

## Florida Public Charter School Grant Program (2012-2015)

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# Florida Public Charter School Grant Program (2012-2015)

## Charter School Overview Form

Pivot Charter School – Fort Myers

Full name of charter school: \_\_\_\_\_

Gary Iker, Ed.D./Executive Director

Contact name/Title: \_\_\_\_\_

2675 Winkler Avenue Suite 200

Street address: \_\_\_\_\_

Fort Myers

33901

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

239.243.8266

1.888.844.9157

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

giker@pivotcharterschool.com

www.pivotcharterschool.com

Email address: \_\_\_\_\_ Website: \_\_\_\_\_

Broward

Charter Authorizer: \_\_\_\_\_ Local School District (Name)

\_\_\_\_\_ University (Name)

Has the school previously received a grant under the Public Charter School Grant Program?

X

Yes \_\_\_\_\_ No \_\_\_\_\_

6-12

Grade levels served: \_\_\_\_\_

Will proposed school serve in feeder zone of a lowest performing public school: Yes \_\_\_\_\_ No \_\_\_\_\_

X

If yes, name of lowest performing school(s): \_\_\_\_\_

**Enrollment Projections: Please complete the following table with reasonable enrollment projections (or actual if school is currently operating). Enter N/A if school is not currently open (for 2011/12) or will not be opening in 2012-13. If the school operates multiple sessions, please indicate maximum number of seats available for any one session.**

2011-12 Actual	2012-13 Projected	2013-14 Projected	2014-15 Projected
	150	250	350

Is an admission lottery used or will be used? Yes \_\_\_X\_\_\_ No \_\_\_\_\_

Is the school a conversion charter school? Yes \_\_\_\_\_ No \_\_\_X\_\_\_

Will the school share any of the following with one or more other schools?

- facility \_\_\_NO\_\_\_
- administration (one or more administrators); \_\_\_YES\_\_\_
- 50% or more of governing board members. \_\_\_YES\_\_\_

Yes \_\_\_X\_\_\_ No \_\_\_\_\_ If yes, check which ones apply, and provide the name(s) of

PIVOT CHARTER SCHOOL IN TAMPA AND FORT MYERS

the school(s): \_\_\_\_\_

12/2011

Date school applied for 501(c)3 status: \_\_\_\_\_ Approved: Yes \_\_\_\_\_ No \_\_\_\_\_ Pending \_\_\_\_\_

X

Is the school run by a management company? Yes \_\_\_\_\_ No \_\_\_X\_\_\_

If Yes, what company? \_\_\_\_\_

Is the school affiliated with a university or community college? Yes \_\_\_\_\_ No \_\_\_X\_\_\_

If Yes, what university or community college? \_\_\_\_\_

\*By submitting this application, Project recipient agrees to notify immediately the Office of Independent Education and Parental Choice, Charter Schools, FDOE, any change in the school's charter status, administration, contact information, or other descriptive information that is needed by the FDOE to maintain a current database of all operating charter schools in Florida.

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number


<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <b>Public Charter School Grant Program          2012-15 Program, Planning, &amp; Design</b>	<b>DOE USE ONLY</b>  Date Received						
<b>B) Name and Address of Eligible Applicant:</b> Pivot Charter School – Fort Lauderdale Site address TBD		<b>Project Number (DOE Assigned)</b>						
<b>C) Total Funds Requested:</b>  \$350,000  <hr style="width: 50%; margin-left: 0;"/> <div style="text-align: center;"><b>DOE USE ONLY</b></div> <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Contact Name:</b>  <b>Gary A. Iker, Ed.D.</b> </td> <td style="width: 50%; vertical-align: top;"> <b>Mailing Address:</b>  <b>2675 Winkler Avenue Suite 200            Fort Myers, Florida 33901</b> </td> </tr> <tr> <td style="vertical-align: top;"> <b>Telephone Number:</b>  <b>239.243.8266 or 214.622.1089</b> </td> <td style="vertical-align: top;"> <b>SunCom Number:</b> </td> </tr> <tr> <td style="vertical-align: top;"> <b>Fax Number:</b>  <b>866.280.0387</b> </td> <td style="vertical-align: top;"> <b>E-mail Address:</b>  <b>giker@pivotcharterschool.com</b> </td> </tr> </table>		<b>Contact Name:</b> <b>Gary A. Iker, Ed.D.</b>	<b>Mailing Address:</b> <b>2675 Winkler Avenue Suite 200            Fort Myers, Florida 33901</b>	<b>Telephone Number:</b> <b>239.243.8266 or 214.622.1089</b>	<b>SunCom Number:</b>	<b>Fax Number:</b> <b>866.280.0387</b>	<b>E-mail Address:</b> <b>giker@pivotcharterschool.com</b>
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<b>Fax Number:</b> <b>866.280.0387</b>	<b>E-mail Address:</b> <b>giker@pivotcharterschool.com</b>							

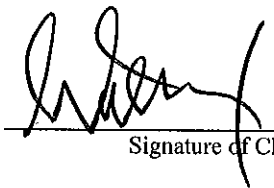
**CERTIFICATION**

Robert W. Runcie and Ted Waller

I, \_\_\_\_\_, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

**E)**   
 Signature of Agency Head

  
 Signature of Charter Head

Pivot Education Inc.



ATTACHMENT C

A) \_\_Pivot Charter School / Broward County Public Schools\_\_

Name of Eligible Recipient/Fiscal Agent

C) TAPS Number

B) \_\_\_\_\_

DOE Assigned Project Number

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
7500	310	Cost Associated of working with Edtec and Charter school Services Corporation to develop charter school budget, grant application, as well as charter submission and general consultation (\$150 per hour at 87.47 hours)		\$13,120	100%			
7400	310	Retainer fee and hourly costs associated of MMDPA providing consultation regarding charter development and facility consultation	1	\$4,000	100%			
7720	310	On-line and local ad placement for recruitment of students (12 @ \$500 each)	12	\$6,000	100%			
7100	330	Conference Travel – Required travel as outlined in the grant application: Director and board member required state conference: mileage, meals, hotel and registration fees estimated at \$940 per person.	2	\$1,880	100%			
D) TOTAL				\$25,000				

**DOE USE ONLY (Program)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name	_____
Signature	_____
Title	_____
Date	_____

**DOE USE ONLY (Grants Management)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name	_____
Signature	_____
Title	_____
Date	_____

## PIVOT CHARTER SCHOOL PCS GRANT APPLICATION

### Summary

**1. Project Summary (Fixed)** - Pivot Charter School (PCS) provides flexibility in programming, scheduling and methods of professional assistance and tutoring. PCS students have full access to a portable online curriculum coupled with cutting edge technology. Each student comes to one or more onsite sessions for a minimum of five hours with a required two to three hour commitment outside of their session. While onsite, students receive one-on-one support at their work station or in one of the four tutoring rooms with one of their core teachers or a teaching assistant. In addition, students are able to attend small-group tutoring. In all cases, students have continual access to their own desktop computer at their workstation or a laptop in a tutoring room. A network of certified professionals onsite and online professionals are available throughout the day for all PCS students. One of the unique and considerable advantage of the online teachers is 24/5 availability from Sunday at 9:00 p.m. EST through Friday at 9:00 p.m. EST. The robust technology platform is continually updated and maintained. The online curriculum engages students through videos, audio, animation, interactive multimedia, and text to speech capabilities. The grant funding priorities align with and provide the hardware, software, professional development and student use furniture that support our program goals and purpose.

The Purpose of Pivot Charter School is to prepare students for their lives in the 21st century. Pivot Charter School provides students with a career-focused educational program in a flexible and motivating environment imbued with technology and one-on-one support and guidance. In addition, Pivot Charter School will provide access to online college classes to motive students who want to excel and prepare for the university experience.

**GOAL # 1:** By 2014, 85% of students enrolled in PCS in all grade levels will achieve a 3, 4 or 5 on the FCAT assessments in math and language arts.

**GOAL # 2:** By 2015, 80% of **eligible** students will be participating in at least one online college course each semester.

**GOAL # 3:** By 2014, PCS will have created a high tech multimedia school that will meet the needs of students and teachers engaged in multiple learning environments including online-courses accessed through laptop and desktop computers, small group and individual tutoring.

**GOAL # 4:** By 2015, 90% of PCS seniors will receive a high school diploma.

## Project Narrative

**2. Project Need (0–5 points)-** While Broward County Public Schools received an A as a district grade, only 21% of the high schools in the county received an A as a school grade in 2008-2009. More high schools received a B, C, or a D than an A. The 2008-2009 graduation rate in Broward County was 71% presenting a need to provide 29% of the high school students with another way to get the support they need to graduate. Pivot Charter School provides a blended education model, using an online curriculum for students served in a “brick and mortar” school setting. The unique model allows students to have an individualized online curriculum and instruction experiences but also receive onsite support such as tutoring, direct instruction, FCAT prep, and numerous social activities. Students can attain a diploma and are even encouraged to earn college credits while in high school, similar to the College Academy at Broward County Central campus but also geared toward students who would normally not consider taking college classes or have a rigorous curriculum available to them. By offering a program that can be individualized to every student, where students can get significant levels of one-on-one support in an environment that many students find engaging and more stimulating than most traditional classrooms, Pivot Charter School can help those students who struggle to graduate and raise standards levels. Pivot will be an asset to the Broward County community.

As outlined in the next section, Pivot Charter School (PCS) does not target students of any specific economic or ethnic demographic. Rather, the target population is students who are seeking a more individualized learning environment, one in which they can receive the support and guidance they need in order to graduate from high school and succeed beyond high school. PCS has the ability to serve students across the spectrum, with the primary goals of increasing student performance for all students and increasing the number of students who graduate from high school.

**The Mission** of Pivot Charter School is to create a unique learning environment where each student will believe in themselves, excel in their goals, and discover pathways to their life’s success. This will occur in a blended educational model, combining one-on-one teaching with the best elements of online and traditional classroom learning. Pivot Charter School’s affiliation with Advanced Academics, Inc. (an approved FL provider of distance education and a AdvancEd NCA CASI accredited curriculum) and DeVry University provides students with career-related services as well as access to college classes to enhance their academic career.

