



BEN GAMLA PREPARATORY CHARTER SCHOOL APPLICATION

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Ben Gamla Preparatory Academy
NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Debra Klein, Marcus Jadotte - Henry Ellenbogen - Victor Rodriguez - Dina Miller - Chava Berkower -

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

NAME OF CONTACT PERSON: Debra Klein/cc: Adri Lima

TITLE/RELATIONSHIP TO NONPROFIT: Governing Board Chairperson

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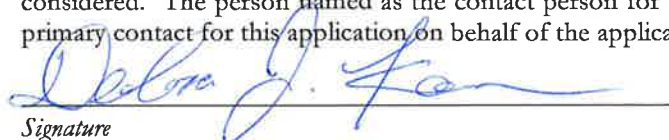
NAME OF EDUCATION SERVICE PROVIDER (if any): Academica

NAME OF PARTNER/PARENT ORGANIZATION (if any): _____

Projected School Opening: 2014-2015

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6-8	Up to 600	1, 050
Second Year	6-8	Up to 875	1, 050
Third Year	6-8	Up to 1,050	1, 050
Fourth Year	6-8	Up to 1,050	1, 050
Fifth Year	6-8	Up to 1,050	1, 050

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


Signature

Debra Klein
Printed Name

Governing Board Chairperson
Title

7/26/13
Date

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

- A. Provide the mission statement for the proposed charter school.

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

The mission of the Ben Gamla Preparatory is to deliver a first-class academic program that offers a unique bilingual, bi-literate, and bi-cultural curriculum, which prepares students to have an edge in global competition through the study of Hebrew as a second language. Students will be promoted to high school with a sense of purpose, a belief in their own efficacy, a commitment to the common good, and a zest for learning.

Ben Gamla Preparatory strives to create a community of learners that honors individual student needs, varied modalities of instruction, and nurtures character traits in an effort to cultivate in students a sense of responsibility and citizenship.

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

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

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

Ben Gamla Preparatory, hereinafter referred to as "the School" will "meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system," in accordance with the law. Through implementation of the strategies fully addressed in this application, the proposed school will meet and exceed these requirements by:

- Providing a highly rigorous curriculum, infused with effective, proven teaching strategies, that incorporates the Common Core State Standards (CCSS) and/or Next Generation Sunshine State Standards (NGSSS) for the content areas, as adopted, with research-based, print/literacy-rich, and technology-infused curriculum initiatives that encourage success for every student;
- Setting clear and measurable expectations for student success while providing ample opportunities for students to have ownership of the learning process;
- Implementing mechanisms to continuously monitor, evaluate, and improve both the structure of the curriculum and the methods used in its delivery to achieve continuous student improvement year to year; and
- Providing opportunities for active and genuine involvement of stakeholders (including students, families, teachers, staff, and community partners) within the

School, in an effort to create and promote a synergetic learning community that holds all stakeholders accountable for the program's success.

It is anticipated that a standards-based curriculum, proven teaching strategies, and high expectations will benefit students through a systemic approach for teaching the Common Core State Standards and/or Next Generation Sunshine State Standards (NGSSS) for the content areas, as adopted, wherein students are able to earn a positive achievement record as evidenced by student's success on the Partnership for Assessment of Readiness for College and Careers (PARCC).

The School thrives to provide parents and students with additional high quality public education choices within the state's public school system. Working alongside neighborhood partners and community members, equipped with an assertive, non-discriminatory marketing plan, the School will make certain to inform and offer a diverse group of parents and students an innovative educational opportunity through the implementation of a Hebrew-English dual language program, thereby providing them with additional choices within the state's public school system, particularly in Broward County.

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

The School promotes financial efficiency and will be accountable to its students, their families, and other stakeholders, providing a quality education in a responsible, cost-efficient manner. In order to align the plan for academic success with financial efficiency, the School will gather pertinent data relative to its student body and subsequently set goals to target student performance and achievement. The School is responsible for its students' success and thus, must determine and meet each child's individualized educational needs. To meet these needs, the School will continuously monitor student progress in order to ensure all students are receiving the services they require in order to progress, as detailed more specifically herein Section I part D of this application. When available, student assessment records from previous years will be used to gather baseline data on each student. The data may also include standardized test scores, report card grades, attendance records, and behavioral records, Individual Education Plans (IEP), and/or English Language Learner Plans, as applicable. This data will be made available to teachers who, as stakeholders, will share in the responsibility of providing appropriate services to promote student academic success.

Further, upon accessing data from the State's Annual Accountability Reports, the School will objectively measure its own progress in meeting the needs of its student population. As a means for aligning responsibility for students' academic success to financial efficiency, after an appropriate implementation timeframe, and prior to any contract renewals, the academic programs which are utilized at the School will be re-evaluated, and the School's administration will discuss with the Governing Board their findings as to whether or not there exists a positive yield of student achievement for the respective investment.

Thus, by designing and communicating specific educational goals and financial responsibilities to its stakeholders (governing board, staff, students, and parents) – the

School will promote continuous academic success and financial efficiency by aligning responsibility with accountability.

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

Ongoing communication regarding the child's progress will occur between the School and home through mid-quarter progress reports; quarterly report cards as well as the School may plan parent conferences, parental involvement workshops and utilize other appropriate forms of written and oral communication.

Consistent with the Just Read Florida! Initiative, the School will provide parents with PARCC Assessment Results for Reading and Math as well as FCAT 2.0 for Science on a yearly basis for every year their child participates in PARCC and FCAT. This means of communication informs parents whether or not their child is reading at grade level and whether or not their child has gained a year's worth of learning for every year spent at the School. The School will also provide its parents with reports based on State Accountability Reports, communicating to the parent the child's reading learning gains for each year. Through detailed assessment of academic performance using standardized test scores and other assessments the School will:

- Identify students who are a level below, at grade level, or a level above grade level; and communicate this to parents;
- Identify those students not making adequate progress toward the Common Core State Standards and institute applicable measures for improvement and communicate the baseline, the intervention strategies, and the progress of those interventions, in the manner identified herein this charter school petition; and
- Report student progress throughout the academic school year via a standards-based means of grade assignment for report cards (grades will be assigned in consideration of CCSS and/or NGSSS in the content area, mastery).
- The School will strive to maintain an open channel of communication with parents and other stakeholders at all times and will continuously update and track student progress into TERMS.

Once academic performance data is disaggregated, the School will identify students not making adequate progress towards the Common Core State Standards and institute applicable measures for improvement. In addition, ongoing communication regarding the child's progress will occur between the School and the parents through mid-quarter progress reports and quarterly report cards. The School may also plan parent conferences, host parental involvement workshops or information sessions, parent academies, and utilize other appropriate forms of written, oral and/or digital communication, as necessary. Other such methods of communication may include sharing/discussing student needs through the respective documentation and communication processes for development and update of Educational Plans (EPs), Individual Education Plans (IEPs), and English Language Learner Plans as applicable. The School will also utilize an electronic gradebook providing parents and students access

to student grades and attendance records. The School will strive to maintain an open channel of communication with parents and other stakeholders at all times.

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

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

- *Improve student learning and academic achievement.*

The School will offer a well-rounded, dynamic educational program that will hold itself and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida and Broward County Public Schools (BCPS). The educational philosophy of the School is rooted in increasing learning opportunities and raising the academic achievement of all its students. Within a quality-learning environment, the School will utilize a continuous improvement methodology, wherein student assessment results will offer opportunities for differentiated and targeted instruction, leading to consistent increased student achievement outcomes.

Aligned with the mission, the School is rooted in increasing learning opportunities, and an underlying purpose in Academic Excellence with a push towards College Readiness. The School will facilitate a rigorous college preparatory curriculum with a wide range of educational resources within a safe learning environment raising the academic achievement of all its students. To meet this goal, the school commits to:

- Deliver increased learning opportunity for its students, by providing challenging curriculum with a nurturing, quality-learning environment;
- Implement a continuous improvement methodology wherein student assessment results offer opportunities for differentiated and targeted instruction tailored to students' individual needs, ensuring consistent increased student achievement outcomes;
- Expect and encourage that all students will realize their highest academic potential, especially in the core subjects of Reading, language arts, mathematics, science and social studies, and provide the means for these students to reach their potential;
- Match or surpass the average student academic performance of the local district in all required public accountability tests, (e.g. PARCC, EOC and FCAT 2.0); and
- Seek out, establish, and maintain sound, mutually beneficial partnerships with local businesses and civic institutions to encourage the entrepreneurial spirit, and provide a wide array of educational experiences for students to enjoy continued learning opportunities and find relevance in the "real-world" and beyond the immediate classroom.

The school's educational program is aligned to specific learning methods and strategies, with emphasis on low-performing students and reading, which have proven successful in raising student learning and achievement. These include but are not limited to:

- A standards-based curriculum infusing an interdisciplinary approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies;
- Appropriate assessments for learning (screening, progress monitoring and diagnostic);
- Data-driven high quality differentiated instruction;
- Supplemental programs for student advancement and remediation; and
- Support for teachers and ongoing professional development.

The plan will provide a structured means to improve teaching and learning to meet state content and performance standards, and it is anticipated the proposed school will be highly effective in improving student learning and academic achievement, as has been the case in the success of other Ben Gamla schools.

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

One of the most important aspects of insuring the success of low performing students is monitoring their academic progress, and responding to individual learner needs immediately. Emphasis will be placed on low performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of CCSS and/or NGSSS for the content areas, as adopted, evidenced by their previous year's performance on standardized tests. Taking into account the students' needs and keeping track of their progress on standardized tests will determine the needs for each individual student. Differentiated instruction methods and other appropriate measures for targeted instruction will then be instituted for these students. Students who are not performing at grade level will be placed on a Progress Monitoring Plan (PMP).

The reading proficiency of students is a fundamental need and basis for assimilation and mastery of all other curriculum to be implemented at the School. As such, implementation of the BCPS Comprehensive Research-Based Reading Plan (CRRP) will be instituted, with fidelity, and each teacher will be required to follow the plan. Teachers and staff will have training in and access to instructional materials to reinforce Reading and language arts skills. Some of these reinforces include: Structured Independent Reading, Reciprocal Teaching, Read and Retell Learning to Write – Writing to Learn, Vocabulary Development, Accelerated Reader Program, CRISS (Creating Independence through Student-owned Strategies), Book Sharing, Cooperative Groups, and Graphic Organizers, to name a few.

Further, the School's curriculum will serve learners of all ability levels and aim for mastery of CCSS and/or NGSSS for the content areas, as adopted, for all students. Using data from the published State Accountability reports, and standardized assessment results, the School will measure its own progress in meeting the needs of its student population. The school will annually develop measurable learning objectives over the major subject areas, to target student learning and development needs in its annual School Improvement Plan (SIP). Common Cores Standards, as applicable, that are not mastered will be identified, and appropriate measures for remediation will be instituted. All student students who

scored a level 1 or 2 on the 2014 FCAT 2.0, as well as those students who have been identified as needing additional support and remediation, will have access to tutoring after school (and possibly on Saturdays, as well) to accelerate their progress. Students with special learning needs will also have access to the additional support as well as those students that are performing at grade level, and would like a similar opportunity to participate in Ben Gamla's tutoring program, in order to maximize their potential and advance their progress.

- *Encourage the use of innovative learning methods.*

The school goal is to provide students a viable educational choice that offers an innovative, rigorous curriculum, serving as a foundation for a successful academic experience. Furthermore the School will be committed to a core philosophy focused on students' intellectual and social development. Aligned with the school's mission, it will offer a disciplined, balanced, and enriched education of the highest quality, to prepare students for a successful postsecondary education.

While the School accepts the curriculum of BCPS as its basic curriculum, it will not be restricted to the content of the curriculum, and whenever appropriate, will introduce new elements to the courses offered. The School will maintain a commitment to the CCSS and/or NGSSS for the content areas, as adopted, and its students' mastery of the standards. Therefore, a variety of instructional methods will be used by teachers at the School to deliver the coursework, seeking the most effective way for the majority of students and targeting individualized learning needs as necessary to ensure success for all learners.

Other innovations to be incorporated in the program include but are not limited to:

- An integrated approach to learning through discovery and deductive reasoning methods in science and mathematics;
- Parental involvement obligations to ensure, whenever possible, that parents actively participate in the educational process; and
- Strong emphasis on civic responsibility and leadership with structured opportunities on campus and through School Community Projects.

Additionally, educators will be encouraged to "think outside the box" in terms of teaching techniques. All students learn differently and teachers will be expected to adapt their teaching styles to fit the learning needs of their students.

- *Require the measurement of learning outcomes.*

The School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as, other age-appropriate assessments that may be recommended by the State and/or Sponsor. Subsequently, in 2014 the School will utilize data from the State's published PARCC for ELA and Math, EOC, as well as FCAT 2.0 for science and other State and Federal Reports to measure its progress in meeting the

needs of its student population. Using the disaggregated data from those assessments, and any other pertinent data, the School will annually develop measurable learning objectives over the major subject areas, to target student learning and development needs and the School will publish those goals in their annual *School Improvement Plan*.

Through the data disaggregation process, students not making adequate progress towards mastery of the Common Core State Standards, as adopted, will be identified, and appropriate measures for remediation will be instituted and prescribed, with parent input, for development of a PMP. By determining and communicating specific responsibilities to its stakeholders, such as, governing board members, faculty and staff, students, and parents, etc. the *School Improvement Plan* will serve as a viable vehicle for continuous school-wide academic and financial improvement.

Apart from the introspective reflection that the school community will undergo through the development of the *School Improvement Plan*, the School will also report progress on its' goals, the learning outcomes of its students, and other pertinent school wide data through the State issued Annual Accountability Report. Through this report, the School will document whether or not the goals written in the *School Improvement Plan* have been met as well as if it requires other important data, such as, qualifications and credentials of faculty, salary information for all staff, financial audit information, and etc.

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

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

- *Create innovative measurement tools.*

The school, in conjunction with the measurement tools utilized by our sponsoring school district, will incorporate additional innovative procedures to measure student mastery. These may include online assessments such as Carnegie Cognitive Tutor, Pearson Success Net amongst others. Frequent mini-benchmark assessments will be used to monitor mastery of Common Core State Standards and/or NGSSS, when applicable, as adopted. Lastly the School will maintain an open policy for additional creative measurement tools that become available.

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

One of the guiding principles of the Ben Gamla program, and of education in general, is that "Success breeds Success." This doctrine is instilled in the rigorous academic curriculum, which sets high expectations and specific, individualized goals for both students and teachers. Given a track record of exemplary academic achievement (*Refer to Table in Section 3*), the existing Ben Gamla educational programs have proven successful. By adopting the educational design of the existing Ben Gamla schools --as evidenced by performance data in Section 3-- the School is expected to have the same academic

success in serving similar student populations. Based on the principle that success will breed success, the replication of this model will produce a successful and rigorous program to stimulate continual improvement and success for all public schools within Broward County.

- *Expand the capacity of the public school system.*

Over the past 16 years the Ben Gamla brand has proven to be a reputable school option for parents who want to remain in the public school system. Currently seven Ben Gamla public charter schools flourish in the state of Florida. The School understands its responsibility in expanding the public school system by providing parents with a high quality school option within the state's public education system. The School will offer to provide parents a viable option to those who are seeking a rigorous, individualized educational experience for their children.

- *Mitigate the educational impact created by the development of new residential dwelling units.*

The school will offer a public school option for families in Broward as the population of the county continues to grow. Students who reside anywhere in the Broward County will be allowed to attend the school, unlike the traditional public school rule of zoning- which requires student to attend their "local" public school as assigned. This will allow students, who are zoned to attend overcrowded schools, another option in education.

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

The School will generate an opportunity for teachers to participate in an exciting and innovative venture; one that allows them to take ownership over the learning process and feel free to incorporate their unique teaching styles into the classroom. Teachers at the School will feel encouraged to take part in the advancement of their students' educational lives, communicate with their colleagues, and share effective techniques in an effort to promote the spread of best practices and cutting edge methods. In order to best utilize research-based strategies and implement the school programs, all teaching staff will receive ongoing professional development on the various components of the programs, respectively, to ensure effective implementation.

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

Continuous growth is also a goal of the School, for teachers as well as students. As such, all instructional staff will be encouraged to participate in professional development programs, conferences, or workshops in order to progress academically, enhance and hone their respective skills, and network amongst other professionals who share their same curricular expertise and have the ability to stay current in their areas of curriculum. The

School also promotes communication amongst colleagues, for example, regarding effective techniques and best practices utilized in the classroom. Additionally, teachers will receive training to improve their technology skills and learn effective ways to integrate technology throughout the curriculum.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.

This charter school application is being submitted for an elementary School program, which will be open to students in grades 6 through 8 (approximately 11 through 14 years of age). The School expects that the student enrollment will closely mirror the current demographics of neighboring schools and the community where the school is located, and close to the demographics of Broward County Public Schools (including traditional and charter) which was reported through the 2013 February FTE Reports as follows: 50.81% White; 23.8% Black; 40.26% Hispanic; 29.04% Multiethnic; 8.93% Other; and with 60% of the population qualifying for Free and Reduced Lunch; 12% ESE; and 20% ELL.

In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), the School will not discriminate on the basis of race, religion, or national or ethnic origin in the admission of students. The School will welcome students and their families, who choose to attend a school of high academic standards, delivering a rigorous and advanced curriculum, with an emphasis on mastery of the content of core academic areas, and a unique bilingual, bi-literate, and bi-cultural program, through the study of Hebrew as a second language. Any eligible student who submits a timely application will be accepted, unless the number of applicants is more than the capacity of the program. In such case, all applicants shall have an equal chance of being admitted through a random selection lottery process conducted by the school's accounting firm in conformity with Florida's Charter School Legislation.

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

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

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

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

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

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

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

Years of Charter	Grades Served	Total # Enrolled	Average # Students per grade	# Students in Each Class
Year 1	6-8	up to 600	200	6 th – 8 th to 22 students
Year 2	6-8	Up to 875	292	6 th – 8 th to 22 students
Year 3	6-8	up to 1,050	350	6 th – 8 th to 22 students
Year 4	6-8	up to 1,050	350	6 th – 8 th to 22 students
Year 5	6-8	up to 1,050	350	6 th – 8 th to 22 students

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

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

- C. Provide a description of how the student population projections were developed.

The student population projection is based upon the applicant's previous successful experience, operating various other Ben Gamla Charter Schools within Miami-Dade, Broward, and Palm Beach Counties.

Furthermore, The United States Census Bureau reported a 3.8% increase population change in Broward County between April 1 2010 and July 1, 2011 alone versus a 2.7% increase for the state of Florida respectively.

<http://quickfacts.census.gov/qfd/states/12/12109.html>

Section 3: Educational Program Design

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

A student day shall consist of at least 360 minutes, and all hours of instructional time will be aligned with state and district requirements for secondary grades. It is anticipated the School will operate a seven-period day. The instructional day at the School is anticipated to commence at 7:30am and end at 2:30pm each day. The daily bell schedule is as follows:

Sample – Ben Gamla Preparatory Daily Schedule			
Description	Start Time	End Time	Length
Student Arrival	7:00 AM	7:25 AM	25 min
Period 1 and Attendance	7:30 AM	8:25 AM	55 min
Period 2 or 3	8:30 AM	10:20 AM	110 min
Morning Announcements	8:30 AM	8:40 AM	10 min
Period 4 or 5	10:25 AM	12:35 PM	130 min
Period 6 or 7	12:40 PM	2:30 PM	110 min

Annual Calendar:

The School will follow (and mirror) the annual public school calendar established by the Sponsor, which requires a minimum of at least 180 actual instructional days per school year.

- B. Describe the proposed charter school's educational program.

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

of the communicative form of the Hebrew language in order to maximize learning of the language.

The School's regular curriculum, core subjects of Language Arts, Mathematics, Social Studies and Science, will be based on the CCSS and/or NGSSS for the content areas, as adopted, and will be enhanced by the teaching of the Hebrew language. Through the curricular emphasis on cultural/social studies and exposure to the Hebrew language, students will receive a world-class education and excellent preparation for a postsecondary education and/or a career. The School's mission is rooted in the belief that an education of the highest quality will steer student's lives towards becoming lifelong learners, with a brighter future, in a better society.

The Study of a Second Language: The School believes that in today's global environment, the knowledge of other languages and cultures is an absolute necessity. While the study of a foreign language has always been an integral part of what it means to be educated, the need is even more urgent today. For that reason, it is the goal of the School to create educated, driven students with a multicultural view of the world and an ability to understand and appreciate global events and interactions. In addition, the School supports the study of Hebrew as a foreign language in an effort to offer students the opportunity to expand their views and grow as individuals. This opportunity for language acquisition offers students unique advantages and enhances their ability to master critical learning skills necessary for academic success.

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

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

Excellence and performance drives the teacher's pedagogical efforts, and their commitment to the students manifests itself in all aspects of the school. The School will offer an educational program aligned to Common Core State Standards and Next Generation State Standards in the content areas as adopted, and tested via high-quality assessments. The School will establish a cohesive approach to instruction by considering

curriculum, assessment and teacher support, within a learning community focus. This approach will be personalized and tailored to all students' abilities and needs. Teacher's will deliver instruction to address CCSS and/or NGSSS for the content areas, as adopted, and place emphasis in certain subject matters by employing effective research-based strategies such as hands-on learning, inquiry-based research projects, science experimentation, technology rich environments, CRISS (Creating Independence through Student-owned Strategies), Reciprocal Teaching, and high expectations for all students, to name a few.

The School will also place a significant focus on technology. Teachers will be trained to use technology in unique methods to augment learning. The ultimate goal is to maintain traditional and proven effective teaching techniques with modern, innovative contemporary resources.

The Ben Gamla program, including the unique Hebrew dual-language component, is aimed at preparing every child for the demands of the 21st Century and the global workforce offering opportunities for every child to reach his/her highest potential. Aligned with the school's mission, the goal is that every future graduate is college and workforce ready regardless of what vocation or career path they chose. This is done by augmenting the CCSS and/or NGSSS for the content areas, creating a seamless curriculum delivered in technology-rich environments, using BEST practices and emphasizing assessment data to differentiate instruction in order to reduce the need for remediation in the later years of each student's educational experience.

The applicant believes:

- Student learning is the primary focus of the school.
- Students learn in a variety of ways and should be given the opportunity to learn with different strategies and techniques.
- Administrators, teachers, staff, parents and community members agree to hold high goals and standards in order for students to achieve success.
- Parents and teachers are partners in the education process.
- The school community is committed to continuous improvement to enable students to become life long learners.

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

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

Target Tutoring: The School believes that each student has a distinctive learning style thus said School will use data driven instruction and remediation strategies to target each student's academic need through tailored instruction. The School will provide opportunities and tutoring sessions to teach either one individual student or a small "targeted" number with the same instructional needs or potential, not only to adapt instruction for students

who need additional help, but also to enrich instruction for students able to accelerate their learning.

Differentiated and Standards-Based Instruction: Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Teachers can target varied learners by providing enriching activities to high performing students and remediation to lower performing students to better meet their specific needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices will include:

- **Direct Instruction (lecturing/modeling):** This technique will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on Common Core State Standards. This instruction is structured and based on mastery learning. Monitoring progress through assessments allows teachers to group students based on ability, leading to further differentiated strategies, which identify students who require additional intervention.
- **Scaffolding:** Based on frequent assessments, teachers will ascertain the current developmental skills of individual students and provide support structures to help students move to the next level. As the year goes on, students will become more adept at targeted skills and at directing their own learning, thus achieving a certain level of autonomy in the process.
- **Cooperative Learning:** Teachers will guide small group learning sessions to increase communication and team-building skills. Working in small groups, students learn teamwork, how to give and receive criticism, and how to plan, monitor, and evaluate their individual performance and group activities. It is expected that teachers at the School will use cooperative learning effectively, building in interdependence, independent accountability, and the social and academic skills necessary for success.
- **Inquiry-Based Learning:** Based on the Scientific Method, this student centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills. There will also be emphasis on developing 21st century learners through technology-based instruction via eBooks.
- **Information Processing Strategies -** Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, and/or webbing.

Academic Excellence and Leadership Development is in the heart of the School's

educational philosophy. Accordingly, the School's intellectual focus centers on high academic and behavioral expectations for all students communicated through the Code of Excellence and Code of Student Conduct.

“Pull and Push” Method of Instruction: The School will monitor student's academic and emotional progress using a “pull and push” method. Students in need of remediation will be identified and “pulled” and students at grade level will be “pushed” to take challenging curriculum to maximize their potential.

Home learning policy: The School expects that all teachers will grade, discuss, and comment on home-learning regularly. Attention will be given to both quality and quantity of home learning projects.

Horizontally and Vertically Aligned Instructional Teams: The School will use professional development throughout the school year to allow for common planning and teaching teams, both within grade levels and subject areas. Through professional development activities planned within the school calendar, teachers will have opportunities to reflect on best practices, discuss new research findings, review educational journals, and examine student's body of work. A leadership team will be in place to ensure that horizontal and vertical planning is effective. Such a culture makes it safe for teachers to share universal goals, confront what is and is not working, and transform their own thinking and practice.

Vertical Alignment: (by department): Courses will be correctly aligned and teachers will be permitted common planning time by within other grade levels. This will permit teachers to quickly assess what students mastered in the preceding grade and focus on building skills and knowledge. This will help teachers avoid unnecessary reviewing and re-teaching, which often consumes valuable teaching time.

Horizontal Alignment: (by grade level): The School will align lessons to CCSS for each subject and grade level to address specific subject matter. Teachers will follow the same time lines and have common planning schedules. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments.

Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest expectations- in alignment with the CCSS. Curriculum development will reflect how best to present a core body of knowledge. Teacher participation in curriculum development will also serve to increase their “buy-in” to the pedagogical process

Changing Teacher Practices: The School will encourage teachers to be facilitators and providers of opportunities for learning, NOT merely providers of information. Using the differentiated instructional strategies described above, teachers will tailor their instruction and adjust the curriculum to students' needs rather than expecting students to modify themselves to fit the curriculum.

Community Partnerships: Teachers, students, parents and the administration will work together with the Board to identify potential community partners for service learning and

other community based initiatives at the School. Additionally the School will provide enrichment activities and community-based initiatives allowing students to interact in social settings with diverse individuals.

Parental Involvement: enhances learning when a school encourages parents to stimulate their children's intellectual development. Parental “investment” in a student’s education is crucial to student success, as well as to the advancement of the School’s mission and vision. The School’s parents will be informed of this research and encouraged to provide such stimulation by initiating informed conversations about school and everyday events; encouraging and discussing leisure reading; monitoring and reviewing television viewing and peer activities; encouraging students to defer immediate gratification to accomplish long-term goals; and expressing affection and interest in their child's personal and academic progress. Parental involvement agreements will encourage parents to contribute a minimum of 30 volunteer hours to ensure their active participation in their child’s education. Parents will receive and sign a parent handbook that outlines the responsibilities they have for their child’s learning and behavior at school and at home. Parental involvement will also be encouraged through (Parent Teacher Student Association) PTSA and other such school commitments. Home-based volunteer projects will be available to parents who are unable to volunteer on-site due to work or family constraints.

Service Learning: Teachers will engage students in service learning projects that start in the classroom and extend beyond it, encouraging responsible, caring participation in the local environment and in the wider world. Service-learning activities will be embedded in academic courses (English, Math, Science, Social Studies) to achieve the existing course objectives and to help students meet grade level standards.

Dual language instruction: Reading, speaking, and writing Hebrew as a second (or third) language will be taught to all students at the School. Instruction will not only encompass enhancing students’ functional ability with the language, but will also focus on viewing and using the knowledge of another world language as the gateway to understanding and appreciation of another culture. In addition, other languages will be offered, depending on student interest.

C. Describe the research base for the educational program.

The School will employ various research-based approaches, in support of the educational mission, to deliver the quality curriculum students and parents deserve.

- The ability to shift easily between symbol systems—such as mathematics and literacy.
- Higher performance on divergent thinking tasks in comparison to students not learning another language.

- Meta-linguistic awareness – this includes phonemic awareness, the understanding that words are arbitrary symbols, and awareness of language as a tool to communicate
- Higher scores on measures of verbal intelligence in some studies, when compared to non-immersion students.
- Improved overall school performance and superior problem-solving skills.
- Higher scores on standardized tests. Results from the Scholastic Aptitude Test (SAT) show that students who had studied a foreign language for four or more years outscored other students on the verbal and math portions of the test.
- Students who have already gained significant skills in a second language have the ability to learn other languages more quickly than students who have never had foreign language training.

The School's educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all of its students through high expectations and character development. The School will combine the best practices developed by model schools with "powerful guiding ideas" and principles driving essential school reform nation-wide. There are elements of the educational practices and teaching methods at the School that are rooted in Dr. TheodoreSizer's Coalition of Essential Schools and the nine principles presented therein his research. Some of these principles will be incorporated as part of the educational philosophy of the School specifically with respect to commitment to Academic Excellence and Character Development. A sampling of the manner in which Dr. TheodoreSizer's nine principles may be implemented include:

Principle 1: Less is more

(Guided research, integrating curriculum, "uncovering" curriculum)

Integrating Curriculum: Separate subject areas will be blended into broad themes and concepts rather than isolated subjects and skills. Content areas covered into broad themes will include social studies, math, art/music, science, writing, reading, listening, and speaking.

Principle 2: Intellectual Focus

(Creative thinking, engaging minds, alternative teaching strategies)

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

Principle 3: Universal goals

(Themes, learning styles, interdisciplinary approaches, inclusion)

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

Principle 4: Creative Administration Plan

(Changing structures and schedules, roles, and staff development)

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

Principle 5: Personalization

(Learning styles, student self-esteem, common planning time)

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

Principle 6: Staff

(Participatory management, teachers developing curriculum)

Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum instruction methods, maintaining - and exceeding - the highest standards to ensure student mastery of the Common Core State Standards and/or NGSSS in content areas, as adopted. Curriculum development will reflect what and how best to present a core body of knowledge, and through teacher participation in curriculum development, it is anticipated that their buy-in to the pedagogical process will be dramatically increased.

Principle 7: Student as Worker

(Cooperative learning, commitment, and responsibility)

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

- Student Involvement: Students will be highly engaged and involved in their learning through a strong commitment to the principle of teacher as facilitator.
- Commitment and Responsibility: By signing the School's Code of Conduct, students acknowledge that they are making a commitment to and remain responsible for their role as an active participant in the learning process.

Principle 8: Demonstration of Mastery

(Performance assessments, exhibitions and portfolios)

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

Principle 9: Attitude

(Parent involvement, comradeship, trust and decency, and cooperation)

Parent Involvement: It is expected that parents will play an integral role in the School, not only via completion of their parental contribution hours, but also in their involvement in the PTSA and other such school commitments. The educational philosophy of the school centers on building a love of learning through strong family relationships and a supportive educational environment. Learning best occurs for the student population served by the constant interaction between the home and school. Students understand that their parents/guardians are well informed of the educational process and are full participants in their education.

Learning is enhanced when schools encourage parents to stimulate their children's intellectual development (Graue, Weinstein, Walberg, Iverson). The School enables parents to be active participants in the educational process through volunteerism opportunities. Also, parents will be informed of school events and school wide learning topics thorough the school website, parent newsletter and home school telephone messaging system as a means to encourage continued dialogue and to express interest in their son's or daughter's personal and academic progress.

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

The school will utilize research based and state adopted textbooks for all core curriculum subjects.

Some of the research-based programs that will be utilized include (but not limited to):

- **K-12 Comprehensive Research-Based Reading Plan implemented by Miami-Dade County Public Schools**

- **Jamestown Navigator (Glencoe/McGraw-Hill)**

Jamestown Reading Navigator is a comprehensive research-based program developed specifically to raise reading competencies and test scores of struggling middle school and high-school students. The program is targeted at middle school and high school students reading at least two levels below grade level. Jamestown Reading Navigator incorporates online and print-based student and teacher materials. The online component of Jamestown Reading Navigator improves students' comprehension by utilizing direct, explicit instruction and modeling of good reading practices. Students practice and apply these reading strategies and skills by reading content written specifically for secondary students, viewing interactive multimedia, and writing in response to reading. The print-based readings from the inTime magazines and the inClass Reader Anthologies and Reader Audio Library give students an opportunity to extend their learning beyond the computer and encourage collaborative or independent learning. Teachers monitor student progress utilizing the online Learner Management System where scores from formative and summative assessments are recorded. Placement testing may be delivered online or on paper. The curriculum is comprised of four Treks. Trek 1: Reading levels 1.0-2.9 (including phonics and decoding skills), Trek 2: Reading levels 3.0-4.9, Trek 3: Reading levels 5.0-6.9, or Trek 4: Reading levels 7.0-9.9+. Jamestown Reading Navigator is designed for flexibility in its implementation,

accommodating instructional blocks of 45 or 90 minutes.

www.readingnavigator.com/mkt/home.html

- **Carnegie Cognitive Tutor**

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

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

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

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

- **Gizmos through explore learning -**

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

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

D. [Explain how the educational program aligns with the school's mission.](#)

The mission of Ben Gamla Preparatory is to deliver a first-class academic program that offers a rigorous college preparatory middle school curriculum for all learners in an engaging environment, with emphasis on the study of Hebrew as a second language. In accordance with its mission, the School will promote a unique educational program that strives to create bilingual, bi-literate, and bi-cultural students prepared for success in a global society. The study of Hebrew as a second language is partnered with a challenging curriculum and enhanced by dedicated teachers committed to serving the needs of all students. The use of innovative instructional methods and techniques will be encouraged, ensuring curriculum is effectively taught, even to students with varied learning styles.

The School is dedicated to prepare students to be college ready and college bound, setting the stage for career path pursuits, and concurrently producing students who are contributing members to the community where they live and to society at large. In doing so, the School expects that each student is capable of learning and achieving academic success, and therefore commits to helping students explore and develop their intellectual potential. The School also believes in reinforcing students' personal character, while kindling in students a desire for lifelong learning. This is reflected in the School's mission, which is to offer students a rigorous, college preparatory high school curriculum through delivery of a first-class academic program.

The School's educational program is built on increasing learning opportunities and raising the academic achievement of its students through high expectations and character development. The instructional strategies and policies detailed in *Part B* of this section, such as personalized educational plans and targeted tutoring, illustrate the School's commitment to each individual student's success. Additional instructional strategies are described—such as direct instruction, scaffolding, and inquiry-based learning—clearly evidencing the School's dedication to student advancement, regardless of level, in alignment with the mission statement. A rigorous focus on college-preparedness is clear through the establishment of College Prep Seminars, the use of research-based college-preparatory materials, and real-world immersion activities. Furthermore, a commitment to the study of Hebrew as a second language as promised in the mission statement is clearly evident throughout School's educational program.

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

In accordance with its mission, the School will promote a unique educational program that strives to create bilingual, bi-literate, and bi-cultural students prepared for success in a global society. The study of Hebrew as a second language is partnered with a challenging curriculum and enhanced by dedicated teachers committed to serving the needs of all students. The use of innovative instructional methods and techniques will be encouraged, ensuring curriculum is effectively taught, even to students with varied learning styles. Additionally, the School will take care to promote good character traits in an effort to create students who are not only successful in the classroom, but also maintain a strong sense of honesty and responsibility.

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

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

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

The School will utilize the sponsor's *District Pacing Guides*, which incorporate both CCSS and/or NGSSS in the content areas. Additionally, all students will be monitored to ensure they are making adequate progress toward the CCSS and/or NGSSS in the content areas, as adopted. Students who are struggling and/or below-level will be identified so that any problems can be effectively remediated. Teachers and other support staff will use data from all available assessments, including, but not limited to, state and district required assessments, to develop instruction that meets the needs of all students so that each child can realize his or her highest potential.

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

Teachers will be required to document instruction of the CCSS/NGSSS, as adopted, and use of ELL strategies in their lesson plans. Lesson plans will identify specific objectives taught and benchmarks met as listed in the curriculum. The principal will check lesson plans weekly and conduct daily classroom walk-through's (CWT) to ensure that curricular objectives are being documented and taught accordingly.

In order to support delivery of a high quality program that implements research-based strategies and innovations to raise student achievement, the School will have the following processes in place:

- Performance-based curricular objectives in alignment with the CCSS and/or NGSSS, in the content area, as adopted;
- Continuous review of curriculum to ensure a year's worth of learning of all state benchmarks;
- Research-based instructional practices
- *Design Principles* (NUHS), and Coalition of Essential School's (CES) principles);

- Focus on differentiated instruction for learning styles;
- Integration of technology across all major disciplines;
- School Improvement Plan (SIP) process as a quality assurance and continuous improvement tool;
- Assessment data utilized to make instructional decisions and plan interventions;
- Ongoing professional development workshops;
- Before and after school targeted tutoring and Saturday seminars for remediation and acceleration;
- Targeted interventions for struggling readers and students performing below grade level; and
- Integration of long term “Project Based Learning” activities in various subject areas.

If the school intends to replicate an existing school design¹:

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

The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.

The School intends to replicate the design of the existing Ben Gamla schools in Broward, Palm Beach, and Miami Dade-County and intends to provide the students of the existing Ben Gamla school in the county with the opportunity to continue the program into high school, allowing for a seamless transition.

¹ An applicant is considered to be replicating an “existing school design” if:

- The proposed school is substantially similar *overall* to at least one school, and
- The individuals and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s).

For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

Since inception, Ben Gamla's program has successfully offered parents a unique, quality option. For example, the Ben Gamla Charter School in Broward County has maintained a four-year "A" record, maintaining high levels of proficiency across the board, as evidenced by the chart below:

School	Year	Grade	Points Earned	Meeting High Standards in Reading	Meeting High Standards in Math	Meeting High Standards in Writing	Meeting High Standards in Science	Free/ Red Lunch	Minority Rate
Ben Gamla Charter School #5410	2011-2012	A	728	75	84	99	68	50	32
	2010-11	A	605	80	85	94	54	47	27
	2009-10	A	596	83	80	94	58	40	23
	2008-09	A	553	72	75	88	46	52	20
	2007-08	B	501	72	72	74	26	94	15
Ben Gamla Charter School North Campus #5001	2011-2012	B	496	47	42	83	48	64	26
	2010-11		422	25	90	49	42	47	26
Ben Gamla Charter School Broward #5392	2011-2012	C	459	64	52	81	24	34	28
	2010-11	C	468	69	50	40	72	29	26
	2009-10	N/A	539	77	68	53	83	19	23
Ben Gamla Charter School Miami Beach #5022	2011-2012	A	599	80	72	100	67	29	53
	2010-11	N/A	56	42	43	55	304	46	46
Ben Gamla Palm Beach #3941	2011-2012	N/A	559	79	81	86	57	7	6

G. Describe the applicant's capacity to replicate an existing school design.

The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.

The School intends to replicate the design of the existing educational programs in Broward, Palm Beach, and Miami-Dade counties. Since inception, the existing schools have demonstrated above the bar standings in serving diverse populations such as those of their individual district schools. Thus, the educational program is likely to result in improved educational performance for the target population.

The governing board of the proposed school is comprised of the same individuals responsible for the operation of the existing Ben Gamla schools. These highly experienced professionals possess the expertise in the areas of curriculum, assessment, finance, law, school management and governance to be able to replicate the existing design. The National Ben Gamla Charter School Foundation, Inc. has financial and human resources

available to replicate a high quality model, the ownership of the existing school design, and most importantly has a proven track-record of success.

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

Section 4: Curriculum Plan

- A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.

The School will seek to expand each student's foundation in each core subject to build upon the preceding acquired knowledge in order to prepare student to compete in a global market. The core curriculum will stress communication, problem solving, teamwork, business and technology, as well as will utilize real world immersion through career-based and integration projects.

The School will seek to expand each student's foundation in each core subject and to build upon the preceding acquired knowledge base in each succeeding grade level, always moving forward, to ensure the student builds capacity and is not only college bound but also college ready. In order to prepare students to be successful at their next level of schooling and keep them on-track for college and career readiness. Like all other Ben Gamla Schools, the School will instill a college mindset, already laying the foundation and setting a path and instilling a pre-college mindset, ensuring their success now and preparing them to be ready for the next level (high school).

The School's curriculum will focus on clear and measurable expectations for student learning and will address the main subject areas of Reading/Language Arts, Mathematics, Social Studies, Science, Hebrew Language, Music, Art, Life Skills, Character, and Computer Education. All course offerings will be aligned with Broward County Public Schools' Curriculum Course Codes and will cover all content specified in FL-DOE Course content descriptions. The school's curriculum will be standards-based and will ensure student mastery of the following:

- Common Core State Standards in English/Language Arts and Mathematics
- Common Core Literacy Standards for Science and Social Studies, and
- Next Generation Sunshine State Standards in all other subject areas beyond to E/LA and Mathematics.

The curriculum will continuously reflect high quality instruction and implement research based strategies, innovations and activities that facilitate achievement for all students.

The CCSS identify what students need to know and be able to do in each grade level in order to be prepared for college and careers. College and Career Readiness (CCR) Anchor Standards will help teachers define the cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The grade-specific standards will define end-of-year expectations and a cumulative progression to enable students to meet college and career readiness. The ELA Standards (strands in Reading, Writing, Speaking & Listening, and Language) and Literacy standards will emphasize reading and writing in History/Social Studies, Science and Technical Subjects and will frame instruction in reading, writing, speaking, listening, and language across all disciplines. The Standards for Mathematical Practice and Standards for Mathematical Content will guide teachers to prepare students with the mathematical skills necessary for success in college and future careers. The Next Generation Sunshine State Standards will also be utilized to guide instruction of subject areas other than E/LA and Mathematics and will identify the content that students must learn and master by grade level and by subject area in order to progress and remain on-track.

The School will implement the Broward County Public Schools *Student Progression Plan** as a vehicle to guide the progression and implementation of the curriculum to be taught and in the manner described herein this petition. Additionally, the School will adopt researched-based district/state-approved instructional materials and BCPS *Curriculum Pacing Guides*, if available, or will align the state adopted textbook to serve as the basis and provide the timeline for instruction and to ensure the course material is taught sequentially, consistently and in a challenging format.

In order to support delivery of a high quality program that implements research-based strategies and innovations to raise student achievement, the School will have the following processes in place:

- performance-based curricular objectives in alignment with the CCSS and/or NGSSS in content areas, as adopted.
- Curriculum pacing of essential standards - based on nine-week intervals, in content areas;
- continuous review of curriculum to ensure a year's worth of learning of all state benchmark's;
- focus on differentiated instruction for learning styles;
- integration of technology across all major disciplines;
- School Improvement Plan (SIP) process as a quality assurance and continuous improvement tool;
- to ensure that curriculum goals are being monitored, achieved, and accomplished;
- assessment data utilized to make instructional decisions and plan interventions;
- ongoing professional development workshops to target learner-needs;
- before and afterschool targeted tutoring for remediation and Saturday seminars for acceleration;
- Literacy integration across all disciplines (reading & writing across the curriculum);
- targeted interventions for struggling readers and students performing below grade

level (including but not limited to implementation of the Sponsor's K-12 CRRP with fidelity); and integration of long-term "Project Based Learning" activities across the curriculum.

- multiple ELL and SPED strategies across the curriculum;
- focus on differentiated instruction for learning styles; and
- integration of technology across all major disciplines

The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Teachers will incorporate various teaching strategies to accommodate all learning styles. In accommodating individual learning styles and needs the School's curriculum incorporates the following instructional practices:

Interdisciplinary Connections - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, through media programming, for example, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.

Vertical and Horizontal Teaming - Horizontal and Vertical Teams exist throughout the School, creating opportunities for success in every classroom, because both grade-level and content-area teams work together to align curriculum, instruction, and assessment. The PLCs provide opportunities within the School to engage multiple teaming patterns. For example, PLCs by grade level and PLCs across-disciplinary teams work collaboratively to plan and implement standards-based instruction and connections across content areas, respectively.

Differentiated and Standards-Based Instruction - The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.

► **Direct Instruction (lecturing/modeling):** this methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the NGSSS and/or CCSS, as adopted. This instruction is structured and based on mastery learning. Frequent Curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.

► **Scaffolding** - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous

► Cooperative Learning – Teachers will guide small-group learning, to increase communication and team-building skills. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. Some Cooperative learning or Group Investigation.

► Inquiry-Based Learning - Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.

► Information Processing Strategies - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.

- Behavior Management – We believe that both teachers and students need to be provided with a consistent behavior management system so that maximum time can be spent teaching and learning. Inappropriate behaviors that interfere with the learning process and the expectations set for character development can be reduced and ultimately extinguished through consistent, best practice behavior management techniques.

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

- Accountability - Teachers at The School are required to document instruction of the NGSSS and/or CCSS, as adopted, (including ELL and SPED strategies) by completing daily lesson plans, as well as records of weekly and monthly thematic unit plans. Lesson plans identify specific objectives taught and benchmarks met as listed in the curriculum. Furthermore, teachers are required a common board configuration in all classes and will be evaluated by the administrative team during daily walkthroughs. The Principal will check lesson plans weekly and conduct a daily walk through classrooms to ensure that curricular objectives are being documented in each teacher's lesson plan book and taught accordingly.

The following is an overview of the core curriculum program and projected courses and description of the content that will be offered in each of the core subject areas.

The School will implement the Broward County Public Schools *Student Progression Plan** as a vehicle to guide the progression and implementation of the curriculum to be taught and in the manner described herein the following section. Accordingly, the curriculum is specifically tailored to ensure that all students meet the requirements for high school graduation -- including mastery of all respective CCSS and/or NGSSS in content areas, as adopted, while participating in an innovative college preparatory program.

The School's commitment to deliver a college preparatory curriculum dictates a curriculum with high rigor and relevance in core subject areas. The school program will be highly prescribed to engage students in a very rigorous curriculum. All programs focus upon the consolidation of study skills, a core of common learning, and emphasis in the development of higher level thinking skills. The School will seek to expand the student's knowledge base in each succeeding grade level, always moving forward, to ensure the student builds capacity and is not only college bound but also college ready.

► **Direct Instruction (lecturing/modeling)** - This methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the NGSSS and/or CCSS, for content areas, as adopted. This instruction is structured and based on mastery learning. Frequent Curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.

► **Scaffolding** - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous.

► **Cooperative Learning** - Teachers will guide small-group learning, to increase communication and team-building skills. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. Some Cooperative learning activities will include or Group Investigation.

► **Inquiry-Based Learning** - Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.

► **Information Processing Strategies** - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing

Behavior Management – We believe that both teachers and students need to be provided with a consistent behavior management system so that maximum time can be spent teaching and learning. Inappropriate behaviors that interfere with the learning process and

the expectations set for character development can be reduced and ultimately extinguished through consistent, best practice behavior management techniques.

