- Mr. Kelmanson asked the Board to allow CSUSA, on their behalf, to request an amendment to the St Lucie charter to increase enrollment capacity from 1290 to 1500. The waiting list at the School is currently over 800 students.

Motion made by Mr. Clark with a second by Mr. Gold to have CSUSA request an enrollment increase for Renaissance Charter School of St Lucie from 1290 to 1500 students. The motion was approved unanimously.

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Motion made to adjourn the meeting of the Renaissance Charter School, Inc. Governing Board. All in favor.

Ken Haiko, Chairman

Date: 11/12/10

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MEETING MINUTES

Name of Foundation: The Renaissance Charter School, Inc.
Board Meeting: October 28, 2010

School(s): Duval Charter School at Arlington
Hollywood Academy of Arts & Sciences
Keys Gate Charter High School
North Broward Academy of Excellence
Renaissance Charter School Doral
Renaissance Charter School St Lucie

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
10.28.10	4:07 p.m.	4:09 p.m.	11.12.10	10:30 a.m.	M. Vecchione
Meeting Location:					
CSUSA, 6245 N Federal Highway, Fort Lauderdale, Florida 33308					

Attended by:	
Mr. Ken Haiko, Chairman Mr. Dennis Clark, Vice-Chairman Mr. Thomas Wheeler, Treasurer (teleconference)	Ms. Mary Vecchione, Governing Board Liaison Ms. Margie Plunkett, Grant Writer
Highlights:	

CALL TO ORDER
Pursuant to public notice, the meeting commenced at 4:07 p.m. with a Call to Order by Chairman Haiko. Roll call was taken and quorum was established.

I. RACE TO THE TOP GRANT OPPORTUNITY

- Ms. Margie Plunkett outlined the Race to the Top Grant Opportunity for the Board members. She stated that the grant was a federal initiative that targets education reform focusing on 4 areas. Those four areas consist of Assesments & Standards; Effective Teachers & Leaders; Data Systems; and Turning Around Struggling Schools. Ms. Plunkett explained that each Governing Board is required to approve the opt-in opportunity for this grant and notify the District. She asked the Board for a motion to approve.
- It was noted that the Keys Gate Charter School System Local Governance Council had already recommended for approval to participate in this grant opportunity.

Motion made by Mr. Clark with a second by Mr. Wheeler that the The Renaissance Charter School, Inc. Governing Board has reviewed, understands, and approves the Race to the Top Grant Opportunity for DCSA, HAAS, HAASMS, NBAE, NBAEMS, RECS, RECSMS, RCSSL, and KGCHS . The motion was approved unanimously.

II. OPEN FORUM

- None

Ken Haiko
Name, Chairman

Date: 11/12/10

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Renaissance Charter School, Inc. - Student Wellness Policy
Reapproved- October 16, 2009

Renaissance Charter School, Inc. promotes health in students by supporting wellness, quality nutrition and regular physical activity as a part of the total learning environment. The Board supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of quality nutrition and physical activity, schools contribute to the basic health status of students.

Renaissance Charter School, Inc. will maintain a local Wellness Policy Committee that will be comprised of representatives of the Board, parents, students, community members and employees. The local Wellness Policy Committee is charged with the responsibility of developing a plan to implement and measure the effectiveness of the local wellness policy. The Board President or appointed designee chairs this committee. The Board will designate the National School Lunch Program (NSLP) Director, currently Jennifer Westbrook, to be responsible for ensuring that the school(s) is/are meeting the local wellness policy.

Along with the NSLP coordinator, this policy will be monitored by the wellness policy committee to ensure compliance. Each building principal and the food service supervisor will be made aware of these nutrition and physical activity goals and will be available to report on these matters to the committee when requested.

The Wellness Policy Committee will review the policy every year from the date of issue to determine the scope of policy compliance and the extent of progress being made toward the student wellness goals. As part of this assessment, the committee will review current trends in nutrition and physical activity policies and practices and the provisions that support an environment of healthy eating and physical activity. Upon review and as necessary, the Wellness Policy Committee will make recommendations to Renaissance Charter School, Inc..for their consideration on modifications to this policy annually.

The targeted goals outlined in the following sections of this policy are designed to reflect best practices in the area of child nutrition and physical activity at the time this policy was written. It must be understood that these practices represent the ideal and may, in some instances, not be immediately obtainable or even practical, given unique district circumstances. This should not, however, deter the establishment of these high standards toward which progress can be made over time.

The targeted wellness goals are divided into fonr categories:

- Section 1 - Nutrition education and promotion;
- Section 2 - Other school-based activities that are designed to promote student wellness;
- Section 3 - Physical activity;
- Section 4 – Nutrition guidelines for all foods available during the school day. *

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Student Wellness Policy Goals

Section 1 – Nutrition Education and Promotion

Nutrition education and promotion targeted goals include:

1. Nutrition education that is offered as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health.

2. Nutrition education that is fully integrated into health education classes and other classroom instruction subjects, taught by the classroom instructors, utilizing materials provided by the USDA and Depts. of Health and Education.

3. Nutrition education utilizing materials provided by Department of Education that includes enjoyable, developmentally appropriate and culturally relevant participatory activities; such as contests, promotions, taste-testing, farm visits and school gardens.

4. Nutrition education that promotes foods of high nutritional value; such as fruits, vegetables, and whole-grain foods, as well as foods low in saturated fat, trans-fats, and added sugar.

5. Nutrition education that emphasizes portion control and caloric balance between food intake and physical activity.

6. Nutrition education that links with meal programs, other foods and nutrition-related community services.

Section 2 – Other School-based Activities that Promote Student Wellness

A. Integrating physical activity into classroom settings targeted goals include:

1. Offering classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities.

2. Encourage more physical activity by minimizing sedentary activities, such as watching television, playing computer games, etc.

3. Provide opportunities for physical activity to be incorporated into other subject lessons.

4. Encouraging classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate.

B. Meal times and scheduling targeted goals include:

1. Provide at least 10 minutes for students to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.
2. Breakfast should be scheduled anywhere between 7:30 a.m. and 8:15 a.m.; lunch should be scheduled between 10:15 a.m. and 1:30 p.m.

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3. Should not schedule tutoring, club or organizational meetings or activities during mealtimes, unless students may eat during such activities.

4. Provide access to hand washing or sanitizing before students eat meals or snacks.

Section 3 - Physical Activity

Physical activity targeted goals include:

1. A comprehensive activity program encompassing a variety of opportunities for all students to engage in up to 60 minutes of vigorous activities several times a week. The activity program should consist of physical education, recess, fitness breaks, sports, and other physical activities.

2. School is encouraged to make structured physical education available to students, daily, as resources allow. This will assist in the critical motor skills development students need at this age. If daily physical education is not possible, it should be provided at least two or three times a week.

3. School is encouraged to provide recess for approximately 20 minutes per day, preferably outdoors that involves moderate to vigorous physical activity through the provision of space and equipment.

4. School is encouraged to provide brief activity breaks and discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

5. Since physical activity is important, all school personnel are encouraged to find alternatives to using denial of recess or physical activity as a discipline strategy.

Section 4 - Nutrition Guidelines for all Foods Available during the School Day

**Renaissance Charter School, Inc. assures that its guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the USDA. **

A. School meals served through the National Lunch aud Breakfast Program targeted goals include:

1. Meals that are both appetizing and attractive meals to children.

2. Meals that meet minimum nutrition requirements established by local, state and federal law.

3. Meals that offer a variety of food containing high nutritive value, preferably fresh fruits and vegetables.

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B. Foods sold outside the meal (e.g. vending, ala carte, sales, snack lines, student stores, and fundraising activities) in secondary schools targeted goals include:

1. Beverages:

   Not allowed: carbonated drinks, excluding seltzer or flavored water. Encourage consumption of water, low fat milk, and 100% juices.

2. Foods:

   Should have no more than 35 percent of its calories from fat (excluding nuts, seeds, peanut butter, other nut butters, and cheese) and 10 percent of its calories from saturated fat and trans fat combined; less than 35 percent of its weight from added sugars; less than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods and other snack items; less than 480 mg of sodium per serving for pastas, meats and soups; and less than 600 mg of sodium for pizza, sandwiches and main dishes. Foods should include a choice of fruits and/or non-deep fried vegetables for sale at any location on the school site where foods are sold.

3. Portion Size:

   An appropriate serving size would include: 1.25 ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit or jerky; 1ounce for cookies; 2 ounces for cereal bars, granola bars, pastries, muffins, bagels and other bakery items; 4 fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream; 8 ounces for yogurt; and 12 fluid ounces for beverages, excluding water and milk. The portion size of ala carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of meals. Fruits and non-deep fried vegetables are exempt from portion-size limits.

C. Fundraising activities targeted goal:

It is recommended that to support children's health and school nutrition-education efforts, school fundraising activities not involve food or use only foods that meet the above recommended nutrition and portion size standards for foods and beverages sold individually. Fundraising entities are encouraged to utilize activities that promote physical activity.

D. Snacks targeted goal:

Snacks served during the school day or in after-school care and enrichment programs should make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks with water and milk as the primary beverages. School should assess if and when to offer snacks based on timing of meals, children's nutritional needs, children's ages and other considerations.

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E. Rewards targeted goal:

The Board encourages the use of foods and beverages that meet the recommended nutrition standards for items sold individually as outlined in this policy, as rewards for academic performance or good behavior. School personnel will not withhold food or beverages from students (including food served through meals) as a punishment.

F. Celebrations targeted goal:

It is recommended that individual building staff members evaluate their celebrations practices that involve food during the school day.

Section 5- Baseline Assessments

The Wellness Policy Committee has the responsibility to conduct a baseline assessment of the schools' existing nutrition and physical activity environment and practices. RECS will use the School Health Index (SHI) as provided by the Center for Disease Control (CDC) to conduct a yearly baseline assessment. The results of this assessment will be compiled at the board level to identify and prioritize needs. Examples of the checklists used are attached to this policy; additional resources will be utilized by RECS and can be found at the following web address: http://www.cdc.gov/HealthyYouth/SHI/

Chairman, Renaissance Charter School, Inc.