The founders of Pivot Charter School have researched the essential elements that provide students with the keys to graduate from high school and that have the greatest impact on success after high school. These six components are the heart of the PCS program. They include:

1. A strong standards-based curriculum that engages students but allows them to learn at their own pace
2. Service learning to help students grow as human beings and lifelong learners. It is the combination of experiential learning and the personal satisfaction students gain from helping others that makes service learning such an effective teaching and learning tool.

3. Career and college counseling: Students who focus on their career potential and receive ongoing, relevant information about careers, colleges and personal options will formulate long-term goals and follow through in order to meet those goals.
4. Individualized programs: Students learn best when they can have one-on-one dialogue, interaction, and instruction with teachers and can receive individualized support in a safe, encouraging environment.
5. College and AP classes: Raising the academic bar while providing proper guidance and assistance produces students who will exceed traditional expectations and excel in new learning environments, including online and site-based college courses and Advanced Placement classes.
6. Assessment results in math and reading language arts (through AAI assessments as well as Fast ForWord) provide ongoing feedback about students' areas of strength and areas in need of remediation. The system reteaches skills and intervention is prescribed when necessary.

While there are a few schools in the County that provide some of these foundation components of success (usually just one or two components at any one school), Pivot Charter School proposes to offer all six elements within one school.

### **3. Project Design and Implementation (0–50 points)**

#### **(1) Founding and Governance (0–10 of 50 points)**

**Mission-** The mission of Pivot Charter School is to provide a rigorous standards-based online curriculum to students in grades 6–12, coupled with site-based instruction in a unique “learning studio” environment. Pivot Charter School’s affiliation with Advanced Academics, Inc. and DeVry University provides students with career-related services as well as access to college classes to enhance their academic career.

**Purpose-** Pivot Charter School will combine access to early college (dual enrollment) courses and a strong career and post-secondary school guidance program with an emphasis on service learning experiences for students who are behind in credits, want to accelerate their learning, and are generally not succeeding at acquiring the Florida Next Generation Sunshine State Standards through a traditional classroom environment and schedule. While some Florida choice schools provide one aspect of this threefold focus, Pivot Charter School is unique in that it is providing a strong combination of all three. While Advanced Academics, Inc. will be the primary supplier of the school’s curriculum, Pivot Charter School will be governed by a separate Florida nonprofit entity, Pivot Education, Inc. Pivot Education, Inc. has been organized under the laws of the State of Florida to manage, guide, direct, and promote public charter schools. The corporation will be operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code, and has applied for 501(c)(3) status.

**Board of Directors Duties-** The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to: Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing; Negotiation and approval of any contracts or Memoranda of Understanding

(MOUs); Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal); Approval of bylaws, resolutions, and policies and procedures of school operation; Approval of all changes to the charter to be submitted to the State as necessary in accordance with applicable law; Long-term strategic planning for Pivot Charter School; Participation as necessary in dispute resolution; Monitoring overall student performance; Approving the Principal, as necessary; Annual evaluation of the Principal; Monitoring the performance of Pivot Charter School and taking necessary action to ensure that the school remains true to its mission and charter; Monitoring the fiscal solvency of Pivot Charter School; Monitoring the performance of the education service provider; Participation in Pivot Charter School's independent fiscal audit; Participation as necessary in student expulsion matters; and Fundraising efforts.

**Conflict of Interest** - To comply with the constitutional requirement that Board members clearly identify potential conflicts of interest, including contractual, employment, and personal or familial financial interests, Board members are required to file a *Statement of Financial Interest* annually with the Commission on Ethics, even if they hold no financial interests requiring disclosure. Each Board member also files the *Statement of Financial Interest* form annually with the Clerk of the Court. The Board Recording Secretary will maintain a copy of the forms filed with the Clerk for reference should a voting issue arises. In addition, Board members will provide to the Board Clerk and Secretary to the Board disclosure of any potential areas of conflict. Members of the Board may not participate in any matter that comes before the Board that has the potential to create a private gain or loss for the member, the member's organization, or a relative or business associate without disclosing the nature of their interest in the matter. Whenever any of the areas described in the "Statement of Financial Interest" form are discussed by the Board, the involved Board member recuses himself or herself from participating in the discussion or voting on the issue. With regard to this proposed grant project, no Board member or administrator will participate in an administrative decision regarding the project if (a) the decision is likely to benefit that person or any member of his or her immediate family; or (b) the person is a public official or has a family or business relationship with PCS. Furthermore, no Board member or administrator will participate in this project to use his or her position for a purpose that is — or gives the appearance of being — motivated by a desire for a private or financial gain for themselves or for others. If PCS receives this proposed grant, the PCS Board will develop written procurement procedures and conduct all procurement transactions in a manner to provide, to the maximum extent possible, open and free competition. No employee, officer, or agent of the charter school will participate in the selection, award, or administration of any contract supported by these federal funds if a real or apparent conflict of interest exists. Full disclosure will be made of the identity of all relatives employed by the school who are related to the charter school ESP, President, Board Member, Administrator, Assistant Administrator, or any other person employed by the school having equivalent decision-making authority. Every member of the Pivot Education, Inc. Board of Directors shall participate annually in governance training on or before August 1 of each calendar year. The training will be delivered consistent with a training plan that has been submitted and approved by the Florida Department of Education and only by those agencies that have been approved by the FDOE.

The Board of Directors of Pivot Education, Inc. has significant experience in areas necessary to run a successful charter school, as described below:

**Chris Card** – Chris Card holds a Bachelor's Degree in Economics from Oakland University and a Master's in Social Work from Wayne State University; he is currently a Doctoral Candidate at the School of Social Work at the University of South Florida. Mr. Card has extensive experience in many areas of social services including five years as a child welfare case manager and supervisor in Houston, Texas, five years managing an inpatient treatment center for children and adolescents, five years as a statewide advocate and association director for the Florida Network of Youth and Family Services, and nearly a decade as a Community Based Care lead agency executive director. Mr. Card was a founder of Florida's child welfare reform called Community Based Care and has been appointed by Governors Lawton Chiles and Jeb Bush to a variety of positions of state leadership for children and families.

**Elizabeth VanAcker** – Elizabeth VanAcker began her professional career as a respite worker for developmentally challenged children; she then moved into school social work at a Louisiana middle school. Through these experiences Ms. VanAcker realized there was a need for streamlined technology in social work. She earned her Bachelor's in Social Work with a minor in Sociology and then her Master's in Social Work / Business Administration in 2000. Five Points offers a full array of human service information technology solutions. When Ms. VanAcker became CEO, the company was challenged financially, but in 4½ years she has led Five Points to profitability, financial growth, and credibility in the marketplace guiding the business development of a new product line for the case management provider segment of the human service market while increasing market share of existing products in the administration and government integration portion of the business.

**Wayne Folsom** – Wayne Folsom began his career as a sales representative for Memorex/Telex responsible for the state of Florida. He generated yearly sales between \$3 and \$4 million. From Memorex, Mr. Folsom became the Vice President (Southern Region) for Vector Solutions, Inc. In this role he covered 5 states, managed 12 direct reports and sales representatives, and supervised a team of 80. He generated sales between \$20 and \$22 million. He then became the Chairman of the Board for Five Points Technology Group in 2005, already having experience in many arenas of sales and management, where he is responsible for the approval of financial transactions and for the negotiation and approval of contracts and subcontracts. Mr. Folsom holds a BA in Psychology from Florida State University in Tallahassee.

**Jeffrey S. Wood, Esq.** – Jeffrey Wood was born in Stroudsburg, Pennsylvania, and was admitted to the Florida Bar in 1990. He earned his B.A. degree cum laude in 1987 from the State University of New York at Geneseo and his J.D. degree from Dickinson School of Law in 1990. During law school, Mr. Wood was a member of Phi Sigma Alpha and Delta Theta Phi and of the Appellate Moot Court Board and Corpus Juris Society. Mr. Wood is a member of the United States District Court, Southern District of Florida and the Middle District of Florida, and a member of the Broward County Bar Association. Mr. Wood concentrates his practice in the areas of Business Law and Litigation as well as Adoption Law. Mr. Wood has served as Affiliate President for the Statewide Amateur Hockey Association of Florida (SAHOF) since 2006. Mr. Wood

has represented various Charter Schools in Florida since their origination in the State of Florida in 1996. He has served in various capacities as an officer and director of the Charter School of Excellence, Inc. since its inception in 1997. Mr. Wood is a Director at May, Meacham & Davell, P.A.

**Fiscal Accountability** -The Board of the Charter School retains final fiduciary responsibility for the financial health and management of the school. The "bottom line" is that the Board is responsible for keeping the school financially solvent and accountable in its use of public funds. The Board, Executive Director and the Principals of Pivot Charter School will oversee the work of a selected business service company, which will handle all back-office business functions including accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. PCS will directly administer or supervise the administration of this proposed project, and will use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, federal funds. Pivot Charter school has begun to work with a specific back-office services provider, Charter School Services Corporation (CSSC). Charter School Services Corporation provides business, financial, and technology services for more than 35 charter campuses. CSSC helps its client schools craft comprehensive, realistic budgets — income statements, balance sheets, and cash flow statements — that stand the test of time and are based on solid revenue projections and expense assumptions. Over the course of the year, CSSC provides detailed monthly financial reports and analysis on the year-to-date budget and recommends budget revisions when appropriate to account for unforeseen changes in circumstances. CSSC closely monitors the school's cash flow situation and provides short-term cash flow financing when possible to help its schools meet their obligations. CSSC also keeps the books of its partner charter schools so financial information is readily accessible, accurate, and actionable by the Principal and Board. CSSC handles and tracks the financial transactions of its schools, ensuring that all funds are collected from the district, county, and state, and all bills are paid in a timely manner. CSSC files all required financial reports and works closely with the school's auditor to ensure a fast, problem-free audit process with no audit exceptions. Pivot Charter School will work with the back-office business services company to generate monthly financial reports and annual budgeting that conform to the requirements of the Board, the County, and the State. These monthly reports will show budget expenditures, actual expenditures, and the variance between budget and actual, and the end-of-year forecasted surplus or deficit.