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

Accountability - Teachers at The School are required to document instruction of the CCSS and/or NGSSS, for content areas, as adopted, (including ELL and SPED strategies) by completing daily lesson plans, as well as records of weekly and monthly thematic unit plans. Lesson plans identify specific objectives taught and benchmarks met as listed in the curriculum. Furthermore, teachers are required a common board configuration in all classes and will be evaluated by the administrative team during daily walkthroughs. The Principal will check lesson plans weekly and conduct a daily walk through classrooms ensuring that curricular objectives are being documented in each teacher's lesson plan book and taught accordingly.

English/Language Arts

Course content for these courses will be delivered in accordance with course descriptions provided by the FL-DOE and will ensure mastery of Common Core State Standards (CCSS). Teachers will provide instruction in Language Arts using the CCSS to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. The College and Career Readiness (CCR) Anchor Standards will help teachers define college and career readiness expectations while the grade specific ELA standards will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress from grade 6 through 8. The courses will cover the application of the writing process, effective use of speaking and listening and language skills, higher-order critical thinking and literacy skills in preparation for overall post-secondary preparedness. Students will be required to successfully complete three middle school annual courses in English. These courses are to emphasize literature, composition, and technical text. (M/J Language Arts Through ESOL must be taken by ELLs.

CCR Anchor Standards for Reading – there are 10 standards divided among:

- Key Ideas and Detail
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Grade Level Standards for Reading

- Reading: Literature Grade 6 -8
- Reading: Informational Texts

Reading standard focus on text complexity and the growth of comprehension in reading. The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Below is an overview of the CCR Anchor standards and the Content standards in each Strand²:

CCR Anchor Standards for Writing

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Grade Level Specific Standards for Writing

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Writing standards focus mainly on text types, responding to reading, and research. To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They learn to appreciate that a key purpose of writing is to communicate clearly to an external audience and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.

To meet these goals, teachers will be expected to provide students significant opportunities and time and to writing, producing numerous pieces over short and extended time frames throughout the year.

² Derived from: <http://www.corestandards.org/ELA-Literacy>

CCR Anchor Standards for Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Grade Level Specific Standards for Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Speaking and Listening standards focus on flexible communication and collaboration including skills necessary for formal presentations. Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task. To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

Language standards focus on effective use of language, conventions, and vocabulary. The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **Conventions of Standard English**
- **Knowledge of Language**
- **Vocabulary Acquisition and Use**

Range and content of student language use - To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

The following English/Language Arts/Reading courses will be offered in accordance with the BCPS Student Progression Plan.

Course Name	Course Number
6th grade	
M/J Language Arts I	100101001
M/J Language Arts I Advanced	100102001
M/J Language Arts I Advanced Gifted	100102002
M/J Language Arts I through ESOL	100200002
M/J Reading I	100801001
M/J Reading I Advanced	100802001
M/J Intensive Reading- Grade 6	100001006
M/J Intensive Reading Enrichment	1000010E6
M/J Intensive Reading Plus	1000010PL
7th grade	
M/J Language Arts II	100104001
M/J Language Arts II Advanced	100105001
M/J Language Arts II Advanced Gifted	100105002
M/J Language Arts II through ESOL	100201002
M/J Reading II Advanced	100805001
M/J Intensive Reading - Grade 7	100001007
M/J Intensive Reading Enrichment	1000010E7
M/J Intensive Reading Plus	1000010PL
M/J Creative Writing	100900001
M/J Language Arts II	100104001
8th Grade	
M/J Language Arts III	100107001
M/J Language Arts III Advanced	100108001
M/J Language Arts III Advanced Gifted	100108002
M/J Language Arts III through ESOL	100202002
M/J Reading III Advanced	100808001
M/J Intensive Reading-Grade 8	100001008
M/J Intensive Reading Enrichment	1000010E8
M/J Intensive Reading Plus – Grades 6-8	1000010PL
ESOL Course by Proficiency Level	
M/J Developmental Language Arts Through ESOL I	1002180L1*
M/J Developmental Language Arts Through ESOL II	1002180L2*
M/J Developmental Language Arts Through ESOL III	1002180L3*
M/J Developmental Language Arts Through ESOL IV -	1002180L4*

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Range and content of student language use - To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

The School will use the state-approved text to differentiate between the regular and honors curriculum in the area of language arts. The School’s text selection will be modified as per the Sponsor’s text adoption and modification to the CRRP throughout the duration of the charter. Currently, the School plans to use the state-approved *McDougal Littell Text* and state course descriptions in the instruction of language arts; Scholastic, Read XL, *Voyager Passport Reading Journeys* and *Language! for Reading* and *Vision Hampton Brown Inside for Development LA through ESOL*. The School’s text selection will be modified as per the Sponsor’s text adoption and updates to the Comprehensive Research-based Reading Plan (CRRP) throughout the duration of the charter.

The programs and curriculum supplements the School intends to use, to deliver language arts instruction and achieve student mastery of the CCSS include:

- The Sponsor’s K-12 Comprehensive Research Based Reading Plan (CRRP)
- CollegeBoard SpringBoard
- Reading Plus
- Triumph Learning/Buckle Down
- Jamestown Timed Readers;
- USA Today Newspapers in Education;

The School’s Language Arts program will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. The program emphasizes critical and creative thinking

skills through instruction aligned to the Common Core State Standards. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy.

The School will implement research-based strategies that have proven successful in teaching reading including, but not limited to, designating an uninterrupted reading block for Reading Instruction and utilizing state-adopted textbooks and programs. The School will also implement: structured independent reading time, reciprocal teaching methodology, vocabulary development, CRISS (Creating Independence through Student-owned Strategies), Literature circles, differentiated instruction. The School will also use strategies such as graphic organizers and marginal note-taking, to name a few, and will include instruction and implementation of reading strategies in a variety of professional developments.

Developmental instruction in reading may be required during grade 6 when student performance in grade 5 indicates a need for strengthening. These courses will be in addition to the regular language arts courses and may be offered as electives. At inception, the School will utilize the 2014 FCAT 2.0 data to identify students who are in need of reading remediation, and in subsequent years the data provided by PARCC and/or any state adopted assessment, for placement of students in intensive reading courses. Therefore it is anticipated that students scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0, PARCC or any state adopted reading assessment, will be enrolled in M/J Intensive Reading in addition to their required M/J Language Arts course in grades 6, 7, and 8. A double literacy block for all students identified as low-performing in reading, who have reading deficiencies in decoding and fluency (Intensive Reading Plus), will be instituted on daily basis. Those students will enroll in an Intensive Reading or Intensive Reading Plus course, with the exception of ELL students who are required to enroll in an M/J Developmental Language Arts through ESOL course. The Intensive Reading courses include the following:

Intensive Reading courses will be in addition to the required M/J Language Arts course in grades 6, 7, and 8. Students that do not meet the state's proficiency level, regardless of whether they are fluent, will be placed in the appropriate reading class as follows:

- **Intensive Reading Plus (IR+)** is intended for students with deficiencies in **decoding and fluency** in addition to vocabulary and comprehension. All students, with the exception of all ELL students, with deficiencies in **decoding and fluency**, who did not meet the state's standard for proficiency in reading state-adopted assessment will be placed in an Intensive Reading Plus (IR+) class.
- **Intensive Reading (IR)** is intended for students with deficiencies in vocabulary and comprehension. All students, with the exception of all ELL students with deficiencies in vocabulary and comprehension, who did not meet the state's standard for proficiency in reading state-adopted assessment, will be placed in an Intensive Reading (IR) class. This class will focus on effective reading strategies and

differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context.

- **Intensive Reading Enrichment (IR-EN) is Intensive Reading Enrichment (IR-EN)** – intended for students who did not meet the state’s standard for proficiency in reading in the state-adopted assessment whose FCAT scores have regressed from FCAT Level 3 or higher to FCAT Level 2 and students with high FCAT Level 2 scores (or any newly implemented state adopted assessment). All students, with the exception of all ELL students with high FCAT Level 2 scores or who have regressed from FCAT Level 3 or higher to Level 2 on the 2013 administration of the FCAT will be placed in an Intensive Reading Enrichment (IR-EN) class. The class will focus on specific reading strategies targeted to enrich the level of instruction to significantly improve students’ vocabulary and comprehension achievement using selected grade level text and novel units.

ESOL Courses: A student identified, as ELL will be placed in **two** ESOL courses as applicable to the student’s grade level and language proficiency:

- **M/J Language Arts Through ESOL** - content course scheduled by grade level; and
- **M/J Developmental Language Arts Through ESOL** - Language proficiency course scheduled by English Proficiency Level 1-4. If levels need to be combined, the Developmental Language Arts Through ESOL placement may be in the best combination of mixed language level courses (ESOL levels 1/2 or 3/4).

Additionally, students will be required to write on a daily basis across the curriculum (i.e. Informative, Persuasive, and Creative Writing). Each class will be responsible for an on-going writing project that is appropriate to each grade level. Writing will also be incorporated across the curriculum through the utilization of CRISS strategies including but not limited to reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT - essay writing that includes a role, audience, format and a topic, plus a strong verb. Students writing after reading may include: quick-writes, mapping, brainstorming, essay questions and/or journal entries, writing a summary, a learning log entry, writing peer responses, or creating a summary poem. Writing before, during, and after the main story selection from the state adopted text will provide systematic, explicit writing instruction and ample practice in spelling, grammar, usage, and mechanics daily.

Mathematics

Teachers will be expected to use the Common Core State Standards (CCSS) as the framework for developing lesson plans and will pace instruction using the Sponsor’s Curriculum Pacing Guides by subject and grade level, if available, or will align the state adopted textbook to serve as the basis and provide the timeline for instruction and to ensure the course material is taught sequentially, consistently and in a challenging format. Students will be required to successfully complete three middle school annual courses in mathematics.

The CCCS Standards for Mathematical Content describe the mathematical skills and concepts all students need for success in college and careers and are organized by grade level in middle school and are organized as follows:

Grade 6

Ratios and Proportional Relationships
The Number System
Expressions and Equations
Geometry
Statistics and Probability

Grade 7

Ratios and Proportional Relationships
The Number System
Expressions and Equations
Geometry
Statistics and Probability

Grade 8

The Number System
Expressions and Equations
Functions
Geometry
Statistics and Probability

The Standards for Mathematical Practice describe the characteristics of mathematically proficient students. These standards describe how students should use mathematics and provide a mechanism through which students engage with and learn mathematics.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning for of others.
4. Model with Mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Standards for Mathematical Practice remain the same at each grade level, however, students will engage with and master new and more advanced mathematical ideas as they progress through each grade level. Accordingly, the Practice Standards will be taught and practiced in conjunction with the Content Standards at each grade level.

In Grade 6, instruction will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

In Grade 7, instruction will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

The following Mathematics courses will be offered in accordance with the BCPS Student Progression Plan as amended from time to time.

Course Name	Course Number
6th grade	
M/J Intensive Mathematics	120400001
M/J Mathematics I	120501001
M/J Mathematics I Advanced	120502001
M/J Mathematics I Advanced Gifted	120502002
7th grade	
7 th Grade	
M/J Intensive Mathematics	120400001
M/J Mathematics II	120504001
M/J Mathematics II Advanced	120505001
M/J Mathematics II Advanced Gifted	120505002
Algebra I	120031001
Algebra I Honors	120032001
Algebra I Honors Gifted	120032002
Geometry	120631001
Geometry Honors	120632001
Geometry Honors Gifted	120632002

8th Grade	
8 th Grade	
M/J Intensive Mathematics	120400001
M/J Mathematics III (Pre-Algebra)	120507001
Algebra I	120031001
Algebra I Honors	120032001
Algebra I Honors Gifted	120032002
Geometry	120631001
Geometry Honors	120632001
Geometry Honors Gifted	120632002

The School will use *Glencoe* in the instruction of Mathematics and *Prentice Hall* for Algebra and Geometry courses, which are the current state and district approved texts. The School's text selection for 2015 and beyond may be modified as per the state and district's text adoption and modifications throughout the duration of the charter.

Notes: Advanced and Advanced Gifted Courses will be offered depending on the need of the student population. All former Level 1 and 2 students will be required to enroll in M/J Intensive Mathematics. Senior High School Credit(s) - Students may enroll in selected senior high school courses for the purposes of pursuing a more rigorous program of study in both Algebra I and Geometry; however, students are required to adhere to End of Course requirements as stated by the Florida Department of Education. The EOC will be administered to eligible students enrolled in Algebra I and/or Geometry. Students enrolled in Algebra I and or Geometry, or an equivalent course must earn a passing score on the EOC assessment to earn course credit.

Additional resources, and supplements may include:

- ALEKS
- PARRC prototype
- Triumph Learning/Buckle Down
- Explore Learning: Reflex & GIZMOS
- USA Test Prep -Technology

Science

The School will deliver a science curriculum that will prepare students to achieve mastery of Science NGSSS as well as Common Core State Literacy Standards. NGSSS will provide content standards and CCSS Literacy Standards in Science will ensure wide reading from complex texts, provide opportunity for emphasis on text-specific complex questions, and give emphasis on student supporting answers based upon evidence from text, and provide extensive research and writing opportunities throughout each of the science courses. Students will be required to successfully complete three annual middle school science courses.

CCSS Standards for Literacy in Science

Key Ideas and Details

- [CCSS.ELA-Literacy.RST.6-8.1](#) Cite specific textual evidence to support analysis of science and technical texts.
- [CCSS.ELA-Literacy.RST.6-8.2](#) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- [CCSS.ELA-Literacy.RST.6-8.3](#) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

- [CCSS.ELA-Literacy.RST.6-8.4](#) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
- [CCSS.ELA-Literacy.RST.6-8.5](#) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- [CCSS.ELA-Literacy.RST.6-8.6](#) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RST.6-8.7](#) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- [CCSS.ELA-Literacy.RST.6-8.8](#) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- [CCSS.ELA-Literacy.RST.6-8.9](#) Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RST.6-8.10](#) By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

The purpose of the courses offered is to provide students with a broad knowledge of scientific concepts. All of the science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. The courses offer conceptual development in the earth, life, and physical sciences and will cover a gambit of topics therein.

Additionally, the School will take an active approach regarding Science instruction. Teachers will be encouraged to engage students through the following ways:

- Quantitative and qualitative observations
- Investigation of thoughtful questions
- Design and conduct experiments and other types of investigations
- Collect and organize data

- Make logical predictions and offer reasonable explanations
- Explore possible conclusions
- Communicate their understanding

Moreover, students will participate in weekly hands-on science investigations, exposing students to the scientific process and scientific thinking. In grades 6-8, students will be encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method.

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

- Florida Association of Science Teachers
- Science FCAT Resources
- National Institute of Science Education
- National Science Teachers Association
- District Pacing Guides
- Item Specifications
- HOT Labs Documents
- Technology: Including but not limited to, GIZMOS, and Brainpop, Discovery Education projectors, smart boards and computer-based programs will assist students visually in understanding science concepts.

Additionally, the School will join the Science Professional Learning Community, wherein teachers will work together to identify student level of understanding, set appropriate goals for students, and share best practices.

The School will use the state-approved Science textbooks such Holt McDougal, Florida Edition, Course series for Comprehensive Science 1, 2, and 3. Foundations of Physical Science from CPO will be used for Physical Science Honors. Pearson Prentice Hall Biology will be used for Biology Honors. The Science curriculum will prepare students to achieve the NGSSS and/or CCSS in Science, by incorporating an inquiry-based approach to learning of central science themes. The school will implement district-pacing guides, if available, or will develop standards-based pacing guides for instruction in Science.

In addition, supplemental materials such as Science Weekly, and/or other comparable scientific magazines may be used. Teachers will utilize the NGSSS and CCSS Literacy Standards for Science in their daily lesson plans. Moreover, students will participate in weekly hands-on science investigations, exposing students to the scientific process and scientific thinking. In grades 6-8, students will be encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method. The School's text selection will be modified as per the Sponsor's text adoption and updates throughout the duration of the charter.

The following Science courses will be offered:

Science	Course Number
6th grade	
M/J Comp Science I	200204001
M/J Comp Science I Advanced	200205001
M/J Comp Science I Advanced Gifted	200205002
7th grade	
M/J Comp Science II	200207001
M/J Comp Science II Advanced	200208001
M/J Comp Science II Advanced Gifted	200208002
Physical Science	200331001
Physical Science Honors	200332001
Physical Science Honors Gifted	200332002
8th grade	
M/J Comp Science III	200210001
M/J Comp Science III Advanced	200211001
M/J Comp Science III Advanced Gifted	200211002
Physical Science	200331001
Physical Science Honors	200332001
Physical Science Honors Gifted	200332002
Biology I	200031001
Biology I Honors	200032001
Biology I Honors Gifted	200032002

*Senior High School Credit(s) for Students in Grades 6, 7, and 8. Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study; Students are required to adhere to End of Course requirements for Biology, as stated by the Florida Department of Education.

*The EOC Assessments will be computer-based, criterion-referenced assessments that measure the NGSSS/CCS for specific high school level courses, as outlined in the course description. Achievement levels shall range from Level 1 (lowest) to Level 5 (highest). Achievement Level 3 will indicate satisfactory performance.

Social Studies

The School will deliver a Social Studies curriculum that will prepare students to achieve mastery of Social Studies NGSSS as well as Common Core State Literacy Social Studies Standards. NGSSS will provide content standards and the CCSS Literacy Standards will provide the impetus for students to have wide reading from complex texts, provide opportunity for emphasis on text-specific complex questions, and give emphasis on student supporting answers based upon evidence from text, and provide extensive research and

writing opportunities throughout each of the social studies courses. Students will be required to successfully complete three middle school annual courses in social science, one of which is Civics.

Social Studies Literacy Standards

Key Ideas and Details

- [CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- [CCSS.ELA-Literacy.RH.6-8.3](#) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- [CCSS.ELA-Literacy.RH.6-8.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- [CCSS.ELA-Literacy.RH.6-8.5](#) Describe how a text presents information (e.g., sequentially, comparatively, causally).
- [CCSS.ELA-Literacy.RH.6-8.6](#) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- [CCSS.ELA-Literacy.RH.6-8.8](#) Distinguish among fact, opinion, and reasoned judgment in a text.
- [CCSS.ELA-Literacy.RH.6-8.9](#) Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RH.6-8.10](#) By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Social studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its component disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically.

The comprehensive social studies program will:

- emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- reflect a clear commitment to democratic beliefs and values;
- encourage civic responsibility and active participation;
- promote high expectations for all students;
- incorporate a multicultural perspective;
- reinforce the development of a global perspective;
- promote understanding of social, political, and economic institutions;
- encourage student involvement in community service;
- focus on the identification of the potential solutions to local, national, and world problems;
- involve students in their learning by using a variety of teaching strategies and instructional materials; and
- promote an interdisciplinary approach to learning.

The School will also emphasize the following social studies topics in the social studies curriculum:

- African-American History Requirement
- Holocaust Requirement
- Hispanic Contributions to the United States Requirement
- Women's Contributions to the United States Requirement
- Veterans Contributions Recognition
- "Celebrate Freedom Week" Instruction - shall be in accordance with Florida Statutes and district guidelines; and
- Character Education - Instruction in the nine core character education values (citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility).

The School will follow the state course descriptions for the courses listed herein this section. These courses cover concepts and materials that are aligned to the NGSSS and CCSS, as detailed above. Students will be required to successfully complete three credits of Social Studies at the Middle School level in Global Geography, Civics, and U.S. History. The School will use the state-approved Glencoe Series in the instruction of social studies. The School's text selection will be modified as per the Sponsor's text adoption and updates throughout the duration of the charter. The School will also use *Newspapers* as a literacy enrichment supplement and to incorporate data analysis daily by means of graphs and charts and sports-relating statistics etc.; and will integrate Reading and Writing strategies within the Social Studies Content using the CCSS Literacy Standards for Social Studies.

To that end, the following Social Studies courses will be offered:.

Social Science	Course Number
6th grade	
M/J World History	210901001
M/J World History Advanced	210902001
M/J World History Advanced Gifted	210902002
7th grade	
M/J Civics	210601001
M/J Civics Advanced	210602001
M/J Civics Advanced Gifted	210602002
8th grade	
M/J US History	210001001
M/J US History Advanced	210002001
M/J US History Advanced Gifted	210002002

*Advanced and Advanced Gifted Courses will be offered depending on the need of the student population.

* Students in middle school will be required to take the Civics EOC Exam in order to be promoted to high school.

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

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

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

The School will employ various research-based approaches, including the nine (9) principles set forth by Dr. TheodoreSizer's Coalition of Essential Schools detailed in *Section 3* of this application, in support of the educational mission. Effective strategies such as tutoring will be used not only to adapt instruction for students who need

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

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

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.

The School will support the Just Read, Florida! Initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the Sponsor's Comprehensive Research-Based Reading Plan (CRRP) to provide teachers with a systematic framework for literacy instruction. The goal of all instruction is to improve student achievement through mastery of the State Standards, as adopted). Reading programs alone cannot accomplish the task of moving students to achieve mastery with grade level text. Schools need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print-rich and that are compatible with the instructional goals in the district's Comprehensive Research Based Reading Plan Programs.

Student Placement:

The decision to participate in Intensive Reading Class will be made in accordance with the District's CRRP by student's performance on the state adopted assessment report, e.g. the 2014 Reading FCAT 2.0 Level 1 & 2 and in subsequent years the PARCC or state adopted test. In addition to state adopted standardized assessments, data from diagnostic assessments such as the District's Interim Assessments and State assessments like the FAIR, progress monitoring, and teacher recommendations. To further elaborate, the K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of students, not meeting state proficiency standards, in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some high achieving FCAT Level 2 (based on 2014 FCAT 2.0 scores, or any newly implemented state adopted assessment) students as per the CRRP may attend either an Intensive Reading or a homogeneously grouped language arts course, in which the language arts teacher instructs the reading course, while infusing the language arts benchmarks into the course. The criteria are based on FAIR.

To that end, the School intends to implement, as necessary, based on student data, the following programs as detailed below, and within District guidelines for placement, will deliver research based-programs and quality CCSS instruction.

Students who not meeting state standards in Reading and who have intervention needs in the areas of decoding and/or fluency will have an extended block of reading intervention, either through a double block of intensive reading or by blocking together a class of “Intensive Reading” with another subject area class. This block of time will be taught by the same teacher, and said teacher will be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification. Classroom infrastructure will be at a ratio of no more than 25:1, and have appropriate and adequate CIRP and SIRP materials (detailed below) to address learner needs. Furthermore, the reading intervention course will include daily:

- whole group explicit instruction;
- small group differentiated instruction;
- independent reading practice monitored by the teacher;
- infusion of reading and language arts reading benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.); and
- a focus on increasingly complex literary and informational texts (exposition, documentation/persuasive, functional/procedural documents, etc. at a ratio matching CCSS.

Instructional Models

Guided by teacher instructions, reading/literacy teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and self-monitor their own comprehension.

Based on the research, teachers will use systematic, direct and differentiated instruction in their curriculum delivery while implementing the above-mentioned research-based strategies as follows:

Systematic instruction will involve a carefully designed sequence plan for instruction. The plan for systematic instruction is carefully thought out, strategic and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across, the six elements of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.

Direct instruction is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides

the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).

Differentiated Instruction meets the demands of the differing learning abilities in the same class. For optimal instruction, students will be grouped in various ways and in flexible setting to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students

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

Word Walls - Teachers will create effective word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.

Sustained Silent Reading - Increments of independent, sustained silent reading, for at least 30 minutes daily, will be included in the reading classroom to help students build stamina for increasingly longer and more challenging text. Teachers must monitor for engagement. Reading logs, reaction journals, text talk, and book passes or story summaries help students make connections to text.

ELL students will follow the comprehensive literacy program using Prentice Hall with the grade level text and the support of the Hampton-Brown and Hampton-Brown/National Geographic

Middle School Reading - The skills and strategies taught align with CCSS, as adopted, for ELA at the appropriate grade level, specifically those benchmarks that are assessed by the PARCC or the state adopted assessment. Reading strategies in the content areas are to be provided to students in all grades in the middle schools. These strategies should be in addition to those taught during language arts classes.

Middle school students who are enrolled in Intensive Reading will have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of “Intensive Reading” with another subject area class. This intervention course should include on a daily basis, whole group explicit instruction, small group differentiated instruction, independent reading practice (monitored by the teacher) and interdisciplinary instruction in the content areas during the intensive reading block (biology, world history, etc.).

The intensive reading courses include:

- M/J Intensive Reading
- M/J Intensive Reading Plus
- Developmental Language Arts through ESOL (for ELL)

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

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

Scholastics

Read XL

Novel studies-6 -8

Reading in the Content Area- 6 -8

There are three courses in middle school that reflect the intensity of instruction based on student needs:

Students who scored a Level 1 or 2 during the 2014 FCAT 2.0 and in subsequent years do not meet the state proficiency standards, regardless of whether they are fluent, will be placed in the appropriate reading class. ELL students will be scheduled in the Developmental Language Arts Through ESOL course.

1. Intensive Reading Plus (IR+): Students not meeting state proficiency standards and who are disfluent and in need of decoding, fluency, vocabulary, and comprehension instruction = minimum of 90 minutes daily. Students in middle school who are disfluent will be provided a daily literacy block. This literacy block will focus on explicit phonics and fluency instruction in order to improve decoding and fluency. The literacy block will include one period of Intensive Reading “Plus” back-to-back with one period of Language Arts taught by the same teacher. In order to provide sufficient opportunity to remediate these deficits, the students enrolled in the Intensive Reading “Plus” literacy block will receive a greater allotment of instructional time.

2. Intensive Reading (IR): Students not meeting state proficiency standards who are fluent and in need of vocabulary and comprehension instruction = minimum of 55 minutes daily. This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context.

3. Intensive Reading Enrichment (IR-EN): This course is required. Students not meeting state proficiency standards who are fluent and in need of vocabulary and comprehension instruction at a higher level=minimum of 55 minutes daily. The School will provide an Intensive Reading Enrichment class for those students who have shown regression in the state adopted assessments, such as high FCAT Level 2 students and students who have regressed to level 2 from level 3 or higher. The class will focus on specific reading strategies targeted to enrich the level of instruction to significantly improve students' vocabulary and comprehension achievement using selected grade level text and novel units.

Reading instruction will utilize a Comprehensive Intervention Reading Program (CIRP) to address multiple areas of reading, with the aim of accelerating growth in reading to ultimately achieve, at minimum, grade level proficiency. Similarly, Supplemental Intervention Reading Programs (SIRP) will assist to provide instruction in one or more areas of reading skill, as SIRPs are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension). All skills and strategies will align with grade appropriate Common Core State Standards, as adopted, and specifically those that will be assessed on the PARCC and/or a state adopted assessment. Intensive Reading teachers will be certified, Reading endorsed, or working towards said endorsement by completing at least two courses of the six reading endorsement competencies per year.

Supplemental Intervention Reading Programs (SIRP)

SIRP's will provide instruction that primarily focuses on one single essential component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension) intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP). They may be used with almost all students in the class in the event that the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide additional instruction, additional practice, or both. The School may use the following approved research-based programs:

- *Achieve 3000 (6-8) The national research available on selected programs and results of implementation in selected school districts indicated success in narrowing the achievement gap of struggling readers. A Florida based research study conducted using Achieve 3000 indicated that students reading below grade level at the beginning of the school year made gains of nearly triple the expected growth norms. English Language Learners made more*

than two and a half times their expected growth norms, gaining an average of 213 Lexile points.

- Reading Plus

Comprehensive Intervention Reading Programs (CIRP) - CIRP's are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. This Intervention will provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. Reading Strategies include:

- Reciprocal Teaching strategies to increase reading comprehension including predicting, clarifying, questioning, visualizing, and summarizing;
- QAR: four types of questions that include: right there, think and search, author and you, and on my own, to foster students' understanding of text, develop vocabulary, and build critical thinking.
- Differentiated Instruction and Grouping to accommodate varying reading levels and learning styles: 1) Whole-group instruction 2) Small-group instruction 3) Individual instruction 4) Independent reading

The school may use the following programs in providing targeted differentiated intervention support to meet the specific needs of struggling readers. The School may purchase or a variety of approved comprehensive intervention materials/programs such as, but not limited to:

- Voyager Passport Reading Journeys- 6-8
- Measuring Up- 6-8

The School will utilize the following CIRP in middle school M/J Developmental Language Arts through ESOL classes:

- Hampton Brown Inside Level A/B- ESOL Level 1
- Hampton Brown Inside Level C- ESOL Level 2
- Hampton Brown Inside Level D- ESOL Level 3
- Hampton Brown Inside Level E- ESOL Level 4

Intervention: School Literacy Leadership Teams will develop a plan, Walk to Intervention Model, based on student assessment data which addresses identified areas of weakness in oral language, phonemic awareness, phonics, fluency, comprehension and vocabulary. Intensive immediate intervention (iii) instruction is provided daily for students needing Tier 2 or Tier 3 intervention services. Student's not meeting state proficiency standards, regardless of whether they are fluent, will be placed in the appropriate intensive reading class in addition to their Language Arts block. A Progress Monitoring Plan (PMP) or Individual Education Plan (IEP) documents plan will address reading deficiencies for each

intervention student. Teachers provide intervention instruction with their students in small groups based on their needs. Teachers will use a variety of formal, informal, and on-going progress monitoring assessments such as FAIR, District Interim Assessments, observational data, and in-program assessment data. Such screening Instrument will be used to monitor student growth and achievement, grouping students for assessment, assess for student skill and strategy proficiency, and assess the effectiveness of instruction.

Response to Intervention (Rtl)- The Rtl model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions.

Embodied in each tiers are four steps:

Step 1-Identify the problem.

Step 2-Analyze the problem and determine why there is a discrepancy.

Step 3-Establish a performance goal for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.

Step 4-Use research-based data, collected during the progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, Rtl team determines if additional intervention is needed and/or adjusts the intervention to support student progress.

Rtl Three Tier Model:

Within the Rtl structure, resources are aligned in direct proportion to student needs and are depicted into a three-tier model that used increasingly more intense instruction.

- **Tier 3: Intensive, Individualized Interventions & Supports.** The most intense instruction and intervention based upon individual student need. During this stage, intervention frequency is increased and one to one support is provided as needed.
- **Tier 2: Targeted, Supplemental Interventions & Supports.** More targeted instruction/intervention in addition to supplemental support, in addition to differentiated/small group instruction. Identified students will receive a minimum of 20 additional minutes of instruction to provide instructional support.
- **Tier 1: Core, Universal Instruction & Supports:** General academic instruction and support is provided to all students in all settings.

Technology Resources: Using an interdisciplinary approach, supported by technology, to teach and learn broadens the learning experience and engages students in meaningful ways. Technology does not replace active reading instruction, however will be able to provide additional support and enrich the learning environment. Teacher lesson plans will reflect the infusion of technology as a tool to increase reading growth opportunities for all students. Additionally, effective use of computer-assisted instruction will enhance the basic reading skills of students. The school will have access to, but are not limited to the following software programs:

- FCAT Explorer (6-8)
- Reading Plus, (6-8)

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

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

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

Reading Coach's will analyze progress-monitoring data on a quarterly basis. As student data are collected and analyzed, these data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for laser-focused professional development (including site-based modeling and coaching). A Coach Log will be updated regularly and reviewed by the principal, to ensure the Reading Coach is supporting teachers through classroom modeling and coaching.

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

Screening: Students will be screened using the Florida Assessments for Instruction in Reading (FAIR) or any assessment mandated by the Sponsor's CRRP.

Progress Monitoring: Students who did not meet proficiency state standards, in grades 6th through 8th, will be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR).

For ELL's - CELLA (administered each spring to all current ELL students in grades 6-8 to measure proficiency and gains in reading, writing, listening, and speaking). Teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring.

Diagnostic Assessment: Florida Assessments for Instruction in Reading (FAIR).

Outcome Measures: PARCC and/or state adopted assessment and FAIR Assessment Report

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

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

Homework assigned will reinforce reading skills taught in the classroom. In addition, the School will promote parental and family involvement in teaching and encouraging reading, encourage family literacy practices, and communicate information regarding students' reading progress to parents. The idea encouraged will be that reading should take place in the home as well as in the classroom, and parents will be encouraged to read with their children whenever possible. . The idea encouraged will be that reading should take place in the home as well as in the classroom, and parents will be encouraged to read a minimum of 15-30 minutes every night with their children.

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

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

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

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

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

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

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

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

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

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

Hebrew as a Communicative Language

The Ben Gamla Preparatory will teach Hebrew, a foreign language, to students beginning in Kindergarten 6th -8th grade. Students who begin foreign language instruction when they are young have time to develop the levels of proficiency Americans will need to participate effectively in the global economic and political arenas of the 21st century.

Research in schools also shows that children who begin a second language in the early years are successful academically and develop the ability to problem solve. Achievement test scores prove that these students do just as well in English as the foreign language being learned. Students will learn the Hebrew language through the language immersion method, which is a student-centered method, where they are given many choices as it relates to implementing academic tasks.

For example, the Hebrew language teacher reinforces and enriches the basic curriculum using the immersion language, exclusively Hebrew in this instance. It is very important that the Hebrew teacher uses the language at all times so as not to convey to the children that when something important is discussed, English is used. During the process of acquisition, the teachers will create an atmosphere in the classroom, which fosters communication in Hebrew.

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

Middle School Grade Level Expectations

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

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

Grade Level Expectations 6-8:

Phonetics and Phonology:

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

Morphology:

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

- Declension of regular and irregular nouns in singular and plural

Syntax:

- Agreement of nouns and adjectives
- Agreement of nouns and verbs
- Use of the definite article with nouns and adjectives
- Three forms of nominal clauses in the present tense
- The prepositions *b'*, *l'*, *et*, *m'*, *shel*, and *im*
- Cardinal number adjectives with masculine and feminine nouns
- Expression of cause with *ki'*
- Placement of infinitives in sentences
- Word order in sentences
- Agreement of nouns and adjectives in number and gender and agreement using the definite article
- Three forms of nominal clauses in all three tenses
- Impersonal verbal clauses
- Impersonal nominal clauses
- Two kinds of object clauses: with the conjunction *sh'* (*shin*) and with interrogative adverbs
- Identifying parts of speech and word order
- Placement of constructs in sentences
- Placement of gerunds in sentences
- Formation of expressions and clauses of cause, time, purpose, result, comparison, contrast, concession
- Actual conditional clauses
- Copulas
- Summary of the formation of simple, compound, complex and compound-complex sentences of various kinds: cause, time, purpose, result, comparison, contrast, concession
- Expressions of negation
- Expressions of restriction
- Expressions of introduction, explanation, addition, and generalization
- Sentences of correlation
- Conditional sentences contrary to fact
- Formation of sentences with passive verbs

Skills:

Writing:

- Paragraph on a personal topic (description, information, impression): up to 5-6 sentences
- Memo: 3-4 sentences
- Assertion of opinion: 2-3 sentences
- Short notes (greeting, apology, thanks, invitation)

- Personal letter: 15 sentences
- Impersonal letter (announcement, request, report): 10 sentences
- Forming tables from text
- Autobiographical report: 15 sentences
- Theoretical analysis of reasons, results, and purposes: 20 sentences
- Writing standard modern Hebrew in various forms of communication (memo, letter, essay on a theoretical subject): 50-70 sentences

Reading:

- Paragraph of information or description: 8 sentences
- Paragraph of a folk tale: 10-12 sentences
- Comprehension of informative paragraph in elementary Hebrew: 15 sentences
- Comprehension of opinion supported by reasons in elementary Hebrew
- Comprehension of short story in elementary Hebrew: 15 - 30 sentences
- Press releases and articles in journalistic style in elementary Hebrew: 30-35 sentences
- Short story partially adapted to elementary Hebrew: 70-100 sentences
- General comprehension -- based on key words, syntactic structures, and morphology
 - Independent comprehension of a literary work in its original form: 100-150 pages
 - Independent extensive reading of general news and short articles in a Hebrew newspaper
 - Independent extensive reading of modern Hebrew poetry

Speaking:

- Short dialogue about daily life or customs (acquaintances, school, schedule of the days): 10 sentences per speaker
- Dialogue about school, family, entertainment, personal preference, or place description: 8 sentences per speaker
- Interview (questioning, answering, reporting): 8 sentences per speaker
- Expression of opinion with supporting reasons: 3-4 sentences
- Conversation on any topic: 20 sentences per speaker
- General understanding of simple TV or radio news: 2 items
- Comprehension of dialogue in standard Hebrew: 25 sentences per speaker
- Comprehension of the main ideas of a simple song based on a single hearing
- Conversation of any topic: 30 sentences per speaker
- Short lecture on theoretical topic: 5 minutes

Listening:

- Comprehending a short dialogue about daily life: 16 sentences
- Comprehending a short dialogue about daily life: up to 24 sentences
- General comprehending of simple song
- Comprehension of most components of a conversation on any topic among native speakers of Hebrew: 15-20 minutes
- Comprehension of most of the particulars of a song based on a single hearing

Special Areas and Electives

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

The P.E. program will consist of a standards based, balanced, sequential and progressive program-involving moderate to vigorous physical activity. It always strives to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students. This course also focuses on Health. Students are taught not to take their health for granted, but rather to develop habits of health that contribute to the continued good functioning of the body. The School will be designated a "Drug Free School Zone" and a smoke-free worksite.

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

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

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

Physical Education	Course Number
Grades 6-8	
M/J Comprehensive PE I	1501100
M/J Comp PE II	1501110
M/J Comp PE III	1501120
M/J Dance I	0300000
M/J Dance II	0300010
M/J Dance III	0300020

Foreign Language - The School recognizes that there is a growing international interdependence among nations, which demands that the United States develop citizens with a sound understanding of international and cross-cultural issues and the ability to communicate in more than one language. The School intends to develop students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as a foreign language program for both non-speaking and Spanish-speaking students. Moreover, the school will offer French, as a foreign language, based on the needs of the school's learning community.

Foreign Language	Course Number
Grades 6-8	
M/J Spanish, Beginning (Non-Speakers)	0708000
M/J Spanish, Intermediate (Non-Speakers)	0708010
M/J Spanish, Advanced (Non-Speakers)	0708020
Spanish for Spanish Sp Beginning	0709000
Spanish for Spanish Sp Intermediate	0709010
Spanish for Spanish Sp Advanced	0709020
Spanish for Spanish Sp I (High School Credit)	0709300
Spanish I (Non Speakers) (High School Credit)	0708340
French I	71132001
French II	70133001

Other Electives:

Music – The music curriculum includes both vocal and instrumental music. Following the Next Generation Sunshine State Standards as adopted, specialists will introduce students to both skills and knowledge of various genres. Skills and techniques will be developed throughout all grade levels and will focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression.

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

There will be two annual elective courses at each grade level. For ELL students' only one

elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL. The School may establish appropriate requirements greater than prescribed district requirements, subject to the approval of the Governing Board.

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

COURSE TITLE	COURSE NUMBER	GRADE LEVEL
Computer Application in Business I	820022012	7-8
Computer Application in Business 2	820021011	7-8
Business Leadership Skills	820012001	7-8
Business Keyboarding	820011011	7-8
Personal, Career, and School Development Skills 1	50000001	8
Business Keyboarding & Career Planning	820013001	8
M/J Art/Art Appreciation 1	10432001	7-8
M/J Art/Art Appreciation 2	10433001	7-8
M/J Band I	130200001	7-8
M/J Band II	130201201	7-8
M/J Music Ensemble I	130320001	7-8
M/J Chorus I	130300001	7-8
M/J Chorus II	130301001	7-8
M/J Dance I	30000001	7-8
M/J Dance II	30001001	7-8
M/J Drama I	40000001	7-8
M/J Drama II	40001001	7-8
M/J Guitar I	130106001	7-8
M/J Guitar II	130107001	7-8
M/J Keyboard I	130103001	7-8
M/J Keyboard II	130104001	7-8
M/J Journalism I (Newspaper)	100600001N	7-8
M/J Journalism I (Yearbook)	100600001Y	7-8
M/J Journalism II (Newspaper)	100600002N	7-8
M/J Journalism II (Yearbook)	100600002Y	7-8

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

The effectiveness of the curriculum will be measured by the student achievement of the specific measurable objectives for the first year of operation (described in *Section 5* below). Expectations are that students will progress as well or better than they did before attending the charter school, and that the specific measurable objectives for the school are achieved from year to year. In years two and beyond, effectiveness of the curriculum will be evaluated based on achievement of the objectives in the School Improvement Plan, wherein students will be expected to make annual learning gains toward achieving Common Core State Standards and Next Generation Sunshine State Standards in the content areas, as applicable.

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

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

Section 5: Student Performance, Assessment and Evaluation

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

The School will evaluate the effectiveness of the curriculum delivery through the development Annual Measurable Objectives (AMOs). The School will adapt their annual measureable objectives to reflect mastery of the Next Generation Sunshine State - Common Core Standards, as applicable on state and/or district standardized assessments utilized for State of Florida Accountability Program. These measures will be included as part of the charter school contract and in the annual *School Improvement Plan* (SIP).

The school commits to implement and address absolute thresholds for End of Course

(EOC) assessments and all assessments based on actual baseline data once students are enrolled.

At minimum, the school has set the following AMOs for the 2014-15 school year:

1. Given school-wide instruction for mastery of the CCSS in English Language Arts/Reading, the School's average will meet and/or exceed the District and/or State average (whichever is higher) of 6-8 grade students who score proficient or above (as established by FL-DOE) on the 2015 administration of the PARCC Assessment in ELA or other state and/or district standardized assessments utilized for State of Florida Accountability Program.
2. Given school-wide instruction for mastery of the CCSS in English Language Arts in the area of Writing, the School average will meet or exceed the district and/or state average (whichever is higher) of 6-8 grade students who score proficient or above (as established by the FL-DOE) on the 2015 administration of the state selected standardized assessment for writing.
3. Given school-wide instruction for mastery of the CCSS in Mathematics, the School average will meet and/or exceed the District and/or State average (whichever is higher) of 6-8th grade students who score proficient or above (as established by FL-DOE) on the 2015 administration of the PARCC Assessment in Mathematics or other state and/or district standardized assessments utilized for State of Florida Accountability Program.
4. Given school-wide instruction for mastery of the CCSS Literacy Standards and NGSSS in Science, at least 55 percent of 8th grade students who take the FCAT Science will demonstrate grade level proficiency, as evidenced by earning a score of 3 or higher on the 2015 administration of the FCAT Science 2.0.
5. Given school-wide instruction for mastery of the CCCS in Algebra I, the School's average passing rate for students enrolled in the class will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score on the 2015 administration of the End of Course (EOC) exam in Algebra I or other state and/or district standardized assessments utilized for State of Florida Accountability Program.
6. Given school-wide instruction for mastery of the NGSSS/CCSS in Civics, the School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score on the 2015 administration of the End of Course Civics Exam or other state and/or district standardized assessments utilized for State of Florida Accountability Program.
7. Given school-wide instruction for mastery of the NGSSS/CCSS in Biology, the School average will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score on the 2015 administration of the End of Course Biology Exam or other state and/or district standardized assessments utilized for State of Florida Accountability Program.

8. Given a school-wide emphasis on increasing learning opportunities for struggling students to ensure adequate progress towards mastery of the NGSSS/CCSS, at least 55 percent of the lowest quartile of students in grades 6th through 8th will make learning gains in ELA and Math, as established by the FLDOE in 2014-15 or other state and/or district standardized assessments utilized for State of Florida Accountability Program.*

*All Students are expected to make annual learning gains toward mastery of the CCSS and/or NGSSS, for content areas, as adopted. Due to changes in legislation and state-mandated testing, these formulas have not yet been established.

Evaluating Student Performance and Progress – Ben Gamla Preparatory will participate in the statewide assessment program created under s. 1003.43, Florida Statutes. In addition to the various assessment tools described in detail in response to Question E below, The School will use state standardized assessment scores, district and school-based assessments to measure student progress toward mastery of the CCSSS and/or NGSSS, in the content areas, as adopted, across all grade levels. The school will implement the Sponsor's testing calendar and measurements, and frequency of assessments therein as amended from time to time in accordance with district and/or statewide assessments.

Baseline data will be established, collected, and used to identify the educational strengths and needs of students and rates will be compared to the academic progress of the same students from year to year. All baseline, interim, and standardized testing data will be collected and analyzed each year to measure progress and inform instruction. Academic grades will reflect the student's academic progress based on the competencies and benchmarks for the grade level course in which the student is enrolled. The Interim Assessments to be used are the District's Interim Assessment Tests which include Baseline, Fall, Winter and Spring Interim Assessments in all areas assessed by the state. Other methods of assessing students' mastery of performance outcomes will include quarterly progress reports and report cards, facilitator observation, teacher tests and quizzes, attendance rates, teacher-generated exams, midterm and final examinations (EOC's if applicable). Ben Gamla Preparatory will also consider Portfolios, Performance – Based Assessments, Authentic Assessments, Exhibitions and Presentations Peer and Self-Assessments when assessing student performance and progress (see examples under Question E).

For each student who does not meet state performance levels in English/Language Arts, Mathematics, Science and/or Social Sciences, The school will implement a school-wide PMP to assist these students in meeting expectations for proficiency (with the exception of ELL students in the ESOL program for less than two years).

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

Promotion from grade to grade will be in accordance with the requirements set forth in the BCPS *Student Progression Plan*. Each student must meet specific levels of performance in

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

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

Student grades will be issued in accordance with State and Sponsor guidelines, as specified in the Sponsor's SPP. Academic grades will reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. A student's academic grade will reflect the teacher's most objective assessment of the student's academic achievement. The determination of the specific grade a student receives will be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation. The grade will not be based on the student's effort and/or conduct, attendance or tardiness.

Reading and Mathematics - For 2014-2015, any student who scores at Level I on FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Furthermore, in the subsequent years, any student that does not score at a proficient level on the PARCC and/or any state adopted assessment will also be enrolled in and complete an intensive reading course. Reading courses shall be designed and offered pursuant to the sponsor's comprehensive reading plan. For 2014-2015, any student who scores at Level I and Level 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. In subsequent years, students who do not demonstrate proficiency in Mathematics PARCC assessment will also receive remediation.

English Language Learners - Promotion for an ELL student and an ELL student with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of an ELL student requires the review and recommendation of the ELL committee. Retention of a student with

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

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

GRADE	LANGUAGE ARTS	MATH	SOCIAL STUDIES	SCIENCE	Physical Education	ELECTIVES **	TOTAL
6	1	1	1	1	0.5	1.5	6
7	1	1	1*	1	0.5	1.5***	6
8	1	1	1	1	0.5	1.5	6

*a civics course must be successfully completed in order to be promoted to senior high school. An end-of-course (EOC) assessment must be passed.

** Students not meeting state proficiency standards on PARCC and/or any state adopted assessment in ELA and/or Math will lose the opportunity to select an elective course and will be required to enroll in an intensive reading and/or math course

***A Course Code Directory which includes career and education planning, which should be completed in 7th or 8th grade.

***M/J Language Arts Through ESOL as appropriate. Those ELL Students not meeting state proficiency standards on PARCC, and/or any state adopted assessment, in ELA and/or Math will be enrolled in a second ESOL course. The M/J Developmental Language Through ESOL course will count as an elective credit (course is taken in lieu of an intensive reading course).