10/16/09
Re-approval Date: October 16, 2009

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Addendum 1

Wellness Committee Members- 2009/2010 School Year

1.	Governing Board Member	[Ken Haiko]
2.	Prinicpal	[Ana Cordal]
3.	NSLP Director	[Jennifer Westbrook]
4.	PTO Representative(s)	[TBD] *
5.	Student Representatives	[TBD] *
6.	Cafeteria Manager	[Orlene Conde]

* To be determined

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Appendix L

Organizational Performance

Staff and Parental Involvement

- **Staff Certification Report**
- **District Security Clearance**
- **District Compatibility Report**
- **Employee Handbook Table of Contents**
- **Parent Survey Results**
- **Volunteer Packet**
- **Examples of PTO and SAC meetings**

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NBAE.NBAEMS 10-11

11/29/2010

Employee Name		Certification	St.Ct	CERT	Number
Teaching Staff:					
Kindergarten -6- Classes 10-11					
Solomon, Tahia		**Elem Ed GK-G6**	FL	Perm	1110290
Morales, Juana-12000 for B/A Care-Stipend		**Elem Ed G1 -G6**	FL	Perm	929355
Perez, Tanya		**Elem Ed GK-G6**	FL	Perm	1043521
Perez, Paulina		**Elem Ed GK-G6**	FL	Temp	1056027
LaFleur, Jeanette		**Elem Ed GK-G6, Music GK - G12**	FL	Perm	1095690
Brown, Denise		**Elem Ed GK-G6**	FL	Elig	775978
Grade One -6- Classes 10-11					
Crilly, Lindsey		**Elem Ed GK-G6**	FL	Temp	1080490
Croft, Edwin		**Elem Ed GK -G6**	FL	Perm	1082238
Han, Lydia		**Elem Ed GK -G6**	FL	Perm	1058030
Zuckerman, Jessy		**PreK - G3**	FL	Perm	986822
Almodovar, Ashley		**Elem Ed -G6**	FL	Perm	1026081
Wood, Jennifer		**Elem Ed GK-G6**	FL	Perm	984403
Grade Two G2 -5- Classes 10-11					
Dresdale, Karen J.		**Elem Ed GK-G6**	FL	Perm	958434
Smolin, Ivy		**Elem Ed GK-G6**	FL	Perm	896913
Becker, Stacey		**Elem Ed GK-G6**	FL	Temp	1091122
Saul, Jennifer		**Elem Ed GK-G6**	FL	Perm	991988
Barrass, Jessica		**Elem Ed GK-G6**	FL	Perm	1137619
Grade Three G3 -4- Classes 10-11					
Oliver, Lisa		**PreK-Primary Age 3 - G3**	FL	Perm	980791
Austin, Melissa		**Elem Ed G1-G6, Gifted endorsed**	FL	Perm	851565
Shiffman, Paige		**Elem Ed GK-G6**	FL	Perm	981275
Schuss, Beverly		**Elem Ed GK-G6**	FL	Perm	1127449
Grade Four G4 -3- Classes 10-11					
Stern, Stephanie		**Elem Ed GK-G6**	FL	Perm	1074429
Kirkland, Vivienne		**Elem Ed GK-G6**	FL	Perm	1088143
Allen, Debesha		**Elem Ed GK-G6**	FL	Elig	1088147
Grade Five G5 -4- Classes 10-11					
Lee, Maureen		**GK - G6 MS Math-ESOL-ESE**	FL	Elig	1123801
Connolly, Meagan		**Elem Ed GK-G6**	FL	Perm	1021354
Campbell, Carmen		**Elem Ed GK-G6**	FL	Perm	1013995
Petersdorf, Heather		**Elem Ed GK-G6,Ed Leadership All levels, Art GK-G12,Math G5-G9**	FL	Perm	845728
Elementary Specials					

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Estep, Joy		**Art GK - G12**	FL	Perm	914232
Emala, Susan		**Educational Media Specialist PreK - G12**	FL	Temp	928620
Tirado, Miriam		**PE GK - G12**	FL	Perm	978581
Lieberman, Raven		**Elem Ed GK - G6,ESE GK-G12, Reading Endorsed**	FL	Perm	1004663
Boskovic, Tanja		**Elem Ed GK - G6,PreK-G3,Varying Exception GK-G12 Reading Endorsed**	FL	Perm	810779
Weiss, Ann		**Music GK-G12,Elem Ed GK-G6,Prek-G3**	FL	Perm	892631
Benson, Kelly		**Math G5-G9,Elem Ed GK-G6,Reading Endorsed**	FL	Perm	1117554
Doctor, Rose		**Elem Ed G1-G6,Early Ed Nursery-GK,Specific Learning Dis-GK-G12**	FL	Perm	420208
Gertler, Harriet		**Elen Ed GK-G6, PreK Primary Ed Age 3 - G3**	FL	Perm	689093
Grade Six -5- Classes 10-11					
Braga, Vanessa-MATH		**Math G5-G9**	FL	Temp	958946
Valles, Pascale-SCIENCE		**General Science G5-G9,MS Integrated C.G5-G9**	FL	Temp	1075187
Hartman, John		**Soc Sci G6 - G12**	FL	Elig	1092442
Kydd, Chandra		**English G6 - G12**	FL	Elig	1091553
Grade Seven -6- Classes 10-11					
Kotkin, Elyse-SOC SCI		**Social Science G6-G12**	FL	Perm	1092828
Lasker, Lorin-SCIENCE		**Elem Ed GK-G6**	FL	Perm	909276
Ferch, Laura-MATH		**Math G5-G9**	FL	Perm	804931
Sung, Nikeisha-LA		**English G6-G12**	FL	Elig	1085048
Grade Eight -6- Classes 10-11					
Dixon, Carol-Social Science		**Soc Sci G6-G12**	FL	Elig	990708
Satchell-Simpson-MATH		**Math G5 - G9**	FL	Elig	1113367
Culverhouse, Ashley-SCIENCE		**General Science G5-G9**	FL	Perm	1137079
Mendez, Ivette-LA		**English G6-G8,Math G5-G9**	FL	Perm	1095270
Middle School Specials					
Guiterrez-Funk, Carmen		**Spanish GK-G12**	FL	Temp	1052695
Gibbs, Stephen-TECH		**Computer Science GK-G12**	FL	Elig	957444
Graber, Michael MS Art		**Art GK-G12,Elem Ed G1-G6,Primary Ed GK-G3**	FL	Perm	693134
Rodriguez, Yesenia-Drama		**Drama G6-G12**	FL	Temp	891682
Lockwood, James-PE		**PE GK-G12**	FL	Temp	1102599
Spencer, LaKiesha-Reading		**Elem Ed GK-G6,Reading GK-G12**	FL	Perm	922382
ESE					
Lubar, Susan		**Varying Except GK-G12,PreK-G3**	FL	Perm	865373
Aleman, Christina		**ESE GK-G12,Elem Ed GK-G6**	FL	Perm	1108647
Administration					
McKnight, David		**Educational Leadership All Levels**	FL	Perm	827649
Evans, Jodi		**Educational Leadership All Levels,Elem Ed GK-G6**	FL	Perm	1010530
Esses, Kathi		**N/A**	n/a	n/a	n/a
Huck, Nikoletta		**Guidance and Counseling PreK-G12, Elem Ed Gk-G6**	FL	Perm	1073233
Teachers Assistants					

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF PROFESSIONAL STANDARDS & SPECIAL INVESTIGATIVE UNIT
SECURITY CLEARANCE DIVISION
Phone (754) 321-2374 Fax (754) 321-2376

Charter School/ Before & Aftercare Private Provider Information Sheet

PRIVATEPROVIDER: North Broward Academy **DATE:** 11/09/10
CONTACT PERSON: Kathi Esses
PHONE: 954-718-2241 **FAX:** 954-718-8401

Page 1 of 2

Employee (Private Provider)	School (Private Provider)	Social Security Number	Date of Birth	Fingerprint Date	Clearance Date	Completed By
1. Taiesha Johnson	NBAEMS #5371	112-60-4363	09-13-1974	11/2/10	11/10/10	
2.Denise Brown	NBAE#5161	051-48-6251	04-17-1954	10/5/10	10/11/10	
3.Jessica Barrass	NBAE#5161	146-84-9298	07-29-1987	8/9/10	8/10/10	
4.Karen Dresdale	NBAE#5161	082-42-6759	03-16-1950	Need Finger printing		
5.Jeannette LeFleur	NBAE#5161	041-86-7452	07-28-1984	8/4/10	8/5/08	
6.Tanya Perez	NBAE#5161	536-74-7694	07-06-1974	5/30/07	6/3/07	
7.Talia Solomon	NBAE#5161	073-70-7229	08-01-1985	10/15/08	10/16/08	
8.Paige Shiffman	NBAE#5161	229-29-7121	06-17-1983	7/1/10	7/1/10	
9.Stephanie Stern	NBAE#5161	134-66-9532	06-23-1983	12/20/07	12/21/07	
10. Maureen Lee	NBAE#5161	147-48-4437	01-05-1982	9/7/10	9/13/10	
11.Carmen Campbell	NBAE#5161	592-98-6888	02-17-1950	7/25/06	7/24/06	
12.Ann Weiss	NBAE#5161	149-42-5192	12-08-1949	7/31/06	8/1/06	
13.John Hartman	NBAEMS#5371	183-64-9183	03-11-1980	8/30/10	9/13/10	

Fax this form to Lakeshia Smith at (754) 321-2376 at the School Board of Broward County, FL
All results will be returned within one business week of receipt.

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OFFICE OF PROFESSIONAL STANDARDS & SPECIAL INVESTIGATIVE UNIT
SECURITY CLEARANCE DIVISION
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Charter School/ Before & Aftercare Private Provider Information Sheet

PRIVATEPROVIDER: North Broward Academy **DATE:** 11/09/10
CONTACT PERSON: Kathi Esses
PHONE: 954-718-2211 **FAX:** 954-718-8401

Page 2 of 2

Employee (Private Provider)	School (Private Provider)	Social Security Number	Date of Birth	Fingerprint Date	Clearance Date	Completed By
1. Laura Ferch	NBAEMS #5371	343-72-4078	10-12-1967		not in system	
2. Nikeisha Sung	NBAEMS#5371	589-37-5229	09-19-1984	8/1/08	8/13/08	
3. Carol Dixon	NBAEMS#5371	769-38-2559	03-21-1973	9/1/10	9/2/10	
4. Ivette Mendez	NBAEMS#5371	593-52-0402	05-28-1986	7/20/10	7/27/10	
5. Stephen Gibbs	NBAEMS#5371	222-60-8062	05-09-1977	1/3/07	1/3/07	
6. Michael Graber	NBAEMS#5371	067-44-1960	08-12-1952	9/20/10	9/22/10	
7. Yesenia Rodriguez	NBAEMS#5371	593-64-6217	10-12-1979	8/12/09	8/13/09	
8. James Lockwood	NBAEMS#5371	451-75-5937	06-29-1984	8/12/09	8/13/09	
9. Lakiesha Spencer	NBAEMS#5371	590-80-0873	05-09-1980	4/18/08	4/21/08	
10. Christina Aleman	NBAEMS#5371	595-42-1360	03-17-1986	1/8/09	1/9/09	

Fax this form to Lakeshia Smith at (754) 321-2376 at the School Board of Broward County, FL
All results will be returned within one business week of receipt.