The Pivot Charter School Board, together with Executive Director and CSSC, will develop internal controls and effective practices to ensure sound financial management. Examples of internal controls include segregation of duties to prevent embezzlement, adoption of a school conflict of interest policy, procedures for handling cash and that account for budget detail and deposits into the school's account, and approval by the Board of Directors of the monthly financial transactions at each Board meeting. CSSC is duty-bound to support the school's Board in fulfilling its fiduciary duty and public trust. This is a second type of "separation segregation of duties" that is supportive of sound financial management.

No member of the founding group will serve as a governing board member or administrator of the school. The Board has prepared policies and procedures in the

following areas: Setting agenda items; Policy approval; Field trips; Internal dispute resolution; Check signing; Budget development; Purchasing procedures; Fundraising, grant solicitation, and donation recognition; Health and safety procedures

As discussed above, PCS intends to contract with Advanced Academics, Inc. (AAI) for comprehensive academic services. Advanced Academics, Inc., a subsidiary of DeVry, Inc., has a proven track record in partnering with schools throughout the nation to deliver customizable online learning solutions that include Web-based curriculum, highly qualified teachers, a 24/7 support environment, and a proprietary technology platform specifically designed for secondary education for students in grades 6–12.

All schools currently using the AAI program are accredited through their regional accreditation agencies. Advanced Academics is NCACS (North Central Association of Colleges and Schools) accredited and CITA (Commission on International and Trans-Regional Accreditation) accredited, through their distance education division. Advanced Academics is also recognized by the NCAA (National Collegiate Athletic Association). Extensive due diligence was conducted prior to the selection of AAI. This included trial use of its online curriculum; comparison of this course offering to similar courses offered by other major online education competitors; reference checking with AAI customers; and price comparisons to alternatives.

**Parent Participation – PCS will comply with SB 1546, by appointing a parent representative to its governing body to represent parent concerns. Contact information for the parent liaison will be made public and available on the school's website as directed by legislation.** Additionally, the Pivot Charter School administration will organize a Parent/Teacher Organization to provide suggestions, input, and feedback to the administration and the governing Board. PCS will engage the Parent/Teacher Organization in significant ways and seek input from parents through multiple mechanisms, including satisfaction surveys. The goal of the PTO is to enhance the academic environment of all students while strengthening the relationships between parents and the school staff through cooperative interaction. The role of the PTO is to: Establish and maintain a working relationship among parents, school and community; Support school improvement teams and promote the finest education possible for the students at Pivot Charter School; Expand technology and supplement equipment and supplies; Increase student safety and security; Develop programs and projects that will support or enrich the curriculum; Enhance the quality of education by raising funds for school supplies or programs that fall outside the school budget; Provide feedback to the Principal and Board regarding school safety and programmatic issues.

***(2) Curriculum, Instruction, Assessment, and Accountability (0–10 of 50 points)***

Our online curriculum provides standards-based courses in Math, Reading, Science, English, Social Studies, World Languages, Electives, and Advanced Placement for high school students. With the AAI curriculum, the school takes advantage of a range of online learning approaches to address critical education challenges and raise achievement for all students — from those who are not currently succeeding in traditional programs to those who are capable of accelerating their learning. Students will not only be instructed through an state-of-the-art online curriculum, but will also be well supported by both the online and site-based teachers. A significant amount of teacher/student “face” time occurs with the Advanced Academics

curriculum. Students are not only encouraged and supported to succeed at acquiring the Next Generation Sunshine State Standards; the program is designed to reteach the standards until the student reaches proficiency. In addition to online live assistance with curriculum, students who are not performing at grade level or who are struggling with a class can receive site-based tutoring and small group instruction.

AAI courses are rigorous, and the average student spends 5 to 7 hours per week online per course during the time that teachers are online to deliver instruction. This equates to 30 to 35 hours spent online, receiving instruction each week for students carrying a full load of five courses. In addition, students are required to attend their assigned learning lab time every school day. Students are required to spend at least 6 hours each day (combining onsite and offsite hours) working on their courses. This equates to 1,080 hours annually in a 180-day school calendar.

The core foundational tenets of the Pivot Charter School program are:

1. **Personalized Support:** Students learn best when they can have one-on-one dialogue, interaction, and instruction with teachers and can receive individualized support in a safe, encouraging environment. Teachers both online and onsite work with students daily and oversee their progress and provide academic support.
2. **Flexible Scheduling:** Students who have to raise children or support their families or themselves, or who are engaged in schedule-limiting activities, want and need to earn a high school diploma, but they are constrained by conventional school schedules and opportunities. Additionally, some students cannot handle the traditional burden of five courses at one time all year long or for a semester block; their learning style requires them to focus on one or two courses intensely for a shorter amount of time.
3. **Unique Physical Learning Environment:** Elements such as lighting, color, flooring, and furniture make a difference to teachers and learners. School design should create a space that is inviting and comfortable, as well as professional, high-tech, and utilitarian. Work stations should be easily assembled and movable for individual and group project use. Students and teachers should have access to multiple learning spaces and resources including smartboards, the Internet, easel whiteboards, desktops, and laptops. Students should not be confined to rows and desks. The learning lab environment created at Pivot Charter School supports students learning styles and interests.
4. **Advanced Academics:** Raising the academic bar while providing proper guidance and assistance produces students who will exceed traditional expectations and excel in new learning environments, including online college courses and Advanced Placement classes provided by Pivot Charter School.
5. **School-to-Career Goal Setting:** Students who focus on their career potential and receive ongoing, relevant information about careers, colleges, and personal options will formulate long-term goals and follow through in order to meet those goals. Students will work with teachers to create Personal Development Plans that will include their Major Areas of Interest as required by Florida statute.
6. **Service Learning:** Students grow as human beings and lifelong learners when they participate in service learning activities. It is the combination of experiential learning

and the personal satisfaction students gain from helping others that makes service learning such an effective teaching and learning tool.

### **Proposed Weekly Schedule Monday through Friday:**

First Learning Lab Session:	7:00 a.m. – 12:00 p.m.
Second Learning Lab Session:	12:30 p.m. – 5:30 p.m.

Two to four full-time teachers will be present onsite, in addition to at least 10 Florida-certified online teachers who provide instruction in specific content areas available throughout the school day. In subsequent years, the school will maintain the same schedule, but expand the site and number of teachers onsite and instructing online to meet the class size requirements for middle and high school students.

**Student Population** - Pivot Charter School will provide educational services for the student populations outlined below:

- **Students in need of increased class offerings** — Our online course offerings expand these limited offerings. Teachers and students are often overwhelmed by high student/teacher ratios. High-quality, teacher-led online courses are an excellent alternative to crowded classrooms that often result in reduced individualized instruction.
- **Students missing credits** — Students in need of credits to complete grade levels or to graduate on time can utilize online courses to make up or to retake courses (e.g., at-risk students and students returning for their high school diplomas). Students can work at a pace that is commensurate with their needs and abilities and make up essential credits that will allow them to graduate “on time.”
- **Scheduling conflicts** — **Today’s** students participate more and more in activities such as competitive sports and performing arts that entail a significant time commitment during the day. Additionally, many more students have to work to keep their families out of poverty or to take care of children. The flexibility of taking accredited online courses with flexible scheduling creates time for extracurricular activities, necessary employment, and space for supporting the family at home.
- **Special instructional setting** — Students who are not well suited to a traditional classroom setting, or others who have special scheduling needs, will benefit greatly from being allowed to progress at their own pace. Students who are shy and often get lost in the crowd because they are afraid to ask questions or provide input tend to thrive in an online environment where they can interact by choice and not feel that they are being judged by their peers.
- **Accelerated learners** (learners desiring accelerated or enrichment offerings) — Those students who are quick learners can be given the flexibility to progress in a particular subject at a faster pace than the rest of a traditional class. Students who are accelerated and taking college courses can graduate, be accepted to a college, and/or enter the workforce early. Pivot Charter School is designed to meet the needs of many students, both gifted and those who are at risk.

**Staffing-** All teachers, both online and onsite, are Florida-credentialed and highly qualified in their field. Advanced Academics online Florida-certified instructors provide a rigorous and engaging curriculum, while onsite Florida-certified teachers provide onsite classes, oversight, and academic support and tutoring to supplement a student's

academic program. The AAI online teaching staff is the primary instructors of the core curriculum, while the site-based teachers provide intervention, tutoring, academic support, small group instruction, and general academic guidance. The online teachers truly get to know the students, and they are involved in all aspects of the students' educational program. The online teachers are available to support students from Sundays at 9:00 p.m. EST through Friday at 9:00 p.m. EST. To provide assistance to students 24/7, Advanced Academics utilizes a student support team, which handles both general and technical issues. A dynamic two-way communication stream for teachers and students functions via telephone conversations, Class\_mail messages, and secure Instant Help (online chat and whiteboard) messaging. This diverse communication network promotes a team approach in which teachers work collaboratively with each other and with students.

**Staffing Plan-** 1. The school will open with two to four site-based core subject Florida-credentialed teachers who are NCLB Highly Qualified in their content area. Two of these teachers will be hired by June 2012 to assist with start-up planning.

2. PCS will eventually have two (2) clerical positions; one will oversee the student information system including: student enrollment, and attendance and be called the Student Services Coordinator, and the other will serve as registrar, data processor, and bookkeeper and will be called the Office Manager. Both positions will support the overall operations of the front office.

3. PCS will contract with (1) counselor to process and review transcripts, develop student educational plans, and assist with Service Learning projects through the ESP, AAI.

4. PCS will conduct a nationwide search for a Principal to oversee the operations and instructional aspects of the program.

5. PCS will contract for IT services through the ESP, AAI.

6. PCS will hire an ESE Director to oversee our special education services, compliance matters and special education teachers. 7. As part of the contract to supply curriculum to the school, AAI will provide access to 10 teachers who teach the online courses. Each AAI teacher will hold an appropriate Florida state teaching credential and be NCLB Highly Qualified in their content area. All AAI teachers hold either a Bachelor's or Master's degree as well as subject specific state certification. . Per the start-up plan schedule, recruitment for the Principal will be completed by February 2012

**Hiring** – Hiring for site-based staff will be conducted through hiring committees made up Pivot staff members, Board members and other interested stakeholders. Per the detailed Start-up Plan Schedule, all hiring of staff will be complete by June 2012. **Staff**

**Evaluations** – PCS will evaluate teachers based on a formal and informal process that includes regular observations of teachers by the Principal during classroom instruction, working with students to support their online learning, meeting with families, and during professional development sessions. In addition, teacher and administrative evaluations

will be tied to student performance according to Senate Bill 746. The Principal will conduct regular discussions with teachers about their progress and prepare formal written evaluations based on expected job performance and student achievement.