Students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study.

- C. If the school will serve high school students, *describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.*

N/A

- D. *Describe how baseline achievement data will be established, collected, and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.*

Pre- and post-testing in Year 1, as well as reports from previous school records will be collected as a baseline to measure progress in Years 1, 2, 3, and beyond, and as an integral part of the planning and refinement of instructional strategies.

Baseline data will include standardized test scores, Baseline Benchmark Assessment score, report card grades, attendance reports, behavioral records, and IEP/EP and/or ELL Plans, as applicable. Data will be compared to current data at the end of each school year.

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

- E. Identify the *types and frequency* of assessments that the school will use to measure and monitor student performance.

The School will participate in all Statewide and District assessment programs and will use the state standardized assessment scores, district assessment scores and school-based assessments to measure student progress toward mastery of the CCSS and/or NGSSS in the content area, as adopted, at all grade levels. These include but are not limited to:

DESCRIPTION	ABBREVIATION	PARTICIPANTS
District Benchmark Assessments	BAT	Grades 6-8
Florida Assessments for Instruction in Reading (Assessment 1, 2 & 3)	FAIR	Grades 6-8
Florida Alternate Assessment	FAA	Grades 6-8**
National Assessment of Educational Progress	NAEP	Grades 8, selected schools
Florida Comprehensive Assessment Test Science	FCAT 2.0 Science	Grade 8
Comprehensive English Language Learning Assessment	CELLA	Grades 6-8, all current ELLs and selected former ELLs
Trends in International Mathematics and Science Progress in International Reading Literacy Study	TIMSS PIRLS	Grades 8, selected schools Grade
End-of-Course Exams Algebra I, Geometry I, Biology I, US History, Civics (Field Tested)	EOC ***	Grades 7-8, enrolled students Selected schools, grade levels

Notes:

*All Differentiated Accountability schools must administer assessments according to the dates established by the Office of School Improvement.

**Only includes SPED students exempted from standardized testing at these grade levels.

***The Algebra I, Geometry I, and Biology I will be administered to eligible students in grades 6 through 8 enrolled in courses or an equivalent course. The student must earn a passing score on the EOC assessment in Algebra I, Geometry I, & Biology I to earn course credit.

FAIR assessments will be administered three times per year to provide an ongoing measure of reading fluency and comprehension, predict PARCC or State Adopted Assessment performance, and serve as a progress-monitoring device for teachers and students. Furthermore, English Language Learners will be assessed and served by ESOL-certified personnel and in accordance with the Sponsor's ELL Plan and the requirements of the *LULAC et al. vs. State Board of Education Consent Decree (1990)*.

School-Based Assessments in all Courses:

- Weekly teacher-generated quizzes
- Teacher-generated chapter tests
- Quarterly projects and/or investigations based on focus lessons
- Portfolios and presentations
- Class participation rubrics

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

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

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

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

Department Chairs will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Each teacher will use data to determine the instructional focus of whole group lessons. An Item-Analysis of benchmarks Assessments and chapter tests will be used to

re-teach questions that students missed most frequently. Students on a PMP and/or students referred by teachers will be targeted for Early Bird tutoring, Super Saturday tutoring, and daily pull-out tutoring.

Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks.

The School will also develop and utilize a Response to Intervention (RtI) model that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior issues. The school will identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. The RtI implementation at the school will contribute to more meaningful identification of learning/behavioral concerns, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning disabilities and other disabilities.

The RtI model at the school will have four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Regardless of the number of interventions the school implements, each will be classified under one of the three levels of prevention: primary, secondary, or tertiary. This will allow for a common understanding across the entire process.

Student Assessment and Instructional Intervention

The RtI framework will be a comprehensive support to students. The school will practice RtI as a prevention oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach their students. The goal of the RtI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral concerns and ensuring appropriate identification of students with disabilities that will impact their learning and outcomes.

Multi-level Prevention System

The model being employed by the school is a rigorous prevention system that provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. The school may use more than one intervention within a given level of prevention. These levels of intervention will be as follows:

- **Primary prevention:** high quality core instruction that meets the needs of most students
- **Secondary prevention:** evidence-based intervention(s) of moderate intensity that

addresses the learning or behavioral challenges of most at-risk students

- **Tertiary prevention:** individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

Identification of Students at Risk for Poor Learning Outcomes of Behavior

Struggling students will be identified by implementing a 2-stage screening process. The first stage, universal screening, is a brief assessment for all students conducted at the beginning of the school year; for students who score below the cut-off point on the universal assessment (summative assessment), a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student's at risk status. The tools utilized for the screening will mirror those used at the school district.

Researched Based Interventions

Classroom instructors will use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity will be provided. These interventions are in addition to the core primary instruction and will typically involve small-group instruction to address specific identified problems. These evidenced-based interventions are well defined in terms of duration, frequency, and length of sessions. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized supports are provided. All instructional and behavioral interventions will be selected with attention to their evidence of effectiveness.

Adjustment to Interventions

Progress monitoring data will be used to determine when a student has or has not responded to instruction at any level of the prevention system. For a student who has not responded to the intervention, the increasing of the intervention will take place. This can be accomplished by lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. The intervention may also be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties. Some students may be provided a Secondary prevention by the school. That may typically involve small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration and frequency of instruction.

Tertiary Intervention

This will be the most intensive of the three levels and the school will individualize and target each student's area(s) of need. At this level, the teacher will begin with a more intensive version of the intervention program used in secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). The teacher will conduct frequent progress monitoring (i.e., at least weekly) with each student. When the progress monitoring data indicates the student's rate of progress is unlikely to achieve the established learning goal, the teacher will engage in a problem-solving process. The teacher modifies the

components of the intervention program and continues to employ frequent progress monitoring to evaluate which components will enhance the rate of student learning. By continually monitoring and modifying (as needed) each student's program, the teacher is able to design an effective, individualized instructional program.

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

The School will participate in all applicable components of the The Partnership for Assessment of Readiness for College and Careers (PARCC), End of Year Course (EOC) *if applicable*, and/or any state adopted assessment and other age-appropriate tests that may be required or recommended by the Sponsor. In accordance with our mission, students will have an active role in their education by learning to monitor and evaluate their work. Student and Parent Reports received from the FL-DOE will be sent to parents and shared with students in planning student's academic program and services for the following school year. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results

If a child's performance is below target (not making adequate progress towards CCSS and/or NGSSS in the content areas, as adopted, the parent/guardian will be advised in a special conference if need be, and remedial strategies will be communicated.

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

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students. Ongoing communication will occur through progress reports, report cards, parent/student conferences, and other forms of written and oral communication. Additionally, Ben Gamla Preparatory will host "Parent Conference Night" after each progress reports are released. Parents will have an opportunity to meet with their child's teacher and discuss their progress. During these conferences teachers and parents will be able to identify strengths and/or weaknesses and develop a plan to address the students need in school and at home. Counselors will also contact and arrange parent conferences for those students not making adequate progress in one or more courses. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels.

Section 6: Exceptional Students

- A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

- The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).

The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. An inclusion model with ESE support will be used, as appropriate, wherein the ESE Teacher and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Plan of Services: The school will follow the School Board of Broward County's Special Programs and Procedures (SP&P) for Exceptional Students and Collaborative Problem Solving (CPS) and Comprehensive Evaluation in serving students with disabilities (SWD).

Plan of Services:

- If the school has students with Speech and/or Language Impairment, the school will contract with a Speech and Language Pathologist *and provide* Speech Therapy and Language Therapy. The location, duration, and frequency of service will be dependent upon each individual student's needs and that which is stipulated on the Individual Educational Plan (IEP).
- If the school has students with a Specific Learning Disability, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation.
- If the school has students with Other Health Impairment, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation. A school counselor may also provide weekly or monthly counseling.
- If the school has students with Emotional Behavioral Disability, the school will provide services within the General Education setting. An ESE teacher may provide

the following services: co-teaching, support facilitation, or consultation. A school counselor may also provide weekly or monthly counseling.

- If the school has students with Spectrum Disorder, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation. A school counselor may also provide weekly or monthly counseling.
- If the school has students that are Gifted, Gifted-endorsed teachers may provide services within a Gifted course through challenging and in-depth work within the specific content area.
- If the school has students that are Deaf or Hard of Hearing, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation.
- If the school has students with Developmental Delay, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation. The school will work with the Sponsor to re-evaluate the students with a Developmental Delay in order to determine the most appropriate services.
- If the school has students with Dual Sensory Impairment, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation. The school may contract other personnel to provide services that are deemed necessary on the IEP.
- If the school has students with Intellectual Disability, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation.
- If the school has students with Occupational Therapy Disability, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation. In this case the school would contract with an Occupational Therapist *and provide* occupational therapy. The location, duration, and frequency of service would be dependent upon each individual student's needs and that which is stipulated on the Individual Educational Plan (IEP).
- If the school has students with Orthopedic Impairment Disability, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation. In this case the school would contract with an Occupational Therapist and/or Physical Therapist *and provide* occupational or physical therapy. The location, duration, and frequency of service would be dependent upon each individual student's needs and that which is stipulated on the Individual Educational Plan (IEP).
- If the school has students with Physical Therapy Disability, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation. In this case the school would contract with a Physical Therapist *and provide* physical therapy. The location, duration, and frequency of service would be dependent upon each individual student's needs and that which is stipulated on the Individual Educational Plan (IEP).

- If the school has students with Traumatic Brain Injury, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation.
 - If the school has students with Visual Impairment, the school will provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation. The school may contract other personnel to provide services that are deemed necessary on the IEP.
- B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School will be open to any student residing in Broward County. The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the School's accounting firm in conformity with Florida's Charter School Legislation. This process doesn't take into account a student's background, ethnicity, race, socio economic status or disability, and therefore allows for every student who applies to have an equal opportunity to enroll in the school.

- C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies, and with provisions further detailed in the paragraph that follows. The School does acknowledge a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities and ensuring that the needs of ESE students are met.

The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act of 1990 (ADA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter

6A-6 of the Florida Administrative Code. Additionally, the School will follow guidelines and procedures detailed in the BCPs **Special Programs and Procedures for Exceptional Students Manual**. The educational program for exceptional students will include and adhere to the principles of the law as follows:

- **Free appropriate public education (FAPE)**- will be provided to every exceptional student enrolled in the School. That is, Free (no cost to parents); appropriate suited to individual needs of the child; public – provided by and paid for the public education system; education-including extracurricular activities.
- **Appropriate evaluation** – evaluations will occur within appropriate timeframes and in accordance with published guidelines. **Individual Education Plans (IEP)**- and Educational Plans (EP) for gifted will be developed, and maintained and meetings will be held in accordance with Sponsor's guidelines.
- **Parent/Student Participation in Decisions** – including, but not limited to, giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.

Procedural Due Process – a non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

- **Least Restrictive Environment:** Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration

Identifying students with special needs - Appropriately certified personnel will ensure that students' needs are being met even before student is identified or evaluated for Exceptional Education Services through a Response to Intervention (RtI) process, wherein interventions will be frontloaded in the general education classroom as a first step allowing student to receive support and have an opportunity to learn. The RtI framework will be a comprehensive support to students. The school will practice RtI as a prevention-oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach their students. The goal of the RtI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

The School will use the Response to Intervention (RtI) model for the implementation of research-based instruction and intervention. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and subsequently begin the process to identify students with learning

disabilities or other disabilities. The RtI implementation will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems. The RtI model will have four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Regardless of the number interventions the school implements, each will be classified under one of the three levels of prevention. This will allow for a common understanding across the entire process.

At Tier I, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier II consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. The school will use the Comprehensive Research Based Reading Plan (CRRP) to determine specific intensive reading and math interventions that can be used for students at Tiers I and II. Tier III is targeted for those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization.

RtI teams will review (Tier 1 meetings) the screening data and identify students in need of additional support through Tier 2 intervention. For those students that meet benchmark standards, they will continue to remain at Tier 1 and their progress monitored at the next benchmark assessment. While receiving intervention at Tier 2, a student's progress will be monitored by the RtI team to determine if progress is being made adequately. If a student is not progressing and the intervention(s) has been implemented as designed, the student will be referred to the Collaborative Problem Solving (CPS).

Collaborative Problem Solving Team (CPS) will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The CPS process is initiated as assistance is requested and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. is conducted. Continual filtering of student's response to intervention determines the effectiveness of interventions and assists in the data-based decisions. After the consideration of all the data by the CPS, a data-driven decision is made as to whether a referral for a Multidisciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the CPS a reliable and efficient system incorporating the tiers of intervention delivery.

In addition to the CPS being a valuable resource for schools it is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general

education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering process then begins, as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the CPS process.

The CPS will review the screening and progress monitoring data and information provided from all other relevant records in order to develop more focused, intensive interventions for the student. Parent(s)/guardian(s) are integral team members and provide data regarding developmental history and current functioning within the family and community units. Barriers to learning are identified and strategies to overcome such barriers are developed. Progress monitoring schedule is determined and responsible persons are determined for the implementation of interventions and progress monitoring. Interventions are implemented and monitored as Tier 3 interventions as designed. Progress monitoring data is collected a minimum of every two weeks and parents are notified of intervention implementation and student progress over time. The Sponsor's School Psychologist will periodically conduct fidelity checks on the CPS Intervention Plan while assisting with progress monitoring data collection.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the Rtl data and an analysis of any existing barriers to learning, interventions are modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, become part of the referral packet. Parents are kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire CPS process.

Collaborative Problem Solving (CPS) will consist of the School administrator who will serve as the CPS Coordinator, school psychologist, counselor, general education teacher and the parent(s), ESOL Coordinator (as applicable). The School's CPS Coordinator will ensure that the CPS protocol delineated in Sponsor's Manual will be followed when addressing the needs of students with academic, behavioral, and/or social-emotional difficulties.

Referral Procedures - Prior to a referral for students suspected of having a disability, school personnel must make one of the following determinations and include appropriate documentation in the student's educational record:

- For students who present speech disorders; severe cognitive, physical, or sensory disorders; and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the implementation of evidence-based interventions (including the parent involvement in the intervention procedures) and the observations of the student would be inappropriate in addressing the immediate needs of the student.

- The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student.
- The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.
- In the instance significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan should be developed as the child awaits the M-Team evaluation.

Developing Individualized Education Plans: Students will be guaranteed a free appropriate education and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals that may involve the evaluation of behavior through a Functional Assessment of Behavior (FAB) and the development of a Behavior Intervention Plan (BIP). Additionally, program components, goals, progress reports to parents on goals, diploma options, curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. The School will ensure that appropriate personnel will be trained in using the Web Based IEP system that is currently used by the Sponsor. The school will use the Florida Department of Education's "Developing Quality Individual Educational Plans" as a guide when developing IEPs.

The IEP Team will include: parent, LEA, Gen Education, Special Education Teacher and all additional members of the team that will be notified with a reasonable amount of time and all appropriate contacts will be made. Input from all team members and student data will be used to create a program, goals, and accommodations.

504 Plan Procedures: A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the CPS. The CPS will follow all established CPS procedures and determine if appropriate to refer for possible 504 Plan services.

The eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include teacher observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information. The school will contact the Sponsor to schedule Section 504 eligibility meetings. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

Federal and State Reports: Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the timelines and specifications of the Sponsor and the State Department of Education.

- D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The School will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, the Americans with Disabilities Act of 1990 (ADA), to ensure students with disabilities enrolled in the School will be educated in the least restrictive environment.

Supplementary supports and services and/or modifications - Multidisciplinary Teams will first consider the least restrictive environment for all students with disabilities and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The supplementary aids and services that will be provided to the students with disabilities will be dependent on the individual needs of each child. Each Multidisciplinary team will consider the least restrictive environment for the SWDs. Those students whose needs can be met in the General Education setting will receive either consultative or collaborative service from the ESE teacher. Depending on the needs of the students, the following collaborative services may be offered by the ESE Teacher: co-teaching or support facilitation. Students in need of a co-teaching model will receive direct services from the ESE teacher and General Education teacher. Teachers will plan, grade and teach together. The ESE Teacher will provide instruction throughout the entire class period. For students in need of collaboration through support facilitation, the ESE teacher and General Education teacher will teach together but the level and frequency of support may vary per student.

Students with disabilities may receive accommodations in the General Education setting as deemed appropriate on each Individual Educational Plan. During IEP meetings, the team will use the list of suggested accommodations on the Special Education-Electronic Management or create custom accommodations to meet the needs of the students within

the least restrictive environment. For example, if a student struggles to complete assignments within a given time period due to a processing delay, extended time to complete assignments may be given within the General Education setting. A separate room will be provided for the use of supplementary aides and services such as OT, PT, speech/language therapy, counseling or any services by any contracted personnel.

- E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.

The goals for determining the School's effectiveness in serving special education students will be aligned directly with the Annual Measurable Objectives (AMO) goals set for all students and with goals as specified in the child's IEP. SWD's goals will be monitored quarterly and parents will be notified of progress through a Status Report on such goals. The School's effectiveness in serving special education students will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. The School's ability to meet AMO Progress, including students with disabilities subgroup, will also serve as an evaluation tool. In addition, feedback from the Sponsor's annual ESE compliance review will also help the School to measure its effectiveness in serving students with disabilities.

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

The School's program, allows students to make real-world connections through engaging activities in sports leadership, encourages all students to be more engaged. This allows students, including those in special education, entering below grade level to benefit more from the core curriculum. The school will take steps to ensure that these students, in particular, are successful. For example, the school will determine the level of mastery in reading, writing, mathematics and science for all students using baseline data and interim assessment data. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. Students with disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, the School will commit to instruction that incorporates supports and accommodations, including³:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum.
- An Individualized Education Program (IEP), which includes annual goals aligned

³ <http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>

with and chosen to facilitate their attainment of grade-level academic standards.

- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services.
- Teachers maintain a culture of rigor and high expectations in alignment with Common Core State Standards expectations.
- Instructional accommodations changes in materials or procedures-, which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.
- Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

Ben Gamla's mission is to prepare all students for success in school and in their careers beyond school through an innovative and engaging program emphasizing sports leadership career exploration. Thus, the curriculum will implement engaging Project- based task and real-world initiatives (as described in *Section 4- Curriculum*) that will allow students with disabilities to demonstrate their knowledge and skills using a UDL model, while meeting high standards in mathematics, reading, writing, speaking and listening.

Apart from providing the specific services listed in a student's IEP, EP, and/or ELL plan, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed. Students not making adequate progress towards the CCSS and/or NGSSS, as applicable, will be identified and will be given support as follows:

- All students not meeting standards will be placed on a Progress Monitoring Plan Progress Monitoring Plan (PMP) targeting these deficiencies. This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understating of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific measurable individualized goals for that student, as well the strategies and services (tutoring/required additional classes, etc.) to be implemented in order for the student to achieve the specified goal and specific strategies to remediate any learning deficiencies will be implemented.
- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students with additional practice in addition to those taught during Reading/language arts classes.
- Morning, Saturday, and daily pullout tutoring may be required for those students consistently demonstrating non-mastery of the standards.

- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

All students with disabilities will be monitored as stated on their IEP and quarterly progress notes will be sent to the parents attached to their report cards every nine weeks.

- G. Provide the school's projected population of students with disabilities and describe how the projection was made.

The school will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Broward County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School may have approximately 10 percent population of students with disabilities enrolled at the School.

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

The school teaching staff will include a certified ESE Program Specialist with demonstrated experience in providing support and services to children with disabilities. The ESE Specialist will be an employee of the School and will at a minimum possess full certification in special education. The ESE Specialist will ensure the implementation of all IEPs and will consult with the general education teachers to provide direct instructional support to special education students. Consultation provided by the ESE Specialist will include:

- adjustments to the learning environment
- modifications of instructional methods
- adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students

Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP (e.g. including, but not limited to, if applicable, Extended School Year (ESY) services for students needing specialized services as required by students IEP).

The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. The number of special education staff will be based on the number of students in the Special Education Program identified upon student enrollment. Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a

psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

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

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

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

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

*In order to provide a comprehensive profile of the student's abilities and needs, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community or through the The Kaufman Brief Intelligence Test (K-BIT) screening test. The following criteria may be used in identifying students:

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

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

The Kaufman Brief Intelligence Test (K-BIT) or other cognitive screening measure will be administered after proper consent for such an evaluation has been obtained. If the student scores greater than 116 on the screening measure of intellectual functioning, or if the parent requests evaluation, the student will be referred for evaluation by the School Psychologist.

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

EP Plan Development: Once a student has been identified as gifted, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at

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

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

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

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

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

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

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

- A statement of goals, including benchmarks or short term objectives;

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

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

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

- specialized gifted courses (as detailed in the curriculum section of this application),
- acceleration
- ability grouping
- modifications of content through differentiated curriculum
- Career exploration and goal setting integrated into the curriculum
- curriculum compacting
- enrichment
- social skills development and/or counseling
- Real world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring)

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

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

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

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

- The student's parents;
- The student;
- At least one teacher of the gifted program;

- General Education teacher; and
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student.

Timelines: An EP will be in effect at the beginning of each school year for all gifted students for a duration of 1 or 2 years as applicable to each case. Timelines for EP meetings for students who are gifted shall include the following: **1)** An EP will be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction. **2)** Meetings may be held to develop and revise the EP at least every 1 or 2 years for students. Plans may be reviewed earlier as needed or if the student's parent or teacher requests a review, or if services change. **3)** Re-evaluation will take place every 3 years.

Section 7: English Language Learners

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

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

Identification and Assessment: Per FS 1003.56, the School will identify "English Language Learner" (ELL) as:

- An individual who was not born in the United States and whose native language is a language other than English;
- An individual who comes from a home environment where a language other than English is spoken in the home; or
- An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency

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

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

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

Placement:

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

IDEA Oral Language Proficiency Test II (IPT-II)- Grades 6-8 Form E.

Once the student is assessed with an aural/oral language assessment instrument, use the charts correlating the *IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level*. Students with A1 to C1 or A1-B2 language level classifications are entitled to receive ESOL services. If the student is classified A1-B2, the school will update the language classification on TERMS and the ELLSEP folder. All decisions regarding ELL programmatic assessment and academic placement will be documented in the appropriate section of the student’s English Language Learner Student Educational Plan (ELLSEP) folder. Parents will be notified of placement within 20 days in the home language.

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

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

The ELL Plan will:

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

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

Evaluation - Student plans will be updated at minimum annually by the program coordinator. The ESOL coordinator will document former ELL student's progress in the student's ELL Student Plan using a Post-Program Review Report and a Post-Program Review Student Profile. These are generated with information regarding students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting. The school will monitor the student's progress using report cards, test scores, classroom performance, Post Program Review Reports (as applicable), Standardized tests and Student Case Management referrals (as applicable). Additionally, students in the program longer than 4 years may have a plan update twice a year, depending upon their date of entry into an ELL program.

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

English Language Learners will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book. Some of the ELL Strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies:

<u>Identifying Similarities and Differences</u>	Concept Maps
Mind mapping	Student Drawings
Venn diagrams	Mnemonic Clues
T Charts	Visualization
Cause and Effect Organizers	5 Senses Organizer
Word Sort	<u>Questions-Cues-Advanced Organizers</u>
<u>Cooperative Learning</u>	Activate background knowledge
Group Projects	Frontload key vocabulary
Language Experience Approach	Predicting, inferencing, concluding
Shared Reading and Writing	Reciprocal teaching and modeling
Book Pass	Think alouds and guided questions
Dramatization	KWL
<u>Nonlinguistic Representations</u>	<u>Homework and Practice</u>
Pictures	Lesson opening with review and preview.
Manipulatives	Metacognition of strengths and weaknesses.
Reflective journals	Hold high expectations
Sharing goals and objectives with parents	Honor individual learning styles
Praise efforts to use English	Use authentic assessment

The school will also utilize strategies approved by BCPS as noted on the *ESOL Instructional Strategies Matrix*.

ESOL Instructional Strategies Matrix
(How We Teach is as Important as *What* We Teach)

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self/Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	Grouping Configurations: E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations
G Context Embedded Supports & Close Reading		H Multimodal & Multimedia		I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach		H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices		I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants

ESOL Department, Broward County Public Schools
06/2013

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

The Comprehensive English Language Learning Assessment (CELLA) The CELLA will be administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking.

Exit procedures:

The school will follow the Exit Criteria Flowchart in the District's ESOL Handbook.

Students in grades 6-8 will be eligible to exit from the school's ESOL program once they score proficient on the Listening/Speaking, Reading and Writing sections of the CELLA and score an achievement level of a 3 or equivalent developmental scale score on the Reading portion of the FCAT. After reviewing scores, the School will follow the Exit Criteria Flowchart for any students who meet the new exit criteria.

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

- Identify students who are eligible to exit the ESOL program based on the exit criteria.
- Update the exit information on the ELLSEP folder for exiting students.
- Complete the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents will be invited and all members of the committee will sign as appropriate.
- Provide the school data processor with required exit data. The required information is entered in the State Database (TERMS).
- Notify the parent(s) that the student is exiting the ESOL program.
- Monitor the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

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

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

The School will ensure that highly experienced and ESOL certified teachers will be hired to serve the School's English Language Learner Program based on students' proficiency levels. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels). Additionally, the school is committed to ensuring that all core curriculum personnel instructing ELL students will have the appropriate training (ESOL endorsement/required coursework including ESOL Issues and Strategies -18, 60, 300 MPP) documentation. The Principal/Staffing Committee will identify each teacher's training status or requirement. The school will identify an ESOL coordinator who will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout the school year. All instructional members will be expected to appropriately identify any ESOL students and levels in their grade books and use ESOL strategies when instructing ELL students.

Home Language Assistance Program: Per META Consent Decree, If the school has 15

or more ELL students speaking another language (per language group) other than English, the school will ensure that a linguistically qualified paraprofessional or teacher- proficient in the same language- will be staffed to assist ELL students in understanding ESOL basic subject area and other content instruction. (LULAC et al vs. School Board of Education Consent Decree). Teachers and paraprofessionals assigned to this program are expected to assist ELL students using their home language in the core subject areas of mathematics, science, and social sciences. Tutoring logs indicating services provided will be kept at the school by the administrator supervising the program. The paraprofessional assigned to ELL students will function as an assistant to the student throughout the day.

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

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

C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

The School curriculum is designed to serve students of all ability levels, and the School will ensure that all students will be engaged in and benefit from the curriculum, including English Language Learners who enter the school below grade level. Any student in need of remediation for not making adequate progress towards mastery of the Common Core State Standards and/or Next Generation Sunshine State in the content areas, as adopted, will have access to supervised study time and tutoring services during school and non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement).

Apart from providing the specific services listed in a student's English Language Learner Student Educational Plan (ELLSEP) folder IEP, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students success. Student performance will be continuously assessed and students not making adequate progress towards mastery of the CCSS and/or NGSSS in the content areas, as adopted, will be identified and the following measures will be instituted:

- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students additional practice in addition to those taught during language arts classes.
- Early bird, Super Saturday, and daily pull-out tutoring may be required for those students consistently demonstrating non-mastery of the standards. The team will meet to discuss pull-out tutoring options and all decisions will be documented on the student's English Language Learner Student Educational Plan (ELLSEP) folder, IEP and Matrix of Services.
- Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic

progress will be targeted for supplemental and intensive instruction/intervention.

All ELL students will be monitored as stated on their English Language Learner Student Educational Plan (ELLSEP) folder; IEP and quarterly progress notes will be sent to the parents attached to their report cards every nine weeks.

Essentially, if a student is not able to learn after various ELL interventions are given, the school will begin an RTI- just as any other struggling student would require in attempts to engage the student, allowing them to benefit from the curriculum.

Section 8: School Climate and Discipline

A. Describe the school's planned approach to classroom management and student discipline.

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

The School will function on the belief that a safe and orderly school is of primary importance in order to create an enjoyable environment for both students and teachers. When children behave in a respectful, responsible and safe manner, they learn more and develop into children whose character counts. With the children's best interests in mind, it is imperative that parents and staff work together to ensure a happy, safe and productive learning experience. The School expects parents to take an active role in supporting this plan in order for children to learn to be responsible citizens.

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

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.

The School will adopt and follow the most recent version of the *Broward County Public Schools Handbook Code of Student Conduct Policy 5.8 and Discipline Matrix*, therein incorporating the district's policies and expectations for students related to consistent and timely attendance, respect for persons and property, appropriate dress, technology usage,

student publications, student activities, student records, and the right to appeal, including grievance procedures. This information will be made available to parents and students upon registration. The principal and staff have the responsibility and authority for maintaining the orderly educational process. The principal is authorized to take administrative action whenever a student's misconduct away from school has a detrimental effect upon other students or on the orderly educational process. Teachers and administrators will strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action.

Following the county, the school will distribute the *Broward County Public Schools Handbook Code of Student Conduct Policy 5.8 electronically and ensure that all parents and students sign and return the Acknowledgement form provided on page 11 of the handbook*. The school will retain the signed form in office with student records. Parents will be encourage to take an active role in supporting this plan. In order for student to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive and productive learning environment.

Furthermore, a collaborative problem solving process will be utilized to address learning and/or behavioral challenges identified by the classroom teacher and/or identified by the parent and corroborated by the teacher as an in-school behavior. The School will have a team (like a child study team) comprised of a School counselor, a member of the administrative team, and respective department heads e.g. members of the curriculum council (wherein every department is represented) and referring teacher and parent, when appropriate, will meet to discuss the pattern of behavior, targeted potential strategies to aim at assisting the child curtail the undesired behavior or learning outcome. The group will really consider the actual repetitive harmful behavior, and assign targeted strategies and or interventions (including timeframes for implementation and an informal plan of action) will be planned, implemented and subsequently evaluated at a subsequent meeting. The student's response and the results of intervention will be discussed and further action will be determined based on specific data and results gathered. Through this process, the student's needs can be addressed across the curriculum and the strategies can be individualized as well as the student's needs can be discussed and results compared, with allocation of necessary resources being implemented throughout the school day and in every discipline. The goal of this approach is to assist and support the child, avoiding, whenever possible, the necessity for punitive measures that will interrupt the integrity of the everyday academic or social setting of the child.

In commitment to the School mission, student's will abide by the BCPS's Code of Student Conduct and the Procedures *BCPS Students Conduct Code Book and the respective Discipline Matrix* for Promoting and Maintaining a Safe Learning Environment.

The most appropriate disciplinary action taken by the School's officials will be the least extreme measure that can resolve the discipline concern. Teachers and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The School will utilize corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code of Student Conduct. Each

parent must take an active role in supporting this plan. We want our children to learn to be responsible citizens. It is in the children's best interest that parents and staff work together to ensure a happy, safe and productive learning experience.

If a student does not follow the Code of Conduct, the consequences are as follows:

Code of Conduct:

Classroom Consequences:

- | | |
|-----------------------------|--|
| 1 st Consequence | – VERBAL WARNING |
| 2 nd Consequence | – TIME OUT FROM ACTIVITY AND/OR LOSS OF PRIVILEGES |
| 3 rd Consequence | – DETENTION |
| 4 th Consequence | – PARENT CONTACTED/REFERRAL NOTE SENT HOME |
| 5 th Consequence | – REFERRAL TO ADMINISTRATION |

Administrative Consequences:

1. Administrative Detention
2. School Center for Special Instruction (SCSI) - Indoor Suspension
3. Detention – Alternate to Outdoor Suspension
4. Outdoor Suspension

The use of corporal punishment, including physical force or physical contact applied to the body as punishment, is prohibited by any member of the School staff and extends to parents or guardians on school grounds. National origin minority or English Language Learners (ELL) students shall not be subjected to any disciplinary action because of the use of a language other than English.

When confronted with an act that may require the imposition of disciplinary action by the School, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The School will make every effort to inform a parent of disciplinary action prior to the action being taken, if at all possible.

Some of the disciplinary actions that may be utilized (in accordance with the district's Code of Student Conduct) include:

- Removal from Class
- Student Work Assignment
- Peer Mediation
- Other Alternatives (e.g. after-school detention)

A severe clause can be enacted automatically when the student performs one of the violations listed below:

Severe Clause Violations - Fighting, Drugs, Weapons, Profanity, Defiance of School Personnel, Assault upon a Staff Member, Continuous Disruptive Behavior. Any infraction of the Severe Violations Clause will result in ten days outdoor suspension. Student will not be

allowed back in school until the parents meet with the administration to discuss viable options for the remainder of the school year. An infraction of such magnitude will seriously jeopardize the student's future enrollment.

Suspension:

The Principal or designee of the School may suspend a student from school for up to ten days for persistent disobedience and/or gross misconduct. Suspension from school can also be issued for Level II behaviors beginning with one day of suspension, and possibly increasing the days of suspension in accordance with the severity of the violation/infraction of school policy. School site administrators may take this action when they have exhausted informal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Outdoor Suspension may be utilized by the School under the following conditions:

- The student's presence in school presents a physical danger to the student or others;
- A "cooling off" period is needed in order to relieve tensions and relieve pressure; and/or
- The student and/or parent refuse an alternative to suspension.

During a suspension the child will be given the opportunity to complete the work that was missed during the suspension. Failure to make up the assigned work missed (within three days of returning to school) during a period of suspension will result in the student being given the academic grade of "F" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades unless the student has, in addition to suspension, attained five or more unexcused absences in a semester course or ten or more unexcused absences in an annual course. In addition to making up assigned work, the student will be held responsible for the material presented during his or her absence.

Under no circumstances are teachers required to make special provisions to comply with this procedure. The responsibility for securing assignments missed during the suspension period will be that of the student. Upon completion of the makeup work, within a reasonable amount of time (typically within three days) the student should submit the work to the teacher. The teacher must grade and record the makeup work as it is received. Improved effort and conduct by the student are expected, and lack of improvement will be handled by the teacher in an appropriate manner (e.g., parent conference, lowered effort and/or conduct grades, or referral to administration).

Dismissal or Recommendation for Expulsion:

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

In accordance with the Code of Student Conduct, the School's Principal may request the School's Governing Board vote to make a recommendation to the BCPS Superintendent that a student be recommended for expulsion, after a hearing where due process has transpired. The principal of the School may request the Superintendent consider this action when the School has exhausted less severe administrative disciplinary action, or when the School has considered those alternatives and rejected them as inappropriate in the given situation. Only the Sponsor can expel a student from a Broward County Public School, and therefore regardless of any recommendations made by the governing board of the School, the decision to expel lies only with the School Board of Broward County.

Glossary of terms:

1. After School Detention: being detained in a designated room after school as determined by the classroom teacher and Principal. Time spent is determined by the severity of the infraction. Any after-school activities (sports, clubs, etc.) may be attended but the student will not be eligible to participate. Parents must be notified ahead of time to make appropriate arrangements.
2. Severe Clause: extremely disruptive behavior resulting in immediate removal from class to the principal's office and/or from school.
3. Disrespect: to be rude or discourteous to another person, talking back, or arguing with another.
4. Outdoor Suspension: takes away the privilege of attending school for a certain number of days. A student receiving OSS may not be allowed to participate during the OSS period in after-school activities or set foot on campus (i.e., sports, clubs, etc.). Work missed during OSS may be made up for credit.
5. In-School Suspension (SCSI): takes away the privilege of attending classes; student remains in school and may get credit for work completed during ISS. A student receiving ISS may not be allowed to participate or attend, during the ISS period, in after school activities (i.e., sports, clubs, etc.).
6. Possession: Ownership; to carry on as if you owned it; to have in your control.
7. "NO TOLERANCE" Policy: the School maintains a "NO TOLERANCE" policy for weapons in school. Any child bringing weapons to school, including toy weapons, will be considered for expulsion.
8. Code of Conduct: a set of rules that develop self-control and orderliness in students by providing logical consequences for both appropriate and inappropriate behavior; the goal being a safe and orderly education for ALL STUDENTS.
9. Respect: to be courteous to those around you; to show consideration.
10. Detention: students who do not comply with the Code of Conduct, uniform code, etc., may be given a detention. Students will assist with cleaning chores in the cafeteria, media center, classrooms and around the school grounds, and thereafter will write a positive essay about their experience. Students receiving a detention must attend on the date scheduled. Three detentions will result in a mandatory meeting with the parents and the administration to discuss the next step.

The School's Code of Conduct, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the Code of Conduct, as amended from time to time.

II. ORGANIZATIONAL PLAN

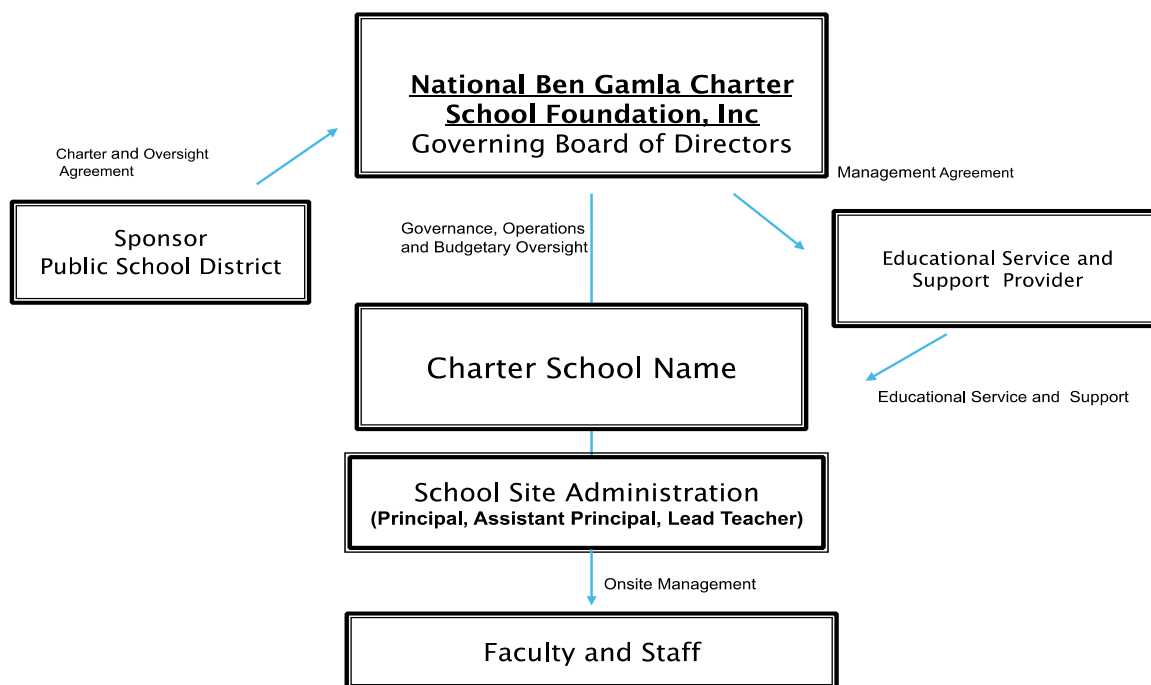
Section 9: Governance

- A. Describe how the school will organize as or be operated by a non-profit organization.

The National Ben Gamla Charter School Foundation, Inc., a Florida not-for-profit corporation, is the legal entity that will operate the School in accordance with the Corporation's **Articles of Incorporation, Appendix-A** and **Bylaws-Appendix B**.

The governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. The Governing Board shall exercise all corporate powers and functions. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

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



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The Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school, including but not limited to, academic direction, curriculum, and budgetary functions. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school's faculty and staff will report directly to the principal, who shall report to the Governing Board.

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

- C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:
- Adoption of annual budget
 - Continuing oversight over charter school operations

The policies and procedures by which the Governing Board will operate, including specific board member powers shall be as stated in the Corporation's Bylaws, attached hereto as **Appendix B**.

A brief overview of those policies and procedures is detailed below:

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

- Oversee operational policies; Academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its Sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the Governing Body.
- Review and approve the audit report, including audit findings and recommendations.
- Monitor any financial recovery plan in order to ensure compliance with same (if applicable).
- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):

1. Student achievement performance data
2. Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
3. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
4. Information about the charter school's personnel, including the proportion of instructional personnel teaching in field or out-of-field.

D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.

Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

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

Selection: Directors shall be elected at a duly organized meeting of the Governing Board. Notice of the Governing Board's intentions to elect any such Director shall be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. Newly created directorships resulting from an increase in the number of directors comprising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at a duly organized meeting of the Governing Board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

Removal Procedures: Any member may be removed without cause by the affirmative vote of a majority of the Directors then in office.

Term Limits: A Director shall be elected for a term of no more than five (5) years. A Director may be re-elected for up to three (3) consecutive terms.

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

- Be mindful of and honor the safety, health and welfare of the public in the

performance of professional duties.

- Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
- Treat with respect and consideration all persons, regardless of race, religion, gender, sexual orientation, maternity, marital or family status, disability, age or national origin.
- Recognize that the mission, at all times, is the effective education of children and the development of institutions to foster that mission.
- Engage in carrying out the Governing Board's mission in a professional manner.
- Collaborate with and support other professionals in carrying out the educational mission.
- Build professional reputations on the merit of services.
- Keep up to date and informed on emerging issues and business of the Governing Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
- Uphold and implement policies adopted by the Governing Board.
- Keep the faculty, parents, students and community informed about issues affecting the above-named group respectively, and relating to the School, and/or the Governing Board.
- Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.
- Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.
- Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.
- Avoid any interest or activity that is in conflict with the conduct of official duties.
- Respect and protect privileged information to which they have access in the course of their official duties.

- Strive for personal and professional excellence and encourage the professional development of others.

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

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

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

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

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

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

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

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

The School's governing board will hold at least two public meetings per school year in the school district. The meetings will be noticed, open, and accessible to the public, and attendees will be provided an opportunity to receive information and provide input regarding the school's operations. The appointed representative and charter school principal or director, or his or her equivalent, will be physically present at each meeting.

Pursuant to Florida Statute 1002.33, the school's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside in the school district in which the school is located and may be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the school's website.

- E. Explain how the founding group for the school intends to transition to a governing board.
(This question is not applicable if the applicant is an established governing board.)

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

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

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

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

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

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

Debra Klein—Board Chair/Director

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

Inc. properties, including TeenPeople.com, Sports Illustrated for Kids.com, Time for Kids.com and Parenting.com. Prior to her work for Time Warner, Debra managed the strategic planning process for the Latin American Division of The Seagram Spirits and Wine Group. She worked on site in Brazil and Venezuela to develop three-year strategic plans with country General Managers. She began her career as an Associate in the New York office of The Boston Consulting Group, where she assisted in the development of strategies for Fortune 100 clients. Debra received her MBA from the Harvard Business School, and she graduated magna cum laude from Yale University with a BA in Economics.

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

Victoriano Rodriguez—Vice-Chair/Director

Victoriano Rodriguez currently serves as the Principal of International Studies Charter School in Miami, Florida. Having successfully served as an Administrator in both the county and charter school systems for almost a decade, has afforded Mr. Rodriguez the insight to successfully operate and run a high quality educational facility. During his tenure, Mr. Rodriguez has spearheaded a campaign, which not only increased enrollment at International Studies Charter High School but also recognized the school as being the top performing Charter High School in Miami-Dade County and top five overall high school in the county, which is the 4th largest school district in the United States. Over the past two years, International Studies Charter School, has been awarded the grade of “A” from the Florida Department of Education. During his professional career, Mr. Rodriguez, has worked in a multitude of capacities including heading departments such as: Students with Disabilities, Limited English Proficient, and Discipline. His area of expertise also includes: writing curriculum working with PTSA and EESAC committees, working on High School Reform and Small Learning Communities, Overseeing Testing, creating the Master Schedule, managing Student Services as well as ABC Profile. Mr. Rodriguez is also well vested in preparing SACS/SIP, Articulation, Budget, Payroll, and coordinating Summer Services. Mr. Rodriguez holds both a Bachelors and Masters of Science in Mathematics Education from Nova Southeastern University. He is also certified in Educational Leadership from Nova.

Dina Miller—Director/Secretary

Dina Miller is currently the Principal of a Somerset Academy Davie. She has been an administrator with Somerset Academy Inc. schools for 13 years serving students in grades kindergarten through the fifth grade. Dina holds a Master’s Degree in Educational Leadership from Nova South Eastern University and a Bachelor’s Degree in Elementary Education from Florida International University. Throughout the years with Somerset

Academy Schools, she has been able to focus her attention and share her passion for children and their development with all stakeholders. Dina has been dedicated to monitoring policies and practices that promote a safe learning environment and ensuring a school culture that encourages continuous improvement for teachers and students. She has applied her knowledge and experience to the creation and implementation of differentiating classroom instruction and student assessment to meet the needs of all students in conjunction with state learning regulations and have proudly documented learning gains. In 2011, Dina's school received the prestigious National Blue Ribbon Schools Award. This award honors schools that achieve at very high levels or have made significant progress, and serves as a model of excellence.

Eve Sznol Berkower—Director

Eve Sznol Berkower, resides in Hollywood, FL with her husband and 4 children, ages 9, 7, 6 and 3. Her three older children have been attending Ben Gamla Charter Hollywood for the past two years while her three year old is enrolled in Rainbow Montessori School. Eve grew up in Miami and attended Hebrew Academy of Greater Miami, where she learned to speak Hebrew fluently. She holds a Bachelor's of Science in Business and Marketing from New York University's Stern School of Business and a Master's of Science in Speech Language Pathology from Nova Southeastern University.

She is certified with the American Speech Language Hearing Association. She has worked as a Speech-Language Pathologist for Miami-Dade County Public Schools as well as for the New York City Board of Education and Warren County Public Schools in Michigan. She has worked in private practice as well with her focus on the pediatric population. She is currently working with her husband establish his own medical practice in Pembroke Pines. She also serves as Treasurer for the Young Israel of Hollywood Sisterhood.

Marcus Jadotte—Director

Marcus Jadotte currently serves as Vice President of Public Affairs and Multicultural Development for NASCAR. Prior to this position, Jadotte was managing director of NASCAR Public Affairs, a position he held since 2006. As Vice President of Public Affairs, Jadotte continues to oversee state and federal issues for NASCAR as well as management of several safety initiatives and military outreach programs. He joined NASCAR in March 2005 as senior manager for national media outreach.

Jadotte has worked with NASCAR partners including Toyota, Sunoco, Goodyear and Universal Technical Institute to launch a one-of-a-kind driver development academy, under the NASCAR Drive for Diversity banner, focused on developing the skills of promising female, Asian, Latino and African-American drivers and crew members, to make them into future NASCAR stars. Under his leadership, these numbers have seen unprecedented growth and on-track success. He was also instrumental in the creation and ongoing implementation of a driver development school in Puebla, Mexico, in partnership with the Mexican Organization of International Motorsports (Organizacion Mexicana del Deporte Automovilistico Internacional-OMDAI), the International Automobile Federation (Federation Internationale de l'Automobile-FIA) affiliate of Mexico.