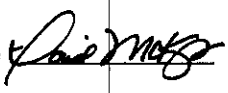
The School Board of Broward County, Florida

Personnel Sheet - Comparability Report

School:North Broward Academy **Telephone: 954-718-2211**

Location: 5161

#	Employee Name	Job Title	Grade	% worked	FTE
1	**Almodovar, Ashley**	G1 Teacher	G1	100%	1.00
2	**Barrass, Jessica**	G2 Teacher	G2	100%	1.00
3	**Becker, Stacey**	G2 Teacher	G2	100%	1.00
4	**Brown, Denise**	GK Teacher	K	100%	1.00
5	**Crilly, Lindsey**	G1 Teacher	G1	100%	1.00
6	**Croft, Edwin**	G1 Teacher	G1	100%	1.00
7	**Dresdale, Karen J.**	G2 Teacher	G2	100%	1.00
8	**Han, Lydia**	G1 Teacher	G1	100%	1.00
9	**LaFleur, Jeanette**	GK Teacher	K	100%	1.00
10	**Morales, Juana**	GK Teacher	K	100%	1.00
11	**Oliver, Lisa**	G3 Teacher	G3	100%	1.00
12	**Perez, Paulina**	GK Teacher	K	100%	1.00
13	**Perez, Tanya**	GK Teacher	K	100%	1.00
14	**Saul, Jennifer**	G2 Teacher	G2	100%	1.00
15	**Smolin, Ivy**	G2 Teacher	G2	100%	1.00
16	**Solomon, Tahia**	GK Teacher	K	100%	1.00
17	**Wood, Jennifer**	G1 Teacher	G1	100%	1.00
18	**Zuckerman, Jessy**	G1 Teacher	G1	100%	1.00

Principal's Signature  Date 11/15/10 Prepared By: K.Esses

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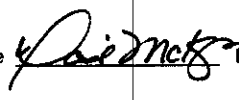
The School Board of Broward County, Florida

Personnel Sheet - Comparability Report

School:North Broward Academy **Telephone: 954-718-2211**

Location:5161

#	Employee Name	Job Title	Grade	% worked	FTE
19	**Allen, Debesha**	G4 Teacher	G4	100%	1.00
21	**Austin, Melissa**	G3 Teacher	G3	100%	1.00
22	**Boskovic, Tanya**	Reading Teacher	Elem	100%	1.00
23	**Campbell, Carmen**	G5 Teacher	G5	100%	1.00
24	**Connolly, Meagan**	G5 Teacher	G5	100%	1.00
25	**Emala, Susan**	Media Teacher	Elem	100%	1.00
26	**Estep, Joy**	Art Teacher	Elem	100%	1.00
27	**Gertler, Harriet**	Science Teacher	Elem	100%	1.00
28	**Kirkland, Vivienne**	G4 Teacher	G4	100%	1.00
29	**Lee, Maureen**	G5 Teacher	G5	100%	1.00
30	**Lieberman, Raven**	Reading Teacher	Elem	100%	1.00
31	**Petersdorf, Heather**	G5 Teacher	G5	100%	1.00
32	**Schuss, Beverly**	G3 Teacher	G3	100%	1.00
33	**Shiffman, Paige**	G3 Teacher	G3	100%	1.00
34	**Stern, Stephanie**	G4 Teacher	G4	100%	1.00
35	**Tirado, Miriam**	PE Teacher	Elem	100%	1.00
36	**Weiss, Ann**	Music Teacher	Elem	100%	1.00

Principal's Signature  Date 11/15/10 Prepared By: K.Esses

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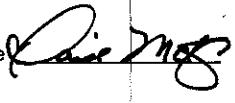
The School Board of Broward County, Florida

Personnel Sheet - Comparability Report

School:North Broward Academy **Telephone: 954-718-2211**

Location: 5161

#	Employee Name	Job Title	Grade	% worked	FTE
37	**Mayers-Clarke, Lydia**	Elem Instructional Aide	Elem	100%	1.00
38	**Lubar, Susan**	ESE Specialist	Elem	100%	1.00
39	**Aleman, Christina**	ESE Teacher	Elem	100%	1.00
40	**Huck, Nikoletta**	Guidance Counselor	Elem	100%	1.00
41	**Evans, Jodi**	Assistant Principal	Elem	100%	1.00
42	**McKnight, David**	Principal	Elem	100%	1.00
				100%	1.00
				100%	1.00
				100%	1.00
				100%	1.00
				100%	1.00
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				100%	1.00
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				100%	1.00
				100%	1.00
				100%	1.00

Principal's Signature  Date 11/15/10 Prepared By: K.Esses

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TABLE OF CONTENTS

A MESSAGE FROM OUR CEO 2
INTRODUCTION 6
'PUTTING STUDENTS FIRST BY PUTTING PEOPLE FIRST" 6
ABOUT YOUR HANDBOOK 6
MISSION 7
OUR VALUES 7
OPEN COMMUNICATIONS & OPEN DOOR POLICY 8
SUGGESTIONS 8
MEDIA POLICY 8
EMPLOYMENT POLICIES AND PROGRAMS 9
EQUAL OPPORTUNITY 9
NON DISCRIMINATION / HARASSMENT 9
AMERICANS WITH DISABILITIES ACT POLICY STATEMENT 11
IMMIGRATION LAW COMPLIANCE 12
ORIENTATION PERIOD 12
PERFORMANCE 13
OUTSIDE EMPLOYMENT 14
PROMOTIONS AND TRANSFERS 14
EMPLOYMENT RECORDS 15
SEPARATION FROM THE COMPANY 15
A DRUG FREE WORKPLACE 16
EXPECTATIONS AND STANDARDS 18
ATTENDANCE AND PUNCTUALITY 18
WORK RULES AND STANDARDS 18
APPEARANCE AND DRESS CODE 20
INTERNAL AND EXTERNAL CUSTOMER SERVICE 22
BUSINESS CONDUCT 24
PERSONAL RELATIONSHIPS 27
WORK ENVIRONMENT 28

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SMOKE FREE ENVIRONMENT 28
HIRING OF RELATIVES 28
SAFETY 28
WORKERS' COMPENSATION INSURANCE 29
COMPANY EQUIPMENT AND VEHICLES 29
COMPUTERS AND COMMUNICATION SYSTEMS 31
SECURITY 36
PARTICIPATION IN COMMUNITY AFFAIRS 37
EMERGENCY CLOSURES 37
ENVIRONMENTAL 38
PAY RELATED INFORMATION 38
COMPENSATION 38
EMPLOYMENT CATEGORIES 38
TIME KEEPING AND PAY RECORDS 39
WORK HOURS 40
EMPLOYEE REFERRAL PROGRAM 41
PAY PROCEDURES 41
BUSINESS-RELATED EXPENSE REIMBURSEMENT 42
PROFESSIONAL MEMBERSHIPS 43
TRAINING 43
BENEFITS 43
GENERAL OVERVIEW OF BENEFITS 43
ELIGIBILITY FOR BENEFITS 44
HOLIDAYS 45
PAID TIME OFF 46
LEAVES OF ABSENCE 47
OTHER TIME OFF 49
RECEIPT OF HANDBOOK 51
ACKNOWLEDGMENT OF AT-WILL EMPLOYMENT 51
AND DISCLAIMER OF CONTRACT 51

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2. My child attends the following Charter School:

	Response Percent	Response Count
Aventura City of Excellence School	0.0%	0
Bonita Springs Charter School	0.0%	0
Canoe Creek Charter Academy	0.0%	0
Cape Coral Charter School	0.0%	0
Coral Springs Charter School	0.0%	0
Downtown Miami Charter School	0.0%	0
Four Corners Charter School	0.0%	0
Gateway Charter Elementary & Intermediate School	0.0%	0
Gateway Charter High School	0.0%	0
Hollywood Academy of Arts & Sciences	0.0%	0
Keys Gate Charter School	0.0%	0
North Broward Academy of Excellence	**100.0%**	**253**
PM Wells Charter Academy	0.0%	0
Renaissance Charter School	0.0%	0
Renaissance Charter School St Lucie	0.0%	0
Six Mile Charter Academy	0.0%	0
	answered question	**253**
	skipped question	**0**

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3. My student(s) is enrolled in grade (select all that apply):

	Response Percent	Response Count
Kindergarten thru Grade Five	**73.1%**	**185**
Grade Six thru Grade Eight	41.9%	106
Grade Nine thru Grade Twelve	0.8%	2
answered question		**253**
skipped question		**0**

4. Please indicate your level of satisfaction with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
The learning program adequately challenges students' capabilities.	39.8% (98)	**56.5% (139)**	3.3% (8)	0.4% (1)	3.36	246
Extra assistance with school work is available to students.	40.6% (95)	**51.3% (120)**	6.8% (16)	1.3% (3)	3.31	234
				Additional Comments on Curriculum:		21
					answered question	**247**
					skipped question	**6**

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5. Please indicate your level of satisfaction with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
My child is challenged to achieve learning goals.	43.9% (108)	**50.4% (124)**	5.7% (14)	0.0% (0)	3.38	246
I receive regular feedback on my child's progress.	**43.3% (106)**	41.2% (101)	11.4% (28)	4.1% (10)	3.24	245
I am fully aware of my child's academic strengths & opportunities for improvement.	**46.9% (115)**	42.4% (104)	9.4% (23)	1.2% (3)	3.35	245
Homework supports academic goals.	44.4% (107)	**49.0% (118)**	6.6% (16)	0.0% (0)	3.38	241
				Additional Comments on Goals & Feedback:		28
					answered question	**247**
					skipped question	**6**