**Evaluating Student Performance-** Upon enrollment, students complete Star Assessments and Fast ForWord, Overpass and Readiness courses. These courses provide detailed reports regarding the student's math and English language arts proficiency and help the school determine student's strengths and areas in need of remediation or intervention. In addition to these placement assessments and courses, ongoing assessment occurs in each course throughout the year, demonstrating the Next Generation Sunshine State Standards on which students succeed and those on which they need more instruction. All core courses provide instant feedback to every student on his or her individual progress. The student remains in a class until he or she has met proficiency in a course.

Once a month, teachers will review all students' assessment results. Using the FCAT and other available performance data, teachers will determine specific content in which students may need help. If students are not performing well on assessments, the LMS can produce detailed reports about students' assignments and work habits in the class. New students will be given diagnostic exams as grades and transcripts dictate need. Any student receiving below a 60% in any course will be given a diagnostic exam to determine specific intervention and remediation plans which will be included on the student's Personalized Education Plan.

Pivot Charter School site-based teachers and administrators are able to run daily reports that show daily activity and cumulative progress for each student. Students who are not complying with login requirements set by the school are contacted by the AAI online student retention team. Students and parents are contacted if it is observed that the student is falling behind schedule or if s/he is not demonstrating satisfactory mastery of course content. An individual action plan is then established by the site-based teaching staff. Teachers provide individual tutoring and remediation on homework assignments to support the action plan. The site-based teachers who are Florida-credentialed teachers in the core content areas are onsite to answer real-time questions from individual students as they progress through the course material, provide tutoring when students need help understanding concepts, and create small-group instruction when schoolwide data (such as AAI assessments, Star Assessments and FCAT results) show that students in particular courses or content areas are lacking in foundational basic skills. A teacher knows whether a student has accessed course material, how much time he or she has spent on each assessment, and the number of entries into each assessment. When a student fails an assessment, the student can contact a teacher, and the teacher can then review with the student, focusing on the objectives that the assessment revealed the student did not meet. The online teacher may also recommend that the student seek additional help from the site-based teachers.

**Professional Development-**Teachers will be required to attend weekly staff meetings as well as four (4) professional development trainings throughout the year in addition to four preparation and staff development days before the school year starts.

The Principal and all PCS staff will be trained in the use of the AAI curriculum, LMS, and assessment system by the AAI training staff. Onsite teachers, counselors, registrar, and

administrators will learn how to run appropriate reports on student learning and assessment. AAI will also train teachers on the alignment of the curriculum to the Florida state standards as teachers review the scope and sequence of the courses and review course objectives. Advanced Academics, Inc. will conduct all trainings related to the LMS and curriculum and will begin training in July 2012. Teachers will engage in preschool opening trainings for a period of five days. These sessions will be held July 2012. Three of these days will be conducted by AAI and will cover curriculum, systems and assessment topics. In addition to curriculum and systems training, onsite teachers will receive two days of personnel (child abuse reporting, sexual harassment training, labor practices, fire drills, health issues, etc.) training and team building activities. Additional professional development trainings for onsite teachers will be conducted once a month. These trainings will occur in some of the topics listed below. This is not a comprehensive list and may be revised based on teacher and student needs.

**Professional Development Topics:** Serving students with special needs; 504 Plans; Supporting students in virtual learning; Using assessment data to inform instruction and developing educational programs; Student goal setting; Service learning; Teaching writing strategies and comprehension; FCAT HS test-taking strategies; Student-led conferences; Reflection on the first-year strategic planning; ELD; Project-based learning; Improving individual student achievement, Continuous improvement processes; End of year close-out. Teachers will also be requested to suggest additional topics for professional development based on their needs throughout the year.

### ***(3) Business, Finance and Accounting (0–10 of 50 points)***

Pivot Charter School will rely on a four-part system for financial management. First, the Board retains ultimate fiduciary responsibility and authority for the school's finances. Second, the Board along with the Executive Director will hire a Principal who will report directly to the Executive Director and remain accountable to the Board. Third, this Principal will manage a contract with CSSP that is responsible for the day-to-day operational financial management. Finally, the Board will retain a qualified independent auditor to perform an annual review of the financial statements, a statistical sampling of transactions, and the financial control procedures. Pivot Charter School will implement the following controls:

Payroll: All new hires must be approved by the Board, including their contracts and compensation. Periodic payroll runs must be approved in writing by the Principal.

Contracts: All major contracts, or other obligations of the corporation, must be in writing and approved in advance by the Board.

Borrowing: All loans and financial obligations must be approved in advance by the Board.

Accounts Payable: All requests for payment must be made in writing (e.g., through invoice or Employee Reimbursement Request) with appropriate documentation. The Principal must, in writing, verify complete receipt of all goods and services. Approval to pay requires the signature of the Executive Director, the Principal and one Board member for all amounts over \$5,000; of the Principal for smaller amounts. Checks over \$5,000 require three signatures (drawn from the Executive Director, Principal and Board members).

Financial Statements: The Executive Director and CSSP will prepare monthly financial statements that show, at a minimum year-to-date information on actual performance,

the budget, and the variance of budget versus actuals. In addition, the statements will include a "rolling" revised forecast of end-of-year revenues, expenses, and net surplus (or deficit), informed by the actual year-to-date performance and updated assumptions (such as enrollment projections or funding rates.) This forecast is intended to identify early if the school is going off track so that corrective action is possible while there is still time. The monthly financial report also will contain a current monthly cash flow forecast that clearly identifies any potential liquidity problems.

Assets: The school will properly identify and label all assets valued at \$1,000 or more and account for them annually as part of the school's inventory/audit.

Annual Audit: The school will fully comply with all legal requirements for financial reporting, including the engagement of an independent certified auditor to review the financial statements annually. The Board will approve the auditor in advance, and will approve the audit report once completed. Any audit exceptions will be reported as required and the Board will develop, approve, and monitor a remediation action plan.

The school's contracts will maintain all records consistent with generally accepted accounting principles. They will utilize an accounting software package that allows full compliance with Red Book—accounting codes, and will maintain the school's financial statements consistent with these codes, as required by law.. Pivot Charter School will work with the back-office business services company to generate monthly financial reports and annual budgeting that conform to the requirements of the Board, the County, and the State. These monthly reports will show budget expenditures, actual expenditures, and the variance between budget and actual, and the end-of-year forecasted surplus or deficit and will be reported to the sponsor and the governing Board each month. In addition to coding all expenditures against the appropriate object code, the school will also be applying the appropriate resource code to expenses that are funding through the PCSGP grant. School staff will be trained to appropriately code expenditures accordingly. PCS will cooperate with the Secretary of State, USDOE and FDOE in evaluating the charter school.

**(4) School Leadership and Management (0–10 of 50 points)** -All onsite management is conducted by school staff and overseen by the Executive Director and the school's Board. The Principal and his or her staff are responsible for the daily operations of the school and the educational leadership of the students. If aspects of the online curriculum are not working for the students, it is the responsibility of the teachers and Principal to work with the curriculum provider to improve the program to meet the students' needs. The minimum qualifications of the PCS Principal are: Holds Florida certification in Educational Leadership or its equivalent in another state; Holds a Master's degree or higher; Has had any combination of education, training, or experience equivalent to three years of effective teaching experience and site leadership experience as well as a thorough knowledge of instructional strategies; Proven history of leadership role in an alternative educational setting is preferred

The Principal is responsible for the following: Provide instructional leadership to the Charter School; Supervise all employees of PCS; make recommendations to the Executive Director and the Board of Directors regarding the hiring of all Charter School employees; Provide performance evaluations of all Charter School employees at least once annually; Prepare proposals of policies for adoption by the Board of Directors; Provide comments and recommendations regarding policies presented by others to the

Board; Advise the Board and make written recommendations to the Board on programs, policies, budget, and other school matters; Communicate with the Charter School's legal counsel; Stay abreast of school laws and regulations; Participate in the dispute resolution procedure and the complaint procedure when necessary; Write applications for grants; Attend meetings with the back-office business services provider and the State Board on fiscal oversight issues periodically upon request; Provide all legally required financial reports to the State; Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles; Present quarterly financial reports to the Board of Directors; Provide assistance and coordination in the implementation of curriculum; Oversee parent/student/teacher relations; Attend IEP meetings as required by law; Oversee student disciplinary matters; Coordinate the administration of state standardized testing; Attend all PCS Board meetings and attend State Board meetings as necessary; Ensure site safety; Foster an amicable relationship between the authorizer and PCS and facilitate; Establish a communication model to facilitate communication among all the groups within PCS, between the Charter School and the State, and between the Charter School and the community at large; Coordinate graduations; Develop the PCS annual performance report; Present performance report to the PCS Board; and Facilitate open house events. The process for evaluating the Principal will be conducted by the Board but will include survey and formal interview data contributed by staff, the authorizing agency, and a self-assessment. The evaluation will be conducted annually. A scoring rubric and surveys will be created reflecting the Principal's success in the stipulated skill set. Areas of deficit and organizational goals will be translated into annual goals established for the Principal which will become part of the criteria for the following year's evaluation process. The founding Principal will be hired by a committee of outside experts, the Executive Director and Board members. If the Principal cannot document recent participation in the William Cecil Golden Leadership Development Programs, the PCS Board of Directors will ensure that the Principal participates in the Florida School Leadership Training Program through the DOE and other useful WCG training modules as specified annually through the Executive Director's evaluation of the Principal. The goal of enrolling the Principal in the specified modules is to ensure competency in the Florida Principal Leadership Standards. The school is committed to providing mentoring and coaching for the Principal through WCG as necessary. Specifically, the school will ensure that the Principal participates in at least three leadership modules each year that cover the following areas: Instructional Leadership; Managing the Learning Environment; Learning, Accountability, and Assessment; Operational Leadership; Decision Making Strategies; Technology; Human Resource Development; Ethical Leadership; Vision; Community and Stakeholder Partnerships; Diversity