Jadotte led in the development of the ground-breaking television reality show "Changing Lanes", which aired on BET Network, and was involved in the production of ESPN Network's "Wendell Scott: A Race Story", which chronicled the life of the first African-American to win in NASCAR's premier series. In 2011, he was also a leader in the concept and execution of Bienvenidos a NASCAR, a multifaceted campaign to welcome Latino sports fans into NASCAR.

Jadotte was successful in NASCAR's efforts to expand media coverage of the sport in the top 20 media markets as senior manager for national media outreach in 2005 and less than two years later, launched the NASCAR Public Affairs department to begin oversight of NASCAR's industry-wide multicultural initiatives. He became the first African-American Officer in NASCAR history when he was promoted to his current role in 2011.

Prior to joining NASCAR, Jadotte established a reputation as a leading political strategist and message development expert. He was Chief of Staff in the offices of Congressman Peter Deutsch and Congresswoman Debbie Wasserman Schultz, served in leadership roles on two presidential campaigns and produced advertising in support of local, Congressional and Senate campaigns. Jadotte is a graduate of Florida State University and lives in Ormond Beach, Fla., with his wife, Jennifer, and their children, Ashton and Sofia.

Henry M. Ellenbogen—Director

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

Prior to joining the firm, he served as Chief of Staff to U.S. Representative Peter Deutsch, a member of the Commerce Committee, which has jurisdiction over media and telecommunications. Henry also worked as a summer associate with Goldman Sachs as a member of the portfolio management team in the Risk Arbitrage Group and Investment Banking Division. He was a General Partner of Crimson Investments, L.P. Henry graduated magna cum laude with an A.B. in History and Science from Harvard College. He holds a J.D. from Harvard Law School and an M.B.A. from Harvard Business School where he was a Baker Scholar, and he was an Adjunct Professor at New York University Graduate School of Politics. Henry was awarded Best of the Buy Side by Institutional Investor for media in 2003 and 2004 and for technology in 2004. Henry Ellenbogen was one of four T. Rowe Price analysts selected as an all-star on *Institutional Investor's* All-America Research Team in its November 2005 article, "The Best of the Buyside."

H. Outline the methods to be used for resolving disputes between a parent and the school.

Parent Representative - The school's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website if a website is maintained by the school. The appointed representative and charter school principal or director, or his equivalent, will be physically present at board meetings in accordance with FS 1002.33 (7)(d)(1) and (7)(d)(2).

Parents will be informed in writing upon registration of the methods to resolve disputes between parents and the School as follows:

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

Section 10: Management

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

The management structure for the school's day-to-day operations will be as follows:

The Governing Board will hire and oversee the school principal. **The Principal**, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances at minimum at every governing board meeting and will be expected to communicate with the board as often as needed by the School and/or board members in order for school's operational needs to be met.

The administrative staff (to include Assistant Principal, Counselor, ESOL Coordinator and ESE Program Specialist, etc.) will assist the principal in implementing policies and

procedures for the daily operations of the school as determined by their specific role in the school. The principal will delegate such duties to the assistant principal and administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school.

The duties and key roles for these key personnel are detailed in the job descriptions, **Appendix D**.

The Board will contract with Academica, an Educational Services and Support Provider, to provide off-site support to the school. The support services to be provided are central office functions including but not limited to: assistance with facilities design and maintenance, staffing recommendations and human resource coordination, curriculum support, research and updating, sponsor relations and reporting, program marketing, general accounting services including bookkeeping, payables, asset management, budget preparation, risk management, cash flow analysis, and preparation of financial statements provided to the Governing Board for oversight and approval. The Sample ESP agreement, **Appendix C**, includes all anticipated professional support services to be provided.

Financial Oversight and Management - The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties describe in *Section 9- Governance*, the Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances. The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The ESP, as contracted by the Board, will assist the School with additional preparation and reporting of the school's finances.

The school principal, with support from the ESP, will prepare the estimated budget using anticipated enrollment projections prior to the beginning of each fiscal year. Hiring and procurement decisions will be made at that time. Enrollment will be closely monitored in order to make sure that appropriate master schedules and hiring decisions remain within budgetary constraints. Budget reports will be prepared and presented to the Sponsor and the Board on a monthly basis for oversight. Actual budgets will be prepared and presented to the Board at all quarterly board meetings.

The board has also established financial policies and internal control for the school's operational and internal accounts. These policies and controls are detailed in Section 18, *Financial Management and Oversight*, of this application.

B. [Outline the criteria and process that will be used to select the school's leader.](#)

The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the

Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

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

- extensive administrative and teaching experience;
- State of Florida Educational Leadership Certification;
- experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations from previous administrative position(s);
- letters of recommendation;
- excellent communication skills; and
- demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards

Administrator Evaluations- The governing board will conduct formal administrator evaluations annually (mid-year and end-of-year review) using a Comprehensive Assessment Appraisal System in accordance with the Florida Principal Leadership Standards. The Standards are set forth in rule as Florida's core expectations for effective school administrators. There are ten Standards grouped into categories, which can be considered domains of effective leadership.

In compliance with the *Student Success Act*, the administrator's evaluation takes into account:

1. Performance of Students - fifty percent of the school administrator's evaluation will be based upon the performance of the students assigned to the school over a 3-year period.
 2. Instructional Leadership - Leadership standards adopted by State Board of Education, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.
 3. Professional & Job Responsibilities - Other job responsibilities as adopted by State Board of Education and the Sponsor and may also includes a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.
- C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

Staffing Plan

Ben Gamla Preparatory Academy

Fringe Benefit Rate	22.00%
FICA	6.20%
Medicare	1.45%
FUTA	\$ 189.00
SUTA	\$ 189.00
Workers Comp	0.88%
401K Contribution	2.00%
Health Insurance per Employee	\$ 4,140.00

\$345 Per month per Employee

		Yr1			Yr2	Yr3	Yr4	Yr5
		High	75%	Low				
Instruction Staff								
Teachers (ESE or ESOL certified teacher)	39,500	28	21	14	40	48	48	48
Substitute Teachers	1,100	28	21	14	40	48	48	48
Other Teachers (ESE, ESOL, see Budget Narrative)	39,500	1	1		3	3	5	5
Paraprofessionals	18,000				1	1	2	2
Supplements	3,500	6	3	2	10	16	16	16
	101,600	29	22	14	44	52	55	55
Pupil Personnel Services								
ESE Teacher	40,000	1.00	1.00	0.50	1	1	1	1
	40,000	1	1	1	1	1	1	1
Media Services								
Media Specialist	40,000					1	1	1
	40,000	-	-	-	-	1	1	1
School Administration								
Principal	85,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	65,000				1	2	2	2
Administrative Assistant	24,961	1.00	1.00	0.50	1	1	1	1
Registrar	22,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Other Clerical	18,000					1	1	1
	214,961	3.00	3.00	3	4	6	6	6
Fiscal Services								
Business Manager	40,000	1.00	1.00	0.50	1	1	1	1
	40,000	1.00	1.00	0.50	1	1	1	1
Food Services								
Food Service Workers	14,000	2	1	1	3	3	3	3
	14,000	2	1	1	3	3	3	3
	-	-	-	-	-	-	-	-
Operation of Plant								
Custodian	20,801	1	1.00	0.50	2	2	2	2
Security	20,801				1	1	1	1
	41,602	1	1	1	3	3	3	3
TOTAL EMPLOYEES		37	29	19	56	67	70	70
Salary Inflation	1.0%							
Instruction Staff								
Homeroom Teachers		1,106,000	829,500	553,000	1,595,800	1,934,110	1,953,451	1,972,985
Substitute Teachers		30,800	23,100	15,400	44,440	53,861	54,400	54,944
Other Teachers (ESE, ESOL, Reading/Math Coaches)		39,500	39,500	-	119,685	120,882	203,484	205,519
Paraprofessionals		-	-	-	18,180	18,362	37,091	37,462
Supplements		21,000	10,500	7,000	35,350	57,126	57,697	58,274
		1,197,300	902,600	575,400	1,813,455	2,184,340	2,306,123	2,329,184
Benefits:		263,406	198,572	126,588	398,960	480,555	507,347	512,420
Pupil Personnel Services								
ESE Teacher		40,000	40,000	20,000	40,400	40,804	41,212	41,624
		40,000	40,000	20,000	40,400	40,804	41,212	41,624
Benefits:		8,800	8,800	4,400	8,888	8,977	9,067	9,157
Media Services								
Media Specialist		-	-	-	-	40,804	41,212	41,624
		-	-	-	-	40,804	41,212	41,624
Benefits:		-	-	-	-	8,977	9,067	9,157
School Administration								
Principal		85,000	85,000	85,000	85,850	86,709	87,576	88,451
Assistant Principal		-	-	-	65,650	132,613	133,939	135,279
Administrative Assistant		24,961	24,961	12,480	25,211	25,463	25,717	25,974
Registrar		22,000	22,000	22,000	22,220	22,442	22,667	22,893
Other		-	-	-	-	18,362	18,545	18,731
		131,961	131,961	119,480	198,931	285,588	288,444	291,328
Benefits:		29,031	29,031	26,286	43,765	62,829	63,458	64,092
Fiscal Services								
Business Manager		40,000	40,000	20,000	40,400	40,804	41,212	41,624
		40,000	40,000	20,000	40,400	40,804	41,212	41,624
Benefits:		8,800	8,800	4,400	8,888	8,977	9,067	9,157
Food Services								
Food Service Workers		28,000	14,000	14,000	42,420	42,844	43,273	43,705
		28,000	14,000	14,000	42,420	42,844	43,273	43,705
Benefits:		6,160	3,080	3,080	9,332	9,426	9,520	9,615
Operation of Plant								
Custodian		20,801	20,801	10,400	42,018	42,438	42,862	43,291
Security		-	-	-	21,009	21,219	21,431	21,645
		20,801	20,801	10,400	63,026	63,657	64,293	64,936
Benefits:		4,576	4,576	2,288	13,866	14,004	14,145	14,286
Total Payroll & Benefits		1,778,835	1,402,221	926,323	2,682,331	3,292,586	3,447,438	3,481,912

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

- Teacher Salaries were derived at by using an average salary of \$39,500 teacher for Year 1, with a CPI of approximately 1% for every year thereafter.
- Paraprofessionals are budgeted at an average salary of \$18,000/year.
- Substitute teacher costs assumes that substitutes will be hired for 10 days/full-time teacher at a rate of \$110/day.
- Administrative Salaries include a Principal, \$85,000.
- Clerical and Administrative assistant salaries include those for Registrar, Administrative Assistants/Clerical personnel.
- Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other ESE service providers. The cost was derived at using an average of \$450/student, which is the formula currently used by other charter schools with similar enrollment figures.
- As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 12% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE and ESOL increase due to the various needs of the students once enrolled.
- Employee Benefits are calculated at a rate of 22% of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

D. Explain the school's plan for recruitment, selection, and development.

The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff.

Recruitment – The School will ensure that faculty members are certified, highly-qualified professional personnel.

Accordingly, the School will:

- Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website,
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and

- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

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

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

Administration

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

Faculty/Staff

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

Hiring Process - The School's Governing Board will appoint a screening committee to recruit, interview and recommend to the board qualified candidates for Administrative positions, as needed. This committee may include current charter school administrators, employees of the organization, current board members and ESP personnel. Based on the recommendations of the committee, the Board conducts final interviews of the most qualified candidates and hires the Principal and any assistance principals (as the need arises).

The Principal, once hired, recruits teachers and may appoint a school-based committee to screen highly - qualified and certified teachers. This committee develops an interview questionnaire for specific positions, conducts initial screening interviews and makes

recommendations to the principal. The principal reviews recommendations, conducts final interview, and makes all final hiring decisions within the scope of the budget, as approved by the Governing Board.

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

Employee Evaluations – The School will adhere to all requirements of the *Student Success Act* relating to performance pay and evaluations for instructional personnel and school administrators.

The school will use the *Florida Consortium of Public Charter Schools Evaluation System*, which is aligned to the Florida Educator Accomplished Practices (FEAPs) and approved by the Florida Department of Education and Broward County Public Schools on May 17, 2013. The evaluation system focus on the following criteria:

1. Performance of students - At least 50% of the evaluation will be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments in s. 1008.22(8). The school will use the formula adopted by the Sponsor for measuring student learning growth in all courses associated with statewide assessments and for measuring student learning growth for all other grades and subjects. For classroom teachers, as defined in s. 1012.01(2)(a), the student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.
2. Instructional practice - Classroom teachers will be evaluated using Florida Educator Accomplished Practices - the system differentiate among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory;
3. Professional and job responsibilities as adopted by the State Board of Education.

All teachers will be formally evaluated at minimum on an annual basis. Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place.

Because every effective teacher must be able to integrate and apply all of the skills involved in the aforementioned areas of professional practice, competent demonstration of each of the twelve Educator Accomplished Practices will be evaluated.

The CWT (Classroom Walk -Through) Program will be used frequently to provide feedback on objective - setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction and provide for professional growth opportunities.

Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house assessment tools and individual conferences with the principal or designee.

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

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

All Staff will be offered, at minimum, the following school-site and district-based trainings:

- Curriculum Implementation by Subject/Specialty – Teachers will participate in school-wide trainings and individual department trainings throughout the school year related to curriculum implementation, CCCS and PARRC implementation - These include but are not limited to: *Horizontal and Vertical team planning, Implementing Common Core State Standards in English/Language Arts and Mathematics instruction; CCCS Literacy Standards in Science, Social Studies and Content Areas; Preparing ELLs for the Challenges of Common Core; Preparing Students With Disabilities for Common Core.*
- Differentiated Instruction – This training teaches teachers and coaches how to differentiate and individualize instruction in order to create effective targeted

instructional lessons and tutoring to increase student achievement and maximize instructional time.

- Data-Driven Decision-Making – Administrators and staff learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
- Technology for the Next Generation – Staff will participate in hands-on technology workshops to learn how to integrate technology into the classroom. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards.
- Safety and Security – Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the school and students, to handle emergency situations, and to recognize potential threats in accordance with the school safety plan.
- Individual Professional Development Plan (IPDP) - In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe. The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

The professional development plan for administrators will encompass both internal and district-based in-service trainings. Administrators may also participate in professional development conducted through: the National Association of Secondary School principals; the National Association of Elementary School Principals; the Southern Association of Colleges and Schools/AdvancEd; Association for Supervision and Curriculum Development; and state trainings.

At a minimum, administrators will be encouraged to participate in the following professional development trainings and conferences:

- Florida Annual State Charter School Conference - administrators will attend state conference on an annual basis.

- Clinical Educator Training –This training provides quality support for developing administrators for the classroom or other educational environments such as the student services area. The Clinical Educator Program is designed to assist experienced educators as they exercise the very critical task of supporting and mentoring developing professionals in a variety of settings. This course helps develop skills for coaches and mentors in a formative observation, clinical supervision, feedback skills, and professional development planning for increased instructional effectiveness. The Florida Performance Measurement System’s formative and summative processes are incorporated.
- Teacher Evaluation Training for Administrators - Training provided by the Florida Consortium of Public Charter Schools – to conduct teacher formal observation of teachers.
- Classroom Walk-through Training - Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflection. Reflective thinking about one's practice provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focuses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.
- Budget Training for Administrators – This training addresses school budgeting as it pertains to both the school’s operating budget and internal accounting policies and procedures, *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook) requirements, and checks and balances to ensure a sound budget.
- Master Scheduling for Administrators – Administrators are trained on creating an efficient and effective master schedule that meets the national, state and district course requirements, is financially sound, and that meets class size requirements.
- Developing the School’s Improvement Plan – This training assists school administrators to develop a sound and effective school improvement plan to ensure an equitable and high-quality school improvement plan. This process includes data analysis, goal-setting, budget planning, professional development planning and reflective practices.
- Principal Chat Sessions – Charter School Administrators meet by level (secondary, elementary) to go over pertinent topics and to share best practices. These sessions include curriculum development, standards implementation, scheduling, educational changes, innovative programs, and more. Experienced administrators share their best practices for using student achievement data with newly appointed assistant principals.

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

A number of the programs (Social Security, workers' compensation, and unemployment insurance) cover all employees in the manner prescribed by law. Additionally, the school will provide a wide range of benefits such as Flexible Benefits Plan; Direct Deposit; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff. These fringe benefits are reflected in the budget – See Appendix F.

Other programs include:

Educational Assistance: The School recognizes that the skills and knowledge of its employees are critical to the success of the institution. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School.

Employee Assistance Program: The School cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. Through the Employee Assistance Program (EAP), the school will provide confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress

Flexible Spending Account (FSA): A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. Through the FSA program, staff can reduce taxable income without reducing real income, in order to keep more of the money they earn.

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

Section 11: Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP)⁴:

F. Describe the services to be provided by the ESP.

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

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

Draft of proposed contract between the School and the ESP is included herein as Appendix C. Sample ESP Contract.

F. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.

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

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

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

- The company is staffed by professionals and educators with extensive knowledge of and experience with Florida Charter Schools.
- A principal of the affiliated group, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and a Board Member of The National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the "Cervantes Award" sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students.
- The ESP's affiliated group serves the largest number of high-performing schools of any charter school service organization in Florida.

⁴ An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into two categories:

- *Educational Management Organizations* (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well, and
- *Comprehensive School Design Providers* that offer a replicable school model or common pedagogical, instructional and governance approach.

- The ESP's affiliated group was the first charter school service and support entity in Florida to seek SACS accreditation for the schools it serves, and all of the schools it serves are either fully accredited or in the process of obtaining accreditation. Somerset Academy, Inc., one of the charter school networks serviced by the ESP, was the first charter school system in the Nation to receive District Accreditation from SACS/AdvancEd. Mater Academy, Inc., another charter school network serviced by the ESP, was also awarded District Accreditation from SACS/AdvancED in May of 2012.
- Mater Academy Charter High School was presented with a 2011 Inspiration Award from the College Board for being one of the three most inspiring secondary schools in America. These schools are recognized for their outstanding college-preparation programs and partnerships among teachers, parents and community organizations.
- The exemplary academic performance and fiscal soundness achieved for its charter school clients by this service and support organization has resulted in 15-year charter renewals for all schools which have had initial contracts completed

Currently working with over 100 high performing charter schools, the ESP's mission is to facilitate the vision of the School's governing board by providing the services and support necessary to allow each school to fulfill its mission.

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Currently working with over 100 high performing charter schools, the ESP's mission is to facilitate the vision of the School's governing board by providing the services and support necessary to allow each school to fulfill its mission.

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

General accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the School's independent certified auditor. All financials are provided to the Governing Board for its oversight and approval.

- F. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.

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

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

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

The company serves more than 100 charter schools in Florida, California, Nevada, Texas, Utah, and Washington D.C. providing educational programs from pre-kindergarten through high school. In Florida, Academica schools have been recognized on a local, state, and

national level for their achievements. For example, the Somerset Academy and Mater Academy Schools were recently designated by the Southern Association of Colleges & Schools (SACS) as the first fully accredited charter school systems in the United States. Further, Doral Academy High School and Mater Academy Charter High School were once again listed this year as two of the “Best High Schools in America” by both U.S. News & World Report and Newsweek magazines. On average, Academica’s charter schools earned a letter grade of “A” during the 2012-2013 school year from the Florida Department of Education.

A principal of the affiliated group, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and a Board Member of The National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the “Cervantes Award” sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students.

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

The following charter schools are serviced by the ESP and its affiliates:

Academica Florida Schools Report Card				
2011 - 2012 School Grades				
School	Grade 11-12	Free and Reduced Lunch	Minority Rate	Contact
Somerset Academy, Inc.				
SOMERSET ACADEMY (SILVER PALMS)	A	82	94	Andreina Figueroa, Board Chair afigueroa@somersetacademyschools.com (786) 586-7001
SOMERSET ACADEMY CHARTER ELEMENTARY SCHOOL (SOUTH HOMESTEAD)	B	73	85	
SOMERSET ACADEMY CHARTER	A	57	94	
SOMERSET ACADEMY-ELEMENTARY, EAGLE CAMPUS	A	32	94	
SOMERSET ACADEMY-MIDDLE, EAGLE CAMPUS	B	35	94	
SOMERSET ACADEMY ELEMENTARY SCHOOL SOUTH MIAMI CAMPUS	A	14	85	
SOMERSET ARTS ACADEMY	B	52	65	
SOMERSET ACADEMY AT SILVER PALMS	A	82	96	
SOMERSET ACADEMY VILLAGE CHARTER MIDDLE SCHOOL	D	84	82	
SOMERSET PREPARATORY ACADEMY CHARTER SCHOOL AT NORTH LAUDERDALE	C	85	96	
SOMERSET VILLAGE ACADEMY	C	83	85	
SOMERSET PREPARATORY ACADEMY CHARTER HIGH AT NORTH LAUDERDALE	F	73	95	
SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS	A	54	94	
SOMERSET NEIGHBORHOOD SCHOOL	B	60	95	
SOMERSET PINES ACADEMY	C	64	61	
SOMERSET ACADEMY	A	35	90	
SOMERSET ACADEMY MIDDLE SCHOOL	A	38	86	
SOMERSET ACADEMY DAVIE CHARTER	A	40	61	
SOMERSET ACADEMY CHARTER HIGH	A	43	83	
SOMERSET ACADEMY EAST PREPARATORY	B	82	97	
SOMERSET ARTS CONSERVATORY	A	47	82	
SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)	A	62	93	
SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)	A	67	94	
SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL	B	67	96	
SOMERSET ACADEMY CHARTER MIDDLE SCHOOL	A	54	89	
SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD)	B	72	76	
SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (COUNTRY PALMS)		61	61	
SOMERSET ACADEMY CHARTER MIDDLE SCHOOL SOUTH MIAMI CAMPUS	A	15	82	
SOMERSET ACADEMY CHARTER HIGH SCHOOL (SOUTH HOMESTEAD)		70	85	
SOMERSET ACADEMY CHARTER HIGH SCHOOL	A	82	95	
Mater Academy, Inc.				
MATER ACADEMY	A	79	99	Antonio Roca, President aroca@rgpa.com (305) 860-7156
MATER GARDENS ACADEMY	A	51	94	
MATER ACADEMY OF INTERNATIONAL STUDIES	C	90	99	
MATER ACADEMY EAST CHARTER	A	79	98	
MATER GROVE ACADEMY		64	97	
MATER ACADEMY MIAMI BEACH	A	68	86	
MATER EAST ACADEMY MIDDLE SCHOOL	C	93	99	
MATER ACADEMY CHARTER MIDDLE	A	80	98	
MATER ACADEMY LAKES MIDDLE SCHOOL	A	76	94	
MATER GARDENS ACADEMY MIDDLE SCHOOL	A	65	93	
MATER ACADEMY MIDDLE SCHOOL OF INTERNATIONAL STUDIES	A	85	99	
MATER PERFORMING ARTS & ENTERTAINMENT ACADEMY	A	74	96	
MATER ACADEMY LAKES HIGH SCHOOL	B	72	95	
MATER ACADEMY HIGH SCHOOL OF INTERNATIONAL STUDIES	A	83	97	
MATER BRICKELL PREPARATORY ACADEMY HIGH SCHOOL		82	100	
MATER ACADEMY EAST CHARTER HIGH SCHOOL	B	82	98	
MATER ACADEMY CHARTER HIGH	A	79	97	
Pinecrest Academy, Inc.				
PINECREST PREPARATORY CHARTER	B	51	83	Judith Marty, Board Chair jmarty@dadeschools.net (305) 796-7839
PINECREST ACADEMY (SOUTH CAMPUS)	A	58	95	
PINECREST PREPARATORY ACADEMY	A	43	96	
PINECREST ACADEMY (NORTH CAMPUS)	A	70	96	
PINECREST COVE ACADEMY	A	58	97	
PINECREST ACADEMY MIDDLE SCHOOL (NORTH CAMPUS)		80	100	
PINECREST ACADEMY CHARTER MIDDLE SCHOOL	A	59	96	
PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL	C	52	94	
National Ben Gamla Charter School Foundation, Inc.				
BEN GAMLA CHARTER SCHOOL NORTH CAMPUS	B	64	26	Debra Klein, Board Chair dklein31@verizon.net (646) 644-3693
BEN GAMLA CHARTER SCHOOL MIAMI BEACH	A	29	53	
BEN GAMLA CHARTER SCHOOL SOUTH BROWARD	C	34	28	
BEN GAMLA CHARTER SCHOOL	A	50	32	
Doral Academy, Inc.				
DORAL ACADEMY OF TECHNOLOGY	A	40	90	Angela Ramos, Board Chair angelaramos23@gmail.com (786) 282-2264
DORAL ACADEMY	A	37	92	
DORAL ACADEMY CHARTER MIDDLE SCHOOL	A	58	94	
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY	A	54	93	
DORAL ACADEMY CHARTER HIGH SCHOOL	A	60	94	
International Studies Charter High School, Inc.				
INTERNATIONAL STUDIES CHARTER MIDDLE SCHOOL	B	67	80	Jean-Michel Caffin jmcaffin@gmail.com (305) 593-7878
INTERNATIONAL STUDIES CHARTER HIGH SCHOOL	A	56	82	
City of Belle Isle				
CORNERSTONE ACADEMY CHARTER	A	18	30	Mayor William G. Brooks, Board Chair bbrooks@wilbursmith.com (407) 896- 5851
CORNERSTONE CHARTER ACADEMY HIGH SCHOOL	A	22	35	
City of Hialeah				
				Mayor Carlos Hernandez, Board Chair mayorchernandez@hialeahfl.gov (305) 883-5820
CITY OF HIALEAH EDUCATION ACADEMY	A	90	98	
Miami Childrens Museum Charter School, Inc.				
				Rene Ruiz, Board Chair ruiz@fordharrison.com (305) 808-2100
MIAMI CHILDREN'S MUSEUM CHARTER SCHOOL	A	49	72	
Theodore R. and Thelma A. Gibson Charter School, Inc.				
				Edith Georgi Houlihan, Board Chair egeorgi@pdmiami.com (305) 545-1656
THEODORE R. AND THELMA A. GIBSON CHARTER SCHOOL	D	89	100	
Average	A			
School Grades are based on Florida's A-Plus Plan Academic Accountability System				

School Grades are based on Florida's A-Plus Plan Academic Accountability System

Academica Serviced Schools - Florida		Financial Performance Data	
Location	School	11-12 Increase in Net Assets	Net Assets as of 6-30-12
Somerset Academy, Inc.			
0332	SOMERSET ACADEMY (SILVER PALMS)	\$ (125,354)	\$ 2,048,092
0339	SOMERSET ACADEMY CHARTER ELEMENTARY SCHOOL (SOUTH	\$ 57,281	\$ 771,932
0520	SOMERSET ACADEMY CHARTER	\$ (21,418)	\$ 730,002
1251	SOMERSET ACADEMY-ELEMENTARY, EAGLE CAMPUS	\$ 5,527	\$ 274,284
1261	SOMERSET ACADEMY-MIDDLE, EAGLE CAMPUS	\$ 27,498	\$ 255,357
2007	SOMERSET ACADEMY ELEMENTARY SCHOOL SOUTH MIAMI CAMPUS	\$ 339,378	\$ 1,475,868
2012	SOMERSET ARTS ACADEMY	\$ 35,535	\$ 407,783
3033	SOMERSET OAKS ACADEMY	\$ 33,822	\$ 33,822
4012	SOMERSET PREPARATORY ACADEMY AT SILVER PALMS	\$ 425,125	\$ 425,125
5002	SOMERSET ACADEMY VILLAGE CHARTER MIDDLE SCHOOL	\$ 203,352	\$ 406,542
5003	SOMERSET PREPARATORY ACADEMY CHARTER SCHOOL AT NORTH	\$ 467,384	\$ 1,195,071
5004	SOMERSET VILLAGE ACADEMY	\$ 271,101	\$ 1,161,859
5006	SOMERSET PREPARATORY ACADEMY CHARTER HIGH AT NORTH	\$ 174,259	\$ 390,923
5007	SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS	\$ 1,506	\$ 1,506
5008	SOMERSET GABLES ACADEMY	\$ 153,409	\$ 169,814
5021	SOMERSET NEIGHBORHOOD SCHOOL	\$ 34,064	\$ 501,124
5030	SOMERSET PINES ACADEMY	\$ 276,050	\$ 764,853
5141	SOMERSET ACADEMY	\$ (4,074)	\$ 2,528,903
5151	SOMERSET ACADEMY MIDDLE SCHOOL	\$ 36,937	\$ 1,520,020
5211	SOMERSET ACADEMY DAVIE CHARTER	\$ 76,126	\$ 752,508
5221	SOMERSET ACADEMY CHARTER HIGH	\$ 31,754	\$ 2,414,108
5391	SOMERSET ACADEMY EAST PREPARATORY	\$ 239,830	\$ 1,048,928
5396	SOMERSET ARTS CONSERVATORY	\$ 103,871	\$ 501,326
5405	SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)	\$ 371,115	\$ 3,598,274
5406	SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)	\$ (48,341)	\$ 826,875
5441	SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL	\$ 177,222	\$ 289,246
6004	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL	\$ 16,852	\$ 524,464
6013	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD)	\$ 14,145	\$ 398,399
6043	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (COUNTRY PALMS)	\$ 11,688	\$ 156,391
6053	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL SOUTH MIAMI CAMPUS	\$ 1,116	\$ 255,522
7034	SOMERSET ACADEMY CHARTER HIGH SCHOOL (SOUTH HOMESTEAD)	\$ 4,998	\$ 4,998
7038	SOMERSET ACADEMY HIGH SCHOOL SOUTH CAMPUS	\$ (46,754)	\$ 176,002
7042	SOMERSET ACADEMY CHARTER HIGH SCHOOL	\$ (93,655)	\$ 1,257,822
Mater Academy, Inc.			
0100	MATER ACADEMY	\$ 527,257	\$ 9,490,373
0312	MATER GARDENS ACADEMY	\$ 27,519	\$ 713,425
1017	MATER ACADEMY OF INTERNATIONAL STUDIES	\$ 202,940	\$ 953,769
3100	MATER ACADEMY EAST CHARTER	\$ 258,684	\$ 2,467,421
5045	MATER GROVE ACADEMY	\$ 4,088	\$ 4,088
5046	MATER BRICKELL PREPARATORY ACADEMY	\$ 24,495	\$ 24,495
5047	MATER ACADEMY MIAMI BEACH	\$ 310,973	\$ 654,457
6009	MATER EAST ACADEMY MIDDLE SCHOOL	\$ 107,813	\$ 900,603
6012	MATER ACADEMY CHARTER MIDDLE	\$ 451,027	\$ 7,623,140
6033	MATER ACADEMY LAKES MIDDLE SCHOOL	\$ 303,041	\$ 1,429,338
6042	MATER GARDENS ACADEMY MIDDLE SCHOOL	\$ (122,282)	\$ 180,002
6047	MATER ACADEMY MIDDLE SCHOOL OF INTERNATIONAL STUDIES	\$ 55,431	\$ 285,090
7014	MATER PERFORMING ARTS & ENTERTAINMENT ACADEMY	\$ 169,977	\$ 2,509,219
7018	MATER ACADEMY LAKES HIGH SCHOOL	\$ 827,604	\$ 3,551,183
7024	MATER ACADEMY HIGH SCHOOL OF INTERNATIONAL STUDIES	\$ 103,359	\$ 471,931
7025	MATER BRICKELL PREPARATORY ACADEMY HIGH SCHOOL	\$ 8,846	\$ 8,846
7037	MATER ACADEMY EAST CHARTER HIGH SCHOOL	\$ (83,252)	\$ 406,699
7160	MATER ACADEMY CHARTER HIGH	\$ 27,563	\$ 8,144,170
Pinecrest Academy, Inc.			
0152	PINECREST PREPARATORY CHARTER HIGH SCHOOL ORLANDO	\$ 8,555	\$ 8,811
0155	PINECREST PREPARATORY CHARTER SCHOOL ORLANDO	\$ 135,413	\$ 213,166
0342	PINECREST ACADEMY (SOUTH CAMPUS)	\$ (15,091)	\$ 2,010,377
0600	PINECREST PREPARATORY ACADEMY	\$ 194,707	\$ 2,732,636
5048	PINECREST ACADEMY (NORTH CAMPUS)	\$ (17,057)	\$ 297,452
5049	PINECREST COVE ACADEMY	\$ 150,724	\$ 150,724
6003	PINECREST ACADEMY MIDDLE SCHOOL (NORTH CAMPUS)	\$ 9,337	\$ 9,337
6022	PINECREST ACADEMY CHARTER MIDDLE SCHOOL	\$ 523,973	\$ 2,921,255
7053	PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL	\$ 87,177	\$ 635,024

Academica Serviced Schools - Florida		Financial Performance Data	
Location	School	11-12 Increase in Net Assets	Net Assets as of 6-30-12
5001	BEN GAMLA CHARTER SCHOOL NORTH CAMPUS	\$ (7,161)	\$ 59,272
5005	BEN GAMLA CHARTER HIGH SCHOOL	\$ 40,877	\$ 40,877
5022	BEN GAMLA CHARTER SCHOOL MIAMI BEACH	\$ 99,193	\$ 103,739
5025	BEN GAMLA HALLANDALE	\$ 1,207	\$ 1,207
5392	BEN GAMLA CHARTER SCHOOL SOUTH BROWARD	\$ (23,401)	\$ 314,182
5410	BEN GAMLA CHARTER SCHOOL	\$ 2,620	\$ 650,462
Doral Academy, Inc.			
3029	DORAL ACADEMY OF TECHNOLOGY	\$ 251,714	\$ 251,714
3030	DORAL ACADEMY	\$ 313,689	\$ 4,641,760
6030	DORAL ACADEMY CHARTER MIDDLE SCHOOL	\$ 346,120	\$ 4,109,944
7009	DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY	\$ 216,054	\$ 733,178
7020	DORAL ACADEMY CHARTER HIGH SCHOOL	\$ (122,894)	\$ 4,837,629
International Studies Charter High School, Inc.			
6045	INTERNATIONAL STUDIES CHARTER MIDDLE SCHOOL	\$ 74,503	\$ 469,855
7007	INTERNATIONAL STUDIES CHARTER HIGH SCHOOL	\$ 23,388	\$ 790,249
City of Belle Isle			
0133	CORNERSTONE ACADEMY CHARTER	\$ 477,681	\$ 1,538,516
0146	CORNERSTONE CHARTER ACADEMY HIGH SCHOOL	\$ 84,819	\$ 212,002
City of Hialeah			
7262	CITY OF HIALEAH EDUCATION ACADEMY	\$ 7,757	\$ 568,315
Miami Childrens Museum Charter School, Inc.			
4000	MIAMI CHILDREN'S MUSEUM CHARTER SCHOOL	\$ 55,787	\$ 1,415,642
Theodore R. and Thelma A. Gibson Charter School, Inc.			
2060	THEODORE R. AND THELMA A. GIBSON CHARTER SCHOOL	\$ 2,892	\$ 70,472
Key West Independent Education, Inc.			
0382	KEY WEST COLLEGIATE ACADEMY	\$ 4,002	\$ 4,002
Integrated Science and Asian Culture Academy, Inc.			
2004	INTEGRATED SCIENCE AND ASIAN CULTURE ACADEMY	\$ 8,317	\$ 115,599

Section 12: Human Resources and Employment

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

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

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

Retirement/401k plans). More information on ADP is found on www.adptotalsource.com.

Performance Pay – The School will establish a grandfathered salary schedule for any school employees hired before July 1, 2014 (in the case of the administrator or other personnel hired prior to opening). This will be partially based upon an employee's performance and includes differentiated pay based upon factors such as additional responsibilities, school demographics, and level of job-performance difficulties.

The School will establish a performance salary schedule for instructional personnel and school administrators hired on or after July 1, 2014. The performance salary schedule will include salary adjustments for performance which become a lasting part of the employee's base salary under s. 121.021(22), F.S., and salary supplements for specified job assignment or duties, which are considered salary under s.121.021(22), F.S., but only remain in effect while the employee is performing those duties or assignments. The performance salary schedule will:

- Require that any salary adjustments for instructional personnel or school administrators that occur be made only for employees with highly effective or effective performance evaluation ratings.
- Not reduce the level of funding for the performance salary schedule in greater proportion than other salary schedules, if budget constraints limit the amount of funding that is available.
- Require that recommendations for promotions be based primarily upon the person's effectiveness under s. 1012.34, F.S.; i.e., performance evaluations.

- B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

The school will adhere to all antidiscrimination provisions of section 1000.05, F.S.

The school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

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

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be “highly qualified” to teach in the school. The definition of a highly qualified teacher includes meeting at least the following three criteria:

- Having a bachelor’s degree
- 2. Having State credentials or certificate
- 3. Demonstrated core academic subject matter competence

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.

Contracts - Instructional personnel will receive either a probationary contract (for instructional personnel new to the profession or new to the district) or an annual contract (for personnel who have completed a probationary contract or are already under an annual contract). The contracts will provide just cause reasons, and process, for suspension or dismissal of instructional personnel during the term of an annual contract. At the end of the probationary contract, the Governing Board may choose to award or not award the Teacher an annual contract pursuant to §1012.335, Florida Statutes, with or without cause. Teachers will be evaluated in accordance with provisions of § 1012.34, Florida Statutes.

NOTIFICATION OF UNSATISFACTORY PERFORMANCE—If an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

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

Probation Period

Pursuant to Florida Statute, Section 1012.335: All instructional personnel will be issued a probationary employment contract for a period of one school year upon initial employment in the school.

Voluntary Termination

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

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

Involuntary Termination

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

Job Performance

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

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

Misconduct

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

Insubordination

- Dishonesty;
- Theft;
- Discourtesy (to students, parents, peers, supervisors, etc.);
- Misusing or destroying school property or the property of another;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering school records, including the application for employment;
- Interfering with the work performance of others;
- Harassing other employees or students;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students;
- Possessing a firearm or other dangerous weapon on school property or while conducting school business;

- Conduct which raises a threat to the safety and well being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job; and/or
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests.

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

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.

Professional Development

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

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

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

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

Section 13: Student Recruitment and Enrollment

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

The School will make great efforts to reach families reflective of the demographic of the County. A comprehensive advertising and promotional plan will include the use print and online media – including minority and community periodicals -- to disseminate information about the school's educational program and open enrollment period. The goal is to reach parents by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail, penny-saver publications, and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as community centers, parks/recreation centers, libraries and other locations of public access as permitted by local regulations. In order to best reach out to the county's growing diverse population, informational materials will be available in multiple languages as needed.

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

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

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

Students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. The school expects to achieve diversity reflective of the community.

The school's promotional plan aims to reach a broad audience and, accordingly, all racial/ethnic groups within it. By disseminating information in multiple languages to various media -- including minority and community periodicals, and postcard mailers delivered

directly to residential addresses in various communities, the racial/ethnic balance of the School should be equivalent to that of public schools within the County. Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The governing board and administrators will also work with diverse community groups to seek assistance in disseminating information.

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

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

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

Students in the lottery will be assigned a waiting list number and will be admitted when student seats become available or capacity increases. Florida's charter school legislation, Fla. Stat. §1002.33(10)(d), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the Governing Board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

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

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

Enrollment Timeline:

April 2014 - Initial student registration period begins

May 1, 2014- If the number of applicants exceeds capacity, admission lottery will be conducted. Students who have registered will be officially enrolled.

May 15- Second registration period begins.

June 1st- If number of applicants exceeds capacity, lottery will be conducted. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

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

The home/school partnership is solidified through a Parent Contract. Included, as **Appendix E** is a Sample Parent Contract wherein parents willingly agree to be active participants in their child's education. By volunteering parents are making an investment in the child's education. The School will provide various options to complete such volunteer obligation, in accordance with State law. Through the contract, parents and students agree, as members of the School's family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring their success.

The School will enforce parent/guardian contracts as provided by law. The school will work to resolve matters regarding the parent/guardian contract by: 1) setting up a parent/guardian conference (via telephone or in person) to discuss the violation(s) and work with the parent/guardian toward a mutually satisfactory resolution and/or 2) providing opportunities for parents/guardians to fulfill their responsibilities under the contract.

- E. Explain any other efforts to encourage parental and community involvement, if applicable.

Parental and community involvement in the School is a fundamental and required part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child's education, and give the community ownership of a high quality educational program, and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, Educational Excellence Advisory Council (EESAC), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parental Service Contracts – parents agree to volunteer with their child's teacher and/or be involved in other ways in school activities.

- Educational Excellence School Advisory Council (EESAC)- This group will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.
- Quarterly Parent/Teacher Conferences – hosted in the evenings at the School where parents can discuss topics that affect their children’s educational progress.
- Open houses, Career Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
- School Website, Newsletters, and Event Calendar – updated regularly to disseminate information and maintain open lines of communication in the community.
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.
- Community Service Projects – students, faculty and parents will participate in activities to help, give back to, and connect with, the community.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered. Parent/Teacher Conferences and the electronic grade book, will also encourage parents to be fully involved in the School’s operations and will promote parental partnerships in the educational process. Volunteer opportunities to complete parent participation hours (communicated through newsletters, schoolnotes.com, the School website, email and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School store.

III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

- A. Describe the proposed facility, including location, size and layout of space.

The permanent facility for Ben Gamla Preparatory will be located in Broward County, , Florida. The approximate address of the site is 2648 Van Buren St, Hollywood, Florida, and is expected to be completed and ready for occupancy in July of 2015. The site will accommodate the needs of the expected student population and program at that time. The School will lease the facility.

Size and Layout of Space:

The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The proposed

facility will provide an appropriate amount of space for the educational program and will have all the requisite programmatic elements such as: classrooms, multi-purpose spaces, gymnasium, library/media-lab, science labs, restrooms, and administrative offices.

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.

The educational facility will comply with the Florida Building Code pursuant to Section 1013.37, F.S. or with applicable state minimum building codes pursuant to Chapter 553, F.S. and state minimum fire protection codes pursuant to Section 633.025, F.S., as adopted by Broward County. The facility will meet all local and state requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc.

Ben Gamla Preparatory will participate in the Sponsor's annual site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment to for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations.

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.

Safety, Permitting, and Inspections - The Board will ensure that the educational facility complies with the Florida Building Code pursuant to Section 1013.37, F.S. or with applicable state minimum building codes pursuant to Chapter 553, F.S. and state minimum fire protection codes pursuant to Section 633.025, F.S., as adopted by the County. The facility will meet all local and state requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc.

The School will participate in the Sponsor's annual site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment to for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations.

C. Describe how the facility will meet the school's capacity needs for students to be served.

The facility will be designed to accommodate a minimum of 1,850 students and will have all the requisite ancillary functions common to educational facilities. These ancillary functions will be designed to ensure the creation of a safe and effective educational environment for students, visitors and staff.

- D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.
- *The financial plan for the proposed school should align with the facilities-related costs described.*

Estimate of Costs - These Budget projections in *Appendix A* have been derived from actual historical data from other comparable charter school facilities leased by the board, and from experienced charter school facilities developers, updated based upon widely-reported cost escalations for land and construction costs for the corporation's charter school programs. The forecast base rent and all other facilities costs are included for all years of the charter in the proposed budget are as follows:

Lease of Facilities: The amount assumes an average cost of \$900 per student station in the budget. This amount is comparable to that paid by several other charter schools with similar enrollment numbers which have opened recently. It is the intent of this proposed school to try to negotiate under similar terms when entering into new leases. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions. Lease payments will commence upon the taking of possession of the facilities by the School. Long-term leasing provides to the School the ability for the School's Governing Board to focus on its core mission (education and educational programming), outsourcing the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those fields. In addition, long-term leasing separates the School from the vagaries of real estate and financial markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will provide that so long as the School is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

Utilities and maintenance cost estimates are shown in the proposed budget and amounts are comparable to the average annual costs paid by other charter schools with similar enrollment numbers. Water and sewer and electricity bills are set at \$1,580 /Classroom. Operations of Facility includes Purchased Service CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities.

- E. Describe the back-up facilities plan.
- *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

Ben Gamla board expects to finalize negotiations with the potential landlord prior to charter contract negotiations with the Sponsor. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the Board will direct the ESP to locate alternative facilities options suitable for school use immediately for the Board's review. Any such alternate facility shall be zoned for educational use and contain the adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency.

If the site is not acquired:

- F. Explain the school's facility needs, including desired location, size, and layout of space.
- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.
 - *The financial plan for the proposed school should align with the facilities-related costs described.*
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.
- I. Describe the back-up facilities plan.
- J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

Section 15: Transportation Service

- A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.⁵

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

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

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

Ensuring Equal Access: The school will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. In the case transportation is needed and if the parent advises the School that there is a hardship, and he/she is unable to provide the transportation, the

⁵ The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

School will provide transportation within a defined reasonable distance. In such cases, the School shall be responsible for transporting all students in a non-discriminatory manner to and from the School who reside within a “reasonable distance” of the School --defined herein as a two to four mile radius of the School-- or who otherwise are entitled to transportation by law.^[1] In these situations, the School may provide transportation by contracting with an independent private transportation provider approved by the Sponsor.

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

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

Section 16: Food Service

- A. Describe the school’s plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

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

The National Foundation of Ben Gamla, Inc. is an approved Sponsor of the National School Lunch Program (NSLP) and therefore the School will participate in the free/reduced priced meal program. The School will be an approved site under The National Foundation of Ben Gamla Inc.’s NSLP Sponsorship and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines.

Schools have a Verification Plan that is implemented each school year. During the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary

^[1] The term “reasonable distance” is defined in accordance with Chapters 1000 through 1013, Florida Statutes, as amended from time to time and the standards and guidelines provided by the State Department of Education.

Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Child Nutrition Program (CNP) system. The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- Disseminate lunch applications to all students upon enrollment
- Collect lunch applications and determine applications, according to Florida Income Eligibility
- Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- Enter determinations for each child into TERMS;
- Provide students with notice of eligibility;
- Serve/Charge student lunches in accordance with determined eligibility;
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP).

Contracting Services - The School may contract with an independent provider to prepare and provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from private vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The private vendor will be required to maintain and supply the school with daily records of all lunches served and current copies of inspection and insurance certificates.

Lunch Area - The school facility will include a lunchroom or, at minimum, a seating area that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Section 17: Budget

- A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

See Appendix A – Operating Budget

- B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Ben Gamla Preparatory Academy

Start-up Budget

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

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

****Start-Up Budget Revenue-** the school will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs, which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures (*See Appendix G - Lender Commitment Letter*). If the school opens at 50% enrollment, debt repayment of this line of credit will be interest only for at least 3 years and the school will have the option to pay when funds are available.

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

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

The school's budget forecast was developed using statistical data collected from a decade's worth of operations at more than 100 charter schools successfully operating in

Florida and specifically in alignment with the existing Ben Gamla school programs, which has the same program requisites. Additionally, representatives of the charter applicant have attended state and district sponsored charter school budget training workshops in prior years. The data and methodology used to prepare the budget forecast is highly reliable, and every one of the charter schools that developed budgets using this system completed the past school year with a budget surplus.