6. Please indicate your level of satisfaction with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
Parents are informed of school events and activities.	**50.6% (123)**	45.3% (110)	3.7% (9)	0.4% (1)	3.46	243
Parents are encouraged to volunteer and be involved in school activities.	**63.4% (154)**	35.0% (85)	1.2% (3)	0.4% (1)	3.61	243
The Parent Organization at our School actively supports our School's mission.	**51.5% (124)**	47.3% (114)	1.2% (3)	0.0% (0)	3.50	241
				Additional Comments on Parent & Community Involvement:		4
					answered question	**244**
					skipped question	**9**

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7. Please indicate your level of satisfaction with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
The school buildings and grounds are clean and well maintained.	**67.2% (162)**	32.0% (77)	0.8% (2)	0.0% (0)	3.66	241
Students are disciplined in accordance with the Student Code of Conduct.	**53.5% (130)**	39.9% (97)	6.2% (15)	0.4% (1)	3.47	243
Parents and students have been thoroughly informed of school discipline practices.	**58.3% (140)**	40.4% (97)	1.3% (3)	0.0% (0)	3.57	240
Students feel safe at our Charter School.	**52.5% (126)**	42.9% (103)	4.2% (10)	0.4% (1)	3.48	240
When I visit my child's school I am properly checked in and screened.	**63.6% (154)**	32.6% (79)	3.7% (9)	0.0% (0)	3.60	242
The process that is used for maintaining security makes me feel my child is safe.	**52.9% (127)**	41.3% (99)	4.6% (11)	1.3% (3)	3.46	240
			Additional Comments on Safe and Orderly Environment:			13
				answered question		**245**
				skipped question		**8**

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8. Please indicate your level of satisfaction with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
An atmosphere of respect and trust exists between students and school personnel.	44.5% (106)	**49.2% (117)**	5.9% (14)	0.4% (1)	3.38	238
Social and cultural differences among students are respected.	41.0% (98)	**53.6% (128)**	4.6% (11)	0.8% (2)	3.35	239
Teachers have a positive attitude towards our Charter School.	45.5% (107)	**51.9% (122)**	2.6% (6)	0.0% (0)	3.43	235
School faculty are responsive to questions and concerns.	43.5% (103)	**49.4% (117)**	6.3% (15)	0.8% (2)	3.35	237
School administrators are responsive to questions and concerns.	43.7% (104)	**49.2% (117)**	6.3% (15)	0.8% (2)	3.36	238
School support staff (clerical) are responsive to questions and concerns.	43.7% (104)	**49.6% (118)**	5.0% (12)	1.7% (4)	3.35	238
				Additional Comments on Collegiality and Professionalism:		12
					answered question	**242**
					skipped question	**11**

9. Please indicate your level of satisfaction with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
Students are recognized for their accomplishments.	**61.7% (148)**	36.7% (88)	1.7% (4)	0.0% (0)	3.60	240
Clubs and activities are accessible to all students.	37.2% (89)	**54.4% (130)**	7.5% (18)	0.8% (2)	3.28	239
Students have adjusted socially to the school's environment.	44.4% (107)	**52.7% (127)**	2.5% (6)	0.4% (1)	3.41	241
				Additional Comments on Student Motivation:		12
					answered question	**243**
					skipped question	**10**

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10. Please indicate your level of satisfaction with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
I have the training necessary to use the Student Information System (SIS).	43.7% (104)	**46.2% (110)**	8.8% (21)	1.3% (3)	3.32	238
It is easy to access information in SIS.	**46.8% (111)**	46.0% (109)	5.1% (12)	2.1% (5)	3.38	237
SIS effectively provides information on my child's academic progress, strengths, and opportunities for improvement.	43.5% (104)	**43.9% (105)**	10.0% (24)	2.5% (6)	3.28	239
SIS effectively provides up to date information on my child's homework assignments and tasks.	37.4% (89)	**40.3% (96)**	17.6% (42)	4.6% (11)	3.11	238
SIS effectively provides up to date information on school events and activities.	41.5% (98)	**47.0% (111)**	9.7% (23)	1.7% (4)	3.28	236
SIS helps me to effectively communicate with my child's teacher(s) in a timely manner.	38.6% (91)	**46.2% (109)**	12.7% (30)	2.5% (6)	3.21	236
SIS is beneficial to me as a parent.	**46.8% (109)**	43.3% (101)	7.3% (17)	2.6% (6)	3.34	233
				Additional Comments on SIS Support & Development:		31
					answered question	**241**
					skipped question	**12**

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11. Please indicate your level of satisfaction with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
My child regularly participates in the school lunch program.	**45.1% (105)**	31.3% (73)	17.6% (41)	6.0% (14)	3.15	233
The school lunch options provided taste good.	26.1% (59)	**46.5% (105)**	18.6% (42)	8.8% (20)	2.90	226
The school lunch options provided are nutritious.	27.9% (62)	**55.0% (122)**	11.7% (26)	5.4% (12)	3.05	222
The cost of the school lunch is reasonable.	27.4% (62)	**48.7% (110)**	18.1% (41)	5.8% (13)	2.98	226
The cafeteria personnel are friendly and courteous to my child.	34.7% (78)	**54.7% (123)**	7.1% (16)	3.6% (8)	3.20	225
				Additional Comments on Food Service:		33
				answered question		**238**
				skipped question		**15**

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12. Please indicate your level of satisfaction with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
My child utilizes the bus service (if offered).	3.0% (7)	2.6% (6)	2.1% (5)	0.0% (0)	**92.3% (216)**	3.11	234
I am satisfied with my child's bus assignment (bus stop location & pick-up/drop-off times).	3.0% (7)	3.0% (7)	1.3% (3)	0.0% (0)	**92.7% (215)**	3.24	232
I was notified in a timely manner of my child's bus assignment.	2.6% (6)	2.2% (5)	0.9% (2)	0.0% (0)	**94.3% (216)**	3.31	229
Overall, I am satisfied with the bus service at my child's school.	3.5% (8)	3.1% (7)	0.9% (2)	0.9% (2)	**91.7% (210)**	3.11	229
The parent pick-up and drop-off process is efficient.	25.7% (59)	**34.3% (79)**	10.9% (25)	4.8% (11)	24.3% (56)	3.07	230
					Additional Comments on Transportation:		38
						answered question	**236**
						skipped question	**17**

13. Please indicate your level of satisfaction with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
I am satisfied with the quality of the school uniforms available at my child's school.	39.2% (94)	**50.0% (120)**	7.5% (18)	3.3% (8)	3.25	240
The cost of the uniforms is reasonable.	15.5% (37)	**48.5% (116)**	27.6% (66)	8.4% (20)	2.71	239
I was able to obtain the necessary items, sizes, and/or colors easily from the uniform supplier.	27.7% (66)	**52.5% (125)**	16.4% (39)	3.4% (8)	3.05	238
				Additional Comments on Uniforms:		27
					answered question	**241**
					skipped question	**12**

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14. When visiting my child's school, signs clearly indicate:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
visitor parking area	**55.6% (133)**	43.5% (104)	0.4% (1)	0.4% (1)	0.0% (0)	3.54	239
front entrance	**55.5% (132)**	42.9% (102)	1.3% (3)	0.4% (1)	0.0% (0)	3.53	238
front office area and visitor instructions	**53.8% (127)**	44.1% (104)	1.7% (4)	0.4% (1)	0.0% (0)	3.51	236
					answered question		**240**
					skipped question		**13**

15. When visiting my child's school, front office staff members:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
are helpful	**52.1% (124)**	42.0% (100)	4.2% (10)	1.3% (3)	0.4% (1)	3.46	238
are genuinely concerned about my needs	45.6% (109)	**46.9% (112)**	5.4% (13)	0.8% (2)	1.3% (3)	3.39	239
are knowledgeable about the school	45.8% (108)	**48.7% (115)**	4.2% (10)	0.8% (2)	0.4% (1)	3.40	236
can direct me properly	45.3% (107)	**47.5% (112)**	5.9% (14)	0.4% (1)	0.8% (2)	3.39	236
					answered question		**240**
					skipped question		**13**

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16. When visiting my child's school, faculty members (teachers, administrators):

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
are helpful	**49.4% (117)**	46.4% (110)	3.4% (8)	0.0% (0)	0.8% (2)	3.46	237
are genuinely concerned about my needs	**48.7% (116)**	45.4% (108)	4.6% (11)	0.0% (0)	1.3% (3)	3.45	238
are knowledgeable about the school	**49.2% (116)**	47.9% (113)	1.3% (3)	0.0% (0)	1.7% (4)	3.49	236
communicate openly and effectively with me	**47.9% (114)**	44.1% (105)	6.3% (15)	0.4% (1)	1.3% (3)	3.41	238
					answered question		**239**
					skipped question		**14**

17. Pleae indicate your level of satisfaction towards your School:

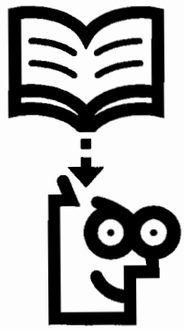
	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Average	Response Count
My child is happy at our Charter School.	**50.8% (122)**	43.3% (104)	3.3% (8)	2.5% (6)	3.43	240
I would recommend our Charter School to a friend.	**57.3% (137)**	38.5% (92)	2.5% (6)	1.7% (4)	3.51	239
I intend to re-enroll my child for the next academic year.	**60.8% (141)**	31.5% (73)	5.6% (13)	2.2% (5)	3.51	232
				Additional Comments on Satisfaction:		31
				answered question		**241**
				skipped question		**12**

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NORTH BROWARD
ACADEMY OF EXCELLENCE



NBAE
2010-2011
Volunteer Packet



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NORTH BROWARD
ACADEMY OF EXCELLENCE

Dear Parent(s) and /or Guardian(s),

We you like to take this opportunity to thank you for choosing our school with your most valuable asset, your child. We are excited to have you volunteer at our school! Research has shown that parent(s) who involve themselves in volunteer activities at their child's school helps support their child's academic achievement.

The parent volunteer packet has great ideas on how you can serve the school as well as important obligation requirements. Please read the packet carefully and sign the volunteer contract form and fill out the volunteer application form and return to your child's classroom teacher.