**Administrative Staffing** - 1. The school will open with three (3) full-time site-based core-subject Florida-credentialed teachers who are NCLB Highly Qualified in their content area. Two of these teachers will be hired by June 2012 to assist with start-up planning. 2. PCS will eventually have two (2) clerical positions; one will oversee SIS, student enrollment, and attendance and be called the Student Services Coordinator, and the other will serve as registrar, data processor, and bookkeeper and will be called the Office Manager. Both positions will support the overall operations of the front office. PCS will contract with one (1) counselor to process and review transcripts, develop

student educational plans, and assist with Service Learning projects. 4. PCS will conduct a nationwide search for a Principal to oversee the operations and instructional aspects of the program. 5. PCS will contract for IT services. 6. PCS will hire a Special Education Teacher to oversee the ESE program under the direction of the ESE Director. 7. As part of the contract to supply curriculum to the school, AAI will provide access to 20 (for a total of 24 Florida credentialed teachers) who teach the online courses. Each AAI teacher will hold an appropriate Florida state teaching credential and be NCLB Highly Qualified in their content area. All AAI teachers hold either a Bachelor's or Master's degree and most are state-certified in the subject areas they teach in 4 to 6 states. These teachers are employed and supervised by Advanced Academics, Inc. In Year 3, an Assistant Principal will be hired to share the responsibility of administration and operations with the Principal.

**Relationship with the Sponsor-** The sponsor shall monitor and review PCS in its progress toward the goals established in the charter and charter contract. The sponsor shall monitor the revenues and expenditures of PCS. PCS shall be accountable to its sponsor for performance. The governing body of PCS shall make annual progress reports to its sponsor, the State Board of Education, the Commissioner of Education, the President of the Senate, and the Speaker of the House of Representatives. The report shall contain at least the following information:

1. The Charter School's progress toward achieving the goals outlined in its charter.
2. The information required in the annual school report pursuant to ss. 229.592.
3. Financial records of the Charter School, including revenues and expenditures.
4. Salary and benefit levels of Charter School employees.

PCS will respond to all reasonable inquiries for information from the sponsor.

**(5) Special Populations** - Our AAI online instructional curriculum, as noted in our curriculum section, which includes AAI and other supplemental curriculums, uses many of the principles of instructional design and learning theory recognized as teaching techniques for students with learning disabilities. Teachers have found the self-paced structure, small steps with immediate feedback, and extensive practice to be particularly useful for students with learning disabilities. For students with needs beyond the learning lab setting and standard curriculum, the following services may be provided:

- Academic Pullouts: for those students who require extra services or instructional assistance for tutoring by a certified ESE teacher. The amount of pullout and the specific content area to be provided will be determined as part of the IEP.
- Consultation and Collaboration: students who do not require "pull-out" services but require some assistance per the IEP will receive extensive monitoring;
- Enriched Curriculum for gifted students such as AP and early college courses.
- Other services as stipulated in the student's IEP for students who qualify under the following criteria: Autism Spectrum Disorder ; Deaf or Hard-of-Hearing; Dual-Sensory Impaired (Deaf-Blind) ; Emotional/Behavioral Disabilities; Gifted; Homebound or Hospitalized; Intellectual Disabilities; Physically Impaired with Orthopedic Impairment; Physically Impaired with Other Health Impairment; Physically Impaired with Traumatic Brain Injury; Specific Learning Disabilities; Speech and Language Impaired ; Visually Impaired (Blind and Partially Sighted)

Adaptation of the curriculum, materials, and instructional strategies will be attained with the appropriate support and services integrated within Pivot Charter School's program.

The School shall provide accommodations and modifications as necessary to permit access to technology-based learning and the related services provided on the student's IEP. The modifications/adaptations shall include but are not limited to: Adapted curriculum assignments; Test modifications; Computer pacing and remediation; Adapted computer devices. Each course's curriculum is developed to include regular assessments to determine student mastery. If a student does not exhibit mastery, the ESE teacher will work with the classroom teacher to modify the curriculum and/or pace of delivery. Pivot Charter School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities in Education Improvement Act ("IDEA"). Pivot Charter School will not reject the application of or withdraw a student identified as disabled based upon a finding that the student needs a service delivery model not presently in existence at the school. Pivot Charter School will ensure that students with a disability who complete the enrollment application at the Charter School will be referred for enrollment in the School District only when the IEP team finds that the student's educational needs cannot be met at the Charter School. The charter school will also comply with the Age Discrimination Act, the Civil Rights Act.

**Section 504-** PCS staff shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA. The PCS facility shall not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs offered by PCS. Pivot Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Further, Pivot Charter School has written policies which outline the requirements for identifying and serving students with a 504 accommodation plan. Any student who has an objectively identified disability that substantially limits a major life activity including but not limited to learning is eligible for accommodation and/or related services by the School under Section 504. The Principal will serve as the 504 Coordinator. PCS has hired a Special Education Director to oversee that all required timelines, paperwork, and procedures are compliant with applicable laws in conjunction with the school ESE provider. The Special Education Director is a credentialed special education teacher and has at least 5 years' experience serving students in special education. All teachers will be appropriately credentialed to provide special education services, and they will be highly qualified in their area of assignment. PCS will contract with appropriately licensed outside agencies for low incidence placement or for services that comprise less than 2% of the PCS special education placement (e.g. social work or hearing impaired).

**Identification and Referral** – Pivot Charter School shall have the responsibility to refer students who have or may have exceptional needs that qualify them to receive special education services. Pivot Charter School will develop and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education by Pivot Charter School instruction and services only after the resources of the regular education program have been considered and used where appropriate. Pivot Charter School will

document all modifications and accommodations made to the student's program in the regular educational setting through a Student Success Team process. Request for Initial Evaluation may be initiated by parent or PCS staff. Evaluation will be conducted within 60 calendar days of receiving parental consent except when the child transfers to PCS from another LEA and the current LEA is making progress on the evaluation and parent and LEA agree to a specific time for completion, or when the parent fails to make the child available for evaluation. Pivot Charter School shall ensure that all responsible parties are present at IEP meetings. Decisions regarding eligibility, goals/objectives, program, placement, and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law. Services and placements shall be provided to all eligible Pivot Charter School students in accordance with the policies, procedures, and requirements of state law. The IEP will include both academic achievement and functional performance, which will include assessments and teacher evaluation as well as social and behavioral information. IEP goals will be measurable. A description of measurement and frequency of progress reporting will be included in the IEP. All students aged 14 and older will have transition and post-secondary goals as part of their IEP.

**LEP-** All students who classify as ELL will be provided an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration. Students in the ESOL program will be required to meet the same curriculum standards as other students in English/Language Arts and content area instruction. The content of the curriculum will be established by the Sunshine State Standards. These procedures will be aligned to the Florida Department of Education ESOL's agreements and flowcharts under the terms of the "META Consent Decree." ELL students are identified through the registration process. Parents of students who answer "yes" to any of the three Home Language Survey questions and/or meet the definition of ELL 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 parents are informed orally of the need of a language assessment by the school registrar or ESOL contact/designee or by the guidance counselor. Pivot Charter School will comply with the School District's LEP plan in identifying ESOL students and the provision of ESOL services. With a combination of specialized reading programs and the ability of LEP students to work at their own pace, look up words they don't understand in a dictionary immediately as they come across words they don't understand in the instruction, and stop and restart and review instruction as needed (as opposed to trying to keep up with a teacher and other students in a traditional seat-based program), LEP students perform well in online learning environments.

**ELL student identification-** Identification procedures for ELL students at Pivot Charter School will take place in these ways:

1. During time of registration
2. Students who are registered at neighborhood school, or ELL Center Schools
3. Home Language Assistance at registration (bi-lingual paraprofessionals, parents and personnel assist at registration and parent orientation)
4. Home Language Survey

#### **4. Evaluation (0–25 points)**

<b>GOAL # 1:</b> By 2013, 87% of students enrolled in PCS for three or more years will achieve a 3,
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4 or 5 on the FCAT assessments taken at each grade level.	
<b>Means of evaluating progress toward this goal:</b> FCAT and AAI standards-based assessment results.	<b>Process for evaluation and addition of new/revised goal:</b> After three years of operation, if the school is achieving 80% or less, the Board of Directors and administration will evaluate methods to improve the program's effectiveness. If, after careful analysis, it is felt that the program is optimally effective, then they will reevaluate attainability of the original goal.
<b>Action Steps</b>	<b>Person(s) Responsible/Involved</b>
<ol style="list-style-type: none"> <li>1. All online curriculum will be formally aligned to the Florida Next Generation Sunshine State Standards.</li> <li>2. Students will engage in weekly course assessments.</li> <li>3. Students who are at an "approaches the standard" (60–69%) level in two or more courses will meet with their teacher, parent, and possibly administration to create a Personalized Education Plan for remediation.</li> <li>4. The Personalized Education Plan (PEP) will be evaluated as needed and modifications and interventions altered as necessary.</li> <li>5. Students with a PEP will participate in remediation courses and tutoring.</li> <li>6. Students will participate in FCAT testing annually.</li> </ol>	Principal, teachers, counselors, online teachers.
<b>GOAL # 2 :</b> By 2014, 80% of <b>eligible</b> students will be participating in at least one online college course each semester.	
<b>Means of evaluating progress toward this goal:</b> Student enrollment in college classes at DeVry. Grades of students enrolled in college courses to determine success rates.	<b>Process for evaluation and addition of new/revised goal:</b> PCS will work in collaboration with DeVry to counsel and support students with courses in which it is realistic for high school students to succeed. If students are not availing themselves of online college classes, PCS and DeVry will confer to evaluate the causes and adjust program offerings accordingly.
<b>Action Steps</b>	<b>Person(s) Responsible/Involved</b>
<ol style="list-style-type: none"> <li>1. DeVry counselors will work with PCS teachers and PCS counselors to analyze and promote appropriate courses for PCS students.</li> </ol>	Principal, teachers, counselors, online teachers, DeVry counselors, DeVry liaisons.