The budget contains the following sections to help the reader follow the assumptions presented in the budget:

Start-up Budget – The budgeted amounts of revenue and expenditures before the school's first fiscal year of operation are presented in this section.

Budget Summary – this section contains summary information of the overall budget. It is broken up into three different areas:

- Grades Served- Number of students, per student revenue based on the State provided revenue worksheet. In addition, the annual increase in per pupil funding is calculated.
- Revenue and Expenditure Summary- Contained in the expenditure section is information on the size and cost of the facility.
- Teacher Staff Summary – Illustrates the average class size, number of teachers, and benefits per teacher.

Budget Detail – The complete five-year budget is presented in this section. For each year of the budget there is a proposed budget enrollment at 100% of projected enrollment, as well as at 75% and at 50% of enrollment:

- The revenues are calculated based on the number of students using the Revenue Worksheet. For subsequent years the State Source funding is calculated using the funding formula in the Budget Summary multiplied by the number of students.
- The expenditures are calculated based on a function of each line item. Each line item has a cost and a basis for the calculation.
- For salaries the total is presented from the Staffing matrix section for each function.

Staffing Plan – This section is broken out into three different areas:

- The first item is the assumptions used for calculating the benefits provided to each staff member.
- The second area is to provide the calculation for the number of staff members for each position.
- Next is the calculation of the pay amount times the number of positions for that function. In addition, benefits costs are calculated at the gross amount times the benefits rate from the first item.

Budget Monthly Years 1-5 – In these sections the annual budget is presented in a monthly format on a cash basis for each of the years of the charter. The ESP has

negotiated payment terms with various vendors and the amounts shown follow the payment terms received.

School Design – In this section the number of classrooms and students is presented in four different formats along with the percentage of ESE, ESOL, and students qualifying for free and reduced lunch meals.

All Charter School Calculator – This section is from the Florida Department of Education Revenue worksheet used to calculate the gross State Funding.

Operating Budget Revenue

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

The Transportation Reimbursement revenue was based on the assumptions provided in the budget notes therein.

The Lunch Program income is calculated based on an estimated percentage of F&R lunch from existing schools in the target area, plus an estimation of students paying for their own meals. The revenue and costs associated with the lunch program are detailed in the *Budget Detail* section of the budget.

The capital outlay revenues forecasted include only the amount of revenue that schools with over 250 students would receive from the sponsor's 5% allocation, since the 5% fee is applicable to only the first 250 students. The remainder is returned to the school for capital outlay purposes as defined by statute. No other amount is assumed or forecast. If the School is classified as a "high-performing school", the sponsor's allocation is reduced from 5% to 2% for the first 250 students. The revenues were kept flat for year 1. The average reflects a 1% increase but also reflects a 1% increase in expenses. If the revenue does not increase, the school will decrease expenses (salaries, etc. 1% all) to maintain a balanced budget regardless of fluctuations in FTE revenues.

Operating Budget Expenditures

Expenses have been forecast using the statistical expense data compiled from over 100 successfully charter schools operating in Florida. The data is highly reliable and every one of more than 80 charter schools that developed budgets using this system this past 2013 school year completed the year with a budget surplus.

Staffing Plan: Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The

number of instructional personnel is in line with Florida Law for class size as it pertains to charter schools (see *Staffing Plan* in the budget).

School Administration

- 1 principal and 1 assistant principal (Y2). The percentage reflected in the budget for the principal refers to the salary, which may be reduced based on the enrollment for that year.

Instructional Staff

- **Teacher Salaries** were derived at by using an average salary of \$39,500/teacher for Year 1, with a CPI of 1% for every year thereafter. **Teachers** include **ESOL certified personnel, ESE, Reading/Math Coaches** with supplements
- **Supplements** for additional staff duties are budgeted at 3,500
- **Paraprofessionals** are budgeted at an average salary of \$18,000/year.
- **Substitute teacher** costs assume that substitutes will be hired for 10 days/full-time teacher at a rate of \$110/day.
- **Pupil Personnel Services** includes an 1 **ESE Teacher** (to serve as program coordinator) and 1 **counselor**
- **Media Services:** A Media Specialist is included as of Year 3.

Support Staff

- 1 fulltime **Registrar**
- Part-time **business manager**
- Part-time **administrative assistant** (Y1) other **clerical** personnel on as needed basis
- Additional staff includes **food services, custodial and security staff.**

Employee Benefits are calculated at a rate of approximately 22% (see "Staffing Matrix" section of the budget for exact calculation) of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

Staff Development covers Workshops/Trainings workshops and other PD activities (and includes incentive pay for teachers) costs for funds to satisfy FL Statute 1012.34.

Instructional Expenses include: expenditures include Classroom Supplies and Equipment, Teacher Supplies, Textbooks and Student Activities budgeted at a per student rate. Supplemental instructional materials (CIRP/SIRP and Technology) as per Reading

and Math Interventions (ReadingPlus/IXL etc.) The budgeted amounts assume that the only revenue that the school will receive is FTE, and is therefore consistent with (and exceeds) the amount allocated to instructional materials under the categorical funding formulas used by the State of Florida.

SB 736 Merit Pay amount was derived from the FFEP Teacher Salary Allocation (WFTE share) to be used for merit raises.

Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other contracted instructional services. As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 10% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE/ESOL increase due to the various needs of the students once enrolled.

The budgeted amounts assume that the main revenue that the school will receive is FTE, and is therefore consistent with (and exceeds) the amount allocated to instructional materials under the categorical funding formulas used by the State of Florida.

Instruction Related Technology includes the purchase of computer equipment/Promethean boards and repairs of such, and educational software and electronic textbooks budgeted per classroom. In addition, the budget includes EduSoft Software and scanner and hardware maintenance. This amount assumes that the main funding received is FTE, and does not take account possible Implementation Grant funds. The amount may be categorized as a one-time expense outright, or as the annual expense paid under a long-term financing agreement (i.e. computer leases, loan payments, etc.). It is anticipated that equipment to administer state tests such (i.e. FAIR, EOC, PARCC) will be funded by the planning and implementation grant. In the event that the grant is not awarded, the school has allocated for equipment leasing.

The school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures (*See Appendix G - Lender Commitment Letter*). If the school opens at 50% enrollment, debt repayment of this line of credit will be interest only for at least 3 years and the school will have the option to pay when funds are available.

The ESP fees are budgeted by services on a per student basis as follows: Instructional Services (Curriculum Planning, Research, Development and Evaluation) \$115.00, General Administration management \$225.00, Fiscal Services (Planning, Research, Development and Evaluation) \$110.00.

Advertisement and Promotion includes costs related to recruiting students and staff (i.e. printing of brochures, website production, and advertisements in local media outlets).

Independent Financial Audit (Fiscal Services) cost was derived using amounts paid by

schools of similar size to accounting firms that perform the Independent Audit.

Food Services: Lunch Program expense is based on current figures found in the affiliated charter schools. The School is already approved under the National School Lunch Program and is qualified to receive reimbursements. Since we are uncertain of the precise population (and number of free and reduced lunch meals to be served) we are unable to provide a more precise budgeted structure for food service. However, an estimated amount is provided in the “Budget Detail” section of the budget.

Pupil Transportation Services is calculated at \$225/bus with 15% utilization.

Advertisement and Promotion includes costs related to recruiting students and staff (i.e. printing of brochures, website production, and advertisements in local media outlets)

Independent Financial Audit (Fiscal Services) cost was derived using amounts paid by schools of similar size to accounting firms that perform the Independent Audit.

Operations of Facility/Plant includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities. The figures included are based on statistical expense data compiled from over 100 successfully charter schools currently operating in Florida. It is the intent of this proposed school to use this data as the threshold when planning for its new facilities. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers.

Lease of Facilities: The amount assumes an average cost of \$900 per student station in the budget. This amount is comparable to that paid by several other charter schools with similar enrollment numbers which have opened recently. It is the intent of this proposed school to try to negotiate under similar terms when entering into new leases. The school will have a triple net lease, which incorporates improvements. The lease is based on \$900 per student.

Maintenance of Plant: Amount listed is comparable to the average annual amounts paid by other charter schools with similar enrollment numbers

Contingency Plan includes a reserve of 5 % of FEFP

- D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The Board has the ultimate responsibility to ensure that the School's finances are managed properly. Accordingly, the Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The school Principal will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. As part of its responsibilities, through a contractual agreement with the ESP, the ESP assists

the Board and the Principal with the preparation and reporting of the School's finances. The principal receives a monthly Profit and Loss statement from the ESP detailing expenditures in each of the budgeted categories to monitor spending throughout the year. This strategy allows for the principal and board to make adjustments to expenses in anticipation of any possible shortfalls. Each quarter or month, depending on the needs of the School, the Board will review the budget and approve revisions to the budget as necessary. Additionally, to ensure that the board has a sound and viable plan to address revenue shortfalls due to lower than expected enrollment, school's budget (attached herein as Appendix F – Budget) reflects enrollment projections at 50%, 75% and 100% enrollment.

Professional audit services are allocated and will be used to verify and audit the financial revenues and expenditures of the School to ensure to the board that all funds have been allocated and used in accordance with generally accepted accounting standards, including internal controls, and will accurately represent the financial position of the school as well as the results of their operations and cash flows. In addition, the audit will confirm the operations of the schools and organization were properly conducted in accordance with legal and regulatory requirements, including Florida Statutes, and State Board of Education Rules.

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

See Appendix F – Budget (Monthly Cash Flow by Year)

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

Fundraising will serve as a catalyst to further service the School's needs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation Grants. Specific grant sources will be determined, based on appropriateness and feasibility, by the school administration and Governing Board. Additionally, the School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

Section 18: Financial Management and Oversight

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

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

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

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

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

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

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

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets

- Student records
- Employment records

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

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

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

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$2,500 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

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

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

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

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

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

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

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

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district

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

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

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

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

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

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

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

- E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

The School will maintain insurance coverage limits that either meets or exceeds the District minimum insurance limit requirements.

The School's insurance shall cover the School (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements as stated in the Florida Workers' Compensation Act.

Minimum Limits: There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy. The minimum amount of coverage for those coverages customarily insured under Part 2 of the standard Worker's Compensation Policy shall be:

EL Each Accident: \$500,000; EL Each Disease-Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000

Insurance limits and deductibles are as follows:

- General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0
- Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible: \$2,500
- Crime Coverage – Limit: \$1,000,000 Deductible: \$5,000
- Comprehensive Property Coverage – Limit: 100% TIV Deductible: Named

Windstorm 5% of TIV, \$5,000 All other Perils

- Workers Compensation Coverage – Limit: Each Accident \$2,000,000/Each Disease \$2,000,000/Each Employee \$2,000,000 Deductible: \$0

The insurance carrier has AM Best financial rating of A XII, with over \$1 billion in retained earnings according to AM Best.

For Worker's Compensation: Aon Risk Services, Inc. of FL is licensed in the State of FL and Illinois National Insurance Company is rated "A (Excellent)" by AM Best Company.

Section 19: Action Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:

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

August 1, 2013: Submission of charter school application proposal

November - Notification by Sponsor

Dec: Expected Board Interviews and Approval of Application by Sponsor

Dec –March: Facilities Search/Lease Negotiations

March: Expected Charter Contract Negotiations

April to June: Marketing and Student Recruitment

May 1st: Initial student registration period.
Students who have registered will be officially enrolled.
If number of applicants exceeds capacity, lottery will be conducted.

May 15th: Second Registration Period Begins.

June 1st: If number of applicants exceeds capacity, lottery will be conducted.

- May- July: Staff Recruitment and Hiring
 Planning and Purchasing of Materials
 Preparation of facilities
- July- Aug: Parent and Student Orientations
 Finalize Hiring and Student Registration
- On or before Teacher fingerprinting, drug-testing, and background checks
 August 1st: completed. Schedule any pending Board Training and/ include
 any new policy adoption in 1st 2013-14 school year Board
 Meeting
- August: Final Curriculum Review and Professional Development
 Faculty Orientation Workshops - Opening Procedures
 Conduct Final Facilities and Safety Inspections
- August 2014: Classes commence as per Sponsor's calendar

School-Emergency Management and Recovery Plan - The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the District.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings

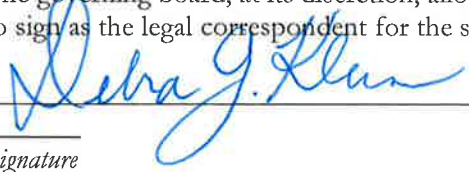
STATEMENT OF ASSURANCES

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

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

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows _____ (name), _____ (title) to sign as the legal correspondent for the school.



Signature

7/25/13

Date

Debra Klein

Printed Name

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

ARTICLE I
NAME

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

ARTICLE II
ORGANIZATION

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

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

ARTICLE III
MEMBERSHIP

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

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ARTICLE IV BOARD OF DIRECTORS

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

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

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

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

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

Section 4.2. Number of Directors. The initial Board shall consist of Five Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased to no more than Nine (9) and no fewer than three (3) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner proscribed herein for the Election of Directors in accordance with Section 4.4. The initial Directors shall be:

- | | |
|----------------------|-------------------|
| 1) Dr. Ruth Jacoby, | 4) Sander Gerber, |
| 2) Henry Ellenbogen, | 5) Brian Sherr. |
| 3) Bernie Friedman, | |

Section 4.3. Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.4. Election of Directors. Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees, constituting of at least two (2) nominees for each position open.

Section 4.5. Term of Elected Directors. The initial Board of Directors named in the Articles of Incorporation shall serve as Directors for an initial term of two (2) years. Each elected Director, other than the initial Board for the initial term, shall hold office for

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a staggered term of one (1) year, commencing at the close of the meeting when such Director is elected and ending at the close of the meeting held one (1) year later. The terms of elected Directors shall be staggered so that no elected Director's term expires less than four (4) months before the expiration of the term of the next elected Director. A term of an elected Director shall expire regardless of whether or not his successor shall have been duly elected and qualified.

Section 4.6. Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4. herein above. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 4.7. Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.8. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.9. Annual Meetings of the Board. The annual meeting of the Board shall be held without other notice than this Bylaw on the first day of April of each year, unless the Board by resolution provides for a different time and place for the holding of such annual meeting. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.10. Special Meetings. Special meetings of the Board may be called at any time by the Chairperson of the Corporation. Further, special meetings of the Board must be called by the Chairperson within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director no less than two (2) days prior to such meeting. Such notice shall set forth the time, place, and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice of waiver thereof.

Section 4.11. Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place, and time of the meeting.

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Section 4.12. Quorum and Action of the Board. Forty percent (40%) of the Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least two (2) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.13. Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the Chairperson, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 herein above.

ARTICLE V OFFICERS

Section 5.1. Number. The Corporation shall have a Chairperson, Vice Chairperson, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of the State of Florida or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 herein above at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until the election of a new officer at the following annual meeting, or upon their death, resignation, or removal. The initial officers of the Corporation shall be: 1) Chairperson - Dr. Ruth Jacoby, 2) Vice Chairperson Sander Gerber, and 3) Secretary and Treasurer - Bernie Friedman.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by an election by the Board as set forth in Section 4.1 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of Officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairperson or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 herein above.

Section 5.5. Chairperson. The Chairperson shall be the principal Executive Officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation, and (s)he shall preside over

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meetings of the Board of Directors; shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act; shall report as directed to the Board at each meeting; may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the Board from time to time.

Section 5.6. Vice Chairperson. The vice-chairperson shall act in the place and stead of the Chairperson in the event of the Chairperson's absence, inability, or refusal to act, and shall exercise and discharge such other duties as may be required of him/her by the Board.

Section 5.7. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.10. Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his/her services in the following order:

- 5.10.1. The Vice Chairperson shall perform the services of the Chairperson.
- 5.10.2. The Chairperson shall perform the services of the Secretary.
- 5.10.3. The Secretary shall perform the services of the Treasurer.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services

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actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

ARTICLE VI COMMITTEES OF THE BOARD

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Board of Directors shall annually appoint the members and the chairs of the standing committees and shall fill vacancies on any standing committee. Appointments to the standing committees shall be made by the Board of Directors at the annual meeting. In addition, the Chairperson may, if so authorized by the Board, appoint the members and chairs of such special committees as the Board may create, which members and chairs may include persons who are not members of the Board. All committee appointments and chair appointments must be approved by a vote of the Board.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members, and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members, and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation, or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

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Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his/her resignation in writing to the Chairperson or the Board of Directors. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify, to the fullest extent permitted by law, each of its officers, Directors, whether or not then in office (and his or her executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator, and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding, or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which (s)he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust, or other enterprise. (s)he shall have no right to reimbursement, however, in relation to matters as to which (s)he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his/her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee, or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him/her and incurred by him/her in any such capacity or arising out of his/her status as such, whether or not the Corporation would have the power to indemnify him/her against such liability under the provisions of this Article VII.

ARTICLE VIII CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

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Section 8.3. Checks, Drafts, Other Orders. All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests, or devise.

ARTICLE IX OFFICE AND REGISTERED AGENT

Section 9.1. Principal office address is 5911 S.W. 3rd Terrace, Hollywood, FL 33312. Mailing address is P.O. Box 816621, Hollywood, FL 33081, and may be changed from time to time as the Board of Directors may elect.

Section 9.2. Registered Agent and Registered Office. The Registered Agent of the Corporation shall be Corporation Service Company, 1201 Hays Street, Tallahassee, Florida 32301.

ARTICLE X NON-PARTICIPATION IN POLITICAL EVENTS OR ACTIVITIES IN CONTRAVENTION OF 501 (C) (3)

Section 10.1. Non-Participation in politics. Not only shall the Corporation not participate in or intervene in any political campaign on behalf of any public candidate, it shall also not partake in such activities in opposition of any candidate.

Section 10.2. Non-Participation in activities which would violate 501(C)(3). Notwithstanding other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a Corporation exempt from Federal Income Tax under Section 501 (C) (3) of the Internal Revenue Code (or corresponding section of any future code.)

Incorporator;



Peter Deutsch
P.O. Box 817689
Hollywood, Florida 33081

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**CERTIFICATE DESIGNATING PLACE OF BUSINESS OR DOMICILE
FOR THE SERVICE OF PROCESS WITHIN FLORIDA,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED**

In compliance with the laws of the State of Florida, the following is submitted: THE NATIONAL BEN GAMLA CHARTER SCHOOL FOUNDATION, a Florida not-for-profit corporation, desiring to organize or qualify under the laws of the State of Florida, with its registered office and registered agent at 1201 Hays Street, Tallahassee, Leon County, State of Florida, has named Corporation Service Company, at 1201 Hays Street, Tallahassee, Florida 32301, as its statutory Resident Agent to accept service of process within Florida.

ACKNOWLEDGMENT

Having been named the statutory Resident Agent to accept service of process for the above corporation, at the place designated in this certificate, I hereby acknowledge that I am familiar with the obligations imposed upon a Registered Agent by Section 607.0505 of the Florida Statutes and I agree to accept the same and to act as Registered Agent, and to comply with the provisions of Florida law relative to keeping the registered office open.


Corporation Service Company Carina L. Dunlap
1201 Hays Street Asst. Vice President
Tallahassee, Florida 32301

DATED: August 8, 2006.

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APPENDIX B

BYLAWS

OF

The National Ben Gamla Charter School Foundation, INC.
A Florida Nonprofit Corporation

ARTICLE 1 OFFICES

The corporation's principal office shall be fixed and located at such place within the boundaries of the County of Miami-Dade or Broward, Florida, as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another.

ARTICLE 2 PURPOSE

The specific and general purposes of the corporation are described in the Articles of Incorporation.

ARTICLE 3 NO MEMBERS

Section 3.1 No Members

The corporation shall have no members. Any action, which would otherwise; by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the board.

ARTICLE 4 DIRECTORS

Section 4.1 General Powers

Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may engage the services of a management company with respect to certain of the operations of the corporation, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- h. To form and be a member or shareholder of a not-for-profit entity organized under the law of any state, or to form without members or shareholders a not-for-profit entity organized under the law of any state, for the purposes of education, education or other research, or support of education or education research; and
- i. To carry out such other duties as are described in the Charter or Articles or Incorporation.

Section 4.3 Number, Election and Term of Directors and Related Matters

- a. The authorized number of Directors shall be no less than three (3) and no greater than eleven (11) until changed by amendment of these Bylaws.
- b. Those Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board of Directors then in the office. Only existing members of the Board of Directors may nominate candidates for new Directors. Notice of the Board's intention to elect a Director shall be included in the agenda for that meeting of the Board and shall be publicly announced.
- c. Each member of the Board of Directors shall have a term of five years, and may be re-elected for up to 3 consecutive terms.
- d. Directors shall be elected at a duly held meeting of the Board of Directors.

- e. The Board shall include at least one member who is the parent of a child enrolled in a school operated by the corporation and at least one member who is or has been a professional educator and/or school administrator, having experience in education. The Board should endeavor to be comprised of a diverse group of accomplished professional, academic, business, and/or civic minded individuals who are committed to the mission of the corporation.
- f. Persons who are employed by, or are principals of, either a sponsor or a management company for the corporation are not eligible and shall not be elected to serve on the Board so as to avoid potential conflicts of interest. The Board will seek to avoid filling future vacancies on the Board with persons who are employed by schools which are managed by the same company that manages schools operated by the corporation. However, if the corporation does not have a professional educator or administrator on its Board and if the application process described in Section 4.5 does not produce such an applicant for the Board, then the Board may consider and select as a Director an educator or administrator employed by the same company that manages schools operated by the corporation.
- g. The Board shall invite every Director who has successfully completed their term as Director, to participate in a group of Emeritus Directors. Emeritus Directors are invited to attend Board meetings and other National Ben Gamla Charter School Foundation Inc. functions, provide advice and counsel to the Board, but shall have no voting power.
- h. Directors must be fingerprinted within thirty (30) days of their appointment.

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected (by the existing president) before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony, or whose fingerprint check results reveal non-compliance with standards of good moral character.
- c. In order to elect a new Director, the Board shall announce the vacancy to the public, including The National Ben Gamla Charter School Foundation Inc. parents, teachers, and schools, and invite applications from qualified persons all as described by the Board. The Chairman or another Board member approved by

the Board, shall conduct an initial review and evaluation of all applications and report to the Board by way of nomination of candidates. Board members are encouraged to solicit applications from qualified persons. Following review and discussion of the candidates, the Board will proceed to elect any new Director.

- d. New Directors shall be elected by a vote of the majority of the existing Directors although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.
- e. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.
- f. The Board shall nominate and elect its Chairman at a duly noticed meeting of the Board. The Chairman shall serve for a term of one year and may seek re-election as Chairman at the end of any term. The Chairman shall also serve as the President of The National Ben Gamla Charter School Foundation Inc. for as long as he or she serves as Chairman.
- g. The Board shall nominate and elect a Vice-Chairman at a duly noticed meeting of the Board. The Vice-Chairman shall serve for a term of one year and may seek re-election as Vice-Chairman at the end of any term.
- h. The Board shall develop an orientation and training program for new Directors and an annual continuing education program for existing Directors.

Section 4.6 Place/Notice of Meetings/Compliance with Applicable Laws

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or by resolution of the Board. Appropriate notices of the meeting complying with Florida law shall be timely posted or published as required by law, and all meetings shall be held and conducted in accordance with applicable open or public meetings laws. The public, any board member or officer of the corporation shall place any desired item on the agenda of any board meeting by notifying, in writing, no later than 5 (five) business days prior to the scheduled board meeting, a description of the item to be placed in the agenda and said descriptions shall be delivered to the then acting secretary of the corporation.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Board, shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.

- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

One half (1/2) of the authorized Directors then in the office shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Director's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

Every Director has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.15 Fees and Compensation

Directors shall not receive compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Director's and officers of the corporation as described on the Charter on the conduct of the corporation's business.

Section 4.16 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make all reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
 1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
 2. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
 3. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be President, Secretary, and Treasurer. The corporation may also have, at the discretion of the Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

Section 5.2 Election

The officers of the corporation, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 President

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

Section 5.8 Vice Presidents

The Vice-President(s) shall not be a Director(s), and as such, shall be a non-voting position(s). The Vice-President(s) shall have such powers and perform such duties as the Board may prescribe from time to time.

Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Florida, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
- b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and

perform such other duties as may be prescribed from time to time by the Board.

- c. The Secretary or President of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.
- d. The Secretary or President shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board. The Secretary or President shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Directors, upon request, an account of all transactions as Secretary or President and of the financial condition of the corporation. The Secretary or President shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Secretary or President shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6 COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

Section 6.2 Local Governing Body Committees

The Board by resolution or by amendment to these bylaws may create and adopt bylaws for one or more committees comprised of such persons as are named or specified in the adopted bylaws for the operation of one or more public charter schools under the laws of one or more states (each, a "Local Board"), all of whom shall serve at the pleasure of the Board, and may be removed by the Board from such local board, having such powers and responsibilities as are set forth in such bylaws or resolution.

ARTICLE 7 OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provision of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the President or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers has no authority to execute the same. Any such instruments may also be signed by the Board or a designated member of the Board.

Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Nonprofit Corporation Law of the State of Florida shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 7.3 Fiscal Year

The fiscal year of the corporation shall be set by the Board.

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest.

Section 7.5 Interpretation of Articles of Incorporation

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Articles of Incorporation, the provisions of these Bylaws shall control.

ARTICLE 8 AMENDMENTS

Section 8.1 Bylaws

These bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board of Directors.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of The National Ben Gamla Charter School Foundation, Inc., a Florida nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Directors.

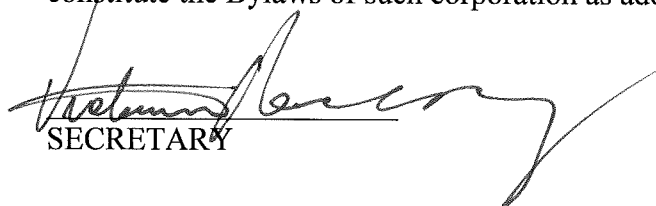

SECRETARY

Exhibit A

14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4));
15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws (Contract Section II, C (21));
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Operations for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.

Signature

Date



APPENDIX C

CHARTER SCHOOL MANAGEMENT AGREEMENT

BETWEEN

CHARTER SCHOOL, INC

AND

ACADEMICA

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CHARTER SCHOOL MANAGEMENT AGREEMENT

This is an Agreement for the Management and Administration of a Charter School by and between _____ CHARTER SCHOOL, INC. (“CharterSchoolCorp”) and ACADEMICA (“Manager”)

WHEREAS, _____ CHARTER SCHOOL, INC has a contract (“the Charter”) with _____ County Public Schools (the “Sponsor”) to operate a charter school, known _____ (the “School”);

WHEREAS, the School is governed by the Board of Directors of _____ CHARTER SCHOOL, INC (the “Board”);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, CharterSchoolCorp desires to ensure that its School is professionally managed and operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Manager is an educational service provider established to provide professional planning, accountability, compliance, management and support services to public charter schools;

WHEREAS, it is Manager’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Manager’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Manager’s officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for charter school programs in Florida;

WHEREAS, Manager's officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Manager manages a network of charter schools and believes that there are benefits to be obtained from having a uniform system-wide reporting, record-keeping and accountability system and benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools managed by Manager; and

WHEREAS, CharterSchoolCorp and Manager desire to enter into this agreement for the purpose of having Manager provide professional planning, accountability, compliance, management and support services;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF MANAGER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

CharterSchoolCorp engages Manager to provide management and administrative services to the School as more fully set forth herein. Manager accepts such engagement pursuant to the terms of this Agreement.

3. Management and Administrative Duties

Manager will coordinate the management and administrative duties required to operate the School. In connection with this, Manager will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Manager will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Manager's services will include, but not be limited to: identification, design and procurement of facilities; staffing recommendations; and, human resource coordination. In addition, Manager's services shall include services required for the day to day administration of the School such as regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the School as well as the bookkeeping, budgeting and financial forecasting that is required by the governing Board for its oversight. The Board will review the recommendations made by Manager and act upon them in the manner the Board decides.

4. Board of Directors Meetings

Manager will assist in the coordination of and attend the meetings of the Board of the School. Unless otherwise instructed by the Board, Manager shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of State law and the Charter regarding such meetings and record keeping.

5. Record Keeping

Manager will maintain the records of the School at the location designated by the Board. Manager will ensure compliance with the State and Charter requirements for record keeping. In addition, Manager will ensure that designated on site staff receives proper training by the Sponsor's appropriate departments for student school record keeping through its designated Management Information Services (MIS) programs.

6. Bookkeeping

Manager will coordinate with the accounting firms selected by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting, record keeping, and audits as may be required by the Charter and State law.

7. Staff Administration

Manager will identify and propose for employment by or on behalf of CharterSchoolCorp qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by Chapter 1002.33, Florida Statutes. CharterSchoolCorp may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Chapter 1002.33, Florida Statutes and Florida Charter School Legislation. Manager will coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be CharterSchoolCorp employees or employees leased to CharterSchoolCorp, and will not be employees of Manager. Manager will prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. Manager will propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Manager will

coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Manager agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Manager will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, or shall utilize GAAP Accounting at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified public accounting firm, will adopt accounting policies and procedures. Manager will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the Sponsor, which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principals. These statements will be provided in advance of the deadline for submission of such reports to the Sponsor. CharterSchoolCorp will provide the Sponsor with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Manager will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principals for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

9. Designated Contact Person

The designated contact person of Manager shall be the President of Academica (currently Fernando Zulueta). An alternate contact person shall be the Vice-President and Director of Operations (currently Maggie Fresen).

10. Grant Solicitation

In consultation with the Board, and with Board approval, Manager will solicit grants available for the funding of the School from the various government and private and institutional sources that may be

available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

Manager will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

Manager will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state or local agencies. Similarly, Manager will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Manager will coordinate the preparation of the Annual Report required by the Charter School Legislation for the School.

The Report will be submitted to the Board for approval, and Manager will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. Student Assessment

At the direction of the Board, Manager will coordinate a student assessment methodology, independent from State and/or Sponsor required assessments, and retain on behalf of CharterSchoolCorp professionals to administer and evaluate results. Manager will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

Manager will serve as primary liaison with the Sponsor and its officials on behalf of the School. In connection therewith, Manager's representatives will attend required meetings and public hearings.

16. Governmental Compliance

Manager will ensure compliance with state regulations and reporting requirements of the Charter School. Manager will also ensure the School's compliance with its Charter with the Sponsor, a copy of which is incorporated herein by reference.

17. Charter Renewal Coordination

Manager will coordinate with the Sponsor for the renewal of the School's Charter on a timely basis. On behalf and with the direction of the Board, Manager will negotiate the terms of the renewal Charter with the Sponsor and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the Sponsor.

18. Curriculum Development

Manager shall identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All curricula shall be approved by the Board prior to use.

19. Pre-School, After-Care, Early Drop-Off

Manager shall identify and or develop Pre-School, After-Care, Early Drop-Off programs to be offered as services ancillary but separate from the operations of the School. These are programs that are not encompassed by the Charter School Agreement between the School and the Sponsor. Accordingly, the School may elect not to offer these programs directly, but rather to authorize Manager to do so. In furtherance of that, Manager will retain the necessary operators to provide the underlying services to the parents and students desiring them. Manager will coordinate the provision of those services directly where applicable and establish agreements to reimburse the School for the use of the facilities, utilities, cleaning services and other costs consumed or incurred by those uses. Manager and/or the selected service providers shall be the direct primary supplier to the parents and students of those ancillary services and will indemnify and hold harmless the School for any liability resulting from them. The terms and conditions for these programs including financial terms, operating procedures, and ownership, shall be subject to Board review and approval.

20. Facilities Identification Expansion, Design and Development

Manager shall coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Manager shall assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Manager may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Manager or its principles, that relationship will be disclosed to the Board. Further, Manager shall recommend and retain on behalf of the School qualified professionals in the fields of school

design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

21. Systems Development

Manager will identify and develop a school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

22. Initial Term

The term of the Agreement shall commence on the start of the 2014-2015 school year. The commencement date shall be deemed to be July 1, 2014, although the parties recognize that Manager has provided services to the Board in connection with the School and Charter before this date.

The initial term of this Agreement shall be five (5) years unless the Board for cause terminates this Agreement per section 24 of this Agreement. At the conclusion of the term of this Agreement, CharterSchoolCorp shall have the option to renew this contract with Manager.

23. Renewal

Unless terminated by the Board, the terms of this Agreement shall be renewed along with any renewals to the Charter Agreement. Manager agrees to renew this Agreement at CharterSchoolCorp's option on the then-current terms and conditions unless there has been an uncured material breach hereunder by CharterSchoolCorp, after 60 days written notice of such breach and demand for cure, or unless CharterSchoolCorp has given at least 90 days' notice that this Agreement will not be renewed.

24. Termination

In the event of a breach of this Agreement by either party, the non-breaching party shall give the other party written notice of such breach and sixty (60) days to cure such breach from the date of giving such notice to Manager. "Breach" shall be defined as a material breach of this Agreement by Manager or CharterSchoolCorp; the failure of Manager to provide educational support and management services sufficient to operate the School in a manner that complies with the standards of the Sponsor; any debarment of or similar action against Manager by any governmental entity; or any action or conduct by Manager or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of

moral turpitude or any felony) or that may endanger or materially lessen the safety of students. If the Sponsor terminates or materially changes its Charter Agreement with the School or Board for the operation of the School, either the School or Board, or Manager may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party. Either party may terminate this Agreement at any time and for any reason, irrespective of cause, upon providing the other party 90 days' notice of termination. In the event of termination of this Agreement for any reason, the compensation to be paid by CharterSchoolCorp to Manager under this Agreement shall be pro-rated.

COMPENSATION

25. Base Compensation

CharterSchoolCorp shall pay Manager a management fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided CharterSchoolCorp receives such funds. The fee shall be payable in equal monthly installments, provided that CharterSchoolCorp shall have no obligation to pay such fee before receiving its FTE funding from the Sponsor or the State of Florida, in which event the monthly installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less, but in no event shall any adjustment reduce the management fee below the initial level of \$450 per student Full Time Equivalent (FTE) per annum as stated above.

26. Additional Services

Manager will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of CharterSchoolCorp, of other professionals or consultants who may be independent from Manager or part of Manager's network of consulting professionals.

27. Reimbursement of Costs

Manager shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

28. Incurred Expenses

Pursuant to the agreement of the Board and Manager, Manager may defer some or all of the management fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS**29. Conflicts of Interest**

No officer, shareholder, employee or director of Manager may serve on the Board. Manager will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Manager, its officers, directors or principals and any other person or entity providing goods or services to the School, Manager agrees to disclose the relationship to the Board.

30. Insurance and Indemnification

Manager shall carry liability insurance and indemnify the School for acts or omissions of Manager. Manager agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Manager hereby agrees to indemnify, hold harmless and protect CharterSchoolCorp, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Manager, its employees or agents.

31. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any

other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Florida and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Miami-Dade County, Florida.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

Academica
6340 Sunset Drive
Miami, Florida 33143
Attn: President

ADDRESS LINE 1
ADDRESS LINE 2
Attn: Chairperson

Charter School Inc.

(10) The headings in the Agreement are for convenience and reference only and in no way

define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of _____ CHARTER SCHOOL, INC held on the _____ day of _____ 201____. At that meeting, the undersigned Director of _____ CHARTER SCHOOL, INC was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

CharterSchoolCorp

(For _____ CHARTER SCHOOL)

By: _____
_____, Chair / President

Date: _____

ACADEMICA

By: _____
Fernando Zulueta, President

Date: _____

JOB DESCRIPTION

POSITION TITLE: School Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: An earned master's Degree (or higher) from an accredited college or university

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal/Assistant School Principal.
Valid Florida Certification in School Principal, or Professional School Principal.

REPORTS TO: School Governing Board

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the school.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

LEADERSHIP

The School Principal shall:

- Administer, control, and supervise the instructional program of the school operations and school personnel.
- Encourage teachers and pupils to perform to the best of their ability.
- Interpret the educational program of the school and school system to the community.

- Provide leadership and direction for all aspects of the school's operation.
- Facilitate frequent communication with parents of the school community.
- Coordinate and adapt school curricular programs and policies.
- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the school.
- Develop, implement, and evaluate the School Improvement Plan.
- Keep accurate account of all money paid to the school and record the purpose for which it was paid.
- Supervise and coordinate the budgetary process.
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- Develop and supervise New Teacher programs.
- Compile and prepare all student achievement outcomes.
- Report directly to the Governing Board for all purposes.
- Coordinate, supervise, and conduct the evaluations of all staff.
- Oversee the School Advisory Council.
- Maintain a positive and productive relationship with the Parent-Teacher Association.
- Supervise all students and staff.
- Coordinate and supervise the testing and assessment program.
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.
- Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes.
- Establish, actively pursue, and monitor a school mission, vision and goals in collaboration with staff, parents, students, and other stakeholders that are aligned with the Board's mission and goals.
- Supervise and coordinate school-wide programs, curricula and course options.
- Supervise and coordinate student registration, scheduling, and master scheduling construction.
- Oversee the grade reporting system.
- Monitor substitute teachers and the class coverage process.
- Supervise school activities and special events, and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events, including extracurricular trips.
- Coordinate and schedule the use of facilities for all events.

- Implement and enforce attendance and tardy policies and procedures for all students.
- Exercise proactive leadership in promoting the vision and mission of the school.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and school.
- Demonstrate satisfactory or above performance on the Florida Principal Competencies while performing all duties required by the job description.
- Provide leadership in the implementation of the Sunshine State Standards, Florida Write, Florida Comprehensive Assessment Test (FCAT) and other tests designed and adapted to measure student achievement.
- Maintain active involvement in the school improvement planning process with the School Advisory Council by providing resources for decision-making and priority setting.
- Use quality improvement principles and process in daily administration of school.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- Provide leadership and direction for all aspects of the school's operation.
- Build teams to accomplish plans, goals and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Communicate effectively both orally and in writing with parents, students, teachers and the community.
- Communicate school information, goals, student learning and behavior expectations to stakeholders.
- Develop and maintain a school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.

- Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Provide leadership to involve the school in quality initiatives.
- Establish procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Use effective communication techniques with students, teachers, parents and stake holders.
- Communicate, through proper channels, to keep Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the Board's policies and Strategic Plan.
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Access, analyze, interpret and use data in decision-making.
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
- Make data accessible to all stakeholders

STRATEGIC PLANNING

- Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work.
- Allocate resources consistent with implementation of the School Improvement Plans.
- Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.

- Direct the development of the master schedule and assign teachers according to identified needs.
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Oversee the selection and acquisition of instructional materials and equipment
- Collect input and analyze data to develop goals.
- Set high goals and standards for self, others and the organization..
- Provide recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Facilitate a program of family and community involvement.
- Develop positive relationships with students, parents, teachers, community.
- Work with parents to resolve complaints or concerns.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Promote/market the school and its priorities to the community
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- Interact with government and service agencies relative to student welfare.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- Manage appropriately and professionally personnel issues, including hiring, evaluations, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel
- Establish job assignments, supervise all assigned personnel, and conduct performance evaluations in accordance with current board policies and legislation.
- Delegate responsibilities to appropriate staff members.
- Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance.
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Analyze data and information to plan staff development to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.
- Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- Facilitate the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment
- Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.
- Participate in Governing Board management meetings and other activities to enhance professional development.
- Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
- Consider data and results from action research when solving problems and improving processes.

- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.
- Establish and manage student accounting and attendance procedures at the school.
- Coordinate and manage the extra curricular student activities and funds at the school.
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction.
- Demonstrate readiness and confidence in making and/or sharing decisions with those involved in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.
- Access Sponsor and community resources to meet school needs.
- Coordinate plant safety and facility inspections at the assigned school
- Monitor the maintenance at the school to ensure a safe, clean, and healthy, learning environment.
- Coordinate the school food service program at the school including the free and reduced food service requirements.
- Supervise transportation services at the school.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Provide leadership in the effective use of technology in the classroom and in school administration.

JOB DESCRIPTION

POSITION TITLE: Assistant Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree or higher from an accredited institution.

Certifications: Valid Florida Certification in Educational Leadership, Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate grade level for the school.

EXPERIENCE

REQUIRED: Three (3) years teaching experience at a school site.
Demonstrated ability to communicate effectively in both oral and written forms.

PREFERRED: 1-3 years of administrative experience at a school site.

REPORTS TO: School principal and school Board of Directors

SUPERVISES: Instructional and Service Personnel assigned by the principal.

POSITION GOAL: To assist the Principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community.

SKILLS AND ABILITIES: The Assistant School Principal will effectively perform the

performance responsibilities using the following skills and abilities:

- read, interpret and implement the appropriate state and federal statutes and policies, Sponsor's Policies and school board policies and procedures
- use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts

- demonstrate knowledge and practice of current educational trends, research and technology
- understand the unique needs, growth problems and characteristics of school students
- train, supervise and evaluate personnel
- demonstrate effective communication and interaction skills with all stakeholders

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant School Principal shall:

LEADERSHIP

- Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
- Assist the principal in providing leadership and direction for all aspects of the school's operation.
- Assist in establishing and monitoring a school mission and goals that are aligned with the Board's mission and goals.
- Exercise proactive leadership in promoting the vision and mission of the Board's Strategic Plan.
- Maintain an active involvement in the school improvement planning process.
- Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Assist in the managing and developing the implementation and assessment of the instructional program at the school so as to ensure all students the opportunity to learn.
- Use quality improvement principles and processes in daily administration of school.
- Assist in developing and maintaining a safe school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.
- Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Build teams to accomplish plans, goals and priorities.
- Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.

- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Anticipate difficult situations and develop plans to handle them.
- Serve as arbitrator for serious discipline problems in accordance with School policies, board and Sponsor's policies and state statutes.
- Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Model and maintain high standards of professional conduct while setting high standards and expectations for self, others, and school.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population
- Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
- Analyze and use data for decision-making or to improve actions, plans and process.
- Access, analyze, interpret and use data in decision-making.
- Use benchmarks and comparison data in the analysis of results and make data accessible to all stakeholders.

OPERATIONS

- Assist with managing and supervising the school's financial resources including the school's internal accounts.
- Assist with establishing and managing student accounting and attendance procedures at the school.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.
- Assist with coordinating plant safety and facility inspections at the school.
- Assist in coordinating the school food service program at the school, including the free and reduced food service requirements.
- Assist with the supervision of all extracurricular programs at the school.
- Provide leadership in the effective use of technology in the classroom and in school administration.

- Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Perform other tasks consistent with the goals and objectives of this position as assigned by the Principal.

STRATEGIC PLANNING

- Assist with facilitating and coordinating the development of the School Improvement Plan.
- Assist in communicating overall School Improvement Plan requirements to all staff each employee can understand how the goals and plans relate to his/her own work.
- Assist in allocating resources consistent with the implementation of the School Improvement Plan.
- Collect input and analyze data to develop goals.
- Assist in the selection and acquisition of instructional materials and equipment.
- Assist with establishing and coordinating procedures for student, teacher, parent, and community evaluation of curriculum.
- Assist with facilitating the horizontal and vertical articulation of curriculum within the school.
- Develop the master schedule and assign teachers according to identified needs.
- Assist with providing recognition and celebration for student, staff, and school accomplishments.
- Set high goals and standards for self, others and the organization.

COMMUNITY ENGAGEMENT

- Develop positive relationships with all stakeholders (students, parents, teachers, community).
- Assist with facilitating a program of family and community involvement.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Assist in promoting/marketing the school and its priorities to the community.
- Assist in providing leadership to support community involvement programs and business partnerships at the school level.
- Assist in directing and developing the recruitment of Business Partners to benefit the school and community.
- Assist with the development of activities with business partners that promote student achievement.
- Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.

- Work with parents to resolve complaints or concerns.
- Interact with government and service agencies relative to student welfare.
- Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
- Assist in supervising the implementation of the school's student services (including guidance, health services, and attendance) and other related areas.

HUMAN RESOURCES

- Manage issues, including hiring, evaluation, staff deficiencies and retention; appropriately and professionally personnel.
- Assist with interviewing and selection of qualified personnel to be recommended for appointment.
- Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.
- Delegate responsibilities to appropriate staff members.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Assist with the development and implementation of an effective staff development program.
- Assist in analyzing data and information to plan staff development to accomplish school goals.
- Assist with providing staff development opportunities and feedback to school personnel.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.

JOB DESCRIPTION

POSITION TITLE: Exceptional Student Education (ESE) Program Specialist

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned bachelor's or master's degree from an accredited institution. Master's Degree in Exceptional Student education is preferred. Appropriate State of Florida Teaching Certifications in Special Education.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in special education.

SUPERVISES: Special Education Teacher, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor Special Education curriculum for students assigned to the Special Education program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Special Education Program Specialist shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEPs and Section 504 Plans
- Coordinate and attend IEP meetings and communicate with parents.
- Provide curriculum support for students and teachers
- Coordinate and facilitate Response to Intervention for struggling students
- Develop and monitor Behavior Intervention Plans
- Coordinate the identification, assessment and placement of students in the School's ESE Program.
- Coordinate the ordering of materials and equipment needed to implement ESE Program services.
- Coordinates with school-site, district, and contracted personnel in the provision of ESE services to students
- Develop and assist to implement the school's ESE program in alignment with District and federal guidelines.

- Coordinate testing for Students with Disabilities and monitor student IEPs.
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.
- Coordinate activities with early intervention programs to provide services for ESE students.
- Serve as a consultant on the matters pertinent to the ESE program.
- Assist with interviews of potential ESE teachers.
- Participate successfully, in the training programs offered to increase the skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: Guidance Counselor (Budgeted under contracted services)

CONTRACT YEAR: 10-12 Months

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution; Florida certification in Guidance and Counseling. Bilingual skills preferred. Computer skills as required for the position.

REPORTS TO: Principal or designee

POSITION GOAL: To implement a process to help students discover and develop their best talents for personal happiness and social usefulness.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Guidance Counselor shall:

- meet with parents/students prior to and during the registration process, inform the students of classes relative to course selection and assist the administration in the registration and scheduling process.
- Assist in development of the school's master schedule
- conduct follow-up meetings after the master schedule is developed to make any necessary changes in students' schedules.
- conduct orientation meetings to provide information regarding class offerings and registration procedures.
- provide individual counseling for students regarding scheduling upon request of
 - the student or his/her parent/guardian.
- counsel students on personal and academic concerns and notify parents as deemed necessary.
- evaluate credits from outside sources
- provide training to teachers, parents and students on pupil progression plan
- provide materials and suggestions for classroom oriented guidance activities.
- arrange student, parent and teacher conferences.
- acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment.
- assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs.