As continued financial cuts continue to occur in education, it becomes even more important to have parents support at school-wide events and inside the classroom. Thank you in advance for giving of your time and talents to help support your child and North Broward Academy of Excellence.

Sincerely,

David McKnight
Principal

DR: 2.22.10

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NORTH BROWARD
ACADEMY OF EXCELLENCE

NBAE VOLUNTEER OBLIGATION REQUIRMENTS

- 1 Student Attending =20 Volunteer Hours
- 2 or more Students Attending = 30 Volunteer Hours
- Half (1/2) of your required volunteer hours **MUST BE MET NO LATER THAN JANUARY 21, 2011** or your recommit for the 2011-2012 school year will not be processed.
    - Parents of K-7th graders, total required volunteer hours **MUST BE COMPLETED NO LATER THAN MAY 20, 2011. If your total required volunteer hours are not fulfilled by this date, your child will lose his/her seat for 2011-2012 school year.**
    - Parents of 8th graders, total required volunteer hours **MUST BE COMPLETED NO LATER THAN APRIL 29, 2011. If your total required volunteer hours are not fulfilled by this date, your child will not be able to participate in the end of the year 8th grade activities (field trips, dance, etc).**

To Receive Volunteer Hours you:

- Fill out Volunteer Hour Sheet for all donations, fundraisers, grading papers, making copies, selling ice cream etc. Please have appropriate signatures on forms. Please turn all forms into Lori Lawrence in the front office.
- Please provide all receipts along with volunteer hour form signed by a teacher or school staff member. Receipts will be verified before hours are approved/entered into system
- When participating in school events (PTO & SAC Meetings, Honor Roll, Cici's, Ritters, etc.) you **must sign in on the required Sign-in Sheet at the time of event.**
- **All volunteers must schedule an appointment with a teacher or event coordinator prior to volunteering. It is NOT the school or teachers' obligation to keep track of your volunteer hours or find work for volunteers who have not scheduled an appointment.**

Please fill out the Volunteer Application & Volunteer Contract and turn it in to Lori Lawrence in the front office for screening process. If you have any questions please contact Lori Lawrence, Volunteer Coordinator at 954-718-2211 or llawrence@northbrowardcharter.org. We look forward to assisting all families with meeting their volunteer obligation.

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NORTH BROWARD
ACADEMY OF EXCELLENCE

Popular Ways to Get Hours

- Fundraisers (Book Fair, Cookie Dough, etc.)
- Join a subcommittee/event sign up on nbae.ptomanager.com
- Help out in Teachers Classroom (organize room, grade papers etc.)
- Donate supplies (copy paper, pens, staples, paper clips, etc.)**Keep receipts.**
- Beginning of year school supplies (every $10 equals 1 hour, **Keep receipts**)
- Attend PTO/SAC Meetings, Cici's, Ritters, Honor Roll
- SAVE Box tops – 100 box tops equals 1 hour
- Help the Copy Committee, Sell Ice Cream
- Chaperone on field trips

Frequently Asked Questions

- Every $10 equals 1 hour.
- **For your Beginning of year school supplies, if receipts provided with volunteer hour sheet you will receive an hour for every $10 spent. If no receipts provided then you will ONLY receive two (2) hours. ALL receipts will be verified upon approval.**
- One (1) volunteer hour is given per family NOT per person for attendance at functions. (PTO/SAC, CiCi's Honor Roll etc.)
- Make sure that you sign in on the sign in sheet required at the time of the event. If you did not sign in at the time, you will not receive the hours afterwards.
- Treat your volunteer hour sheet like cash, if you lose your sheet you lose the hours. **It is your responsibility to keep track of your hours**.
- You may submit your volunteer hour sheet before your hours are completed. **MAKE A COPY OF YOUR SHEET FOR YOUR RECORDS.** Submit your volunteer hour sheet to Lori Lawrence in the front office.

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NBAE Parent Volunteer Service Program 2010-2011

Parent Name: _____

Student(s) Name(s) _____ **Grade(s):** _____

_____ **Grade(s):** _____

When you volunteer for an activity or send in donations you must have the person you are volunteering for or the person you are giving the donations to sign this sheet. Please visit our website to register for an activity/fundraiser at nbae.ptomanager.com. Please keep your receipts and attach them to this form. $10 SPENT EQUALS 1 HOUR OF SERVICE.

If you have one child in this school you are required to do 20 hours per school year. If you have 2 or more children you are required to do 30 hours per school year.

It is YOUR RESPONSIBILITY to track your volunteer hours on this form. ALL receipts must be attached when turning in this document. You can turn this form in at anytime to LORI LAWRENCE in the front office. PLEASE KEEP A COPY FOR YOUR RECORDS!

*****The School Advisory Board has authorized, that if your parent volunteer hours are not complete your child may not receive a Recommitment Form to return to the school for the next school year.**

DATE	ACTIVITY OR TASK	TIME IN	TIME OUT	HOURS	AUTHORIZED SIGNATURE

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NORTH BROWARD
ACADEMY OF EXCELLENCE

NORTH BROWARD ACADEMY OF EXCELLENCE
VOLUNTEER CONTRACT

I (We) the parent(s)/ guardian(s) of _____, grade____ agree that

(Please print)

I (we) will fulfill the volunteer obligation to North Broward Academy of Excellence, in order for my (our) child to be re-enrolled for the new school year. We understand that it is mandatory to complete 20 volunteer hours for one (1) child and 30 volunteer hours for two (2) or more children attending North Broward Academy of Excellence every school year. I (We) agree to fulfill my volunteer hour obligation on or before the due dates that are required of me. If I do not fulfill these required hours by the due date I (We) understand that my child will not be able to return to the North Broward Academy of Excellence for the next school year. In the event that parents are not able to come to the school and volunteer, we will accept school/classroom supplies or a monetary donation. Every $10.00 donated equals 1 volunteer hour.

I (We) understand that if the volunteer obligation has not been met on/before the date of **May 20, 2011 for K-7th graders** and **April 30, 2011 for 8th graders**, that we are jeopardizing the seat of my child for the new school year or field trips, dances, school functions, etc.

Signature of Parent/Guardian_____ Date: _____

Print Parent/Guardian Name _____

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NORTH BROWARD
ACADEMY OF EXCELLENCE

VOLUNTEER APPLICATION

VOLUNTEER INFORMATION: PLEASE COMPLETE ALL AREAS AND FORWARD TO LORI LAWRENCE: LLAWRENCE@NORTHBROWARDCHARTER.ORG, 954-718-2211

Last Name	First	M.I.	Date
Street Address		Apartment/Unit #	
City	State	ZIP	
Phone	E-mail Address		
Date Available	Social Security No.	Student's Name	
Date of Birth:	Emergency Contact (include phone #):		
Have you ever been fingerprinted?	YES	NO	If so, when?
Have you ever been convicted of a felony?	YES	NO	If yes, explain

Volunteering For: please check all that apply:

Copy Cat Committee	Classroom Parent Helper	Book Fair	Field Trips/Chaperones
Fundraisers in School	Fundraisers Off Campus	Class Mentor	Class Instructional Aide

Over Night Field Trips: Require Level II clearance! Detailed request must be forwarded to Mr. Kowalski at craig.kowalski@browardschools.com

To: Mr. Kowalski:	Over Night Field Trip	Direct Student Contact	Other:
Date:	Chaperone	Volunteer	

Level One Clearance:
Charter School will process your clearance through our Raptor System
Level Two Clearance:
Required to be fingerprinted-There is no fee!!

Request for clearance must be forwarded to Mr. Kowalski at Broward Schools. He will respond within 24 hours back to the school. Upon approval, volunteer must bring the approval letter to Security Clearance: There is no fee!

Kathleen C. Wright Building
600 SE 3 Avenue
Fort Lauderdale, FL 33301
Monday 8AM – 5PM
Tuesday – Friday 8AM – 3PM

Signature_____ Date_____

Print Name _____

8200 SW 17TH Street North Lauderdale, FL 33068 954-718-2211 Fax # 954-718-8041

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NORTH BROWARD
ACADEMY OF EXCELLENCE

Parent Teacher Organization

Volunteer Information

Personal Information

Full Name: _____
Last *First* *M.I.*

Address: _____
Street Address *Unit #*

_____
City *State* *ZIP Code*

Home Phone: ( ) _____ Alternate Phone: ( ) _____

E-mail Address: _____

Student Name: _____

Homeroom Teacher: _____ Grade Level: _____

Availability

Days: (Please circle) Monday Tuesday Wednesday Thursday Friday

Times: (Please circle) Daytime Mid Evening

Volunteer Opportunities

- ☐ Sub-Committee Leader
- ☐ Honor Roll
- ☐ Spring Book Fair
- ☐ Copy Committee
- ☐ Cookie Dough
- ☐ Valentine's Day Grams
- ☐ Fall Book Fair
- ☐ Reader's Digest/Fall Fundraiser
- ☐ Bulletin Board Decorator
- ☐ Classroom Help
- ☐ Cici's Family Nights
- ☐ Admin (from home)
- ☐ Ritter's Family Night
- ☐ Spririt Shirt Sales
- ☐ Spring Festival
- ☐ Media Center Helper
- ☐ Chick-Fil-A
- ☐ Ice Cream

Please logon to nbae.ptomanager.com to update your profile and sign up for more volunteer opportunities.

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The PTO meeting for February began at approximately 7 pm and was held in the cafeteria at NBAE.

In attendance were the PTO board members, Principal McKnight and a group of parents.

The meeting began with the Pledge of Allegiance.

PTO Secretary read a brief summary of PTO Minutes from January.

PTO treasurer read the Treasurers Report:

Ice-cream Sales= $3030.67

T-shirts $ 915

Valentines Candy Sale= $287.90

Closing balance =$ 11,142.39

PTO President address:

- Over all summary of PTO goals and what PTO is trying to achieve
- Goals were set in the beginning of the year
- FCAT incentives
- Documenting Fundraising events and other PTO activities
- Setting budgets &trying to spend wisely
- Exploring new ideas, changing ways of doing things to determine what works best, assigning tasks
- Stressed need of volunteers; parents time more than money needed
- Parent volunteers did not show up for Honor Roll: if goals are going to be met then parents need to set standards to help meet goals
- Advised parents to check newsletter
- Mentioned Spring Festival coming up soon

Principal Address:

- 10 days for reading Math/ Science FCAT
- Copies of testing can be obtained from Dept of Education
- Parents will know when child is being tested
- Get your students to school in time for testing, makes sure they eat breakfast (if you wait the night before to start these habits you will have an angry child/ student; they will shut down or have stomach cramps).