<ol style="list-style-type: none"> <li>2. Students attaining a B average overall in online courses and also meeting or exceeding the standards will enroll in DeVry classes.</li> <li>3. Students enrolled in college courses will receive ongoing monitoring of progress by PCS counselors and teachers.</li> <li>4. Academic support will be provided to students attaining a C or lower in DeVry classes.</li> </ol>	
<p><b>GOAL # 3:</b> 100% of PCS students will complete career interest inventory and establish at least three personal goals toward post-secondary plans in their Personal Development Plan. At least two annual action steps will be created per goal that support the student in meeting post-secondary goals. Goals and action steps will be revised annually in the Personal Development Plan. Personal Development Plans will also include the major areas of interest per Florida statute.</p>	
<p><b>Means of evaluating progress toward this goal:</b> Each Personal Development Plan will contain career and/or post-secondary goals based on career inventory results. Principal and counselors will review each portfolio annually.</p>	<p><b>Process for evaluation and addition of new/revised goal:</b> Counselors will review goals annually with students and their parents at student conferences. Plans will be made to ensure student is on track to meet goals. If student interests change, the goals should be updated. If a system is not established for the Personal Development Plan review, PCS counselors should develop effective method of refining student career goals.</p>
<p><b>Action Steps</b></p>	<p><b>Person(s) Responsible/Involved</b></p>
<ol style="list-style-type: none"> <li>1. Counselors will choose and implement online career inventory.</li> <li>2. PCS will establish inventory assessment schedules for each student and administer inventory.</li> <li>3. Students will meet with counselors to review and discuss results.</li> <li>4. Students will establish post-secondary goals.</li> <li>5. Students will set at least two actions that need to be take in the current school year to enable student to accomplish post-secondary goals.</li> <li>6. Goals will be updated in portfolio at least annually or as students' ideas change due to ongoing career counseling.</li> </ol>	<p>Counselors, students, teachers.</p>
<p><b>GOAL # 4:</b> 80% of parents, teachers, and students will report an overall "meets or exceeds expectations" satisfaction level of PCS programs on the annual schoolwide surveys.</p>	
<p><b>Means of evaluating progress toward this goal:</b> Schoolwide survey results</p>	<p><b>Process for evaluation and addition of new/revised goal:</b> If PCS is not receiving a "meets or exceeds expectations" as an overall approval rating of the school by</p>

	parents, teachers, and students annually, the Board of Directors will engage in a strategic planning workshop to analyze causes and establish actions for improvement. This goal should not be changed or revised.
<b>Action Steps</b>	<b>Person(s) Responsible/Involved</b>
<ol style="list-style-type: none"> <li>1. PCS to develop separate surveys for teachers, students, and parents that analyze the school's effectiveness.</li> <li>2. PCS to distribute surveys by April 15 of each school year (online mechanism would be appropriate only if all constituents, including parents, have access to school technology).</li> <li>3. Survey results to be aggregated and presented to the Board and all community members.</li> </ol>	Principal, teachers, counselors, online teachers.
<b>GOAL # 5:</b> By 2015, 90% of PCS seniors will receive a high school diploma.	
<b>Means of evaluating progress toward this goal:</b> Graduation rates	<b>Process for evaluation and addition of new/revised goal:</b> If 90% of PCS seniors are not on track to receive a high school diploma, the Board of Directors will engage in a strategic planning workshop to analyze causes and establish actions for improvement. This goal should not be changed or revised.
<b>Action Steps</b>	<b>Person(s) Responsible/Involved</b>
<ol style="list-style-type: none"> <li>1. Student transcripts will be evaluated and a personalized plan for graduation will be established for each student.</li> <li>2. Students will be assessed monthly in all core content courses to ensure acquisition of the Florida Next Generation Sunshine State Standards.</li> <li>3. Students who are not acquiring standards will receive remediation and intervention.</li> <li>4. Counselors and teachers will monitor student course completion rates as well as timeline for graduation.</li> <li>5. Students' plans for graduation will be altered based on student course completion rates.</li> </ol>	Principal, teachers, counselors, online teachers.

PCS will receive a school grade under *Florida's A+ Grading System*.

## **5. Support for Strategic Imperatives (FIXED REQUIREMENT)**

### **Next Generation Area of Focus # 3 – Improve college and career readiness**

Career counseling at PCS begins in the 9<sup>th</sup> grade. Through the administration of interest inventories, counselors and teachers begin to focus students' goals and help them

make plans for their futures. The PCS college and career guidance program aims to help students make better, highly informed educational and career choices. PCS counselors will provide information on high school course offerings, career options, the type of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities that are associated with their fields of interest.

Students at PCS will also be able to take advantage of the DeVry University career placement office and courses. DeVry maintains a very active Career Services Center to help students attain positions in their fields of academic specialization and interest. These professionals keep in contact with local and national employers to stay abreast of employment needs and opportunities across the country. In addition, students complete the Career Development course, which covers topics such as self-evaluation, personal marketing strategies, résumé and cover letter preparation, and interview techniques.

#### **Next Generation Area of Focus # 4 – Expand opportunities for post-secondary degrees and certificates**

**Dual Enrollment / Early College-** As a partner of DeVry University, PCS students will be encouraged and supported to enroll in online college classes. Enrollment is free for the students. Students in grades 10–12 who are maintaining an overall B average in their online courses and who are meeting or exceeding the Next Generation Sunshine State Standards in all core content areas on the FCAT tests will be encouraged to take DeVry online college classes. Many students who are capable of college-level work and who take more than a traditional high school course load each semester may graduate high school with enough credits to enter college as a sophomore.

**Focus on Reading-** Upon entry, students will be given a reading assessment such as the STAR. The assessment will be used to determine the reading level of each student, measure individual and class growth, and forecast results on standardized tests. The Pivot Charter School reading assessments will immediately generate informative reports to guide teachers in placing students in specific reading programs. The reading assessment can also be used to monitor how well students respond to an intervention.

**Students Reading Below Grade Level** – The designation of reading below grade level means that a student has achieved a score below the 8<sup>th</sup> grade level on the reading assessment and/or who is at a Level 1 or 2 in FCAT Reading. Students who are performing below reading grade level will be supported through the following methods:

Specialized Reading Courses (described above for beginning, intermediate and advanced levels) – AAI-developed reading courses that supplement the grade level language arts classes (if one is assigned) to strengthen reading skills.

Tutoring – Credentialed teachers as well as DeVry college students will provide reading tutoring to Pivot Charter School Students during their designated time on campus.

Small Group Instruction – Due to the extensive reading intervention needs of some students, it will be necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of 3 to 5 students per group, class sizes at Pivot Charter School aim for no more than 15 students. These groups will be facilitated by a reading specialist or dedicated reading instructor.

FastForWord – Small-group as well as tutoring instruction may utilize FastForWord as an intervention tool. The FastForWord program develops and strengthens memory, attention, processing rate, and sequencing — the cognitive skills essential for learning and reading success. FastForWord teaches several speech and language skills, and it

is being continuously expanded to include phonics, morphology, syntax, and grammar. FastForWord does so through language games that slow down and magnify the different sounds in normal speech, allowing students to more easily process them.

**Math and Science:** Students can receive 24/7 support in math and science through the online teachers who hold a Florida credential in their subject area. Teachers can communicate to students via chat, smartboards, phone, and e-mail. Students can get immediate support in their courses. For students who are still behind in their basic skills, small-group instruction and tutoring are available. For students who need a site-based classroom environment, PCS may utilize a newly developed innovative curriculum by Prentice Hall. Pearson's new Prentice Hall high school math series, developed for Florida and aligned to state standards, is designed to change the way students see math — how they engage in the computations, how they understand the concepts, and how they can transfer those skills to tests, college, and life.

#### **6. Dissemination Plan (0–10 points)**

**Outreach-Marketing** this innovative option for students and parents is essential to ensure widespread student participation and community support of such a pioneering endeavor. As part of its service and under its contract, Advanced Academics, Inc.'s marketing communications team will work with the PCS staff throughout the year to develop a turn-key marketing plan to reach the target student population. Media of communication available to PCS will include: TV advertising; Radio advertising; Newspaper advertising; Web advertising; Parent/student informational sessions; E-mail marketing campaigns; Posters; Custom website; Custom brochures; Education fairs. All ads and brochures will be translated into multiple languages and placed in multiethnic periodicals and media.

**Enrollment Services-**In compliance with Section 1002.33(17)(a)(4) of the Florida Statutes, enrollment will not be denied to any eligible applicant on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. The Charter School will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school. Admission preferences may only be given to existing students, siblings of existing students, children of a member of the governing board, or children of an employee of the Charter School. Pivot Charter School will make efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the district. Orientation sessions for Pivot Charter School are advertised by flyers printed in English and Spanish and are distributed at local businesses and community organizations, faith-based organizations, public libraries, overcrowded elementary and middle school campuses. The Pivot Charter School recruitment strategy includes the following: An enrollment timeline and process that allows a broad-based recruiting and application process; Distribution of promotional and informational materials to community groups and agencies that serve various racial, ethnic, and interest groups in the community; The appropriate development of promotional and informational materials in languages other than English to appeal to limited-English proficient populations; Submission of press releases to a variety of local media; Outreach meetings in several areas of the district to reach prospective students

and parents. Pivot Charter School will be open on a first-come, first-served basis to any student residing within the county. There will not be any specific requirements for admission beyond age-appropriateness to enter 6<sup>th</sup> grade or higher. All students seeking attendance in the school must reside in the district where their parents or legal guardians reside.

**Enrollment-** Students may complete an enrollment form online or may submit one to the main school office. In conjunction with their application, students will be required to undertake a series of assessments and provide responses to questions that will be used to determine their academic levels in math and reading. Open enrollment packets will be accepted from January 1 to March 1 of each year. If applications exceed the number of available seats, a public lottery will be held. All student applicant names exceeding the enrollment limits will be collected and placed in a container that permits a random draw and further ensures fairness to all applicants. The lottery will be utilized each month on or before the month end throughout the entire school year. The successful applicants and their parent or guardian, if applicable, will be notified within 10 days of the completion of the lottery to confirm their acceptance. Pivot Charter School will not utilize a parent or family contract as a requisite for enrollment in the school.