- work with parent groups in the area of child growth, development and discipline.
- meet with teachers to present and explaining the results of various testing programs.
- assist teachers in effective utilization of test results.
- identify community and school system resources and when advisable, refer student situations to the proper agencies.
- keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested.
- gather information from all faculty members having contact with a student being considered for referral.
- review current developments, literature and technical sources of information related to job responsibility.
- ensure adherence to good safety procedures.
- participate in professional growth activities and complete a professional development plan.
- attend professional conferences and workshops related to the overall guidance program.
- perform other duties as assigned by the Principal.
- follow School, Board, and Sponsor policies as well as federal and state laws

JOB DESCRIPTION

POSITION TITLE: English for Speakers of Other Languages (ESOL)
Coordinator/Teacher

CONTRACT YEAR: Ten (10) Months - Annual Contract

QUALIFICATIONS

EDUCATION: An earned bachelor's degree or higher from an accredited institution and
Appropriate State of Florida Teaching Certification Endorsement in ESOL

EXPERIENCE

REQUIRED: A minimum of four (4) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in ESOL/bilingual education.

PREFERRED: Preferred degree major in Education or related field. Bilingual in English, Spanish and/or Creole preferred. Computer skills as required for the position.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum for students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The ESOL Coordinator/teacher shall:

- Coordinate the development of bilingual/ESOL curriculum guides and performance objectives for grades all grades at the school.
- Coordinate the identification, assessment and placement of students in the bilingual/ESOL program.
- Coordinate the ordering of materials and equipment needed to implement the bilingual/ESOL program.
- Develop and assist to implement the school's bilingual/ESOL program.
- Coordinate and attend LEP meetings and communicate with parents.
- Coordinate testing for ESOL and monitor student LEPS
- Work with principals, teachers and personnel in the bilingual/ESOL program.

- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.
- Coordinate activities with early intervention programs to provide services for English Language Learners (ELLs).
- Serve as a consultant on the matters pertinent to the bilingual/ESOL program.
- Assist with interviews of potential bilingual/ESOL teachers.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: Teacher

CONTRACT YEAR: Ten-Month Salaried - Annual Contract

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited college or university;
Certifications: valid Florida certification in the subject area.

EXPERIENCE PREFERRED: Experience - Two (2) years of successful classroom experience in the appropriate subject area.

REPORTS TO: Principal

POSITION GOAL: To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students.

SKILLS AND ABILITIES

The teacher shall:

- Posses knowledge curriculum and sunshine state standards in the appropriate subject area.
- Be able to adapt, design and implement curriculum to meet the needs of the individual students.
- Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The teacher shall:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies

- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level
- Demonstrate knowledge and understanding of the subject matter
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Assist the administration and staff to develop and implement a school-wide behavior management system aligned to the Board's policies and procedures.
- Provide supportive classroom management and academic strategies to teachers, students, and parents.

DEMONSTRATE INITIATIVE

- Demonstrate efficiency
- Demonstrate punctuality
- Demonstrate consistent attendance
- Review current developments, literature and technical sources of information related to job responsibility.
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs
- Initiate opportunities for professional development
- Provide supplemental instruction

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Demonstrate oral and written proficiency
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- Pursue further education and supplemental credentials

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

- Employ differentiated instructional strategies to maximize learning
- Role model using the state competency checklist
- Consistently maintain portfolios (dating and ordering each piece)

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- Role model using the state competency checklist
- Administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce school rules

ADVISE PARENTS

- Keep parents updated through interim reports, report cards, phone calls, and notes home

- Encourage and facilitate parental and community involvement promoting student achievement
- Document parent phone calls, conversations, and conferences
- Work as partners to create behavior modification plans and create Progress Monitoring Plans (PMP) for students
- Maintain flexibility and frequent contact with parents about student progress and school events

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development (psychological and academic) through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs
- Assist in data collection and preparation of reports including individualized educational plans of instruction for students.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Interact with maturity and professionalism among administration, staff, and students at all times
- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Show assertiveness - delegate when necessary to help others help you
- Be a team player while respecting others' differences
- Separate professional and personal spheres
- Be flexible - always have a back-up plan
- Be willing to help where help is needed

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Supervise student recreation (having at least one person in the classroom at all times)
- Complete and maintain accident reports (keeping one in a permanent file and sending one copy to parents)
- Keep emergency numbers at hand and a stocked first aid kit accessible in classroom
- Maintain up-to-date lesson plans within the guidelines of the Ben Gamla Charter High curriculum
- Complete, distribute, and maintain files of all behavior and homework referrals as required (one in permanent folder, one sent home)
- Complete and maintain files of all report cards, interim reports, and county test records

- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and other safety drills
- Keep dangerous objects (knives, rocks, etc.) and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times
- Follow appropriate County medication guidelines for all students (remember never to give Tylenol, cough drops, or any prescription medications without the written consent of the parent and administrator and accompanied by the appropriate medical forms)

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings and conferences
- Plan and participate in special events
- Perform other duties as assigned by the Principal.

PHYSICAL REQUIREMENTS: Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

JOB DESCRIPTION

POSITION TITLE: Registrar

QUALIFICATIONS

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

SKILLS: A well-rounded knowledge of clerical methods, procedures, and business office practice; must be computer literate. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

EXPERIENCE: One (1) year of previous school work experience which demonstrated an expertise to perform various procedures and applications of a repetitive and routine nature following standard practices.

REPORTS TO: Administrator/Principal or designee

POSITION GOAL: To perform a wide variety of clerical duties with respect to registering students, processing and maintaining student records, and otherwise working with student schedules and data in a responsible and accurate manner.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The School Registrar shall:

- Process required forms and information to enroll new students and discuss the process with students and parents.
- Maintain cumulative folders and permanent record cards in a secure manner.
- Prepare various lists and reports in regard to student ranking, grade averages, graduation, reassignments, etc.
- Process withdrawal and transfer of students and verify that student obligations are settled.
- Assist in determining credits and corresponding grade levels.
- Receive and mail transcripts and other requested records, as authorized, and prepare related correspondence.
- Follow instructions and established policies and procedures to perform specialized registrar duties referring questionable matters to the Guidance Director.

- Review students' immunization forms to verify adherence to governmental requirements.
- Operate standard office equipment such as any generation of typewriter, calculator, microcomputer, word processor, etc., as well as equipment developed or advanced from future technology as required by the job.
- Interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal or designee.

TERMS OF EMPLOYMENT: 12 months - hourly

Sample Parent/Guardian Contract

I, the undersigned parent/guardian of _____, hereby agree to abide by the following policies and procedures of _____.

- **Absences:** In accordance with School and M-DCPS Daily Attendance Policies, students must be physically present in school for a minimum of 2 hours in order to be counted as present for attendance purposes each day. For each day a student is absent, Parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student's return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to the administration/Attendance Review Committee. Referrals will be issued after reaching the school's maximum allowance, and may result in the student's report card reflecting insufficient attendance for receiving a grade. Please be advised: for students in grades 9-12, five (5) or more unexcused absences in a semester course or ten (10) or more in an annual course, may result in the withholding of a student's grade.
- **Arrival:** Arrival time is from _____ am to _____ am. Students must be in their seats at the commencement of homeroom in the morning. Any student arriving after the commencement of homeroom will receive a tardy pass. Students arriving or departing outside of the School's designated times may be enrolled in a before-care program, where available, including all applicable fees. Please be advised: The School is not responsible for students who arrive more than thirty (30) minutes prior to the start of school, except for those who are enrolled in and pay fees to the before-care program.
- **Tardies:** All tardies are unexcused. If students arrive after the commencement of school, please do not send the student to class. Students arriving after the commencement of school must report directly to the School's designated office/area. Students with excessive tardies will be referred to the administration/Attendance Review Committee.
- **Dismissal:** Dismissal time is _____ pm. Students departing outside of the School's designated times may be enrolled in an after-care program, where available, including all applicable fees. Please be aware that all charges must be resolved in full by the last day of school. Please be advised that The School is not responsible for students remaining on campus after the school's dismissal times, except for those who are enrolled in and pay fees to the after-care program.
- **Early Dismissal:** For a student to be dismissed early, parents must report to the designated office/area. Students who wish to be dismissed early (on a regular school day) are required to provide documentation. Documentation submitted more than 72 hours after an early dismissal will not be accepted, and the early dismissal will be deemed unexcused. Students with excessive unexcused early dismissals, will be referred to the administration/Attendance Review Committee. Students will not be dismissed 30 minutes prior to dismissal time without previous written notice. There are NO EXCEPTIONS!
- **Unauthorized Items Policy:** Please note that students are not allowed to bring any toys, electronic devices, pets, or animals to school. Cell phones may not be turned on inside of the School building at any time. Cell phones may not be visible at any time during the School day, may not be displayed during School, and must be left in the Students bag. The School will confiscate any unauthorized items a student may bring to school. Confiscated items will only be returned to parents at which time a parent/student conference may be required. The school may keep any such unauthorized items until the end of the school year. Continued violations of this policy may result in further penalties, and may subject the student to disciplinary action and/or referral to the School's administration/discipline review committee. While the School will take every measure to protect such items, the School shall not be responsible for loss or damage to any unauthorized items which have been confiscated. Any items not claimed by the last day of school shall be disposed of without further liability to the School.
- **Uniform Policy:** Official School uniforms must be worn every day. Students who arrive to school without proper uniform may be referred to the administration and may not return to class until in proper uniform. Students with repeated violations of this policy will be referred to the administration/Discipline Review Committee.

- **Volunteer Hours:** Parental/Guardian involvement is a critical component of your child’s educational success. The school prides itself on the success of our students and therefore requires that parents/guardians become active stakeholders in their child’s future. All parents/guardians are asked to complete thirty (30) volunteer hours, per academic year. All parent/guardian volunteer hours must be completed prior to the last day of school.
- **Academic Recovery:** If the School identifies your student as requiring additional instruction and/or remediation including but not limited to: mandatory tutoring, summer school, etc., attendance at and successful completion of same shall be required. Alternative and/or make-up sessions may be scheduled at the discretion of the administration.
- **Outstanding Fees:** Failure to pay all outstanding fees may result in the loss and/or suspension of extra-curricular activity privileges. Fees may include but shall not be limited to: lost books, late library fees, lunch accounts, before/after care fees, and any and all fees which may accrue in the normal course of the school year.
- **Internet and Media Use Policy:** No recording, either photographic or audio/visual in nature may be made on school property without the express authorization of the administration. No document or media existing now or in the future and which impacts the School and/or disrupts the learning environment, relating to the School, its staff or students, including but not limited to photographs, letters, yearbooks, and other material may be published in any public forum or media without the express authorization of the administration. Furthermore, the unauthorized use of the school’s name and/or any of its logos is expressly prohibited. For purposes of this section, the term “public forum or media includes but shall not be limited to publicly accessible websites and web forums, newspapers, print and other media sources.
- **Miami-Dade County Public Schools:** Please note: all students enrolled in the charter school are students of Miami-Dade County Public Schools, subject to applicable policies.

We understand the policies set forth in this Parent/Guardian Contract and will abide by them.

Failure to adhere to the policies as stated in the Parent/Guardian Contract will result in a violation of the contract.

Student’s Name: _____

Grade: _____ **Date:** _____

Parent Name: _____

X

Parent Signature

Ben Gamla Charter High School**Start-up Budget**

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

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

Ben Gamla Charter High School

	Year 1	Year 1 75%	Year 1 Low	Year 2	Year 3	Year 4	Year 5
Grades	9-10			9-11	9-12	9-12	9-12
Students per grade (average)	275	207	138	275	275	275	275
Total # Students	550	413	275	825	1,100	1,100	1,100
Per Student Revenue *	5,942	5,942	5,942	5,984	6,035	6,095	6,156
				1.0%	1.0%	1.0%	1.0%

REVENUE

Maximum Gross Revenue (\$)	3,267,946	2,453,930	1,633,973	4,936,396	6,638,063	6,704,444	6,771,488
Enrollment Contingency (\$)	-	-	-	-	-	-	-
Budgeted State Sources of Revenue (\$)	3,267,946	2,453,930	1,633,973	4,936,396	6,638,063	6,704,444	6,771,488

EXPENDITURES

Facility Budget							
Maximum Facility Expense	506,444	395,569	255,622	764,839	1,002,463	1,012,488	1,022,613
Minimum Building Size (Sqft)	28,600	21,476	14,300	42,900	57,200	57,200	57,200
Cost per Student	\$ 700.00	\$ 700.00	\$ 700.00	\$ 707.00	\$ 714.07	\$ 721.21	\$ 728.42
Operating and Fixed Costs	121,444	106,469	63,122	181,564	216,986	219,156	221,348
Mortgage Payments/Rent	385,000	289,100	192,500	583,275	785,477	793,332	801,265

Teacher Staffing Budget							
Average Class Size	25	25	25	25	25	25	25
# of Teachers	23	18	11	37	52	54	54
Salary Benefits per Teacher	9,122	9,047	9,072	9,076	9,037	9,121	9,212

MAXIMUM FOR OTHER EXPENDITURES

1,919,124	1,332,596	924,491	2,761,529	3,677,888	3,745,433	3,788,405
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* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Ben Gamla Charter High School			YEAR 1			YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected	75% Enrollment	50 % Enrollment				
ENROLLMENT	Cost	Basis							
Classrooms			22	17	11	33	44	44	44
9 - 12			550	413	275	825	1,100	1,100	1,100
Total Enrollment			550	413	275	825	1,100	1,100	1,100
REVENUES									
State Sources with expected enrollment			\$ 3,267,946.00	\$ 2,453,930.36	\$ 1,633,973.00	\$ 4,936,396.21	\$ 6,638,063.07	\$ 6,704,443.70	\$ 6,771,488.13
Federal Sources - NSLP funds 60% of students	\$ 2.88	60%	\$ 171,072.00	\$ 128,459.52	\$ 85,536.00	\$ 259,174.08	\$ 349,021.09	\$ 352,511.31	\$ 356,036.42
Local Sources - Lunch program paid students	\$ 3.00	10%	\$ 29,700.00	\$ 22,302.00	\$ 14,850.00	\$ 44,995.50	\$ 60,593.94	\$ 61,199.88	\$ 61,811.88
Capital Outlay (Capital Outlay available after year 3)	\$ 525.00							\$ 577,500.00	\$ 577,500.00
Other Sources - Services (Before & After Care Net of Expenses)		Per Student	\$ 45,375.00	\$ 34,072.50	\$ 22,687.50	\$ 68,062.50	\$ 90,750.00	\$ 90,750.00	\$ 90,750.00
			\$ 3,514,093.00	\$ 2,638,764.38	\$ 1,757,046.50	\$ 5,308,628.29	\$ 7,138,428.10	\$ 7,786,404.88	\$ 7,857,586.43
EXPENDITURES									
Instruction									
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		\$ 953,700.00	\$ 740,200.00	\$ 453,600.00	\$ 1,526,413.00	\$ 2,135,987.39	\$ 2,238,741.04	\$ 2,261,128.45
Fringe Benefits			\$ 209,814.00	\$ 162,844.00	\$ 99,792.00	\$ 335,810.86	\$ 469,917.23	\$ 492,523.03	\$ 497,448.26
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$ 450.00	ESE Student	\$ 29,700.00	\$ 22,302.00	\$ 14,850.00	\$ 44,995.50	\$ 60,593.94	\$ 61,199.88	\$ 61,811.88
Classroom Supplies & Equipment	\$ 45.00	Student	\$ 24,750.00	\$ 18,585.00	\$ 12,375.00	\$ 37,496.25	\$ 50,494.95	\$ 50,999.90	\$ 51,509.90
Teacher Supplies	\$ 35.00	Student	\$ 19,250.00	\$ 14,455.00	\$ 9,625.00	\$ 29,163.75	\$ 39,273.85	\$ 39,666.59	\$ 40,063.25
Textbooks and/or ebooks/Student Activities	\$ 420.00	Student	\$ 231,000.00	\$ 173,460.00	\$ 115,500.00	\$ 349,965.00	\$ 471,286.20	\$ 475,999.06	\$ 480,759.05
Supplemental instructional materials (CIRP/SIRP and Technology)	\$ 75.00	Student	\$ 41,250.00	\$ 30,975.00	\$ 20,625.00	\$ 62,493.75	\$ 84,158.25	\$ 84,999.83	\$ 85,849.83
SB 736 Merit Pay			\$ 95,701.00	\$ 71,862.75	\$ 47,850.50	\$ 143,528.00	\$ 191,402.00	\$ 191,402.00	\$ 191,402.00
Computer - Equipment for Instruction (* lease to include ebooks)	\$ 1,800.00	Classroom	\$ 39,600.00	\$ 30,600.00	\$ 19,800.00	\$ 59,994.00	\$ 80,791.92	\$ 81,599.84	\$ 82,415.84
Computer Lab - Including Software	\$ 10,000.00	Lab	\$ 10,000.00	\$ 10,000.00	\$ 7,500.00	\$ 10,100.00	\$ -	\$ 10,303.01	\$ 20,812.08
Sub-Total Instruction			\$ 1,654,765.00	\$ 1,275,283.75	\$ 801,517.50	\$ 2,599,960.11	\$ 3,583,905.73	\$ 3,727,434.18	\$ 3,773,200.55
Pupil Personnel Services									
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan		\$ 40,000.00	\$ 40,000.00	\$ 20,000.00	\$ 40,400.00	\$ 40,804.00	\$ 41,212.04	\$ 41,624.16
Fringe Benefits			\$ 8,800.00	\$ 8,800.00	\$ 4,400.00	\$ 8,888.00	\$ 8,976.88	\$ 9,066.65	\$ 9,157.32
Contracted Professional Services (counseling and psychological)	\$ 500.00	ESE Student	\$ 33,000.00	\$ 24,780.00	\$ 16,500.00	\$ 49,995.00	\$ 67,326.60	\$ 67,999.87	\$ 68,679.86
Sub-Total Pupil Personnel Services			\$ 81,800.00	\$ 73,580.00	\$ 40,900.00	\$ 99,283.00	\$ 117,107.48	\$ 118,278.55	\$ 119,461.34
Media Services									
Salaries (includes Librarian)	See Staffing Plan		\$ -	\$ -	\$ -	\$ -	\$ 40,804.00	\$ 41,212.04	\$ 41,624.16
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ 8,976.88	\$ 9,066.65	\$ 9,157.32
Library Books	\$ 10,000.00	School	\$ 10,000.00	\$ 10,000.00	\$ 5,000.00	\$ 10,100.00	\$ 10,201.00	\$ 10,303.01	\$ 10,406.04
Sub-Total Media Services			\$ 10,000.00	\$ 10,000.00	\$ 5,000.00	\$ 10,100.00	\$ 59,981.88	\$ 60,581.70	\$ 61,187.52
Curriculum Development									
Salaries (includes Curriculum Specialist)			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Planning, Research, Development and Evaluation	\$ 115.00	Student	\$ 63,250.00	\$ 47,495.00	\$ 31,625.00	\$ 95,823.75	\$ 129,042.65	\$ 130,333.08	\$ 131,636.41
Student Activities	\$ 30.00	Student	\$ 16,500.00	\$ 12,390.00	\$ 8,250.00	\$ 24,997.50	\$ 33,663.30	\$ 33,999.93	\$ 34,339.93
Sub-Total Curriculum Development			\$ 79,750.00	\$ 59,885.00	\$ 39,875.00	\$ 120,821.25	\$ 162,705.95	\$ 164,333.01	\$ 165,976.34
Staff Development									
Workshops/Trainings (includes incentive pay for teachers)	\$ 1,000.00	Teacher	\$ 23,000.00	\$ 18,000.00	\$ 11,000.00	\$ 37,000.00	\$ 52,000.00	\$ 54,000.00	\$ 54,000.00
Sub-Total Staff Development			\$ 23,000.00	\$ 18,000.00	\$ 11,000.00	\$ 37,000.00	\$ 52,000.00	\$ 54,000.00	\$ 54,000.00

Ben Gamla Charter High School			YEAR 1			YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected	75% Enrollment	50 % Enrollment				
Instruction Related Technology									
Salaries (includes Technology Personnel)	See Staffing Plan		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EduSoft Software and Scanner	\$ 1,200.00	School	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,212.00	\$ 1,224.12	\$ 1,236.36	\$ 1,248.72
Hardware Maintenance	\$ 400.00	Classroom	\$ 8,800.00	\$ 6,800.00	\$ 4,400.00	\$ 13,332.00	\$ 17,953.76	\$ 18,133.30	\$ 18,314.63
Sub-Total Instruction Related Technology			\$ 10,000.00	\$ 8,000.00	\$ 5,600.00	\$ 14,544.00	\$ 19,177.88	\$ 19,369.66	\$ 19,563.36
Board									
Professional Services (Legal)	\$ 2,500.00	School	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,525.00	\$ 2,550.25	\$ 2,575.75	\$ 2,601.51
Insurance (General Liability, D&O, Professional Liability)	\$ 660.00	Classroom	\$ 14,520.00	\$ 11,220.00	\$ 7,260.00	\$ 21,997.80	\$ 29,623.70	\$ 29,919.94	\$ 30,219.14
Travel	\$ 2,000.00	Board Mem	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,020.00	\$ 2,040.20	\$ 2,060.60	\$ 2,081.21
Sub-Total Board			\$ 19,020.00	\$ 15,720.00	\$ 11,760.00	\$ 26,542.80	\$ 34,214.15	\$ 34,556.30	\$ 34,901.86
General Administration									
Management Fees	\$ 225.00	Student	\$ 123,750.00	\$ 92,925.00	\$ 61,875.00	\$ 187,481.25	\$ 252,474.75	\$ 254,999.50	\$ 257,549.49
Administrative Fee									
Sub-Total General Administration			\$ 123,750.00	\$ 92,925.00	\$ 61,875.00	\$ 187,481.25	\$ 252,474.75	\$ 254,999.50	\$ 257,549.49
School Administration									
Salaries (includes Principal, Secretary & other Office Personnel)	See Staffing		\$ 196,960.96	\$ 131,960.96	\$ 119,480.48	\$ 217,110.57	\$ 285,588.18	\$ 288,444.06	\$ 291,328.50
Fringe Benefits			\$ 43,331.41	\$ 29,031.41	\$ 26,285.71	\$ 47,764.33	\$ 62,829.40	\$ 63,457.69	\$ 64,092.27
Equipment Rental / Lease	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,636.00	\$ 3,672.36	\$ 3,709.08	\$ 3,746.17
Travel	\$ 400.00	Administrator	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,212.00	\$ 1,224.12	\$ 1,236.36	\$ 1,248.72
Advertising and Promotion	\$ 50.00	Student	\$ 27,500.00	\$ 20,650.00	\$ 13,750.00	\$ 41,662.50	\$ 56,105.50	\$ 56,666.56	\$ 57,233.22
License Fees	\$ 200.00		\$ 200.00	\$ 200.00	\$ 200.00	\$ 202.00	\$ 204.02	\$ 206.06	\$ 208.12
Uniforms	\$ 300.00		\$ 300.00	\$ 300.00	\$ 300.00	\$ 303.00	\$ 306.03	\$ 309.09	\$ 312.18
Postage	\$ 50.00	Classroom	\$ 1,100.00	\$ 850.00	\$ 550.00	\$ 1,666.50	\$ 2,244.22	\$ 2,266.66	\$ 2,289.33
Printing	\$ 350.00	Classroom	\$ 7,700.00	\$ 5,950.00	\$ 3,850.00	\$ 11,665.50	\$ 15,709.54	\$ 15,866.64	\$ 16,025.30
Office Supplies	\$ 30.00	Student	\$ 16,500.00	\$ 12,390.00	\$ 8,250.00	\$ 24,750.00	\$ 33,000.00	\$ 33,000.00	\$ 33,000.00
Office Equipment	\$ 4,000.00		\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,040.00	\$ 4,080.40	\$ 4,121.20	\$ 4,162.42
Computer Equipment	\$ 1,000.00	Administrator	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,030.00	\$ 3,060.30	\$ 3,090.90	\$ 3,121.81
Sub-Total School Administration			\$ 305,392.37	\$ 213,132.37	\$ 184,466.19	\$ 357,042.39	\$ 468,024.06	\$ 472,374.30	\$ 476,768.05
Facilities Acquisition & Construction									
Building Lease / Rent (see budget summary for calculation)			\$ 385,000.00	\$ 289,100.00	\$ 192,500.00	\$ 583,275.00	\$ 785,477.00	\$ 793,331.77	\$ 801,265.09
Sub-Total Facilities Acquisition & Construction			\$ 385,000.00	\$ 289,100.00	\$ 192,500.00	\$ 583,275.00	\$ 785,477.00	\$ 793,331.77	\$ 801,265.09
Fiscal Services									
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	See Staffing		\$ 40,000.00	\$ 40,000.00	\$ 20,000.00	\$ 40,400.00	\$ 40,804.00	\$ 41,212.04	\$ 41,624.16
Fringe Benefits			\$ 8,800.00	\$ 8,800.00	\$ 4,400.00	\$ 8,888.00	\$ 8,976.88	\$ 9,066.65	\$ 9,157.32
Fee to County School Board - up to 250 students			\$ 74,271.50	\$ 74,271.50	\$ 74,271.50	\$ 74,793.88	\$ 75,432.53	\$ 76,186.86	\$ 76,948.73
Planning, Research, Development and Evaluation	\$ 110.00		\$ 60,500.00	\$ 45,430.00	\$ 30,250.00	\$ 91,657.50	\$ 123,432.10	\$ 124,666.42	\$ 125,913.09
Professional Services - Annual Audit	\$ 7,500.00		\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,575.00	\$ 7,650.75	\$ 7,727.26	\$ 7,804.53
Sub-Total Fiscal Services			\$ 191,071.50	\$ 176,001.50	\$ 136,421.50	\$ 223,314.38	\$ 256,296.26	\$ 258,859.23	\$ 261,447.82
Food Services									
Salaries (Food Service Workers)	See Staffing		\$ 28,000.00	\$ 28,000.00	\$ 14,000.00	\$ 42,420.00	\$ 42,844.20	\$ 43,272.64	\$ 43,705.37
Fringe Benefits			\$ 6,160.00	\$ 6,160.00	\$ 3,080.00	\$ 9,332.40	\$ 9,425.72	\$ 9,519.98	\$ 9,615.18
Food, Materials & Supplies - Vendor provided meals 70% Participation	\$ 2.46	Per Meal per day	\$ 170,478.00	\$ 128,013.48	\$ 85,239.00	\$ 258,274.17	\$ 347,809.22	\$ 351,287.31	\$ 354,800.18
Equipment Rental / Lease (provided by food vendor)									
Inspection fees	\$ 75.00	Twice per year	\$ 150.00	\$ 150.00	\$ 150.00	\$ 151.50	\$ 153.02	\$ 154.55	\$ 156.09
Sub-Total Food Services			\$ 204,788.00	\$ 162,323.48	\$ 102,469.00	\$ 310,178.07	\$ 400,232.15	\$ 404,234.48	\$ 408,276.82

Ben Gamla Charter High School			YEAR 1			YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected	75% Enrollment	50 % Enrollment				
Pupil Transportation Services									
Salaries (Drivers & Transportation workers)	See Staffing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$225 per bus 15% utilization	\$ 225.00	15%	\$ 81,000.00	\$ 40,500.00	\$ 40,500.00	\$ 81,000.00	\$ 121,500.00	\$ 121,500.00	\$ 121,500.00
Field Trip Expenses for competitions			\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 3,500.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Sub-Total Pupil Transportation Services			\$ 83,500.00	\$ 43,000.00	\$ 43,000.00	\$ 84,500.00	\$ 126,500.00	\$ 126,500.00	\$ 126,500.00
Operation of Plant									
Salaries (Custodian, crossing guards, security)	See Staffing		\$ 41,601.60	\$ 41,601.60	\$ 20,800.80	\$ 63,026.42	\$ 63,656.69	\$ 64,293.26	\$ 64,936.19
Fringe benefits			\$ 9,152.35	\$ 9,152.35	\$ 4,576.18	\$ 13,865.81	\$ 14,004.47	\$ 14,144.52	\$ 14,285.96
Purchased Service (Custodial, fire and alarm, pest control etc)	\$ 75.00	Per Classroom	\$ 1,650.00	\$ 1,275.00	\$ 825.00	\$ 2,499.75	\$ 3,366.33	\$ 3,399.99	\$ 3,433.99
Lawn Maintenance	\$ 200.00	Per Classroom	\$ 4,400.00	\$ 3,400.00	\$ 2,200.00	\$ 6,666.00	\$ 8,976.88	\$ 9,066.65	\$ 9,157.32
Pest Control	\$ 40.00	Per Classroom	\$ 880.00	\$ 680.00	\$ 440.00	\$ 1,333.20	\$ 1,795.38	\$ 1,813.33	\$ 1,831.46
Security Services	\$ 100.00	Per Month	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,212.00	\$ 1,224.12	\$ 1,236.36	\$ 1,248.72
Property Insurance	\$ 1,100.00	Per Classroom	\$ 24,200.00	\$ 18,700.00	\$ 12,100.00	\$ 36,663.00	\$ 49,372.84	\$ 49,866.57	\$ 50,365.23
Telephone Services	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,636.00	\$ 3,672.36	\$ 3,709.08	\$ 3,746.17
Water & Sewer	\$ 80.00	Per Classroom	\$ 1,760.00	\$ 1,360.00	\$ 880.00	\$ 2,666.40	\$ 3,590.75	\$ 3,626.66	\$ 3,662.93
Electricity	\$ 1,500.00	Per Classroom	\$ 33,000.00	\$ 25,500.00	\$ 16,500.00	\$ 49,995.00	\$ 67,326.60	\$ 67,999.87	\$ 68,679.86
Sub-Total Operation of Plant			\$ 121,443.95	\$ 106,468.95	\$ 63,121.98	\$ 181,563.59	\$ 216,986.42	\$ 219,156.28	\$ 221,347.84
Maintenance of Plant									
Repairs & Maintenance	\$ 1.00	Sq. Ft.	\$ 28,600.00	\$ 21,476.00	\$ 7,150.00	\$ 42,900.00	\$ 57,200.00	\$ 57,200.00	\$ 57,200.00
Supplies									
Sub-Total Maintenance of Plant			\$ 28,600.00	\$ 21,476.00	\$ 7,150.00	\$ 42,900.00	\$ 57,200.00	\$ 57,200.00	\$ 57,200.00
Administrative Technology Services									
Systems Operation	\$ 750.00	Per Classroom	\$ 16,500.00	\$ 12,750.00	\$ 8,250.00	\$ 24,997.50	\$ 33,663.30	\$ 33,999.93	\$ 34,339.93
Systems Planning & Analysis									
Sub-Total Administrative Technology Services			\$ 16,500.00	\$ 12,750.00	\$ 8,250.00	\$ 24,997.50	\$ 33,663.30	\$ 33,999.93	\$ 34,339.93
Redemption of Principal			\$ 25,000.00						
Interest (<i>Interest Only at 6%</i>)			\$ 1,500.00	\$ 1,500.00	\$ 1,500.00				
Sub-Total Debt Service			\$ 26,500.00	\$ 1,500.00	\$ 1,500.00	\$ -	\$ -	\$ -	\$ -
Contingency									
Operating expense contingency - 4% of FEFP - Considered restricted funds		4%	\$ 140,563.72	\$ -	\$ 907.50	\$ 212,345.13	\$ 285,537.12	\$ 311,456.20	\$ 314,303.46
Sub-Total Contingency			\$ 140,563.72	\$ -	\$ 907.50	\$ 212,345.13	\$ 285,537.12	\$ 311,456.20	\$ 314,303.46
Total Expenditures			\$ 3,505,444.54	\$ 2,579,146.05	\$ 1,714,906.16	\$ 5,115,848.48	\$ 6,911,484.14	\$ 7,110,665.09	\$ 7,187,289.46
Excess of Revenues over Expenditures			\$ 8,648.46	\$ 59,618.33	\$ 42,140.34	\$ 192,779.81	\$ 226,943.96	\$ 675,739.80	\$ 670,296.97

Staffing Plan

Ben Gamla Charter High School

Fringe Benefit Rate	22.00%
FICA	6.20%
Medicare	1.45%
FUTA	\$ 189.00
SUTA	\$ 189.00
Workers Comp	0.88%
401K Contribution	2.00%
Health Insurance per Employee	\$ 4,140.00

\$345 Per month per Employee

		High	Yr1 75%	Low	Yr2	Yr3	Yr4	Yr5
Instruction Staff								
Teachers (ESE or ESOL certified teacher)	39,500	22	17	11	33	44	44	44
Substitute Teachers	1,100	22	17	11	33	44	44	44
Other Teachers (ESE, ESOL, see Budget Narrative)	39,500	1	1		3	5	7	7
Paraprofessionals	18,000				1	3	3	3
Supplements	3,500	6	3	2	10	16	16	16
	101,600	23	18	11	37	52	54	54
Pupil Personnel Services								
ESE Teacher	40,000	1.00	1.00	0.50	1	1	1	1
	40,000	1	1	1	1	1	1	1
Media Services								
Media Specialist	40,000					1	1	1
	40,000	-		-	-	1	1	1
School Administration								
Principal	85,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	65,000	1			1	2	2	2
Administrative Assistant	24,961	1.00	1.00	0.50	1	1	1	1
Registrar	22,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Other Clerical	18,000				1	1	1	1
	214,961	4.00	3.00	3	5	6	6	6
Fiscal Services								
Business Manager	40,000	1.00	1.00	0.50	1	1	1	1
	40,000	1.00	1.00	0.50	1	1	1	1
Food Services								
Food Service Workers	14,000	2	2	1	3	3	3	3
	14,000	2	2	1	3	3	3	3
	-	-	-	-	-	-	-	-
Operation of Plant								
Custodian	20,801	1	1.00	0.50	2	2	2	2
Security	20,801	1	1	0.50	1	1	1	1
	41,602	2	2	1	3	3	3	3
TOTAL EMPLOYEES		33	27	17	50	67	69	69
Salary Inflation		1.0%						
Instruction Staff								
Homeroom Teachers	869,000	671,500	434,500	1,316,535	1,772,934	1,790,663	1,808,570	
Substitute Teachers	24,200	18,700	12,100	36,663	49,373	49,867	50,365	
Other Teachers (ESE, ESOL, Reading/Math Coaches)	39,500	39,500		119,685	201,470	284,878	287,727	
Paraprofessionals	-	-	-	18,180	55,085	55,636	56,193	
Supplements	21,000	10,500	7,000	35,350	57,126	57,697	58,274	
	953,700	740,200	453,600	1,526,413	2,135,987	2,238,741	2,261,128	
Benefits:	209,814	162,844	99,792	335,811	469,917	492,523	497,448	
Pupil Personnel Services								
ESE Teacher	40,000	40,000	20,000	40,400	40,804	41,212	41,624	
	40,000	40,000	20,000	40,400	40,804	41,212	41,624	
Benefits:	8,800	8,800	4,400	8,888	8,977	9,067	9,157	
Media Services								
Media Specialist	-	-	-	-	40,804	41,212	41,624	
	-	-	-	-	40,804	41,212	41,624	
Benefits:	-	-	-	-	8,977	9,067	9,157	
School Administration								
Principal	85,000	85,000	85,000	85,850	86,709	87,576	88,451	
Assistant Principal	65,000	-	-	65,650	132,613	133,939	135,279	
Administrative Assistant	24,961	24,961	12,480	25,211	25,463	25,717	25,974	
Registrar	22,000	22,000	22,000	22,220	22,442	22,667	22,893	
Other	-	-	-	18,180	18,362	18,545	18,731	
	196,961	131,961	119,480	217,111	285,588	288,444	291,328	
Benefits:	43,331	29,031	26,286	47,764	62,829	63,458	64,092	
Fiscal Services								
Business Manager	40,000	40,000	20,000	40,400	40,804	41,212	41,624	
	40,000	40,000	20,000	40,400	40,804	41,212	41,624	
Benefits:	8,800	8,800	4,400	8,888	8,977	9,067	9,157	
Food Services								
Food Service Workers	28,000	28,000	14,000	42,420	42,844	43,273	43,705	
	28,000	28,000	14,000	42,420	42,844	43,273	43,705	
Benefits:	6,160	6,160	3,080	9,332	9,426	9,520	9,615	
Operation of Plant								
Custodian	20,801	20,801	10,400	42,018	42,438	42,862	43,291	
Security	20,801	20,801	10,400	21,009	21,219	21,431	21,645	
	41,602	41,602	20,801	63,026	63,657	64,293	64,936	
Benefits:	9,152	9,152	4,576	13,866	14,004	14,145	14,286	
Total Payroll & Benefits		1,586,320	1,246,550	790,415	2,354,319	3,233,596	3,365,232	3,398,885

Ben Gamla Charter High School

													YEAR 1
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	272,329	272,329	272,329	272,329	272,329	272,329	272,329	272,329	272,329	272,329	272,329	272,329	\$ 3,267,946.00
Federal Sources - NSLP funds 60% of students			17,107	17,107	17,107	17,107	17,107	17,107	17,107	17,107	17,107	17,107	\$ 171,072.00
Local Sources - Lunch program paid students			2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	2,970	\$ 29,700.00
Capital Outlay (Capital Outlay available after year 3)			-	-	-	-	-	-	-	-	-	-	\$ -
Other Sources - Services (Before & After Care Net of Expenses)			4,538	4,538	4,538	4,538	4,538	4,538	4,538	4,538	4,538	4,538	\$ 45,375.00
TOTAL REVENUES	272,329	272,329	296,944	296,944	296,944	296,944	296,944	296,944	296,944	296,944	296,944	296,944	\$ 3,514,093.00
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		43,350	91,035	91,035	91,035	91,035	91,035	91,035	91,035	91,035	91,035	91,035	\$ 953,700.00
Fringe Benefits		9,537	20,028	20,028	20,028	20,028	20,028	20,028	20,028	20,028	20,028	20,028	\$ 209,814.00
Contracted Professional Services (includes Therapists & other contracted instructional services)			3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	\$ 29,700.00
Classroom Supplies & Equipment		8,168	8,168	8,415									\$ 24,750.00
Teacher Supplies		6,353	6,353	6,545									\$ 19,250.00
Textbooks and/or ebooks/Student Activities		76,230	76,230	78,540									\$ 231,000.00
Supplemental instructional materials (CIRP/SIRP and Technology)		13,613	13,613	14,025									\$ 41,250.00
SB 736 Merit Pay												95,701	\$ 95,701.00
Computer - Equipment for Instruction (* lease to include ebooks)		13,068	13,068	13,464									\$ 39,600.00
Computer Lab - Including Software		3,300	3,300	3,400									\$ 10,000.00
Sub-Total Instruction	-	173,618	231,793	238,752	114,363	114,363	114,363	114,363	114,363	114,363	114,363	210,064	\$ 1,654,765.00
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	\$ 40,000.00
Fringe Benefits			880	880	880	880	880	880	880	880	880	880	\$ 8,800.00
Contracted Professional Services (counseling and psychological)			3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	\$ 33,000.00
Sub-Total Pupil Personnel Services	-	-	8,180	8,180	8,180	8,180	8,180	8,180	8,180	8,180	8,180	8,180	\$ 81,800.00
Media Services													
Salaries (includes Librarian)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Library Books		5,000	5,000										\$ 10,000.00
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Media Services	-	5,000	5,000	-	-	-	-	-	-	-	-	-	\$ 10,000.00
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	\$ 63,250.00
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Student Activities		8,250	8,250										\$ 16,500.00
Sub-Total Curriculum Development	5,271	13,521	13,521	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	5,271	\$ 79,750.00
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		11,500							11,500				\$ 23,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	11,500	-	-	-	-	-	-	11,500	-	-	-	\$ 23,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		600	600										\$ 1,200.00
Hardware Maintenance				978	978	978	978	978	978	978	978	978	\$ 8,800.00
Computer Learning Labs		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Instruction Related Technology	-	600	600	978	978	978	978	978	978	978	978	978	\$ 10,000.00

Ben Gamla Charter High School

													YEAR 1
Board													
Professional Services (Legal)						625	625	625	625				\$ 2,500.00
Insurance (General Liability, D&O, Professional Liability)	3,630			3,630			3,630			3,630			\$ 14,520.00
Travel	2,000												\$ 2,000.00
Sub-Total Board	5,630	-	-	3,630	-	625	4,255	625	625	3,630	-	-	\$ 19,020.00
General Administration													
Management Fees												123,750	\$ 123,750.00
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	-	-	-	-	-	-	-	-	-	-	-	123,750	\$ 123,750.00
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	\$ 196,960.96
Fringe Benefits	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	3,611	\$ 43,331.41
Equipment Rental / Lease	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Travel				1,200									\$ 1,200.00
Advertising and Promotion	9,167	9,167							9,167				\$ 27,500.00
License Fees	200												\$ 200.00
Uniforms	300												\$ 300.00
Postage			110	110	110	110	110	110	110	110	110	110	\$ 1,100.00
Printing	3,850	350	350	350	350	350	350	350	350	350	350	350	\$ 7,700.00
Office Supplies	4,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	\$ 16,500.00
Office Equipment	4,000												\$ 4,000.00
Computer Equipment	3,000												\$ 3,000.00
Sub-Total School Administration	44,966	30,966	21,909	23,109	21,909	21,909	21,909	21,909	31,076	21,909	21,909	21,909	\$ 305,392.37
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	\$ 385,000.00
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	\$ 385,000.00
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	\$ 40,000.00
Fringe Benefits	733	733	733	733	733	733	733	733	733	733	733	733	\$ 8,800.00
Fee to County School Board - up to 250 students	6,189	6,189	6,189	6,189	6,189	6,189	6,189	6,189	6,189	6,189	6,189	6,189	\$ 74,271.50
Planning, Research, Development and Evaluation	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	\$ 60,500.00
Professional Services - Annual Audit	625	625	625	625	625	625	625	625	625	625	625	625	\$ 7,500.00
Sub-Total Fiscal Services	15,923	15,923	15,923	15,923	15,923	15,923	15,923	15,923	15,923	15,923	15,923	15,923	\$ 191,071.50
Food Services													
Salaries (Food Service Workers)			2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	\$ 28,000.00
Fringe Benefits			616	616	616	616	616	616	616	616	616	616	\$ 6,160.00
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			17,048	17,048	17,048	17,048	17,048	17,048	17,048	17,048	17,048	17,048	\$ 170,478.00
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	\$ 150.00
Sub-Total Food Services	-	-	20,479	20,479	20,479	20,479	20,479	20,479	20,479	20,479	20,479	20,479	\$ 204,788.00
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$225 per bus 15% utilization			8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	\$ 81,000.00
Field Trip Expenses for competitions			250	250	250	250	250	250	250	250	250	250	\$ 2,500.00
Buses			-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	8,350	8,350	8,350	8,350	8,350	8,350	8,350	8,350	8,350	8,350	\$ 83,500.00

Ben Gamla Charter High School

													YEAR 1
Operation of Plant													
Salaries (Custodian, crossing guards, security)	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	\$ 41,601.60
Fringe benefits	763	763	763	763	763	763	763	763	763	763	763	763	\$ 9,152.35
Purchased Service (Custodial, fire and alarm, pest control etc)	138	138	138	138	138	138	138	138	138	138	138	138	\$ 1,650.00
Lawn Maintenance	367	367	367	367	367	367	367	367	367	367	367	367	\$ 4,400.00
Pest Control	73	73	73	73	73	73	73	73	73	73	73	73	\$ 880.00
Security Services	100	100	100	100	100	100	100	100	100	100	100	100	\$ 1,200.00
Property Insurance	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	2,017	\$ 24,200.00
Telephone Services	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Water & Sewer	147	147	147	147	147	147	147	147	147	147	147	147	\$ 1,760.00
Electricity	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	\$ 33,000.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	10,120	10,120	10,120	10,120	10,120	10,120	10,120	10,120	10,120	10,120	10,120	10,120	\$ 121,443.95
Maintenance of Plant													
Repairs & Maintenance		2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	\$ 28,600.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	\$ 28,600.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	\$ 16,500.00
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	\$ 16,500.00
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total After Care Programs	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Debt Service													
Redemption of Principal												25,000	\$ 25,000.00
Interest (Interest Only at 6%)		136	136	136	136	136	136	136	136	136	136	136	\$ 1,500.00
Sub-Total Debt Service	-	136	136	136	136	136	136	136	136	136	136	25,136	\$ 26,500.00
Contingency													
Operating expense contingency - 4% of FEFP - Considered restricted funds												140,564	\$ 140,563.72
Sub-Total Contingency	-	-	-	-	-	-	-	-	-	-	-	140,564	\$ 140,563.72
Total Expenditures	\$ 83,284.82	\$ 300,358.68	\$ 374,986.52	\$ 373,902.79	\$ 244,683.79	\$ 245,308.79	\$ 248,938.79	\$ 245,308.79	\$ 265,975.46	\$ 248,313.79	\$ 244,683.79	\$ 629,698.51	\$ 3,505,444.54
Excess of Revenues over Expenditures	\$ 189,044.01	\$ (28,029.85)	\$ (78,042.98)	\$ (76,959.26)	\$ 52,259.74	\$ 51,634.74	\$ 48,004.74	\$ 51,634.74	\$ 30,968.07	\$ 48,629.74	\$ 52,259.74	\$ (332,754.98)	\$ 8,648.46
Fund Balance	\$ 189,044.01	\$ 161,014.17	\$ 82,971.18	\$ 6,011.92	\$ 58,271.66	\$ 109,906.40	\$ 157,911.14	\$ 209,545.88	\$ 240,513.96	\$ 289,143.70	\$ 341,403.44	\$ 8,648.46	