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- Good news: School received trophy for drama category for(3) Middle school drama students c
- Drama teacher set up local chapter :Thesebians & there is Play Wed. night –Drama production at Coral Springs Charter School
- Honor Society- Haiti Relief funds presented to Representative of Red Cross
- Boys Basketball Team are 5/0 &NBAE cheerleaders did an outstanding job. Basketball schedule in the school newsletter
- Reading club: Alma Powell
- Michelle Obama letter received
- Art Teacher Joy Estep nominated as Art Teacher of the Year
- Thurs Feb 7 Open House for new students; other dates March 23, April 29, May 27
- Gained 11 students (942 students-fell short of 968 goal)
- A lot of people moving due to the economy & to seek work elsewhere
- Hard to grow enrollment mid-year
- Teachers attending Singapore workshop
- Due to stipend 2 Sat. in a row workshops for teachers
- FYI- 3 days until end of 3rd quarter March 25
- Have ½ volunteer hours completed – please work on it & tell others school is enforcing it third year- child could lose seat at school
- Appreciated everyone efforts & looks forward to smooth rest of the school year

PTO President:

- Discussed volunteer opportunities:
- Ice-cream Sales – 2:3-0 to 3:30 pm, Mon., Wed., Fri.
- Ritter's March 4th at 7 pm
- Cookie Dough Fundraiser – includes pretzels & brownies this year
  * Mr. McKnight crumbles cookies over yogurt
- Book fair April 26- 30th/ Spring Festival/ Family Night- Free Carnival; no rides but entertainment & food- Need parents with great organizational skills, the more parents the better- will give positive attention to school

Raffle conducted & then Volunteer Coordinator of hour's phone number given out (Christi Garrison)

If missing hours, hours not correct, need hours entered or corrected contact Christi Garrison # 754-235-9556 or email chrisitgarrison@yahoo.com

Reminder to parents to sign n for PTO hrs

Hours do not roll over but hours can be donated

Go to SIS website to donate hours

Box tops- 100 = 1 hr

Meeting Concluded approximately 8 pm.

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Scholastic Book Fair Carnival
Administrative Debriefing
May 3, 2010

Pre-Carnival Activities

I. Meeting held four weeks prior to event to discuss specific information re: set-up, during and after carnival items that must be addressed.
    A. Focus of meeting to include the following:
        1. How event will be communicated to parents and teachers
        2. Parking concerns: How will this be addressed? Publix parking for overflow, no more fire lane parking
        3. Police presence?
        4. Cones and signage for parking lot and school
        5. Map out location of events
        6. Dress Code of students?
        7. Crowd Control?
        8. Ticket Sales
        9. Food Sales
        10. Entertainment
        11. Bathroom use
        12. Elevator concerns
        13. Electrical concerns/needs
        14. Cleaning Crew notification
        15. Timelines Need to be Followed!
        16. A/C Use
        17. Parent volunteer list should include the following (all volunteers should have badges identifying them as supervision support):
            a. Book Fair: 4 volunteers
            b. Food sales: 4 volunteers
            c. Ticket sales: 2 volunteers
            d. carnival support: 6 volunteers
            e. Monitoring of hallways: 6 volunteers
            f. Playground Supervision: 3 volunteers
            g. Basketball courts: 4 volunteers
            h. Field Supervision: 4 volunteers
            i. Coordinated Clean-up Effort: All Volunteers

II. Meeting held one week prior to event to discuss progress made toward all areas of carnival management, identify volunteers who will be assisting with event.
III. Meeting held one day prior to carnival event to fine-tune and make any last minute changes to plan.
IV. Day of Carnival: Scholastic Book Fair Committee arrive at school early to begin unloading and setting up.

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NORTH BROWARD ACADEMY OF EXCELLENCE

Parent Teacher Organization

DON'T MISS YOUR PTO MEETING SEPTEMBER 21, 2009 7:00 PM ~ 8:00 PM

At NBAE Cafeteria

Parents can use the parking lot at Publix. Please park on the east side of the lot per Publix Management.

Come and find out more about:

Exciting events to participate in this year

How to register in our volunteer database

How to earn easy volunteer hours and much more

Show your school spirit and make a change in where we're going; membership is only $5.

There will be prizes and best of all each you will earn 1 volunteer hour per family for attending the meeting. SEE YOU THERE!

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NORTH BROWARD ACADEMY OF EXCELLENCE

Parent Teacher Organization

The PTO Meeting started at approximately 7pm.
The majority of the PTO Board was present, Mr. McKnight and a large group of parents.
There was a Pledge of Allegiance.
There was a brief reading of PTO Minutes from Nov. 2009 (last meeting).
The PTO president (Smyrne) advised the PTO balance was $ 12,845.08 & provided the monies earned in school fundraisers:
- Cici's $ 358.01.
- Holiday Gift Shop $2137.68.
- Ice Cream $2,200.
- Penny $349.
- T-shirts $909 * rest of shirts be donated.

Principal Address:

- FCAT Days: Feb 9 & 10 Writing & March 9-19 Math/ Science; Newsletter will have information.
- FCAT Nights Successful: 15 parents over 100 kids present for elementary grade & 40 parents over 90 kids present for middle school; there were pizza for the kids & parents ate Italian.
- Title I paid for FCAT dinner.
- Student Incentive plans: PTO paying for half & hopefully next year enrollment will stabilize.
- Diverse school student population from different schools (even private schools which do not test like public schools).
- Science Fair: projects were incredible; winners in each grade level Ms. Petersdorf did a great job organizing.
- Jan 28, Thursday Middle School Science 6 pm.
- Feb. 4, report cards for middle school.
- Honor roll ceremonies: Feb 10 K-1 & 2-5 at 6:30 pm.
- Feb. 11 Reason for earlier time is for kids to get home earlier.
- Feb. 11 Middle school 6-8 at 1:15 at school.
- Thanked middle school parents.
- Discussed pre-requisite for Title I funds & Benchmark for the year.
- NBAE has 4 Benchmarks (one 6 weeks from FCAT); 5 week push before FCAT.
- Thank you all for supporting the process at home, the transition into testing & early bedtime hours & good breakfast.
- Discussed School Uniform: during cold weather schools was flexible but now out of control with bottoms- blue jeans on Fridays only – no black jeans.
- Recommitment time has come, drawing the line on volunteer hrs- must complete hours
- Stressed parent involvement drives instruction upward.

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School Advisory Council Meeting Minutes
10/25/2010

I. Welcome…….Jennifer Saul

II. Minutes Approval..……..……..Jennifer Saul

III. Benchmark I Results……...……..…..…….…..…Jodi Evans

IV. SACS Accreditation……David McKnight

V. Good of the Order…….……Jennifer Saul

VI. Adjourn

The next SAC Meeting will be held on Monday, November 22nd at 6 p.m. See you then!

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SAC Meeting
October 25, 2010

School Advisory Committee members in attendance:

David McKnight	Principal
Jodi Evans	Assistant Principal
Jennifer Saul	Teacher, President
Ivy Smolin	Teacher
Denise Duncan Brown	Teacher
Dr. Christine Campbell	Teacher
Catherine Garrick	Parent
Maxine Head	Parent
Doreen Foster	Parent
Joy Adkins	Parent

Minutes: Taken by Jodi Evans

1) Welcome and Approval of minutes by Ms. Saul
   Date was adjusted and minutes were approved as written and Second Given

2) Benchmark Results were shared with the committee

3) Review of Discovery Education
   - Committee was shown website with reporting capabilities for teachers
   - Resources were reviewed that Discovery Education provides to teachers

4) SAC Southern Association of Colleges and Schools
   - Overview of SAC accreditation process was given
   - Possible candidates for interviewees during visit
   - Question regarding why we would want to be accredited
   - School benefits

5) Good of All
   - Question regarding school PTO
     - PTO meeting was following for more information
     - PTO picnic questions

6) Meeting adjourned called by Jennifer Saul and seconded by Ms. Head
   Next meeting November 22, 2010

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- Stated it's not fair to school, students, everyone; it's been 3 yrs now; enforcing volunteer commitment; out of $830 – 98 parents did not do hours.
- Other Charter Schools enforce hrs, need to have high standard.
- Over 1,000 students/ parents gave to Haiti, generous caring school.
- Christmas times raised over $3,000; great parents & students.
- Mentioned the Smart Board – hopefully by next meeting will be in place to show how it works.

PTO Board President spoke:

- Stressed need to complete hrs & stated confused about shortage of hrs since there are many volunteer opportunities.
- Ice-cream volunteers ¾ did not show up – Every Mon, Wed, Friday & Kindergartens did not get to buy.
- The PTO Board works hard to make sure volunteers are there, committees in place.
- Honor your commitment & sign up for subcommittee.
- Upcoming Fundraisers: Valentines Day Gram; in 2 wk of Valentines Day flyer will go out (selling lollipops).
- Box Tops (print Sheets, stick box to sheet) & money derived from 100 box tops.
- Cookie Dough & 3rd week of Feb: Students can win I touch; Razor Ripstick & Guitar Hero (look a like).
- Pizza party for class that sells the most, email Smyrne for volunteer opportunities

Parent Comments:

- Parents scheduled & there were too many volunteers
- Reminder Cici's Pizza Feb 18.
- Raffle took place.
- Meeting adjourned

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School Advisory Council Meeting Minutes
09/01/2010

Committee Members and Attendees: David McKnight
Jennifer Saul
Jodi Evans
Christine Marie Campbell
Shawn Innocent
Maxine Head

Welcome: Given by Ms. Saul

I. Recap of committee members and introductions
II. Minutes approval from last meeting a
III. Reviewed:
    a. The purpose of the SAC committee
    b. The CSUSA values
    c. NBAE vision statement
    d. NBAE mission statement
IV. Shared data results of the 2008-2009 and 2009-2010 school year
V. PowerPoint presentation was given by Mr. McKnight
    a. Parent Involvement: a uniform drive was suggested
    b. Partnerships
    c. Student Clubs/sponsors: Parent requested journalism club to add
    d. Parent Survey Results
    e. Capitol Improvements
VI. This year's strategic plan was reviewed will all attendees
    a. attendees were given opportunities to ask questions
    b. given time to take plan to review and provide feedback
VII. Next meeting will be September 21st at 6:00pm to finalize the SIP.
VIII. Good of the Order
IX. Adjourned