#### **7. Budget (0–10 points)**

See attached forms.

## Florida Public Charter School Grant Program Project Budget Detail

## Planning/Design

Anticipated timeframe (from October 2011 to June 2012):

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Professional Services	Accounting Consultant Fee	October through January	Cost Associated of working with EdTec to develop charter school budget, grant application, as well as charter submission and general consultation (\$150 per hour at 87.47 hours)	87.47	\$ 150.00	\$ 13,120.00
Professional Services	Legal Fees	October through June	Retainer fee and hourly costs associated of MMMDPA providing consultation regarding charter development and facility consultation	1	\$ 4,000.00	\$ 4,000.00
Professional Services	Marketing and Recruiting	April through June	On-line and local publication ad placement for recruitment of students (12 @ \$500 each)			
Travel	Conference Travel	November	Conference Travel -- Required travel as outlined in the grant application: Director and board member required state conference: mileage, meals, hotel and registration fees estimated at \$940 per person.	2	\$ 940	\$ 1,880.00
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Planning and Program Design	Design Total					\$ 25,000.00

## Florida Public Charter School Program Project Budget Detail

### **First Year Implementation**

Anticipated timeframe (from July 2012 to June 2013):

<b>Category</b>	<b>Item</b>	<b>Month</b>	<b>Item Description/Justification</b>	<b>Estimated # Items</b>	<b>Estimated Cost/item</b>	<b>Total Estimated Cost</b>
<i>Learning Equipment</i>	<i>Student Computers</i>	<i>July</i>	Desktop Computers (workstations for two learning resource center to support at least 82 students at a time); \$1,200 per dual monitor computer accessories (speakers, mouse, keyboard, microphone) Two Smart Boards at \$9,000 each, both physical equipment and installation/wiring in two classrooms at \$500 each, as well as training that is packaged with equipment by vendor at \$500 each. Two smartboards at \$9,000 will provide flexibility to do breakout sessions that include animations, videos, audios and teacher/student interactions.	82	\$ 1,200.00	\$ 98,400.00
<i>Learning Equipment</i>	<i>Direct Mail Campaign</i>	<i>July</i>		2	\$ 10,000.00	\$ 20,000.00
<i>Equipment</i>	<i>Student Computers</i>	<i>July</i>	High Capacity Switching and Routing Package (Equipment necessary to support networking of 130+ computers; \$65.00 pro rata share per computing device to connect to the network; higher cost of system to accommodate future computer additions)	82	\$ 65.00	\$ 5,330.00
<i>Software &amp; Licensing</i>	<i>SIS</i>	<i>July thru June</i>	Wiring (\$0.50 per FT): each computer will require at least 150 FT independent wiring Student Information System Software Acquisition, Licensing, Training, and Implementation (\$20 per student)	100	\$ 75.00	\$ 7,500.00
<i>Equipment</i>	<i>Furniture</i>	<i>July</i>	100 Desk and 100 chairs for two learning resource center (\$40 per chair, \$90 per desk)	150	\$ 20.00	\$ 3,000.00
<i>Equipment</i>	<i>Furniture</i>	<i>July</i>	\$2550 for office furniture for 3 classrooms (\$850 per room arrangement) Includes 20 softseating and 3 small tables for groups, 14 additional tutoring tables, 5 whiteboards and 28 tutoring chairs	100	\$ 130.00	\$ 13,000.00
<i>Professional Services</i>	<i>Professional Development Trainings</i>	<i>July thru June</i>	Four Teachers and principal training associated implementation of AAI curriculum; additional new teacher trainings and seminars (altogether not to exceed \$15,000 per staff member)	3	\$ 850.00	\$ 2,550.00
<i>Travel</i>	<i>Conference Travel</i>	<i>November</i>	Conference Travel – Required travel as outlined in the grant application: Director and board member required state conference: mileage, meals, hotel and registration fees estimated at \$940 per person.	5	\$ 4,668.00	\$ 23,340.00
				2	\$940	\$ 1,880.00
				-	-	\$ -
				-	-	\$ -
				-	-	\$ -
				-	-	\$ -
				-	-	\$ -
				-	-	\$ -
				-	-	\$ -
				-	-	\$ -
				-	-	\$ -
				-	-	\$ -
				-	-	\$ -
<b>1st Year Implementation Total</b>						<b>\$ 175,000.00</b>

Anticipated timeframe (from July 2013 to June 2014) :

***This format must be followed.***

## CHARTER SCHOOL ASSURANCES

**FISCAL AGENCY: Broward County School District**

**NAME OF ORGANIZATION OR ENTITY: Pivot Charter School – Fort Lauderdale**

**ADDRESS: Fort Lauderdale, Florida**

**PART I:**

THE U. S. DEPARTMENT OF EDUCATION REQUIRES FLORIDA TO DOCUMENT THAT A CHARTER SCHOOL APPLICATION FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM CONTAINS THE FOLLOWING ASSURANCES. THESE ASSURANCES MAY BE ADDRESSED IN THE GRANT NARRATIVE OR THE SCHOOL'S CHARTER APPLICATION. STATE THE PAGE NUMBER TO INDICATE WHERE EACH OF THE STANDARDS IS ADDRESSED IN EITHER OF THE TWO DOCUMENTS. PROVIDE AN EXPLANATION ON A SEPARATE SHEET IF THE STANDARD IS NOT ADDRESSED IN EITHER DOCUMENT.

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.	7-22	
2. A description of how the charter school will be managed.	8	
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.	22	
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.	20	
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.	12	
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.	11, Budget	
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.	/	
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.	1, Budget	
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.	27	
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.	20	

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.	20	
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	NA	NA
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.	20	

**PART II:**

**FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."**

ASSURANCES	Yes	No
1. Funds received under this grant will be used, to the extent practical, increase the level of funds that would be made available from nonfederal sources.	X	
2. Activities will be implemented which are consistent with state and federal fiscal and program requirements.	X	
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.	X	
4. The charter school and the district will provide all information required by the Florida Department of Education for fiscal audit, program evaluation and annual reporting to the U.S. Department of Education.	X	
5. The charter school will provide the Secretary, U.S. Department of Education and the Florida Department of Education any information that may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in its charter.	X	
6. The charter school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this program.	X	
7. The charter school will submit a timely annual report to the school district and to the Florida Department of Education, as required by Section 1002.33, Florida Statutes, containing all the information required by law.	X	
8. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.	X	
9. The charter school will comply will all provisions of the Nonregulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is oversubscribed.	X	

**CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS, FIGURES, AND REPRESENTATIONS MADE IN THIS APPLICATION WITH REGARD TO PARTICIPATION OF THE ORGANIZATION OR ENTITY SPECIFIED ABOVE ARE TRUE AND CORRECT.**

**NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED):**

Gary Iker

*[Signature]*  
Signature of Authorized Representative

1/25/2012  
Date Signed

## ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements Form.

**Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)" and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. Lobbying**

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. Debarment, Suspension, and Other Responsibility Matters**

**As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 --**

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. Drug-Free Workplace (Grantees Other Than Individual)**

**As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--**

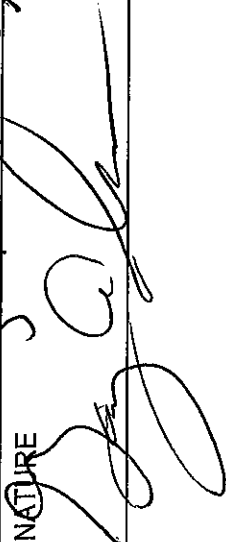
A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about--

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug free workplace;

<p>(3) Any available drug counseling, rehabilitation, and employee assistance programs; and</p> <p>(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;</p> <p>(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);</p> <p>(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—</p> <p>(1) Abide by the terms of the statement; and</p> <p>(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;</p> <p>(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;</p> <p>(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted —</p> <p>(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or</p>	<p>(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p> <p>B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:</p> <p>Place of Performance (street address, city, county, state, zip code)</p> <p>_____</p> <p>_____</p> <p>Check <input type="checkbox"/> if there are workplaces on file that are not identified here.</p> <p><b>Drug-Free Workplace (Grantees who are Individuals)</b></p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 —</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.</p>
<p>As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.</p>	
<p>NAME OF APPLICANT</p>	<p>Pivot Charter School - Fort Lauderdale</p>
<p>PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE</p>	<p>Executive Director</p>
<p>SIGNATURE</p>	<p>DATE SIGNED</p>
<p></p>	<p>1/25/2012</p>

## **General Education Provisions Act Pivot Charter School GEPA Plan**

The guidelines outlined below apply to members of the community who wish to attend any Pivot Charter School (PCS) class, public function or meeting, including but not limited to parent teacher conferences and all school-related activities.

### **Requests for Reasonable Accommodations**

Individuals who are disabled may request reasonable accommodation to assist the individual in accessing PCS facilities, programs, or school related events. No one will be turned away because of a disability, and no one will be charged for reasonable accommodations. An individual is considered a person with a disability if he or she has

1. a physical or mental impairment that substantially limits one or more major life activities,
2. a record of such an impairment, and
3. is regarded as having such impairment.

Major life activities include, but are not limited to, functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Examples of auxiliary aids or services that may be provided as a reasonable accommodation include, but are not limited to extra staff assistance, readers, interpreters, assisted listening devices, TDD machines, electronic mail, audio tapes, computer CDs, paper, and pen.

In anticipation of accommodation requests, PCS will identify resources in the county that could provide reader / scribe, note taking, and other disability-related services. PCS and all PCS schools will respond to requests for reasonable accommodations in a timely manner that will not result in an unreasonable delay or inability to participate in school programs and events.

It is the responsibility of disabled individuals to seek available assistance, to make his or her needs known to school staff, and to give adequate time for the school to make reasonable accommodations. School employees should assist and advise individuals who request reasonable accommodations. PCS schools are committed to making its public meetings, programs, and events accessible to persons with disabilities. Please contact the school or PCS office at least three days in advance to make arrangements.