Ben Gamla Charter High School

													YEAR 2
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	411,366	411,366	411,366	411,366	411,366	411,366	411,366	411,366	411,366	411,366	411,366	411,366	\$ 4,936,396.21
Federal Sources - NSLP funds 60% of students			25,917	25,917	25,917	25,917	25,917	25,917	25,917	25,917	25,917	25,917	\$ 259,174.08
Local Sources - Lunch program paid students			4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	\$ 44,995.50
Capital Outlay (Capital Outlay available after year 3)			-	-	-	-	-	-	-	-	-	-	\$ -
Other Sources - Services (Before & After Care Net of Expenses)			6,806	6,806	6,806	6,806	6,806	6,806	6,806	6,806	6,806	6,806	\$ 68,062.50
Previous Years Balance Carry Forward	8,648												\$ 8,648.46
	420,015	411,366	448,590	448,590	448,590	448,590	448,590	448,590	448,590	448,590	448,590	448,590	\$ 5,317,276.75
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		69,382	145,703	145,703	145,703	145,703	145,703	145,703	145,703	145,703	145,703	145,703	\$ 1,526,413.00
Fringe Benefits		15,264	32,055	32,055	32,055	32,055	32,055	32,055	32,055	32,055	32,055	32,055	\$ 335,810.86
Contracted Professional Services (includes Therapists & other contracted instructional services)			5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	\$ 44,995.50
Classroom Supplies & Equipment		12,374	12,374	12,749									\$ 37,496.25
Teacher Supplies		9,624	9,624	9,916									\$ 29,163.75
Textbooks and/or ebooks/Student Activities		115,488	115,488	118,988									\$ 349,965.00
Supplemental instructional materials (CIRP/SIRP and Technology)		20,623	20,623	21,248									\$ 62,493.75
SB 736 Merit Pay												143,528	\$ 143,528.00
Computer - Equipment for Instruction (* lease to include ebooks)		19,798	19,798	20,398									\$ 59,994.00
Computer Lab - Including Software		3,333	3,333	3,434									\$ 10,100.00
Sub-Total Instruction	-	265,887	358,998	369,490	182,757	182,757	182,757	182,757	182,757	182,757	182,757	326,285	\$ 2,599,960.11
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	\$ 40,400.00
Fringe Benefits			889	889	889	889	889	889	889	889	889	889	\$ 8,888.00
Contracted Professional Services (counseling and psychological)			5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	\$ 49,995.00
Sub-Total Pupil Personnel Services	-	-	9,928	9,928	9,928	9,928	9,928	9,928	9,928	9,928	9,928	9,928	\$ 99,283.00
Media Services													
Salaries (includes Librarian)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Library Books		5,050	5,050										\$ 10,100.00
Audio Visual Materials		-	-										\$ -
Sub-Total Media Services	-	5,050	5,050	-	-	-	-	-	-	-	-	-	\$ 10,100.00
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation	7,985	7,985	7,985	7,985	7,985	7,985	7,985	7,985	7,985	7,985	7,985	7,985	\$ 95,823.75
Development Supplies		-	-										\$ -
Student Activities		12,499	12,499										\$ 24,997.50
Sub-Total Curriculum Development	7,985	20,484	20,484	7,985	7,985	7,985	7,985	7,985	7,985	7,985	7,985	7,985	\$ 120,821.25
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		18,500							18,500				\$ 37,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	18,500	-	-	-	-	-	-	18,500	-	-	-	\$ 37,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		606	606										\$ 1,212.00
Hardware Maintenance				1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	\$ 13,332.00
Computer Learning Labs		-	-										\$ -
Sub-Total Instruction Related Technology	-	606	606	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	1,481	\$ 14,544.00

Ben Gamla Charter High School

													YEAR 2
													100 % Enrollment
Board													
Professional Services (Legal)	2,525												\$ 2,525.00
Insurance (General Liability, D&O, Professional Liability)	5,499			5,499			5,499			5,499			\$ 21,997.80
Travel	2,020												\$ 2,020.00
Sub-Total Board	10,044	-	-	5,499	-	-	5,499	-	-	5,499	-	-	\$ 26,542.80
General Administration													
Management Fees	15,623	15,623	15,623	15,623	15,623	15,623	15,623	15,623	15,623	15,623	15,623	15,623	\$ 187,481.25
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	15,623	15,623	15,623	15,623	15,623	15,623	15,623	15,623	15,623	15,623	15,623	15,623	\$ 187,481.25
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	18,093	18,093	18,093	18,093	18,093	18,093	18,093	18,093	18,093	18,093	18,093	18,093	\$ 217,110.57
Fringe Benefits	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	3,980	\$ 47,764.33
Equipment Rental / Lease	303	303	303	303	303	303	303	303	303	303	303	303	\$ 3,636.00
Travel				1,212									\$ 1,212.00
Advertising and Promotion	13,888	13,888	13,888										\$ 41,662.50
License Fees	202												\$ 202.00
Uniforms	303												\$ 303.00
Postage			167	167	167	167	167	167	167	167	167	167	\$ 1,666.50
Printing	5,833	530	530	530	530	530	530	530	530	530	530	530	\$ 11,665.50
Office Supplies	6,188	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	\$ 24,750.00
Office Equipment	4,040												\$ 4,040.00
Computer Equipment	3,030												\$ 3,030.00
Sub-Total School Administration	55,859	38,481	38,648	25,972	24,760	24,760	24,760	24,760	24,760	24,760	24,760	24,760	\$ 357,042.39
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		53,025	53,025	53,025	53,025	53,025	53,025	53,025	53,025	53,025	53,025	53,025	\$ 583,275.00
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	53,025	53,025	53,025	53,025	53,025	53,025	53,025	53,025	53,025	53,025	53,025	\$ 583,275.00
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	\$ 40,400.00
Fringe Benefits	741	741	741	741	741	741	741	741	741	741	741	741	\$ 8,888.00
Fee to County School Board - up to 250 students	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	6,233	\$ 74,793.88
Planning, Research, Development and Evaluation	7,638	7,638	7,638	7,638	7,638	7,638	7,638	7,638	7,638	7,638	7,638	7,638	\$ 91,657.50
Professional Services - Annual Audit	631	631	631	631	631	631	631	631	631	631	631	631	\$ 7,575.00
Sub-Total Fiscal Services	18,610	18,610	18,610	18,610	18,610	18,610	18,610	18,610	18,610	18,610	18,610	18,610	\$ 223,314.38
Food Services													
Salaries (Food Service Workers)			4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	\$ 42,420.00
Fringe Benefits			933	933	933	933	933	933	933	933	933	933	\$ 9,332.40
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			25,827	25,827	25,827	25,827	25,827	25,827	25,827	25,827	25,827	25,827	\$ 258,274.17
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	\$ 151.50
Sub-Total Food Services	-	-	31,018	31,018	31,018	31,018	31,018	31,018	31,018	31,018	31,018	31,018	\$ 310,178.07
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$225 per bus 15% utilization			8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	8,100	\$ 81,000.00
Field Trip Expenses for competitions			350	350	350	350	350	350	350	350	350	350	\$ 3,500.00
Buses			-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	8,450	8,450	8,450	8,450	8,450	8,450	8,450	8,450	8,450	8,450	\$ 84,500.00

Ben Gamla Charter High School

													YEAR 2
													100 % Enrollment
Operation of Plant													
Salaries (Custodian, crossing guards, security)	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	5,252	\$ 63,026.42
Fringe benefits	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	1,155	\$ 13,865.81
Purchased Service (Custodial, fire and alarm, pest control etc)	208	208	208	208	208	208	208	208	208	208	208	208	\$ 2,499.75
Lawn Maintenance	556	556	556	556	556	556	556	556	556	556	556	556	\$ 6,666.00
Pest Control	111	111	111	111	111	111	111	111	111	111	111	111	\$ 1,333.20
Security Services	101	101	101	101	101	101	101	101	101	101	101	101	\$ 1,212.00
Property Insurance	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	3,055	\$ 36,663.00
Telephone Services	303	303	303	303	303	303	303	303	303	303	303	303	\$ 3,636.00
Water & Sewer	222	222	222	222	222	222	222	222	222	222	222	222	\$ 2,666.40
Electricity	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	\$ 49,995.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	15,130	15,130	15,130	15,130	15,130	15,130	15,130	15,130	15,130	15,130	15,130	15,130	\$ 181,563.59
Maintenance of Plant													
Repairs & Maintenance		3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	\$ 42,900.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	\$ 42,900.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	\$ 24,997.50
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	\$ 24,997.50
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	\$ -
Debt Service													
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Debt Service		-	-	-	-	-	-	-	-	-	-	-	\$ -
Contingency													
Operating expense contingency - 4% of FEFP - Considered restricted funds												212,345	\$ 212,345.13
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	212,345	\$ 212,345.13
Total Expenditures	\$ 125,334.81	\$ 457,379.36	\$ 581,553.31	\$ 568,195.47	\$ 374,751.69	\$ 374,751.69	\$ 380,251.14	\$ 374,751.69	\$ 393,251.69	\$ 380,251.14	\$ 374,751.69	\$ 730,624.82	\$ 5,115,848.48
Excess of Revenues over Expenditures	\$ 294,679.99	\$ (46,013.01)	\$ (132,963.75)	\$ (119,605.91)	\$ 73,837.87	\$ 73,837.87	\$ 68,338.42	\$ 73,837.87	\$ 55,337.87	\$ 68,338.42	\$ 73,837.87	\$ (282,035.26)	\$ 201,428.27
Fund Balance	\$ 294,679.99	\$ 248,666.98	\$ 115,703.23	\$ (3,902.68)	\$ 69,935.19	\$ 143,773.07	\$ 212,111.49	\$ 285,949.36	\$ 341,287.23	\$ 409,625.66	\$ 483,463.53	\$ 201,428.27	

Ben Gamla Charter High School

													YEAR 3
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	553,172	553,172	553,172	553,172	553,172	553,172	553,172	553,172	553,172	553,172	553,172	553,172	\$ 6,638,063.07
Federal Sources - NSLP funds 60% of students			34,902	34,902	34,902	34,902	34,902	34,902	34,902	34,902	34,902	34,902	\$ 349,021.09
Local Sources - Lunch program paid students			6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	\$ 60,593.94
Capital Outlay (Capital Outlay available after year 3)			-	-	-	-	-	-	-	-	-	-	\$ -
Other Sources - Services (Before & After Care Net of Expenses)			9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	\$ 90,750.00
Previous Years Balance Carry Forward	201,428												\$ 201,428.27
	754,600	553,172	603,208	603,208	603,208	603,208	603,208	603,208	603,208	603,208	603,208	603,208	\$ 7,339,856.37
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		97,090	203,890	203,890	203,890	203,890	203,890	203,890	203,890	203,890	203,890	203,890	\$ 2,135,987.39
Fringe Benefits		21,360	44,856	44,856	44,856	44,856	44,856	44,856	44,856	44,856	44,856	44,856	\$ 469,917.23
Contracted Professional Services (includes Therapists & other contracted instructional services)				6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	\$ 60,593.94
Classroom Supplies & Equipment		16,663	16,663	17,168									\$ 50,494.95
Teacher Supplies		12,960	12,960	13,353									\$ 39,273.85
Textbooks and/or ebooks/Student Activities		155,524	155,524	160,237									\$ 471,286.20
Supplemental instructional materials (CIRP/SIRP and Technology)		27,772	27,772	28,614									\$ 84,158.25
SB 736 Merit Pay												191,402	\$ 191,402.00
Computer - Equipment for Instruction (* lease to include ebooks)		26,661	26,661	27,469									\$ 80,791.92
Computer Lab - Including Software		-	-	-									\$ -
Sub-Total Instruction	-	358,032	488,327	502,320	255,478	255,478	255,478	255,478	255,478	255,478	255,478	446,880	\$ 3,583,905.73
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	\$ 40,804.00
Fringe Benefits			898	898	898	898	898	898	898	898	898	898	\$ 8,976.88
Contracted Professional Services (counseling and psychological)			6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	6,733	\$ 67,326.60
Sub-Total Pupil Personnel Services	-	-	11,711	11,711	11,711	11,711	11,711	11,711	11,711	11,711	11,711	11,711	\$ 117,107.48
Media Services													
Salaries (includes Librarian)		1,855	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	3,895	\$ 40,804.00
Fringe Benefits		408	857	857	857	857	857	857	857	857	857	857	\$ 8,976.88
Library Books		5,101	5,101										\$ 10,201.00
Audio Visual Materials		-	-										\$ -
Sub-Total Media Services	-	7,363	9,852	4,752	4,752	4,752	4,752	4,752	4,752	4,752	4,752	4,752	\$ 59,981.88
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation	10,754	10,754	10,754	10,754	10,754	10,754	10,754	10,754	10,754	10,754	10,754	10,754	\$ 129,042.65
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Student Activities		16,832	16,832										\$ 33,663.30
Sub-Total Curriculum Development	10,754	27,585	27,585	10,754	10,754	10,754	10,754	10,754	10,754	10,754	10,754	10,754	\$ 162,705.95
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		26,000							26,000				\$ 52,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	26,000	-	-	-	-	-	-	26,000	-	-	-	\$ 52,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		612	612										\$ 1,224.12
Hardware Maintenance				1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	\$ 17,953.76
Computer Learning Labs		-	-										\$ -
Sub-Total Instruction Related Technology	-	612	612	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	\$ 19,177.88

Ben Gamla Charter High School

													YEAR 3
													100 % Enrollment
Board													
Professional Services (Legal)	2,550												\$ 2,550.25
Insurance (General Liability, D&O, Professional Liability)	7,406			7,406			7,406			7,406			\$ 29,623.70
Travel	2,040												\$ 2,040.20
Sub-Total Board	11,996	-	-	7,406	-	-	7,406	-	-	7,406	-	-	\$ 34,214.15
General Administration													
Management Fees	21,040	21,040	21,040	21,040	21,040	21,040	21,040	21,040	21,040	21,040	21,040	21,040	\$ 252,474.75
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	21,040	21,040	21,040	21,040	21,040	21,040	21,040	21,040	21,040	21,040	21,040	21,040	\$ 252,474.75
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	23,799	23,799	23,799	23,799	23,799	23,799	23,799	23,799	23,799	23,799	23,799	23,799	\$ 285,588.18
Fringe Benefits	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	\$ 62,829.40
Equipment Rental / Lease	306	306	306	306	306	306	306	306	306	306	306	306	\$ 3,672.36
Travel				1,224									\$ 1,224.12
Advertising and Promotion	18,702	18,702	18,702										\$ 56,105.50
License Fees	204												\$ 204.02
Uniforms	306												\$ 306.03
Postage			224	224	224	224	224	224	224	224	224	224	\$ 2,244.22
Printing	7,855	714	714	714	714	714	714	714	714	714	714	714	\$ 15,709.54
Office Supplies	8,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	\$ 33,000.00
Office Equipment	4,080												\$ 4,080.40
Computer Equipment	3,060												\$ 3,060.30
Sub-Total School Administration	71,798	51,007	51,231	33,753	32,529	32,529	32,529	32,529	32,529	32,529	32,529	32,529	\$ 468,024.06
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		71,407	71,407	71,407	71,407	71,407	71,407	71,407	71,407	71,407	71,407	71,407	\$ 785,477.00
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	71,407	71,407	71,407	71,407	71,407	71,407	71,407	71,407	71,407	71,407	71,407	\$ 785,477.00
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	\$ 40,804.00
Fringe Benefits	748	748	748	748	748	748	748	748	748	748	748	748	\$ 8,976.88
Fee to County School Board - up to 250 students	6,286	6,286	6,286	6,286	6,286	6,286	6,286	6,286	6,286	6,286	6,286	6,286	\$ 75,432.53
Planning, Research, Development and Evaluation	10,286	10,286	10,286	10,286	10,286	10,286	10,286	10,286	10,286	10,286	10,286	10,286	\$ 123,432.10
Professional Services - Annual Audit	638	638	638	638	638	638	638	638	638	638	638	638	\$ 7,650.75
Sub-Total Fiscal Services	21,358	21,358	21,358	21,358	21,358	21,358	21,358	21,358	21,358	21,358	21,358	21,358	\$ 256,296.26
Food Services													
Salaries (Food Service Workers)			4,284	4,284	4,284	4,284	4,284	4,284	4,284	4,284	4,284	4,284	\$ 42,844.20
Fringe Benefits			943	943	943	943	943	943	943	943	943	943	\$ 9,425.72
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			34,781	34,781	34,781	34,781	34,781	34,781	34,781	34,781	34,781	34,781	\$ 347,809.22
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	\$ 153.02
Sub-Total Food Services	-	-	40,023	40,023	40,023	40,023	40,023	40,023	40,023	40,023	40,023	40,023	\$ 400,232.15
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$225 per bus 15% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	\$ 121,500.00
Field Trip Expenses for competitions			500	500	500	500	500	500	500	500	500	500	\$ 5,000.00
Buses			-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	\$ 126,500.00

Ben Gamla Charter High School

													YEAR 3
													100 % Enrollment
Operation of Plant													
Salaries (Custodian, crossing guards, security)	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	5,305	\$ 63,656.69
Fringe benefits	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	\$ 14,004.47
Purchased Service (Custodial, fire and alarm, pest control etc)	281	281	281	281	281	281	281	281	281	281	281	281	\$ 3,366.33
Lawn Maintenance	748	748	748	748	748	748	748	748	748	748	748	748	\$ 8,976.88
Pest Control	150	150	150	150	150	150	150	150	150	150	150	150	\$ 1,795.38
Security Services	102	102	102	102	102	102	102	102	102	102	102	102	\$ 1,224.12
Property Insurance	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	\$ 49,372.84
Telephone Services	306	306	306	306	306	306	306	306	306	306	306	306	\$ 3,672.36
Water & Sewer	299	299	299	299	299	299	299	299	299	299	299	299	\$ 3,590.75
Electricity	5,611	5,611	5,611	5,611	5,611	5,611	5,611	5,611	5,611	5,611	5,611	5,611	\$ 67,326.60
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	18,082	18,082	18,082	18,082	18,082	18,082	18,082	18,082	18,082	18,082	18,082	18,082	\$ 216,986.42
Maintenance of Plant													
Repairs & Maintenance		5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	\$ 57,200.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	\$ 57,200.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	\$ 33,663.30
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	2,805	\$ 33,663.30
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	\$ -
Debt Service													
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Debt Service		-	-	-	-	-	-	-	-	-	-	-	\$ -
Contingency													
Operating expense contingency - 4% of FEFP - Considered restricted funds												285,537	\$ 285,537.12
Sub-Total Contingency		-	-	-	-	-	-	-	-	-	-	285,537	\$ 285,537.12
Total Expenditures	\$ 157,833.17	\$ 610,491.24	\$ 781,883.90	\$ 765,255.48	\$ 509,783.67	\$ 509,783.67	\$ 517,189.60	\$ 509,783.67	\$ 535,783.67	\$ 517,189.60	\$ 509,783.67	\$ 986,722.80	\$ 6,911,484.14
Excess of Revenues over Expenditures	\$ 596,767.02	\$ (57,319.32)	\$ (178,675.47)	\$ (162,047.05)	\$ 93,424.75	\$ 93,424.75	\$ 86,018.83	\$ 93,424.75	\$ 67,424.75	\$ 86,018.83	\$ 93,424.75	\$ (383,514.37)	\$ 428,372.23
Fund Balance	\$ 596,767.02	\$ 539,447.70	\$ 360,772.23	\$ 198,725.18	\$ 292,149.93	\$ 385,574.68	\$ 471,593.51	\$ 565,018.27	\$ 632,443.02	\$ 718,461.85	\$ 811,886.60	\$ 428,372.23	

Ben Gamla Charter High School

													YEAR 4
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	558,704	558,704	558,704	558,704	558,704	558,704	558,704	558,704	558,704	558,704	558,704	558,704	\$ 6,704,443.70
Federal Sources - NSLP funds 60% of students			35,251	35,251	35,251	35,251	35,251	35,251	35,251	35,251	35,251	35,251	\$ 352,511.31
Local Sources - Lunch program paid students			6,120	6,120	6,120	6,120	6,120	6,120	6,120	6,120	6,120	6,120	\$ 61,199.88
Capital Outlay (Capital Outlay available after year 3)				64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	\$ 577,500.00
Other Sources - Services (Before & After Care Net of Expenses)			9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	\$ 90,750.00
Previous Years Balance Carry Forward	428,372												\$ 428,372.23
	987,076	558,704	609,150	673,316	673,316	673,316	673,316	673,316	673,316	673,316	673,316	673,316	\$ 8,214,777.11
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		101,761	213,698	213,698	213,698	213,698	213,698	213,698	213,698	213,698	213,698	213,698	\$ 2,238,741.04
Fringe Benefits		22,387	47,014	47,014	47,014	47,014	47,014	47,014	47,014	47,014	47,014	47,014	\$ 492,523.03
Contracted Professional Services (includes Therapists & other contracted instructional services)				6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	\$ 61,199.88
Classroom Supplies & Equipment		16,830	16,830	17,340									\$ 50,999.90
Teacher Supplies		13,090	13,090	13,487									\$ 39,666.59
Textbooks and/or ebooks/Student Activities		157,080	157,080	161,840									\$ 475,999.06
Supplemental instructional materials (CIRP/SIRP and Technology)		28,050	28,050	28,900									\$ 84,999.83
SB 736 Merit Pay												191,402	\$ 191,402.00
Computer - Equipment for Instruction (* lease to include ebooks)		26,928	26,928	27,744									\$ 81,599.84
Computer Lab - Including Software		3,400	3,400	3,503									\$ 10,303.01
Sub-Total Instruction	-	369,526	506,089	520,325	267,512	267,512	267,512	267,512	267,512	267,512	267,512	458,914	\$ 3,727,434.18
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	4,121	\$ 41,212.04
Fringe Benefits			907	907	907	907	907	907	907	907	907	907	\$ 9,066.65
Contracted Professional Services (counseling and psychological)			6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	\$ 67,999.87
Sub-Total Pupil Personnel Services	-	-	11,828	11,828	11,828	11,828	11,828	11,828	11,828	11,828	11,828	11,828	\$ 118,278.55
Media Services													
Salaries (includes Librarian)		1,873	3,934	3,934	3,934	3,934	3,934	3,934	3,934	3,934	3,934	3,934	\$ 41,212.04
Fringe Benefits		412	865	865	865	865	865	865	865	865	865	865	\$ 9,066.65
Library Books		5,152	5,152										\$ 10,303.01
Audio Visual Materials		-	-										\$ -
Sub-Total Media Services	-	7,437	9,951	4,799	4,799	4,799	4,799	4,799	4,799	4,799	4,799	4,799	\$ 60,581.70
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	\$ 130,333.08
Development Supplies		-	-										\$ -
Student Activities		17,000	17,000										\$ 33,999.93
Sub-Total Curriculum Development	10,861	27,861	27,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	10,861	\$ 164,333.01
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		27,000							27,000				\$ 54,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	27,000	-	-	-	-	-	-	27,000	-	-	-	\$ 54,000.00

Ben Gamla Charter High School

													YEAR 4
													100 % Enrollment
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner	618	618											\$ 1,236.36
Hardware Maintenance			2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	\$ 18,133.30
Computer Learning Labs	-	-											\$ -
Sub-Total Instruction Related Technology	-	618	618	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	2,015	\$ 19,369.66
Board													
Professional Services (Legal)	2,576												\$ 2,575.75
Insurance (General Liability, D&O, Professional Liability)	7,480		7,480				7,480			7,480			\$ 29,919.94
Travel	2,061												\$ 2,060.60
Sub-Total Board	12,116	-	-	7,480	-	-	7,480	-	-	7,480	-	-	\$ 34,556.30
General Administration													
Management Fees	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	\$ 254,999.50
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	\$ 254,999.50
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	24,037	24,037	24,037	24,037	24,037	24,037	24,037	24,037	24,037	24,037	24,037	24,037	\$ 288,444.06
Fringe Benefits	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	\$ 63,457.69
Equipment Rental / Lease	309	309	309	309	309	309	309	309	309	309	309	309	\$ 3,709.08
Travel				1,236									\$ 1,236.36
Advertising and Promotion	18,889	18,889	18,889										\$ 56,666.56
License Fees	206												\$ 206.06
Uniforms	309												\$ 309.09
Postage			227	227	227	227	227	227	227	227	227	227	\$ 2,266.66
Printing	7,933	721	721	721	721	721	721	721	721	721	721	721	\$ 15,866.64
Office Supplies	8,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	\$ 33,000.00
Office Equipment	4,121												\$ 4,121.20
Computer Equipment	3,091												\$ 3,090.90
Sub-Total School Administration	72,434	51,494	51,721	34,068	32,832	32,832	32,832	32,832	32,832	32,832	32,832	32,832	\$ 472,374.30
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		72,121	72,121	72,121	72,121	72,121	72,121	72,121	72,121	72,121	72,121	72,121	\$ 793,331.77
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	72,121	72,121	72,121	72,121	72,121	72,121	72,121	72,121	72,121	72,121	72,121	\$ 793,331.77
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	\$ 41,212.04
Fringe Benefits	756	756	756	756	756	756	756	756	756	756	756	756	\$ 9,066.65
Fee to County School Board - up to 250 students	6,349	6,349	6,349	6,349	6,349	6,349	6,349	6,349	6,349	6,349	6,349	6,349	\$ 76,186.86
Planning, Research, Development and Evaluation	10,389	10,389	10,389	10,389	10,389	10,389	10,389	10,389	10,389	10,389	10,389	10,389	\$ 124,666.42
Professional Services - Annual Audit	644	644	644	644	644	644	644	644	644	644	644	644	\$ 7,727.26
Sub-Total Fiscal Services	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	21,572	\$ 258,859.23
Food Services													
Salaries (Food Service Workers)			4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	\$ 43,272.64
Fringe Benefits			952	952	952	952	952	952	952	952	952	952	\$ 9,519.98
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			35,129	35,129	35,129	35,129	35,129	35,129	35,129	35,129	35,129	35,129	\$ 351,287.31
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	\$ 154.55
Sub-Total Food Services	-	-	40,423	40,423	40,423	40,423	40,423	40,423	40,423	40,423	40,423	40,423	\$ 404,234.48

Ben Gamla Charter High School

													YEAR 4
													100 % Enrollment
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$225 per bus 15% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	\$ 121,500.00
Field Trip Expenses for competitions			500	500	500	500	500	500	500	500	500	500	\$ 5,000.00
Buses			-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	\$ 126,500.00
Operation of Plant													
Salaries (Custodian, crossing guards, security)	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	5,358	\$ 64,293.26
Fringe benefits	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	1,179	\$ 14,144.52
Purchased Service (Custodial, fire and alarm, pest control etc)	283	283	283	283	283	283	283	283	283	283	283	283	\$ 3,399.99
Lawn Maintenance	756	756	756	756	756	756	756	756	756	756	756	756	\$ 9,066.65
Pest Control	151	151	151	151	151	151	151	151	151	151	151	151	\$ 1,813.33
Security Services	103	103	103	103	103	103	103	103	103	103	103	103	\$ 1,236.36
Property Insurance	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	\$ 49,866.57
Telephone Services	309	309	309	309	309	309	309	309	309	309	309	309	\$ 3,709.08
Water & Sewer	302	302	302	302	302	302	302	302	302	302	302	302	\$ 3,626.66
Electricity	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	\$ 67,999.87
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	18,263	18,263	18,263	18,263	18,263	18,263	18,263	18,263	18,263	18,263	18,263	18,263	\$ 219,156.28
Maintenance of Plant													
Repairs & Maintenance		5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	\$ 57,200.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	\$ 57,200.00
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	\$ 33,999.93
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	\$ 33,999.93
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	\$ -
Debt Service													
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Debt Service		-	-	-	-	-	-	-	-	-	-	-	\$ -
Contingency													
Operating expense contingency - 4% of FEFP - Considered restricted funds												311,456	\$ 311,456.20
Sub-Total Contingency												311,456	\$ 311,456.20
Total Expenditures	\$ 159,329.00	\$ 625,175.30	\$ 802,380.41	\$ 785,688.73	\$ 524,159.18	\$ 524,159.18	\$ 531,639.17	\$ 524,159.18	\$ 551,159.18	\$ 531,639.17	\$ 524,159.18	#####	\$ 7,110,665.09
Excess of Revenues over Expenditures	\$ 827,746.86	\$ (66,471.66)	\$ (193,230.65)	\$ (112,372.30)	\$ 149,157.24	\$ 149,157.24	\$ 141,677.26	\$ 149,157.24	\$ 122,157.24	\$ 141,677.26	\$ 149,157.24	\$ (353,700.95)	\$ 1,104,112.02
Fund Balance	\$ 827,746.86	\$ 761,275.21	\$ 568,044.56	\$ 455,672.25	\$ 604,829.50	\$ 753,986.74	\$ 895,663.99	\$ 1,044,821.24	\$ 1,166,978.48	\$ 1,308,655.73	\$ 1,457,812.98	#####	

Ben Gamla Charter High School

													YEAR 5
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	564,291	564,291	564,291	564,291	564,291	564,291	564,291	564,291	564,291	564,291	564,291	564,291	\$ 6,771,488.13
Federal Sources - NSLP funds 60% of students			35,604	35,604	35,604	35,604	35,604	35,604	35,604	35,604	35,604	35,604	\$ 356,036.42
Local Sources - Lunch program paid students			6,181	6,181	6,181	6,181	6,181	6,181	6,181	6,181	6,181	6,181	\$ 61,811.88
Capital Outlay (Capital Outlay available after year 3)				64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	64,167	\$ 577,500.00
Other Sources - Services (Before & After Care Net of Expenses)			9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	\$ 90,750.00
Previous Years Balance Carry Forward	1,104,112												\$ 1,104,112.02
	1,668,403	564,291	615,151	679,317	679,317	679,317	679,317	679,317	679,317	679,317	679,317	679,317	\$ 8,961,698.45
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		102,779	215,835	215,835	215,835	215,835	215,835	215,835	215,835	215,835	215,835	215,835	\$ 2,261,128.45
Fringe Benefits		22,611	47,484	47,484	47,484	47,484	47,484	47,484	47,484	47,484	47,484	47,484	\$ 497,448.26
Contracted Professional Services (includes Therapists & other contracted instructional services)			6,868	6,868	6,868	6,868	6,868	6,868	6,868	6,868	6,868	6,868	\$ 61,811.88
Classroom Supplies & Equipment		16,998	16,998	17,513									\$ 51,509.90
Teacher Supplies		13,221	13,221	13,622									\$ 40,063.25
Textbooks and/or ebooks/Student Activities		158,650	158,650	163,458									\$ 480,759.05
Supplemental instructional materials (CIRP/SIRP and Technology)		28,330	28,330	29,189									\$ 85,849.83
SB 736 Merit Pay												191,402	\$ 191,402.00
Computer - Equipment for Instruction (* lease to include ebooks)		27,197	27,197	28,021									\$ 82,415.84
Computer Lab - Including Software		6,868	6,868	7,076									\$ 20,812.08
Sub-Total Instruction	-	376,655	514,584	529,066	270,187	270,187	270,187	270,187	270,187	270,187	270,187	461,589	\$ 3,773,200.55
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	\$ 41,624.16
Fringe Benefits			916	916	916	916	916	916	916	916	916	916	\$ 9,157.32
Contracted Professional Services (counseling and psychological)			6,868	6,868	6,868	6,868	6,868	6,868	6,868	6,868	6,868	6,868	\$ 68,679.86
Sub-Total Pupil Personnel Services	-	-	11,946	11,946	11,946	11,946	11,946	11,946	11,946	11,946	11,946	11,946	\$ 119,461.34
Media Services													
Salaries (includes Librarian)		1,892	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	3,973	\$ 41,624.16
Fringe Benefits		416	874	874	874	874	874	874	874	874	874	874	\$ 9,157.32
Library Books		5,203	5,203										\$ 10,406.04
Audio Visual Materials		-	-										\$ -
Sub-Total Media Services	-	7,511	10,050	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	\$ 61,187.52
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	\$ 131,636.41
Development Supplies		-	-										\$ -
Student Activities		17,170	17,170										\$ 34,339.93
Sub-Total Curriculum Development	10,970	28,140	28,140	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	\$ 165,976.34
Staff Development													
Workshops/Trainings (includes incentive pay for teachers)		27,000							27,000				\$ 54,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	27,000	-	-	-	-	-	-	27,000	-	-	-	\$ 54,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
EduSoft Software and Scanner		624	624										\$ 1,248.72
Hardware Maintenance				2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	\$ 18,314.63
Computer Learning Labs		-	-										\$ -
Sub-Total Instruction Related Technology	-	624	624	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	2,035	\$ 19,563.36
Board													

Ben Gamla Charter High School

														YEAR 5
														100 % Enrollment
Professional Services (Legal)	2,602													\$ 2,601.51
Insurance (General Liability, D&O, Professional Liability)	7,555				7,555			7,555			7,555			\$ 30,219.14
Travel	2,081													\$ 2,081.21
Sub-Total Board	12,238	-	-	-	7,555	-	-	7,555	-	-	7,555	-	-	\$ 34,901.86
General Administration														
Management Fees	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	\$ 257,549.49
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	21,462	\$ 257,549.49
School Administration														
Salaries (includes Principal, Secretary & other Office Personnel)	24,277	24,277	24,277	24,277	24,277	24,277	24,277	24,277	24,277	24,277	24,277	24,277	24,277	\$ 291,328.50
Fringe Benefits	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	\$ 64,092.27
Equipment Rental / Lease	312	312	312	312	312	312	312	312	312	312	312	312	312	\$ 3,746.17
Travel				1,249										\$ 1,248.72
Advertising and Promotion	19,078	19,078	19,078											\$ 57,233.22
License Fees	208													\$ 208.12
Uniforms	312													\$ 312.18
Postage			229	229	229	229	229	229	229	229	229	229	229	\$ 2,289.33
Printing	8,013	728	728	728	728	728	728	728	728	728	728	728	728	\$ 16,025.30
Office Supplies	8,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	\$ 33,000.00
Office Equipment	4,162													\$ 4,162.42
Computer Equipment	3,122													\$ 3,121.81
Sub-Total School Administration	73,075	51,987	52,216	34,387	33,138	33,138	33,138	33,138	33,138	33,138	33,138	33,138	33,138	\$ 476,768.05
Facilities Acquisition & Construction														
Building Lease / Rent (see budget summary for calculation)		72,842	72,842	72,842	72,842	72,842	72,842	72,842	72,842	72,842	72,842	72,842	72,842	\$ 801,265.09
Remodeling & Renovations	-													\$ -
Purchase of Buildings & Fixed Equipment	-													\$ -
Land	-													\$ -
Sub-Total Facilities Acquisition & Construction	-	72,842	72,842	72,842	72,842	72,842	72,842	72,842	72,842	72,842	72,842	72,842	72,842	\$ 801,265.09
Fiscal Services														
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	\$ 41,624.16
Fringe Benefits	763	763	763	763	763	763	763	763	763	763	763	763	763	\$ 9,157.32
Fee to County School Board - up to 250 students	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	\$ 76,948.73
Planning, Research, Development and Evaluation	10,493	10,493	10,493	10,493	10,493	10,493	10,493	10,493	10,493	10,493	10,493	10,493	10,493	\$ 125,913.09
Professional Services - Annual Audit	650	650	650	650	650	650	650	650	650	650	650	650	650	\$ 7,804.53
Sub-Total Fiscal Services	21,787	21,787	21,787	21,787	21,787	21,787	21,787	21,787	21,787	21,787	21,787	21,787	21,787	\$ 261,447.82
Food Services														
Salaries (Food Service Workers)			4,371	4,371	4,371	4,371	4,371	4,371	4,371	4,371	4,371	4,371	4,371	\$ 43,705.37
Fringe Benefits			962	962	962	962	962	962	962	962	962	962	962	\$ 9,615.18
Food			-	-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			35,480	35,480	35,480	35,480	35,480	35,480	35,480	35,480	35,480	35,480	35,480	\$ 354,800.18
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			16	16	16	16	16	16	16	16	16	16	16	\$ 156.09
Sub-Total Food Services	-	-	40,828	40,828	40,828	40,828	40,828	40,828	40,828	40,828	40,828	40,828	40,828	\$ 408,276.82
Pupil Transportation Services														
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$225 per bus 15% utilization			12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	12,150	\$ 121,500.00
Field Trip Expenses for competitions			500	500	500	500	500	500	500	500	500	500	500	\$ 5,000.00
Buses			-	-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	12,650	\$ 126,500.00
Operation of Plant														
Salaries (Custodian, crossing guards, security)	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	5,411	\$ 64,936.19
Fringe benefits	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	1,190	\$ 14,285.96

Ben Gamla Charter High School

													YEAR 5
													100 % Enrollment
Purchased Service (Custodial, fire and alarm, pest control etc)	286	286	286	286	286	286	286	286	286	286	286	286	\$ 3,433.99
Lawn Maintenance	763	763	763	763	763	763	763	763	763	763	763	763	\$ 9,157.32
Pest Control	153	153	153	153	153	153	153	153	153	153	153	153	\$ 1,831.46
Security Services	104	104	104	104	104	104	104	104	104	104	104	104	\$ 1,248.72
Property Insurance	4,197	4,197	4,197	4,197	4,197	4,197	4,197	4,197	4,197	4,197	4,197	4,197	\$ 50,365.23
Telephone Services	312	312	312	312	312	312	312	312	312	312	312	312	\$ 3,746.17
Water & Sewer	305	305	305	305	305	305	305	305	305	305	305	305	\$ 3,662.93
Electricity	5,723	5,723	5,723	5,723	5,723	5,723	5,723	5,723	5,723	5,723	5,723	5,723	\$ 68,679.86
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Operation of Plant</i>	<i>18,446</i>	<i>18,446</i>	<i>18,446</i>	<i>18,446</i>	<i>18,446</i>	<i>18,446</i>	<i>18,446</i>	<i>18,446</i>	<i>18,446</i>	<i>18,446</i>	<i>18,446</i>	<i>18,446</i>	<i>\$ 221,347.84</i>
Maintenance of Plant													
Repairs & Maintenance		5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	\$ 57,200.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Maintenance of Plant</i>	<i>-</i>	<i>5,200</i>	<i>5,200</i>	<i>5,200</i>	<i>5,200</i>	<i>5,200</i>	<i>5,200</i>	<i>5,200</i>	<i>5,200</i>	<i>5,200</i>	<i>5,200</i>	<i>5,200</i>	<i>\$ 57,200.00</i>
Administrative Technology Services													
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	2,862	2,862	2,862	2,862	2,862	2,862	2,862	2,862	2,862	2,862	2,862	2,862	\$ 34,339.93
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Administrative Technology Services</i>	<i>2,862</i>	<i>2,862</i>	<i>2,862</i>	<i>2,862</i>	<i>2,862</i>	<i>2,862</i>	<i>2,862</i>	<i>2,862</i>	<i>2,862</i>	<i>2,862</i>	<i>2,862</i>	<i>2,862</i>	<i>\$ 34,339.93</i>
After Care Programs													
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total After Care Programs</i>	<i></i>	<i></i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>\$ -</i>
Debt Service													
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	\$ -
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Debt Service</i>	<i></i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>\$ -</i>
Contingency													
Operating expense contingency - 4% of FEFP - Considered restricted funds												314,303	\$ 314,303.46
<i>Sub-Total Contingency</i>	<i></i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>314,303</i>	<i>\$ 314,303.46</i>
Total Expenditures	\$ 160,839.79	\$ 634,516.55	\$ 813,637.20	\$ 796,882.67	\$ 529,199.78	\$ 529,199.78	\$ 536,754.56	\$ 529,199.78	\$ 556,199.78	\$ 536,754.56	\$ 529,199.78	#####	\$ 7,187,289.46
Excess of Revenues over Expenditures	\$ 1,507,562.91	\$ (70,225.87)	\$ (198,486.70)	\$ (117,565.50)	\$ 150,117.40	\$ 150,117.40	\$ 142,562.61	\$ 150,117.40	\$ 123,117.40	\$ 142,562.61	\$ 150,117.40	\$ (355,588.06)	\$ 1,774,409.00
Fund Balance	\$ 1,507,562.91	\$ 1,437,337.04	\$ 1,238,850.34	\$ 1,121,284.84	\$ 1,271,402.24	\$ 1,421,519.64	\$ 1,564,082.25	\$ 1,714,199.65	\$ 1,837,317.05	\$ 1,979,879.66	\$ 2,129,997.06	\$ 1,774,409.00	

District: **Broward**

Homeroom Classrooms	550	825	1,100	1,100	1,100
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Student Teacher Ratio

Students by Grade Budgeted Enrollment

Total ESE	66.00
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Revenue Estimate Worksheet for Ben Gamla Charter High School
Based on the First Calculation of the FEFP 2013-14

School District:

Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTEx BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	\$ -
102 Basic 4-8	0.00	1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	374.00	1.011	378.1140	\$ 1,452,139
113 Basic 9-12 with ESE Services	66.00	1.011	66.7260	\$ 256,260
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)	110.00	1.145	125.9500	\$ 483,708
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	550.00		570.7900	\$ 2,192,107

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE	0.00	PK-3	251	\$ 1,058 \$ -
Guaranteed Allocation. Enter the		PK-3	252	\$ 3,418 \$ -
FTE from 111, 112, & 113 by		PK-3	253	\$ 6,974 \$ -
grade and matrix level. Students	0.00	4-8	251	\$ 1,187 \$ -
who do not have a matrix level		4-8	252	\$ 3,546 \$ -
should be considered 251. This		4-8	253	\$ 7,102 \$ -
total should equal all FTE from	66.00	9-12	251	\$ 845 \$ 55,770
programs 111, 112 & 113 above.		9-12	252	\$ 3,204 \$ -
		9-12	253	\$ 6,760 \$ -
Total FTE with ESE Services	66.00			Total from ESE Guarantee \$ 55,770

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

257,637.67

Per Student

\$ 206 \$ 113,300

(with eligible services)

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 2,361,177

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0235	1320.15	= 0
4-8	0.0000		1.0235	900.48	= 0
9-12	570.7900		1.0235	902.65	= 527,331
Total *	570.7900			Total Class Size Reduction Funds	\$ 527,331

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>570.7900</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.					<u>0.2037%</u>
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>550.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.					<u>0.2135%</u>
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	<u>0.2037%</u>	<u>\$ 12,498</u>
Applicable to all Charter Schools:					
Declining Enrollment		<u>0</u>			
Sparsity Supplement		<u>0</u>			
Program Related Requirements:					
Safe Schools		<u>6,135,390</u>			
Lab School Discretionary		<u>0</u>			
8. Discretionary Local Effort (WFTE share)	(d)	<u>98,260,848</u>	x	<u>0.2037%</u>	<u>\$ 200,157</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	<u>0.2135%</u>	<u>\$ -</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	<u>0.2037%</u>	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	<u>0.2037%</u>	<u>\$ -</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	<u>0.2135%</u>	<u>\$ 42,454</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>82.50</u>	x	#####	<u>\$ 28,628</u>
Enter ESE Student Riders			x	#####	<u>\$ -</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	<u>0.2037%</u>	<u>\$ 95,701</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
				Total	<u><u>\$ 3,267,946</u></u>

18. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)

If you have more than a 75% ESE student population please place a 1 in the following box: \$ -

Average Revenue per Student: \$ 5,942

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Ben Gamla Charter High School
Based on the First Calculation of the FEFP 2013-14

School District: **Broward**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	\$ -
102 Basic 4-8	0.00	1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	561.00	1.011	567.1710	\$ 2,178,208
113 Basic 9-12 with ESE Services	99.00	1.011	100.0890	\$ 384,390
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)	165.00	1.145	188.9250	\$ 725,563
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	825.00		856.1850	\$ 3,288,161

2. ESE Guaranteed Allocation:

Additional Funding from the	0.00	PK-3	251	\$	1,058	\$	-
ESE Guaranteed Allocation.		PK-3	252	\$	3,418	\$	-
Enter the FTE from 111, 112, &		PK-3	253	\$	6,974	\$	-
113 by grade and matrix level.	0.00	4-8	251	\$	1,187	\$	-
Students who do not have a		4-8	252	\$	3,546	\$	-
matrix level should be		4-8	253	\$	7,102	\$	-
considered 251. This total	99.00	9-12	251	\$	845	\$	83,655
should equal all FTE from		9-12	252	\$	3,204	\$	-
programs 111, 112 & 113 above.		9-12	253	\$	6,760	\$	-
Total FTE with ESE Services	99.00	Total from ESE Guarantee		\$	83,655		

3. Supplemental Academic Instruction:

District SAI Allocation	#####	Per Student
divided by district FTE	257,637.67	\$ 206 \$ 169,950
(with eligible services)		

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,541,766

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0235	1320.15	= 0
4-8	0.0000		1.0235	900.48	= 0
9-12	856.1850		1.0235	902.65	= 790,997
Total *	856.1850			Total Class Size Reduction Funds	\$ 790,997

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>856.1850</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.				0.3055%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>825.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.				0.3202%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	0.3055%	<u>\$ 18,744</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	6,135,390				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(d)	<u>98,260,848</u>	x	0.3055%	<u>\$ 300,187</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.3202%	<u>\$ -</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.3055%	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.3055%	<u>\$ -</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	0.3202%	<u>\$ 63,671</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>82.50</u>	x	#####	<u>\$ 28,628</u>
Enter ESE Student Riders			x	#####	<u>\$ -</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	0.3055%	<u>\$ 143,528</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
Total					<u><u>\$ 4,887,521</u></u>
18. Funding for the purpose of calculating the administrative fee for ESE Charters.					
(h)					
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	-
Average Revenue per Student:				\$	5,924
Revenue Increase from Previous Year					1%
Adjusted Revenue Per Student				\$	5,983.51

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Ben Gamla Charter High School
Based on the First Calculation of the FEFP 2013-14

School District: **Broward**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	\$ -
102 Basic 4-8	0.00	1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	748.00	1.011	756.2280	\$ 2,904,278
113 Basic 9-12 with ESE Services	132.00	1.011	133.4520	\$ 512,520
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)	220.00	1.145	251.9000	\$ 967,417
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	1100.00		1141.5800	\$ 4,384,215

2. ESE Guaranteed Allocation:

Additional Funding from the	0.00	PK-3	251	\$	1,058	\$	-
ESE Guaranteed Allocation.		PK-3	252	\$	3,418	\$	-
Enter the FTE from 111,112, &		PK-3	253	\$	6,974	\$	-
113 by grade and matrix level.	0.00	4-8	251	\$	1,187	\$	-
Students who do not have a		4-8	252	\$	3,546	\$	-
matrix level should be		4-8	253	\$	7,102	\$	-
considered 251. This total	132.00	9-12	251	\$	845	\$	111,540
should equal all FTE from		9-12	252	\$	3,204	\$	-
programs 111, 112 & 113 above.		9-12	253	\$	6,760	\$	-
Total FTE with ESE Services	132.00	Total from ESE Guarantee		\$	111,540		

3. Supplemental Academic Instruction:

District SAI Allocation	#####	Per Student
divided by district FTE	257,637.67	\$ 206 \$ 226,600
(with eligible services)		

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 4,722,355

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0235	1320.15	= 0
4-8	0.0000		1.0235	900.48	= 0
9-12	1141.5800		1.0235	902.65	= 1,054,663
Total *	1141.5800			Total Class Size Reduction Funds	\$ 1,054,663

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>1,141.5800</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.					0.4074%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>1,100.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.					0.4270%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	0.4074%	\$ <u>24,996</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	6,135,390				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(d)	<u>98,260,848</u>	x	0.4074%	\$ <u>400,315</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.4270%	\$ -
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.4074%	\$ -
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.4074%	\$ -
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	0.4270%	\$ <u>84,908</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>82.50</u>	x	#####	\$ <u>28,628</u>
Enter ESE Student Riders			x	#####	\$ -
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	0.4074%	\$ <u>191,402</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
Total					\$ <u>6,507,267</u>
18. Funding for the purpose of calculating the administrative fee for ESE Charters.					
(h)					
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	-
Average Revenue per Student:				\$	5,916
Revenue Increase from Previous Year					1%
Adjusted Revenue Per Student				\$	6,034.60

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Ben Gamla Charter High School
Based on the First Calculation of the FEFP 2013-14

School District: **Broward**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.125	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.125	0.0000	\$ -
102 Basic 4-8	0.00	1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	748.00	1.011	756.2280	\$ 2,904,278
113 Basic 9-12 with ESE Services	132.00	1.011	133.4520	\$ 512,520
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.145	0.0000	\$ -
130 ESOL (Grade Level 9-12)	220.00	1.145	251.9000	\$ 967,417
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	1100.00		1141.5800	\$ 4,384,215

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation.	0.00	PK-3	251	\$ 1,058	\$ -
		PK-3	252	\$ 3,418	\$ -
Enter the FTE from 111,112, & 113 by grade and matrix level.		PK-3	253	\$ 6,974	\$ -
	0.00	4-8	251	\$ 1,187	\$ -
Students who do not have a matrix level should be		4-8	252	\$ 3,546	\$ -
considered 251. This total		4-8	253	\$ 7,102	\$ -
should equal all FTE from	132.00	9-12	251	\$ 845	\$ 111,540
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	132.00	Total from ESE Guarantee		\$	111,540

3. Supplemental Academic Instruction:

District SAI Allocation	#####	Per Student
divided by district FTE	257,637.67	\$ 206 \$ 226,600
(with eligible services)		

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 4,722,355

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0235	1320.15	= 0
4-8	0.0000		1.0235	900.48	= 0
9-12	1141.5800		1.0235	902.65	= 1,054,663
Total *	1141.5800			Total Class Size Reduction Funds	\$ 1,054,663

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>1,141.5800</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.				0.4074%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>1,100.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.				0.4270%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	0.4074%	\$ <u>24,996</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	6,135,390				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(d)	<u>98,260,848</u>	x	0.4074%	\$ <u>400,315</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.4270%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.4074%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.4074%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	0.4270%	\$ <u>84,908</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>82.50</u>	x	#####	\$ <u>28,628</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	0.4074%	\$ <u>191,402</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
Total					\$ <u>6,507,267</u>
18. Funding for the purpose of calculating the administrative fee for ESE Charters.					
(h)					
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>
Average Revenue per Student:				\$	5,916
Revenue Increase from Previous Year					1%
Adjusted Revenue Per Student				\$	6,094.95

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Ben Gamla Charter High School
Based on the First Calculation of the FEFP 2013-14

School District: **Broward**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0235

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June 19, 2013

RE: The National Ben Gamla Charter School Foundation, Inc.