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Student First Name	Grade	Hours	Primary Parent
BIANCA	7	13	ADISHA HUGGINS
LENIQUE	1	0.5	ADISHA HUGGINS
SHANIQUE	3	0	ADISHA HUGGINS
SHENIQUE	2	0	ADISHA HUGGINS
GERAGHTY	4	29	ALICIA SKINNER
IRENE	7	1	ALICIA SKINNER
PRESTON	4	24	ALLEN CLARK
STEPHEN	7	0	ALLEN CLARK
HILTON	2	5	ALLISON ETIENNE
MANOUCHKA	5	0	ALLISON ETIENNE
ALYSSA	6	22.5	ANAMARIA CURRY
ANGEL	2	7	ANAMARIA CURRY
ARIANNA	8	15	ANAMARIA CURRY
HAILEY	1	0	ANAMARIA CURRY
FRANK	7	37	ANASTASIA NAPPI
KRISTOPHER	5	4	ANASTASIA NAPPI
KAMILA	6	24.25	ANDREA GUTIERREZ
VALENTINA	K	11	ANDREA GUTIERREZ
LEANDRA	1	20.25	ANDREA MALCOLM
ANDREI	3	23.5	ANDREA MALCOLM
ANDRESHA	7	17.75	ANDREA MARTIN
SHAWN	2	0	ANDREA MARTIN
ANTHONY	6	15	ANGELA DIXON
JOSHUA	4	0	ANGELA DIXON
Au'leecia	4	47	ANGELA, LARRY
Au'lexcia	7	0	ANGELA, LARRY
IYANA	2	3	ANGELINE COICOU
KENTON	4	3	ANGELINE COICOU
ASHLEY	1	22	ANNETTE SCOTT
CHANDLER	2	2	ANNETTE SCOTT
CYNTHIA	7	8	ANNIE MITCHELL
LEEANN	2	1	ANNIE MITCHELL
JAHMARI	K	2	APRIL JONES
JAZION	3	3	APRIL JONES
KIAHNI	2	5	ARLENE CINTRON
JULIAN	5	0	ARLENE CINTRON / GLASTHAL
ANDREW	6	17	ASHA PAYNE
JEREMY	1	3	ASHA PAYNE
Kenya	6	30	ASLRUDE BEAUVAIS
Rubens	8	0	ASTRUDE BEAUVAIS
CALEB	K	28	AYANA GARRICK
ELIYAH	2	0	AYANA GARRICK
NASTASIA	6	0	AYANA GARRICK
ASHLEE	8	5	SHELDON SNAPE
IRIS	6	35	BARBARA ALEJO
WELINTON	K	0	BARBARA ALEJO
KENDRA	3	4	CARLENE LLOYD
MICHAEL	5	0	CARLENE LLOYD

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RICARDO	K	0	CAROL RAMSAY
CAROLYN	4	23	CAROL RAMSEY
ALANA	6	1	CAROLINA NAZAROW
NANCY	8	0	CAROLINA NAZAROW
JHOSELIN	6	0	CAROLINA NAZAROW
ASHLEY	4	4	CAROLINA PODESTA
DENNIS	1	28.5	CAROLINA PODESTA
ALEXANDER	3	30.5	CAROLINE BEAULIEU
DAVID	1	2	CAROLINE BEAULIEU
KIANA	6	12.25	CASSANDRA ROBERTS
KIARA	3	0	CASSANDRA ROBERTS
CHANTELLE	1	27.75	CHANDRA JAMIESON
JANELLE	1	0	CHANDRA JAMIESON
CASHARI	7	0	CHARMAINE NEITA
ZENDON	1	32	CHARMAINE NEITA
ADRYANNA	8	2	CHERYL JOHNSON
RONALD	1	26	CHERYL JOHNSON
Tariq	7	31	CHERYL-ANN JOSEPH
TERELL	K	2	CHERYL-ANN JOSEPH
DARBISHA	7	29.25	CHIMENE SEPTEMBRE
DERNA	4	0	CHIMENE SEPTEMBRE
REBECCA	3	2	CHIMENE SEPTEMBRE
ALEXANDER	2	13	CLAUDINE MCKENZIE
RASHAWN	7	0	CLAUDINE MCKENZIE
SAVION	8	14.75	DACIA FRANCIS-MYRIE
SHEYANNE	4	19	DACIA FRANCIS-MYRIE
AMEIN	6	6	DAINE DARBY-ROBINSON
KYLE	3	0	DAINE DARBY-ROBINSON
ALAYNA	K	34.5	DAISY FERNANDEZ
TIANA	4	0	DAISY FERNANDEZ
ELVIS	6	2	DAISY LOPEZ-MONGE
KEILANIS	3	10.5	DAISY LOPEZ-MONGE
KELVIN	2	0	DAISY LOPEZ-MONGE
KAITLYN	1	10	DAWN DAVIS
CHANTE	5	0	DAWN DAVIS
SABRINA	7	32	DEBORAH MCLEOD
TAMMARA	1	0.5	DEBORAH MCLEOD
DEANDRE	K	7	DELIA THOMPSON-MOFFORD
GABRIELLE	6	0	DELIA THOMPSON-MOFFORD
Denika	8	0	DENISE PLUMMER
MYLES	2	3	DENISE PLUMMER
DEANDRA	7	5	DIANNE CARGILL-JOHNSON
DIONNA	3	9.5	DIANNE CARGILL-JOHNSON
JAHSHERAH	8	31	DOROTHEA CLINTON
JOSHUA	6	0	DOROTHEA CLINTON
MAXINE	6	14	DORRETT SAMUEL
PAISLEY	5	0	DORRETT SAMUEL
SHAUNDRA	2	2	EDITH THOMPSON
JA*CORI	8	10	EDITH THOMPSON

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MELDRINA	2	7	ERGENA JEANTINOR
VEYONDRA	4	1	ERGENA JEANTINOR
MELVAN	K	0	ERGONA JEANTINOR
BETHANY	6	15	ERIN YOUNG
FAITH	6	1	ERIN YOUNG
JOHN	5	8.25	ESPERANZA HERRERA
NICOLE	5	1	ESPERANZA HERRERA
AARON	3	41.25	FABIENNE INNOCENT
ABIGAIL	K	2	FABIENNE INNOCENT
KAMAL	5	44	FEAUD & ROSANNA BACCHUS
FAROUK	K	0	FEAUD BACCHUS
MONIQUE	4	5	FRANCINE SHERAN
TIANA	1	5.5	FRANCINE SHERAN
ALAHNA	8	14.25	FREADDA ZEIGLER
AZJAH	5	1	FREADDA ZEIGLER
AYANNA	7	0	GARTH SIMPSON
GARTH	3	31	GARTH SIMPSON
LOHEIRLY	5	30	GUERLINE JEAN
LOHGGIE	2	1	GUERLINE JEAN
VANESSA	7	34.75	HAROLD BAILEY
BRIANNA	4	1	HAROLD BAILEY
JORDAN	7	0	HAROLD BAILEY
ANDRE	7	8	HEATHER FOSTER
JADAH	2	1	HEATHER FOSTER
MARCUS	K	1	HEATHER FOSTER
BROOK	3	26	HELEN BASDEN
ZARIA	4	0	HELEN BASDEN
KRISTINA	8	17	HERMIA THOMPSON
TRISTON	5	13	HERMIA THOMPSON
DAEJA	K	22	IDARA HARRIS
NICHOLAS	2	0	IDARA HARRIS
YAMILA	2	21	IRIS CEBALLOS
YARIELA	K	3	IRIS CEBALLOS
JAINA	1	26	JACKSON THIOGENE
TAKISHA	K	3	JACKSON THIOGENE
DANIEL	4	37	JACQUELIN SCAGLIONE
HANNAH	1	4.5	JACQUELIN SCAGLIONE
JONATHAN	6	32.75	JACQUELINE LEW
JORDAN	3	5	JACQUELINE LEW
JALEN	8	0	JESSICA CANALES
JALINNA	4	5	JESSICA CANALES
JHORDI	4	46	JHONY PICHARDO
JHOVANNI	6	0	JHONY PICHARDO
ANTHONY	5	9	JOEL POMPEY

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ASIA	4	11	JOEL POMPEY
BENECIA	K	0	JOSIAN STEPHEN
BRITTNEY	3	56	JOSIAN STEPHEN
BRIANA	5	50	JOY ADKINS
CAITLIN	3	10	JOY ADKINS
JOSELYN	2	29	JUAN SPECHT
JUAN	6	0	JUAN SPECHT

BERGELIE	2	0	JULIE BENJAMIN
JOSUE	3	31	JULIE BENJAMIN
ROLNER	K	2	JULIE BENJAMIN
JACKSON	8	13.5	JULIETTE SMITH
PHIL	5	0	JULIETTE SMITH
LASCELLES	4	11	KAREN RIDLEY
OMARI	1	26.5	KAREN RIDLEY
ZANA	3	27	KARLA FAULY
JOSHUA	K	3	KARLA FAULY
DEJAH	8	13.25	KEESHA SMITH
MAURICE	6	4	KEESHA SMITH
JOURDEN	K	6	KEISHA SILVERA
TANYA	6	0	KEISHA SILVERA
CHRISTINA	7	44	KELLY CELONA
KATHERINE	K	11	KELLY CELONA
VICTORIA	K	0	KELLY CELONA
RYAN	5	9	KELLY JONES
SHANNON	8	1	KELLY JONES
CHENOA	3	18.25	KENNETH ANDERSON
CHEYANN	6	1	KENNETH ANDERSON
KISHAWN	8	31	KISHA HUGGINS
KENIQUE	4	0	KISHA HUGGINS
RENIQUE	2	0	KISHA HUGGINS
AMANDA	6	1	KRISTEN LEOTAUD
AYMEE	K	30.25	KRISTEN LEOTAUD
DILLON	1	0	KRISTEN LEOTAUD
INDIRA	1	25	LAKSHMI BACHAN
NANDINI	1	3	LAKSHMI BACHAN
TA'LAYA	2	0	LARRIETTE SIMMONDS
TYRONE	K	25.5	LARRIETTE SIMMONDS
T' NIAH	1	18.25	LATONYA WILLIAMS
Victor	5	0	LATONYA WILLIAMS
COLBY	7	33	LAURA FERCH
RILEY	4	0	LAURA FERCH
CAITLIN	2	32.5	LAURA PRICE
HUNTER	5	0	LAURA PRICE
JAMARR	3	0	LELIA GILOT
JUSTIN	1	0	LELIA GILOT
KAITLIN	1	13.5	LESA TURNER
Stephanie	6	17	LESA TURNER