Individuals who require reasonable accommodation to access facilities, programs or school event should fill out the PCS Reasonable Accommodation Form and contact either:

1. The school providing the facility, program, or event and advise the principal or designated ADA liaison of the individual's needs;
2. The PCS Home Office at 5245 Office Park Blvd, Suite 103 Bradenton, FL 34203 850-528-5444. A PCS staff person will direct the person making a request to the appropriate school representative.

Copies of the Reasonable Accommodation Form are available at each school site or at the PCS office.

#### ***Program Materials and Services***

Publicity for programs or events will mention accessibility. This will encourage people to ask for accommodations rather than assume it is not available. Someone in each school is designated to handle such requests.

A list of disability resources available in the county will be developed and distributed to PCS employees and will be available to the public through the school's website.

#### ***Complaint Procedure***

The school encourages members of the public with complaints regarding access to a facility, program, or event to attempt to resolve those complaints through the school's dispute resolution process of Uniform Complaint Procedure.

**Attachment J**  
**CSP 12/15 Grant Objectives**

**Section 1: CSP Grant Objectives**

**IMPORTANT:** Failure to meet objectives, or properly report on objectives, may result in denial of future disbursements of grant award.

**Note: Phase 1- Program Planning and Design**

**Phase 2- Implementation 1**

**Phase 3- Implementation 2**

<b>Objective</b>	<b>Date to be Completed</b>	<b>Verification</b>
<b><i>1. Founding and Governance</i></b>		
<b>A. School will have a formal governing board prepared to fulfill its duties. (FIXED)</b>	End of Phase 1	1. List of governing board members 2. Adopted by-laws 3. Adopted Policies and Procedures Manual
<b>B. Governing Board will complete required governance training. (FIXED)</b>	End of Phase 1	Verification of training submitted to Department of Education
<b>C. Governing board will adopt conflict of interest policies. (FIXED)</b>	End of Phase 1	Adopted conflict of interest policies in policies and procedures manual consistent with federal regulations at 34 CFR §75.525
<b>D. Governing board will adopt policies to ensure school meets federal definition of a charter school (Section 5210,</b>	End of Phase 1	Adopted policies that address subsections D, E, F, G, H, I, J, and K of Section 5210 of the ESEA (Elementary and Secondary

<b>NCLB). (FIXED)</b>			Education Act, reauthorized as the No Child Left Behind Act of 2001.
<b>2. Curriculum, Instruction, Assessment, &amp; Accountability</b>			
<b>A. School will have a plan for ongoing evaluation of school performance. (FIXED)</b>	End of Phase 1		Board approved policies and procedures addressing the school plan to evaluate overall performance.
<b>3. Business, Finance, and Accounting</b>			
<b>A. School will adopt strong internal financial controls. (FIXED)</b>	End of Phase 1		<ol style="list-style-type: none"> <li>1. Adopted policy requiring monthly financial reporting to governing board</li> <li>2. Contract that requires monthly financial reporting to sponsor</li> <li>3. Adopted policies describing internal financial controls and/or segregation of duties</li> <li>4. Adopted procurement policies consistent with federal regulations at 34 CFR §§74.40-74.48</li> </ol>
<b>4. School Leadership and Management</b>			
<b>A. School principal and one board member attend annual Florida Charter School conference each year of the grant. (FIXED)</b>	End of Phase 1, 2, 3		Confirmation of attendance at Florida Charter School Conference
<b>B. School has board approved professional development plan for school principal. (FIXED)</b>	End of Phase 1		Copy of approved plan or policies describing plan.
<b>5. Special Populations</b>			

A. School has policies describing procedures to ensure compliance with the Individual with Disabilities Education Act (IDEA)	End of Phase I	Copy of approved policies.
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## Section 2: Educational Objectives

List the student achievement objectives included in the school's approved charter school application or approved charter school contract (whichever is later).

Objective	Date	Evidence used to demonstrate objective has been met or progress has been made toward objective.

Florida Public Charter School Grant Program  
Administrative Fees Agreement

Pursuant to Section 5204(f)(4)(B) of the Elementary and Secondary Education Act amended by the No Child Left Behind Act (NCLB) in 2001, local education agencies (LEA) are prohibited from deducting funds for administrative fees or expenses from a subgrant awarded to an eligible applicant unless the eligible applicant voluntarily enters into a mutually agreed upon arrangement for administrative services with the LEA.

If the charter school voluntarily enters into an agreement with the sponsor allowing the sponsor to withhold administrative fees from the subgrant, the charter school must sign and submit this form (Attachment K) certifying the voluntary agreement. If this form is not submitted with an original signature, the sponsor may not withhold administrative fees from the subgrant.

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By signing this form I understand that I, as the authorized representative of the charter school (eligible subgrant applicant), am under no obligation to agree to allow the sponsor to withhold administrative fees or indirect costs from the charter school's federal Charter Schools Program (CSP) subgrant award.



I further certify that the charter school is voluntarily entering into a mutually agreed upon arrangement for administrative services and the fee for such services may be deducted from the charter schools CSP grant award, and that such fees are in addition to the 5% administrative services fee the sponsor withholds from the charter school's Florida Education Finance Program (FEFP) payments pursuant to Section 1002.33(20)(a), Florida Statutes.

Ted Waller  
Name (please print)

[Signature]  
Signature

1/25/12  
Date

Prov. Pilot Governing Board  
Title

<b>FLORIDA DEPARTMENT OF STATE</b> <b>DIVISION OF CORPORATIONS</b>					
<a href="#">Home</a>	<a href="#">Contact Us</a>	<a href="#">E-Filing Services</a>	<a href="#">Document Searches</a>	<a href="#">Forms</a>	<a href="#">Help</a>
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No Events		No Name History		<input type="button" value="Submit"/>	
<b><u>Detail by Entity Name</u></b>					
<b><u>Florida Non Profit Corporation</u></b>					
PIVOT EDUCATION, INC.					
<b><u>Filing Information</u></b>					
Document Number N09000008982					
FEI/EIN Number 271680083					
Date Filed 09/14/2009					
State FL					
Status ACTIVE					
<b><u>Principal Address</u></b>					
2324 NE 20TH AVENUE WILTON MANORS FL 33305					
Changed 04/29/2011					
<b><u>Mailing Address</u></b>					
2324 NE 20TH AVENUE WILTON MANORS FL 33305					
Changed 04/29/2011					
<b><u>Registered Agent Name &amp; Address</u></b>					
WOOD, JEFFREY S ONE FINANCIAL PLAZA, SUITE 2602 FT. LAUDERDALE FL 33394-1697 US					
<b><u>Officer/Director Detail</u></b>					
<b>Name &amp; Address</b>					
Title D					
CARD, CHRIS 2805 W. SAN RAFAEL ST TAMPA FL 33629 US					
Title D					
WOOD, JEFFREY S 2324 NE 20TH AVENUE WILTON MANORS FL 33305					
Title D					
WALLER, TED 2304 W CLEVELAND ST TAMPA FL 33609					
<b><u>Annual Reports</u></b>					

**2011 NOT-FOR-PROFIT CORPORATION ANNUAL REPORT**

DOCUMENT# N09000008982

**FILED**  
**Apr 29, 2011**  
**Secretary of State**

Entity Name: PIVOT EDUCATION, INC.

**Current Principal Place of Business:**5245 OFFICE PARK BOULEVARD, SUITE 103  
BRADENTON, FL 34203**New Principal Place of Business:**2324 NE 20TH AVENUE  
WILTON MANORS, FL 33305**Current Mailing Address:**5245 OFFICE PARK BOULEVARD, SUITE 103  
BRADENTON, FL 34203**New Mailing Address:**2324 NE 20TH AVENUE  
WILTON MANORS, FL 33305

FEI Number: 27-1680083

FEI Number Applied For ( )

FEI Number Not Applicable ( )

Certificate of Status Desired ( )

**Name and Address of Current Registered Agent:**WOOD, JEFFREY S  
ONE FINANCIAL PLAZA, SUITE 2602  
FT. LAUDERDALE, FL 333941697 US**Name and Address of New Registered Agent:**

The above named entity submits this statement for the purpose of changing its registered office or registered agent, or both, in the State of Florida.

SIGNATURE:

Electronic Signature of Registered Agent

Date

**OFFICERS AND DIRECTORS:**

Title: D  
Name: CARD, CHRIS  
Address: 2805 W. SAN RAFAEL ST  
City-St-Zip: TAMPA, FL 33629 US

Title: D  
Name: WOOD, JEFFREY S  
Address: 2324 NE 20TH AVENUE  
City-St-Zip: WILTON MANORS, FL 33305

Title: D  
Name: WALLER, TED  
Address: 2304 W CLEVELAND ST  
City-St-Zip: TAMPA, FL 33609

I hereby certify that the information indicated on this report or supplemental report is true and accurate and that my electronic signature shall have the same legal effect as if made under oath; that I am an officer or director of the corporation or the receiver or trustee empowered to execute this report as required by Chapter 617, Florida Statutes; and that my name appears above, or on an attachment with all other like empowered.

SIGNATURE: JEFFREY S WOOD

D

04/29/2011

Electronic Signature of Signing Officer or Director

Date

**Florida Department of Education  
General Assurances for Participation in Federal and State Programs**

**Authority for Data Collection:** 20 USC 1232(e).

**Planned Use of Data:** The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that "[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection (b)." The application shall cover the participation by the local education agency in all federal programs administered by the U.S. Department of Education.

**Instructions:** These general assurances will be in effect for the duration of participation in federal and state programs or until such time as the requirements change. The Superintendent or other authorized officer must sign the certification and return it to the address below. Payment for project awards and contracts cannot be made by this agency until the general application is received. For further information, contact the Florida Department of Education, Comptroller's Office, at (850) 245-0401, Suncom 205-0401.

**Certification:**

I, the undersigned authorized official for the named agency of the State of Florida, hereby apply for participation in federally funded and state funded education programs.

Typed Agency Name

Agency Number

Typed Name and Title of Authorized Official  
(Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of General Assurances for Participation in Federal and State Programs as applicable to the project(s) for which this agency is responsible..

Signature (must be original)

Date

Area Code / Telephone Number

Return original to:

Florida Department of Education  
Comptroller's Office  
Room 914  
Turlington Building  
325 West Gaines Street  
Tallahassee, Florida 32399-0400