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MARIEALYCEE	8	17	LESLIE ARENAS
NIAOMI	4	18.5	LESLIE ARENAS
CATRINA	K	1	LETICIA FORD
ODIANIA	3	26	LETICIA FORD
JANET	6	13	LINA CARBON
LEONARDO	4	0	LINA CARBON
LAKIA	K	1	LINDA MITCHELL
LATISHA	8	34.5	LINDA MITCHELL
BRIANNA	K	2	LISSETTE PUNWASSIE
LIZMARIE	3	26.5	LISSETTE PUNWASSIE
GIOVANNA	4	19.5	LIZZI MARTINEZ
MATTHEW	K	9	LIZZI MARTINEZ
CHASE	1	53	LORI LAWRENCE
PARKER	4	0	LORI LAWRENCE
ALEXANDRIA	6	19.75	LORNA DOMINGO
ORISON	1	3	LORNA DOMINGO
CAMBRIA	8	28	LURLEEN EVANS
KYLER	5	2	LURLEEN EVANS
JELLICIA	6	2	LYDIA FYFFE
ONIEL	3	0	LYDIA FYFFE
Kean	1	16.5	MANUS WAITE
KERON	6	0	MANUS WAITE
ALEXIA	6	18.5	MARCIA BATTIESTE
NAHJAY	K	6.5	MARCIA BATTIESTE
SOFHIA	2	12	MARCIO BUSHERMOEHLE
THEODORO	7	0	MARCIO BUSHERMOEHLE
DEJA	K	17	MARGO MARTIN
SHY-ANNE	2	0	MARGO MARTIN
NATHANIEL	6	0	MARIA BETANCOURT
NAYSSA	K	3	MARIA BETANCOURT
ABIGAIL	3	29	MARIA CASTRO
ALEXANDER	8	2	MARIA CASTRO
EMMANUEL	3	3	MARIA TOYO-BELLIVEAU
MATTHEW	2	0	MARIA TOYO-BELLIVEAU
JADE	3	2	MARLENE SAUNDERS
JAHLANI	2	0	MARLENE SAUNDERS
TAMARA	4	30	MARSHA IRVING
TYRA	7	1	MARSHA IRVING
BRITTANY	7	3	MARY DEFRAN
EDWARD	2	0	MARY DEFRAN
KASSANDRA	6	0	MARY DEFRAN
AMANDA	4	11	MARY ORFINO
JONATHAN	5	0	MARY ORFINO
AYLEEN	4	25.5	MAYRA MENDOZA
LIZET	1	6	MAYRA MENDOZA
ELIJAH	2	32	MESSALINE CLAUDE
MICHELLE	4	6	MESSALINE CLAUDE
ANJELI	K	41.5	MICHELLE SAMAI
ERIC	5	5	MICHELLE SAMAI
MARK	4	3	MICHELLE SAMAI
GARDY	1	32.5	MITTA OCTEVIL
ISAAC	3	1	MITTA OCTEVIL

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HERVE	6	0	MITTA OCTEVIL
ETHAN	4	6.5	MOLLY RAMROOP
JAAYA	2	0	MOLLY RAMROOP

NATHANAEL	1	28	MYRIANE CADET
NEPHTALI	K	0	MYRIANE CADET
KATIANA	5	7	MYRIANE CADET
SERGE	3	0	MYSLIDE CHAMPAGNE
RICKSIANE	8	21.75	MYSLIDE CHAMPAGNE
BRANDAN	6	35.25	NADINE WHITTAKER
TRISTAN	8	2.5	NADINE WHITTAKER
CHRISTOPHER	6	2	NADJA PARISH
JOSHUA	6	0	NADJA PARISH
JUSTIN	3	0	NADJA PARISH
Justin	2	19	NANCY TAYLOR
REBECCA	6	11	NANCY TAYLOR

AMBER	7	29	NATALIE MANDIC
LOUIS	4	9	NATALIE MANDIC
VINCENT	5	8	NICOLA TOMLINSON
FRANCESCA	8	16	NICOLA TOMLINSON
ELIJAH	3	1	NICOLA TOMLINSON
EMMANUEL	1	0	NICOLA TOMLINSON
MERIAN	6	2	NIKITA JESS
RODRICK	8	4	NIKITA JESS
DANIEL	K	6	NORTON BURT
DAVID	3	31.25	NORTON BURT
JONATHAN	5	0	NORTON BURT
RHYANN	8	1	NORTON BURT
LIANNA	K	60	NOULYN HINDS
QUANTE	7	0	NOVLYN HINDS
TAVAUN	2	1	NOVLYN HINDS
HAILEY	4	28.25	PAMELA BONNESS
ISAIAH	K	5	PAMELA BONNESS
JORDAN	4	10.5	PATRICIA ENNIS - LAWRENCE
MICHAEL-ANN	1	21.75	PATRICIA ENNIS - LAWRENCE
LINTON	5	27.5	PATRICIA WILLIAMS
LINTRICIA	3	4	PATRICIA WILLIAMS
LEANDRA	7	9	PATRICIA WILLIAMS
DANTE	3	8	PAULA HEWITT-WATSON
MALIK	5	0	PAULA HEWITT-WATSON
ADONIS	4	5	RACHELLE GREENWOOD
DEYAHNI	3	0	RACHELLE GREENWOOD
GENIEVA	6	0	RACHELLE GREENWOOD

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MAKELA	K	7.75	REGINA ST LOUIS
KARAUN	2	0	REGINA ST LOUIS
CHRISTIAN	1	3	REGINE THEARD
ISABEL	7	0	REGINE THEARD
NATASHA	7	47	ROSALIE WILLIAMS
KEMAR	8	0	ROSALIE WILLIAMS
DAVE	1	10	RUTH FULLERTON
DEVANTAE	7	0	RUTH FULLERTON
JORDAN	K	1	RUTH PEREZ
CRISTA	8	2	RUTH PEREZ
LAPORCHA	5	3	SANDY ALTIDOR
NIAMYA	4	2	SANDY ALTIDOR
DONDREACKA	6	0	SANDY ALTIDOR
BRENT	6	28	SARAH MELCHIOR
ERIC	8	1	SARAH MELCHIOR
EMILY	1	2	SARAH MELCHIOR
LYDIA	3	0	SARAH MELCHIOR
BRIAN	K	24.25	SERFISE LOUIDOR
KRYSTY	6	0	SERFISE LOUIDOR
Sherbbyu	3	0	SERFISE LOUIDOR
SHACKEENA	8	1	SHELLYANN DAWSON
SHADINE	7	0	SHELLYANN DAWSON
CHRISTIAN	1	23	SHERINE YOUNG
TRISTAN	1	10	SHERINE YOUNG
JULIAN	K	19.5	SHEIRNETTE SHAW
SYDNEY	4	14	SHERINETTE SHAW
KLARMESHA	6	4	SOLOMON TRENCH
VANETO	4	0	SOLOMON TRENCH
VANTONIO	1	0	SOLOMON TRENCH
COURTNEY	4	17.5	STACEY TREASURE
TAHJEE	5	3	STACEY TREASURE
SHANIYA	8	41	STEPHANIE RILEY
SHYANN	4	0	STEPHANIE RILEY
SINAE	3	0	STEPHANIE RILEY
ALEAH	3	8	TAMARA TOLTIN
JASON	1	9	TAMARA TOLTIN
LAURA	1	1	TAMMEY LEGGETT
WALTINA	8	26	TAMMEY LEGGETT
Jaden	1	1	TAMMY TRIOLO
Jordan	5	11	TAMMY TRIOLO
MANUEL	4	16	TANIA RODRIGUEZ
TATIANA	K	6	TANIA RODRIGUEZ
CANDACE	5	36	TARA EDWARDS
OWEN	K	1.5	TARA EDWARDS
JUZELL	3	6	TASHA MORGAN
TAJAY	1	14	TASHA MORGAN
NICHOLAS	K	30	TASHA TAYLOR
NICOLE	6	1	TASHA TAYLOR

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KYMARNIE	7	16	THERESE RUSSELL
ASHLEY	2	14	THERESE RUSSELL
Jacoby	3	7	TIFANIE TELFAIR
DONIYAH	1	2	TIFANIE TELFAIR
ANTONIO	5	0	TIFANIE TELFAIR
TAKAYLA	6	0	TIFANIE TELFAIR
Tamira	4	0	TIFANIE TELFAIR
TRAVON	2	0	TIFANIE TELFAIR
SHAUNESE	6	20.5	TISHA FARLOW-MUSSINGTON
TAFARI	2	0	TISHA FARLOW-MUSSINGTON
TERYCE	K	34.75	TRACEY MITHCELL
TETRA	2	0	TRACY MITCHELL
MARQUIA	4	6.25	TRICIA PLUMMER
JULIEN	8	0	TRICIA PLUMMER
HARLEY	5	11	TWYLA MOSES
RYLEY	8	0	TWYLA MOSES
LYNNCIA	5	0	VENISE ALEXANDRE
LYNNE	5	4.5	VENISE ALEXANDRE
AMANIE	4	5	VENTURA KING-LORD
CRAIG	7	3	VENTURA LORD
CAWANDA	3	23.75	VERONA FIELDS
DEMETRIUS	1	0	VERONA FIELDS
IESHA	6	0	VERONA FIELDS
CHARLES	3	0	VIOLAINE TANIS
JUSTIN	K	0	VIOLAINE TANIS
KIANA	2	0	VIOLAINE TANIS
D'JAI	4	40.75	YAHNEEK PHILLIPS
DYLAN	1	2	YAHNEEK PHILLIPS
ASHLEY	7	3	YONNIE HALL-WILSON
ERIC	5	6	YONNIE HALL-WILSON
DAVIDA	5	32	ZOLIA CAREY
ZODA	7	2	ZOLIA CAREY

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