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support the **The National Ben Gamla Charter School Foundation, Inc.** in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school to help with the startup costs. Building Hope provides loan guarantees to make facilities financing more affordable for public charter schools throughout the United States. Guarantees range in size from \$250,000 to \$1 million. They have a five-year term with a 1% commitment fee and a 1% annual guaranty fee.

Sincerely,

S. Joseph Bruno
President

APPENDIX H

SAMPLE HEBREW LANGUAGE CURRICULUM**INSTRUCTIONAL GUIDE****GRADES K-8**

Lesson Plans 1-2: HEBREW FOR HEBREW SPEAKERS READING 1

Title :	Hebrew for Hebrew Speakers READING
GRADE LEVEL :	6 th – 8 th
SUBJECT AREA :	WORLD LANGUAGE HEBREW FOR HEBREW SPEAKERS
SBBC COURSE CONNECTION :	HEBREW FOR HEBREW SPEAKERS
DESCRIPTION / ABSTRACT OF LESSON :	Students will read the text in English and translate into HEBREW. Students will look for key words that signal comparisons or contrasts in the text. Students will also use the text as a reference for comparisons.
OBJECTIVE(S) :	Students will be able to use pre-reading strategies to identify comparisons and contrasts in the text. Students will be able to compare and contrast their own culture to other cultures as presented in the text.
Duration :	120 Minutes
ESSENTIAL QUESTION / KEY VOCABULARY :	Can you use pre-reading strategies to identify comparisons and contrasts in the text? Can you compare and contrast your own culture to other cultures?
GROUPING FOR INSTRUCTION :	Paired Instruction, Whole Group
STEPS TO DELIVER LESSON :	<ul style="list-style-type: none"> • Have students work in pairs to read the words • Ask students if they know synonyms for any words in the list that would be more common in other parts of the Hebrew-speaking world. • Ask students to identify any new or unfamiliar vocabulary. • Ask students if they know synonyms for any words in the list that would be more common in other parts of the Hebrew-speaking world. • Have students practice pronunciation • Have students do Vocabulary.
LESSON CLOSURE :	Give students a few minutes to review the readings and vocabulary.
FLORIDA SUNSHINE STATE STANDARDS and ISTE/NETS STANDARDS:	<p>Florida Sunshine State FL World Language Standards (2007)</p> <p>Grades: 6-8</p> <p>Hebrew for Hebrew speakers</p> <p>4. Demonstrate understanding of social interaction patterns within Hebrew culture(s) through participation in cultural activities. (Note: Benchmarks may address multiple target cultures associated with the heritage language.)</p>

B. Culture

FL.B.1.3.3 recognize simple themes, ideas, or viewpoints on social behavior or social interaction in various settings (e.g., school, family, and immediate community).

Grades: 6-8

Hebrew for Hebrew speakers

7. Analyze and use different patterns of social interaction appropriate to the setting.

D. Comparisons

FL.D.2.2.1 distinguish the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations and the patterns of behavior of the local culture.

Grades: 6-8

Hebrew for Hebrew Speakers

10. Use a variety of strategies to construct meaning from informative, technical, and literary texts written in Hebrew

A. Language Arts - Reading

LA.A.1.1.3 use knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

LA.A.2.2.7 recognize the use of comparison and contrast in a text.

Broward ESOL Strategies (2007):

Broward DISTRICT Broward K-12 ESOL Instructional Strategies (2007)

A. Instructional Modifications based on Level of English Proficiency

A1 Bilingual Dictionary

A11 Provide Meaningful Language Practice*

A15 Use Simple, Direct Language

B. Vocabulary

B8 Vocabulary with Context Clues

Lesson Plans 3- 4 : HEBREW FOR HEBREW SPEAKERS VOCABULARY 1

Title :	Hebrew for Hebrew Speakers Vocabulary 1
GRADE LEVEL :	6 th – 8 th
SUBJECT AREA :	WORLD LANGUAGE HEBREW FOR HEBREW SPEAKERS
SBBC COURSE CONNECTION :	HEBREW FOR HEBREW SPEAKERS
DESCRIPTION / ABSTRACT OF LESSON :	This section shows how words can be compared or contrasted.
OBJECTIVE(S) :	Students will be able to recognize how words have similar meanings by identifying synonyms.
Duration :	120 Minutes
ESSENTIAL QUESTION / KEY VOCABULARY :	Can you recognize synonyms by identifying words with similar meanings?
GROUPING FOR INSTRUCTION :	Paired Instruction, Whole Group
LESSON LEAD IN / OPENING :	Use the following as an introduction to the lesson: The synonymous ones are words that have a similar meaning, although it usually not exactly equal. For example: angered (of bad genius) and furious (of very bad genius) they are synonymous but they have a different tone. For this reason, it is important to bear in mind the context and the changes of meaning of a word before replacing it.
DIFFERENTIATED INSTRUCTION :	Have students work with Hebrew dictionaries to expand the list of synonyms. If students do not own one and one is not available through your school library, you might want to have them use Internet resources or a Hebrew-language dictionary. Remind students that they can create a more comprehensive list by looking up both the original word and its synonyms, since the words will not always share the same synonyms. For each set of synonyms, ask students to describe how a given term is different from the others. Discuss with students the type of resources and methods they can use to find synonyms. Show them that a Hebrew-language dictionary is an ideal source of information. If students do not have access to a Hebrew-language thesaurus, show them that a Hebrew-language dictionary, a bilingual Hebrew-English dictionary, or an English-language thesaurus can all be helpful. Remind students that once they have found the synonyms, it is important that they understand the subtle differences in their meaning. Ask students to find as many additional synonyms.
LESSON CLOSURE :	<ul style="list-style-type: none"> Have students review the vocabulary
FLORIDA SUNSHINE STATE STANDARDS	Florida Sunshine State FL World Language Standards (2007)

**and ISTE/NETS
STANDARDS:**

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

1. Engage in conversation in Hebrew to express feelings, ideas, and opinions about a variety of topics (e.g., social science, humanities, the mass media, current events, etc.).

A. Communication

FL.A.1.3.4 use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages.

FL.A.2.1.2 restate and rephrase simple information from materials presented orally, visually, and graphically in class.

**Broward ESOL
Strategies (2007):**

Broward DISTRICT Broward K-12 ESOL Instructional Strategies (2007)

A. Instructional Modifications based on Level of English Proficiency

A1 Bilingual Dictionary

A11 Provide Meaningful Language Practice*

A15 Use Simple, Direct Language

B. Vocabulary

B8 Vocabulary with Context Clues

Lesson Plan 5 - 6- 7: HEBREW FOR HEBREW SPEAKERS GRAMMAR 1

Title :	HEBREW FOR HEBREW SPEAKERS GRAMMAR
GRADE LEVEL :	6 th – 8 th
SUBJECT AREA :	WORLD LANGUAGE HEBREW FOR HEBREW SPEAKERS
SBBC COURSE CONNECTION :	HEBREW FOR HEBREW SPEAKERS
DESCRIPTION / ABSTRACT OF LESSON :	In this section, Uses and conjugation of the present of indicative , To be, to be and to please , and adjective are presented and practiced.
OBJECTIVE(S) :	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify uses and conjugation of the present of indicative • identify to be, to be and to please • identify adjectives <p>in spoken and written language.</p>
Duration :	200 Minutes
ESSENTIAL QUESTION / KEY VOCABULARY :	<p>Can you identify:</p> <ul style="list-style-type: none"> • • uses and conjugation of the present of indicative? • • to be, to be and to please? • • the adjective?
GROUPING FOR INSTRUCTION :	Whole Group
LESSON LEAD IN / OPENING :	<p>Use the following as an introduction to the lesson:</p> <p>The way of the verb indicates the way in which the actions appear. The indicative way is used to express states or actions that happen in the present, the past or the future, and that the speaker feels like real.</p>
DIFFERENTIATED INSTRUCTION :	<p>Encourage native speakers to take a careful look at how adjectives are used in writing in Hebrew. Invite students to choose one page from a newspaper article and identify all of the adjectives used in that piece. Ask students to write down all of the adjectives on a separate piece of paper and divide the words into categories (demonstrative adjectives, possessive adjectives, etc.). Lastly, have the students note whether the adjective was placed before or after the noun it modified, and try to explain why.</p> <p>People learning HEBREW often have difficulty identifying the subject and indirect object in structures that function like please. Encourage students to practice identifying these words and expressions and the subject and objects to which they refer. Have students work with a page of text in Hebrew and identify all of the cases in which verbs are used in this way. Ask students to</p>

identify both the subject and the indirect object in each case.

LESSON CLOSURE :

- Have students review key grammar concepts for the quiz.
-

**FLORIDA SUNSHINE
STATE STANDARDS
and ISTE/NETS
STANDARDS:**

Florida Sunshine State FL World Language Standards (2007)

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

1. Engage in conversation in HEBREW to express feelings, ideas, and opinions about a variety of topics (e.g., social science, humanities, the mass media, current events, etc.).

A. Communication

FL.A.2.1.2 restate and rephrase simple information from materials presented orally, visually, and graphically in class.

C. Language Arts - Listening, Viewing, and Speaking

LA.C.2.1.2 recognize simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures.

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

3. Present information, concepts, and ideas to a variety of audiences through speaking and writing in HEBREW

A. Communication

FL.A.3.2.1 describe important people (e.g., family members and friends) and objects present in his or her everyday environment and in school.

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

5. Apply knowledge of HEBREW language and culture(s) to further knowledge of other disciplines.

C. Connections

FL.C.2.1.1 use the target language to gain access to information that is only available through the target language or within the target culture (listen to a story told in the target language).

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

7. Analyze and use different patterns of social interaction appropriate to the setting.

D. Comparisons

FL.D.2.3.3 recognize the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture (e.g., surveys conducted through face-to-face contact or written exchanges).

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

11. Use writing processes to communicate information, ideas, and concepts, in Hebrew, to a variety of audiences.

B. Language Arts - Writing

LA.B.2.1.1 writes questions and observations about familiar topics, stories, or new experiences.

**Broward ESOL
Strategies (2007):**

Broward DISTRICT Broward K-12 ESOL Instructional Strategies (2007)

A. Instructional Modifications based on Level of English Proficiency

A1 Bilingual Dictionary

A11 Provide Meaningful Language Practice*

A15 Use Simple, Direct Language

B. Vocabulary

B8 Vocabulary with Context Clues

Lesson Plan 8-9-10: HEBREW FOR HEBREW SPEAKERS READING 2

Title :	HEBREW FOR HEBREW SPEAKERS READING 2
GRADE LEVEL :	6 th – 8 th
SUBJECT AREA :	WORLD LANGUAGE HEBREW FOR HEBREW SPEAKERS
SBBC COURSE CONNECTION :	HEBREW FOR HEBREW SPEAKERS
DESCRIPTION / ABSTRACT OF LESSON :	This section contains the reading material from the Newspaper. Students will use a pre-reading strategy to become familiar with a text and to make predictions about the text. Students will also use the text as a reference for comparisons.
OBJECTIVE(S) :	Students will be able to use pre-reading strategies to become familiar with the text and make predictions. Students will be able to compare and contrast their own culture to other cultures.
Duration :	210 Minutes
ESSENTIAL QUESTION / KEY VOCABULARY :	Can you use pre-reading strategies to become familiar with the text and make predictions? Can you compare and contrast your own culture to other cultures?
STEPS TO DELIVER LESSON :	<ul style="list-style-type: none"> • Have students work in pairs to read the words in the Dictionaries Hebrew-English • Ask students if they know synonyms for any words in the list that would be more common in other parts of the Hebrew-speaking world. • Have students quiz each other on vocabulary • Quiz students on words that they familiarized themselves with. • Have students do Vocabulary from the Newspaper • Have students work in pairs • Have students share the predictions they made regarding the reading • Have students read or listen to each other read • Have students work in groups to discuss their favorite newspaper articles. • Have students review discuss what it means regarding entertainment in different countries.
DIFFERENTIATED INSTRUCTION :	<p>Ask students who have lived in Hebrew-speaking countries to compare the presence of electronic equipment in people's homes in those countries to the United States. Have students' interview family or friends living in a Hebrew-speaking country about the type of electronic equipment they have in their house. Encourage them to ask about the number of each item they have, how new these items are, whether their situation is common for the city or town they live in, and what changes they have noticed over the last several years. Invite students to share their findings with the class.</p> <p>Invite students to share the type and quantity of electronic equipment that they consider «typical» in the United States. Encourage them to think about how often people tend to invest in a new computer, television, or cell phone. If</p>

students have Internet access, encourage them to choose a Hebrew-speaking country and research the price of a new television set, computer, or cell phone in that country. Ask students to relate these prices to prices in the United States, and then to take into account the average yearly income of people in the two countries. What general observations can students make?

LESSON CLOSURE :

- Review vocabulary
-

**FLORIDA SUNSHINE
STATE STANDARDS
and ISTE/NETS
STANDARDS:**

Florida Sunshine State FL World Language Standards (2007)

Grades: 6-8

Hebrew for Hebrew Speakers

1. Engage in conversation in Hebrew to express feelings, ideas, and opinions about a variety of topics (e.g., social science, humanities, the mass media, current events, etc.).

A. Communication

FL.A.1.2.1 express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment.

Grades: 6-8

Hebrew for Hebrew Speakers

5. Apply knowledge of Hebrew language and culture(s) to further knowledge of other disciplines.

C. Connections

FL.C.1.1.1 use simple vocabulary and phrases to identify familiar objects and concepts from other disciplines.

Grades: 6-8

Hebrew for Hebrew Speakers

10. Use a variety of strategies to construct meaning from informative, technical, and literary texts written in Hebrew.

A. Language Arts - Reading

LA.A.2.1.5 use simple materials of the reference system to obtain information.

Grades: 6-8

Hebrew for Hebrew Speakers

11. Use writing processes to communicate information, ideas, and concepts, in Hebrew , to a variety of audiences.

B. Language Arts - Writing

LA.B.2.2.2 organize information using alphabetical and numerical systems.

**Broward ESOL
Strategies (2007):**

Broward DISTRICT Broward K-12 ESOL Instructional Strategies (2007)

A. Instructional Modifications based on Level of English Proficiency

A1 Bilingual Dictionary

A11 Provide Meaningful Language Practice*

A15 Use Simple, Direct Language

B. Vocabulary

B8 Vocabulary with Context Clues

Lesson Plan 11 - 12: HEBREW FOR HEBREW SPEAKERS VOCABULARY 2

Title :	HEBREW FOR HEBREW SPEAKERS VOCABULARY 2
GRADE LEVEL :	6 th – 8 th
SUBJECT AREA :	WORLD LANGUAGE HEBREW FOR HEBREW SPEAKERS
SBBC COURSE CONNECTION :	HEBREW FOR HEBREW SPEAKERS
DESCRIPTION / ABSTRACT OF LESSON :	This section shows how words can be compared or contrasted.
OBJECTIVE(S) :	Students will be able to recognize how words have opposite meanings by identifying antonyms to compare and contrast.
Duration :	120 Minutes
ESSENTIAL QUESTION / KEY VOCABULARY :	Can you recognize antonyms by identifying words with opposite meanings?
GROUPING FOR INSTRUCTION :	Whole Group
LESSON LEAD IN / OPENING :	Use the following as an introduction to the lesson: The antonyms are words that have the opposite meaning. They can be used to compare or to confirm the quality of something. They are used in opposite contexts.
STEPS TO DELIVER LESSON :	<ul style="list-style-type: none"> Play a game to reinforce the concept of synonyms/antonyms
DIFFERENTIATED INSTRUCTION :	<p>Have students choose fifteen words from the dictionary and write as many antonyms as they can for these words. Challenge students to work first without a dictionary, then to confirm and expand their answers with the help of a thesaurus. Once students have created their antonym pairs, have them write fifteen sentences using these word pairs in a way that makes it clear that they are antonyms.</p> <p>Allow students some time to explore</p>
LESSON CLOSURE :	<ul style="list-style-type: none"> Give students a few minutes to converse in pairs about their activities.
FLORIDA SUNSHINE STATE STANDARDS and ISTE/NETS STANDARDS:	<p>Florida Sunshine State FL World Language Standards (2007)</p> <p>Grades: 6-8</p> <p>HEBREW FOR HEBREW SPEAKERS</p>

1. Engage in conversation in Hebrew to express feelings, ideas, and opinions about a variety of topics (e.g., social science, humanities, the mass media, current events, etc.).

A. Communication

FL.A.1.3.4 use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages.

FL.A.2.1.2 restates and rephrase simple information from materials presented orally, visually, and graphically in class.

**Broward ESOL
Strategies (2007):**

Broward DISTRICT Broward K-12 ESOL Instructional Strategies (2007)

A. Instructional Modifications based on Level of English Proficiency

A1 Bilingual Dictionary

A11 Provide Meaningful Language Practice*

A15 Use Simple, Direct Language

B. Vocabulary

B8 Vocabulary with Context Clues

Lesson Plans 13- 14- 15: HEBREW FOR HEBREW SPEAKERS GRAMMAR 2

Title :	HEBREW FOR HEBREW SPEAKERS GRAMMAR 2
GRADE LEVEL :	6 th – 8 th
SUBJECT AREA :	WORLD LANGUAGE HEBREW FOR HEBREW SPEAKERS GRAMMAR 2
SBBC COURSE CONNECTION :	HEBREW FOR HEBREW SPEAKERS 2
DESCRIPTION / ABSTRACT OF LESSON :	In this section, the progressive present , the perfect present , and the comparative ones are presented and practiced.
OBJECTIVE(S) :	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the progressive present identify the perfect present, • identify the comparative ones in spoken and written language.
Duration :	210 Minutes
ESSENTIAL QUESTION / KEY VOCABULARY :	<p>Can you identify:</p> <ul style="list-style-type: none"> • the progressive present? the perfect present? • the comparative ones?
GROUPING FOR INSTRUCTION :	Whole Group
LESSON LEAD IN / OPENING :	<p>Use the following as an introduction to the lesson:</p> <p>The progressive present is used to refer to an action that happens in the moment of the speech.</p>
STEPS TO DELIVER LESSON :	<ul style="list-style-type: none"> • Have students practice the progressive forms by giving them sentences in the present and having them change the verb to the progressive. • Show several pictures and have students say what the people in the photos are doing: What are they doing? • Have students say what they are doing right now, as well as what their friends and family are probably doing. . • Have students talk about what they have done today and this week: What have they done? • Have students guess what you, your classmates, and other people have done today. • Have students use the irregular comparative adjectives to describe their classes, work, and families. • Have students use comparisons to describe photographs of people.

LESSON CLOSURE :

- Have students ask each other: **What have you done today?: What are you doing now?: What activity is more entertaining / interesting / important?**

**FLORIDA SUNSHINE
STATE STANDARDS
and ISTE/NETS
STANDARDS:**

Florida Sunshine State FL World Language Standards (2007)

Grades: 6-8

Hebrew for Hebrew Speakers

2. Demonstrate understanding of spoken and written Hebrew on a variety of topics.

A. Communication

FL.A.2.2.3 organize information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts).

3. Present information, concepts, and ideas to a variety of audiences through speaking and writing in Hebrew .

C. Language Arts - Listening, Viewing, and Speaking

LA.C.3.1.4 use eye contact and simple gestures to enhance delivery.

Grades: 6-8

Hebrew for Hebrew Speakers

4. Demonstrate understanding of social interaction patterns within Hebrew culture(s) through participation in cultural activities. (Note: Benchmarks may address multiple target cultures associated with the heritage language.)

B. Culture

FL.B.1.2.2 identify patterns of behavior and the values, beliefs, or

viewpoints typical of children in the target culture.

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

6. Analyze and use different patterns of communication appropriate to the setting.

D. Language Arts - Language

LA.D.1.1.1 recognize basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

7. Analyze and use different patterns of social interaction appropriate to the setting.

D. Comparisons

FL.D.2.3.3 recognize the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture (e.g., surveys conducted through face-to-face contact or written exchanges).

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

11. Use writing processes to communicate information, ideas, and concepts, in HEBREW, to a variety of audiences.

B. Language Arts - Writing

LA.B.2.1.1 write questions and observations about familiar topics, stories, or new experiences.

LA.B.2.2.1 write notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.

**Broward ESOL
Strategies (2007):**

Broward DISTRICT Broward K-12 ESOL Instructional Strategies (2007)

A. Instructional Modifications based on Level of English Proficiency

A1 Bilingual Dictionary

A11 Provide Meaningful Language Practice*

A15 Use Simple, Direct Language

B. Vocabulary

B8 Vocabulary with Context Clues

Lesson Plan 18: HEBREW FOR HEBREW SPEAKERS WRITING 2

Title :	Hebrew for Hebrew Speakers WRITING 2
GRADE LEVEL :	6 th – 8 th
SUBJECT AREA :	WORLD LANGUAGE HEBREW FOR HEBREW SPEAKERS
SBBC COURSE CONNECTION :	HEBREW FOR HEBREW SPEAKERS
DESCRIPTION / ABSTRACT OF LESSON :	In this section, students will write an informal letter.
OBJECTIVE(S) :	Students will be able to use process writing to produce an informal letter.
Duration :	60 Minutes
ESSENTIAL QUESTION / KEY VOCABULARY :	Can you use process writing to produce an informal letter?
GROUPING FOR INSTRUCTION :	Paired Instruction, Whole Group
LESSON LEAD IN / OPENING :	Use the following as an introduction to the lesson: On having written an informal letter, it is necessary to include the place, the date, and the greeting. The body of the letter is where you narrate the events. Finally, it includes the farewell and the signature.
STEPS TO DELIVER LESSON :	<ul style="list-style-type: none"> Have students ask each other: with what frequency do you write a letter? an e-mail? an instant message? to whom do you write more? Have students read the sample letter provided by a teacher
DIFFERENTIATED INSTRUCTION :	If possible, organize a pen-pal or key-pal relationship with a class in a Hebrew-speaking country. Encourage students to put what they have learned about letter-writing into practice and introduce themselves in a letter to an unknown pen-pal. Once established, encourage students to maintain contact throughout the school year.
LESSON CLOSURE :	<ul style="list-style-type: none"> Give students a few minutes to proofread or peer-review their work.
FLORIDA SUNSHINE STATE STANDARDS and ISTE/NETS STANDARDS:	Florida Sunshine State FL World Language Standards (2007) Grades: 6-8 HEBREW FOR HEBREW SPEAKERS 4. Demonstrate understanding of social interaction patterns within HEBREW

culture(s) through participation in cultural activities. (Note: Benchmarks may address multiple target cultures associated with the heritage language.)

B. Culture

FL.B.1.3.1 use appropriate verbal and nonverbal communication for daily activities with peers and adults.

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

5. Apply knowledge of HEBREW language and culture(s) to further knowledge of other disciplines.

C. Connections

FL.C.2.2.3 express knowledge of real objects and media intended for same-age native speakers in the target language and identify the major elements of the source material (e.g., what it is, why peers use it, and where it might be found).

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

11. Use writing processes to communicate information, ideas, and concepts, in Hebrew, to a variety of audiences.

B. Language Arts - Writing

LA.B.1.1.3 produce final simple documents that have been edited for

correct spelling;

appropriate end punctuation;

correct capitalization of initial words, "I," and names of people;

correct sentence structure; and

correct usage of age-appropriate subject/verb and noun/pronoun agreement. (Note: In this course, documents should be edited for correct capitalization as appropriate for Hebrew.)

Broward DISTRICT Broward K-12 ESOL Instructional Strategies (2007)

A. Instructional Modifications based on Level of English Proficiency

A1 Bilingual Dictionary

A11 Provide Meaningful Language Practice

A14 Use of Substitution, Expansion, Paraphrase, Repetition

B. Vocabulary

B8 Vocabulary with Context Clues

Lesson Plans 16- 17: HEBREW FOR HEBREW SPEAKERS WRITING

Title :	Hebrew for Hebrew speakers WRITING 1
GRADE LEVEL :	6 th – 8 th
SUBJECT AREA :	WORLD LANGUAGE HEBREW FOR HEBREW SPEAKERS WRITING
SBBC COURSE CONNECTION :	HEBREW FOR HEBREW SPEAKERS
DESCRIPTION / ABSTRACT OF LESSON :	In this section, students will write a formal letter.
OBJECTIVE(S) :	Students will be able to use process writing to produce a formal letter.
Duration :	120 Minutes
ESSENTIAL QUESTION / KEY VOCABULARY :	Can you use process writing to produce a formal letter?
GROUPING FOR INSTRUCTION :	Whole Group
LESSON LEAD IN / OPENING :	Use the following as an introduction to the lesson: The formal mail is used to communicate in business situations in which, between others, one asks for information, or do claims
STEPS TO DELIVER LESSON :	<ul style="list-style-type: none"> Have students read the sample letter that teacher created
DIFFERENTIATED INSTRUCTION :	If possible, bring in copy of an authentic business letter in Hebrew—perhaps a «letter to the editor» for a Hebrew-language newspaper or a sample resumé cover letter. Have students examine the format and language used and consider how it would be different if the letter were addressed to an informal acquaintance.
LESSON CLOSURE :	<ul style="list-style-type: none"> Have students exchange papers and read one another's work.
ASSESSMENT :	As students work through the writing process, share the assessment criteria

with them.

**FLORIDA SUNSHINE
STATE STANDARDS
and ISTE/NETS
STANDARDS:**

Florida Sunshine State FL World Language Standards (2007)

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

4. Demonstrate understanding of social interaction patterns within HEBREW culture(s) through participation in cultural activities. (Note: Benchmarks may address multiple target cultures associated with the heritage language.)

B. Culture

FL.B.1.3.1 use appropriate verbal and nonverbal communication for daily activities with peers and adults.

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

8. Demonstrate knowledge of wider communities of HEBREW language and culture.

E. Experiences

FL.E.1.2.2 demonstrate an awareness of employment possibilities (and other applications) for those who are able to master the target language.

Grades: 6-8

HEBREW FOR HEBREW SPEAKERS

11. Use writing processes to communicate information, ideas, and concepts, in HEBREW, to a variety of audiences.

B. Language Arts - Writing

LA.B.1.1.3 produce final simple documents that have been edited for

correct spelling;

appropriate end punctuation;

correct capitalization of initial words, "I," and names of people;

correct sentence structure; and

correct usage of age-appropriate subject/verb and noun/pronoun agreement. (Note: In this course, documents should be edited for correct capitalization as appropriate for HEBREW.)

**Broward ESOL
Strategies (2007):**

Broward DISTRICT Broward K-12 ESOL Instructional Strategies (2007)

A. Instructional Modifications based on Level of English Proficiency

A1 Bilingual Dictionary

A11 Provide Meaningful Language Practice*

A15 Use Simple, Direct Language

B. Vocabulary

B8 Vocabulary with Context Clues

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
August	<ol style="list-style-type: none"> Can you name some professions? Can you tell what you would like to be in the future? Can you ask someone his/her age? 	Florida Sunshine State Standards FL.A.2.1.2 FL.A.2.1.3 FL.B.1.1.2 FL.B.1.1.3 FL.C.1.1.1 FL.C.1.1.2 FL.D.1.1.1 FL.D.1.1.2 FL.D.2.1.2	<ul style="list-style-type: none"> Learn the name of some Occupations and professions Express what he/she wants to be in the future Ask what others want to be in the future Numbers to 100 Grammar <ul style="list-style-type: none"> Begin basic conjugation of verbs, e.g. Mosher omer, Sara omeret Verbs- po'al Form Pa'al- (sit-yashav, read- karah, write-kataf) Singular and plural nouns and adjectives Writing <ul style="list-style-type: none"> Hebrew writing- print Ktav & cursive Culture <ul style="list-style-type: none"> Different professions in the Hebrew speaking world 	"Haverim" Project Developed Activity Guide for Second /Third Grade Unit 1 Professions Poster Picture Cards Audio CD Technology Resources http://shekel.ict.ac.il/%7Ea_hay/whss/index.html	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs TPR Portfolio Unit project
September	<ol style="list-style-type: none"> Can you distinguish between right and left? Can you give directions to someone? Can you invite someone to go somewhere with you? 	FL.A.1.1.2 FL.A.2.1.1 FL.A.2.1.2 FL.A.2.1.3 FL.A.3.1.1 FL.B.1.1.1 FL.B.1.1.2 FL.C.1.1.1 FL.C.1.1.2 FL.D.1.1.1 FL.D.1.1.2 FL.D.2.1.2	<ul style="list-style-type: none"> Identify and name familiar places Give directions Distinguish between right and left Invite someone to go somewhere Grammar <ul style="list-style-type: none"> Present tense – Zeman hoveh Singular=yachid & Plural = rabim Masculine=zachar & Feminine = nekevah Culture <ul style="list-style-type: none"> Geography 	"Haverim" Project Developed Activity Guide for Second /Third Grade Unit 2 Places in the Community Poster Picture Cards Audio CD Technology Resources http://www.i.co.il/index.asp http://www.learn-hebrew.co.il/ http://www.milon.co.il/	<ul style="list-style-type: none"> Oral questioning Portfolio Dialogue in pairs TPR Unit project

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
October	<ol style="list-style-type: none"> Can you tell the location of a place in Hebrew? Can you say where you are going in Hebrew? 	Florida Sunshine State Standards FL.A.1.1.1 FL.A.2.1.2 FL.A.2.1.3 FL.A.2.1.4 FL.A.3.1.1 FL.B.1.1.1 FL.C.1.1.1 FL.C.1.1.2 FL.D.1.1.1 FL.D.1.1.2 FL.D.2.1.2	<ul style="list-style-type: none"> Question words Vocabulary of buildings in the community Right/left Near/Far Give directions Grammar <ul style="list-style-type: none"> Pronouns= shem guff (I-ani, You (m)-atta, You (f)att)INCLUDING he, she, we, they Present tense – Zeman hoveh Culture <ul style="list-style-type: none"> Regional music in Israel 	“Haverim” Project Developed Activity Guide for Second /Third Grade Unit 3 My Community DVD Picture Cards http://www.learn-hebrew.co.il/ http://www.milon.co.il/	<ul style="list-style-type: none"> Oral questioning Cursive reading Portfolio Dialogue in pairs TPR Unit project Students will do a map describing important places in their community.
November	<ol style="list-style-type: none"> Can you name different farm animals? Can you name what you like/dislike? Can you identify some farm animals? Can you describe some farm animals? Can you answer questions about what you like/dislike? 	FL.A.1.1.1 FL.A.2.1.2 FL.A.2.1.3 FL.A.2.1.4 FL.A.3.1.1 FL.B.1.1.1 FL.C.1.1.1 FL.C.1.1.2 FL.D.1.1.1 FL.D.1.1.2 FL.D.2.1.2	<ul style="list-style-type: none"> Name of farm animals Feminine/masculine Singular/plural Express likes and dislikes Identify and name various farm animal Grammar <ul style="list-style-type: none"> Introduce to past tense- zeman avar Infinitives – lamed (to sit – la’shevet, to speak – le’daber....) Culture <ul style="list-style-type: none"> Learn the lyrics and music of songs 	“Haverim” Project Developed Activity Guide for Second /Third Grade Unit 4 Farm Animals DVD Picture Cards CD http://www.learn-hebrew.co.il/ http://www.milon.co.il/	<ul style="list-style-type: none"> Oral questioning Portfolio Unit project Dialogue in pairs Create a diorama using farm animals Teacher developed test
December/ January	<ol style="list-style-type: none"> Can you name the objects in the kitchen? Can you name the different foods in Hebrew? Can you tell what foods you like/dislike? 	Florida Sunshine State Standards FL.A.1.1.1 FL.A.1.1.3 FL.A.2.1.1 FL.A.2.1.2 FL.A.2.1.3 FL.A.3.1.1 FL.B.1.1.1 FL.B.1.1.2 FL.B.1.1.3 FL.C.1.1.1 FL.C.1.1.2 FL.D.1.1.1	<ul style="list-style-type: none"> Food vocabulary Kitchen vocabulary Expressions use at the dinner table Grammar <ul style="list-style-type: none"> Root = shreshVerbs-po’al (expand Hebrew verbs) Culture <ul style="list-style-type: none"> Ethnic foods 	“Haverim” Project Developed Activity Guide for Second /Third Grade Unit 5 Food Picture Cards Audio CD Poster Worksheets http://www.milon.co.il/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Portfolio Unit project

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
February	<ol style="list-style-type: none"> Can you order food in a restaurant in Hebrew? Can you name what you are going to drink in Hebrew? Are you able to ask for the bill in Hebrew? 	Florida Sunshine State Standards FL.A.1.1.3 FL.A.2.1.2 FL.A.2.1.3 FL.A.2.1.4 FL.A.3.1.1 FL.B.1.1.1 FL.B.1.1.2 FL.B.1.1.3 FL.C.1.1.1 FL.C.1.1.2 FL.D.1.1.1 FL.D.1.1.2 FL.D.2.1.2	<ul style="list-style-type: none"> Words to order food in a restaurant Ask about certain dishes Food expressions Tipping Question words related to how much? What... Grammar <ul style="list-style-type: none"> Cursive letters Singular and Plural Conjugate <i>pa'al</i> verb in the present tense Culture <ul style="list-style-type: none"> Foods from different regions in Israel 	"Haverim" Project Developed Activity Guide for Second /Third Grade Unit 6 Ordering food in a restaurant? Picture Cards Posters Worksheets Books • DVD http://www.learn-hebrew.co.il/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Design a house a label the parts of it in Hebrew Portfolio Create a menu Unit project
March	<ol style="list-style-type: none"> Can you name the rooms in the house? Can you describe your room? Are you able to say where things are in the house? 	FL.A.1.1.3 FL.A.2.1.2 FL.A.2.1.3 FL.A.2.1.4 FL.A.3.1.1 FL.B.1.1.1 FL.B.1.1.2 FL.B.1.1.3 FL.C.1.1.1 FL.C.1.1.2 FL.D.1.1.1 FL.D.1.1.2 FL.D.2.1.2	<ul style="list-style-type: none"> Objects in the house Rooms in the house Location of things Grammar <ul style="list-style-type: none"> Root = shresh Verbs- <i>po'al</i> (expand Hebrew verbs) Prepositions Culture <ul style="list-style-type: none"> Recognize differences and similarities between America and Israeli houses 	"Haverim" Project Developed Activity Guide for Second /Third Grade Unit 7 My House Picture Cards Posters Worksheets Books DVD http://www.learn-hebrew.co.il/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Design a house and label the parts of it in Hebrew Portfolio Create a menu Unit project Design a house and label all the rooms in Hebrew
April	<ol style="list-style-type: none"> Can you name means of transportation? Can you say where you are going? Can you recognize all the Hebrew letters? 	FL.A.1.1.3 FL.A.2.1.2 FL.A.2.1.3 FL.A.2.1.4 FL.A.3.1.1 FL.B.1.1.1 FL.B.1.1.2 FL.B.1.1.3 FL.C.1.1.1 FL.C.1.1.2 FL.D.1.1.1 FL.D.1.1.2	<ul style="list-style-type: none"> Identify and name selected transportation Ask and answer questions about where one is going by using what transportation Learn the importance of different means of transportation Identify <i>zachar</i> & <i>nekevah</i> Learn lyrics and music of songs Review Ktav letters 	"Haverim" Project Developed Activity Guide for Second /Third Grade Unit 8 Transportations DVD Poster Picture Cards Flash Cards Audio CD	<ul style="list-style-type: none"> Oral questioning Role play Vocabulary quiz Portfolio Dialogue in pairs Unit project

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
April (continued)		Florida Sunshine State Standards	Culture <ul style="list-style-type: none"> • Thanat Mercazit (bus station) • Rakabot (trains) • A sadeh (airport) 	Worksheets Internet resources http://www.globaldreamers.org/activities/webquest/index.html	
May	1. Can you name which are the most popular sports in Israel? 2. Are you able to play ____? 3. Can you invite someone to play a sport with you? 4. Can you explain some traditional Israeli sports? 5. Can you name some Israeli sport stars?	FL.A.1.1.1 FL.A.1.1.3 FL.A.2.1.2 FL.A.2.1.3 FL.A.3.1.1 FL.B.1.1.1 FL.B.1.1.2 FL.B.1.1.3 FL.C.1.1.1 FL.C.1.1.2 FL.D.1.1.1 FL.D.1.1.2 FL.D.2.1.2	<ul style="list-style-type: none"> • Ask and answer questions about what one plays/doesn't play a sport in a correct tense • Recognize and explain some traditional Israeli sports • Name some Israeli sport stars • Research about sports and athletes in Israel Grammar <ul style="list-style-type: none"> • Introducing reading Hebrew without the vowels Culture <ul style="list-style-type: none"> • Sports in Israel 	"Haverim" Project Developed Activity Guide for Second /Third Grade Unit 9 Sports Flash Cards Picture Cards Worksheets http://www.globaldreamers.org/activities/webquest/index.html	<ul style="list-style-type: none"> • Respond orally to questions • Vocabulary quiz • Teacher developed test • Portfolio • Dialogue in pairs

COURSE / GRADE: Hebrew Fourth and Fifth Grade

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
August	<ol style="list-style-type: none"> Can you say what is your name in Hebrew? Can you say what grade you are in? Are you able to say where you live in Hebrew? 	Florida Sunshine State Standards FL.A.1.2.1 FL.A.1.2.3 FL.A.2.2.3 FL.A.2.2.7 FL.A.3.2.1 FL.A.3.2.2 FL.B.1.2.1 FL.B.1.2.3 FL.C.1.2.1 FL.C.1.2.2 FL.D.1.2.2 FL.D.2.2.2	<ul style="list-style-type: none"> Review greetings Introduce oneself Express likes/dislikes Talk about age Tell where someone lives Describe oneself using an adjective Ask and answer questions about personal information Grammar <ul style="list-style-type: none"> Questions words Hebrew roots of words Culture <ul style="list-style-type: none"> World Geography 	"Haverim" Activity Guide for fourth and fifth grade Unit 1 Self Introduction Picture cards Writing Sheets Books http://www.zigzagworld.com/AlefBetGo/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Teacher developed test Vocabulary quiz Writing sheets Portfolio Unit project
September	<ol style="list-style-type: none"> Can you say who this is? Can you tell who your family members are? Can you tell if you have any brothers/sisters? Can you tell how many people are in your family? Can you say how old your brother/sister is? 	FL.A.1.2.1 FL.A.1.2.3 FL.A.2.2.1 FL.A.2.2.3 FL.A.2.2.7 FL.A.3.2.1 FL.A.3.2.2 FL.B.1.2.1 FL.B.1.2.3 FL.C.1.2.1 FL.C.1.2.2 FL.D.1.2.2 FL.D.2.2.1	<ul style="list-style-type: none"> Family vocabulary Describe family members Describe other's family members Distinguish the different ways of addressing members for their own and other's families Grammar <ul style="list-style-type: none"> Descriptive adjective Distinguish between feminine and masculine nouns and adjectives Conjugate the pa'al verb in present and past Writing <ul style="list-style-type: none"> Compound words Short paragraph Culture <ul style="list-style-type: none"> Compare families in different parts of the world Recognize activities in which children participate in the different cultures 	"Haverim" Activity Guide for fourth and fifth grade Unit 2 Family Picture cards Writing Sheets Books http://www.zigzagworld.com/AlefBetGo/ http://www.learn-hebrew.co.il/ http://www.milon.co.il/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Teacher developed test Vocabulary quiz Writing sheets Portfolio Unit project Writing a journal Create a family tree Venn diagram comparing children's activities

COURSE / GRADE: Hebrew Fourth and Fifth Grade

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
October	<ol style="list-style-type: none"> Are you able to count up to 1,000? Can you add, subtract, multiply and divide in Hebrew? Can you say what month and day today is? Can you tell how many ____ you have? 	Florida Sunshine State Standards FL.A.1.2.1 FL.A.1.2.3 FL.A.2.2.3 FL.A.2.2.7 FL.A.3.2.1 FL.A.3.2.2 FL.B.1.2.1 FL.B.1.2.3 FL.C.1.2.1 FL.C.1.2.2 FL.D.1.2.2 FL.D.2.2.2	<ul style="list-style-type: none"> Count up to 1,000 Do simple math problems in Hebrew Ask and answer questions about what month and day it is today Count different objects Identify and name selected words for the unit Grammar <ul style="list-style-type: none"> Possessive words Conjugate verbs in present/past form in <u>pa'al</u> and <u>pi'el</u> verb forms Culture <ul style="list-style-type: none"> Currency in different countries Story telling in Hebrew 	"Haverim" Activity Guide for fourth and fifth grade Unit 3 Let's Count! Flash Cards Picture Cards Poster Books Writing Sheets Worksheets http://www.zigzagworld.com/AlefBetGo/ http://www.learn-hebrew.co.il/ http://shekel.jct.ac.il/%7Ea_hay/whss/index.html	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Teacher developed test Vocabulary quiz Writing sheets Portfolio Unit project Create a conversions chart for currency
November	<ol style="list-style-type: none"> Can you describe the activities you do during the different seasons? Can you ask someone what he/she likes to do in certain weather? Can you describe your hobbies? Can you describe the activities you like/dislike to do? 	FL.A.1.2.1 FL.A.1.2.3 FL.A.2.2.1 FL.A.2.2.3 FL.A.2.2.7 FL.A.3.2.2 FL.B.1.2.1 FL.B.1.2.3 FL.C.1.2.1 FL.C.1.2.2 FL.D.1.2.1 FL.D.2.2.2	<ul style="list-style-type: none"> Review weather and seasons Review action words Hobbies/games /activities vocabulary Likes/dislikes Grammar <ul style="list-style-type: none"> Infinitive verbs Definitive articles Culture <ul style="list-style-type: none"> Compare sports and children's activities in different parts of the world 	"Haverim" Activity Guide for fourth and fifth grade Unit 4 Fun Activities Flash Cards Picture Cards Books Worksheets Writing Sheets Posters http://www.zigzagworld.com/AlefBetGo/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Teacher developed test Vocabulary quiz Writing sheets Portfolio Unit project

COURSE / GRADE: Hebrew Fourth and Fifth Grade

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
December/ January	1. What is an opposite word for ____? 2. Are you able to use the prepositions in Hebrew?	FL.A.1.2.1 FL.A.1.2.3 FL.A.2.2.3 FL.A.2.2.7 FL.A.3.2.2 FL.B.1.2.1 FL.B.1.2.3 FL.C.1.2.1 FL.C.1.2.2 FL.D.1.2.2	<ul style="list-style-type: none"> Antonyms Synonyms Grammar <ul style="list-style-type: none"> Possessive words Prepositions Cursive writing Culture <ul style="list-style-type: none"> Rhymes in the target culture 	"Haverim" Activity Guide for fourth and fifth grade Unit 5 Opposite Words Flash Cards Worksheets Picture Cards Audio CD Writing Sheets http://www.zigzagworld.com/AlefBetGo/ http://www.learn-hebrew.co.il/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Teacher developed test Vocabulary quiz Writing sheets Portfolio Create a chart with opposite words Unit project
February	1. Can you ask someone how he/she is feeling? 2. Can you name the parts of the body? 3. Can you say how you are feeling?	Florida Sunshine State Standards FL.A.1.2.1 FL.A.1.2.3 FL.A.2.2.3 FL.A.2.2.7 FL.A.3.2.1 FL.A.3.2.2 FL.B.1.2.1 FL.C.1.2.1 FL.C.1.2.2 FL.D.1.2.2 FL.D.2.2.1 FL.D.2.2.2	<ul style="list-style-type: none"> Body parts Feelings and health conditions Ask and answer questions about how someone is feeling Tell reasons why one can not do things Grammar <ul style="list-style-type: none"> Positive/negative words in sentences Likes and dislikes in sentences Verbs; to express pain, feelings and likes and dislikes Reading <ul style="list-style-type: none"> Children's Original short stories in Hebrew Culture <ul style="list-style-type: none"> Children's Games and music from the target culture 	"Haverim" Activity Guide for fourth and fifth grade Unit 6 Health Flash Cards Picture Cards Daily Journal Writing Sheets Books http://www.zigzagworld.com/AlefBetGo/ http://www.learn-hebrew.co.il/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Teacher developed test Vocabulary quiz Writing sheets Portfolio Unit project

COURSE / GRADE: Hebrew Fourth and Fifth Grade

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
March	<ol style="list-style-type: none"> Can you say what the temperature is where you are going? Can you name what kind of things you need to pack for the trip? Can you tell how you get some where? Can you tell how long you are going for? 	Florida Sunshine State Standards FL.A.1.2.1 FL.A.1.2.3 FL.A.2.2.3 FL.A.2.2.7 FL.A.3.2.1 FL.A.3.2.2 FL.B.1.2.1 FL.B.1.2.3 FL.C.1.2.1 FL.C.1.2.2 FL.D.1.2.2 FL.D.2.2.1 FL.D.2.2.2	<ul style="list-style-type: none"> Things you need to take with you for the trip Things you need to know Question words: how, when, where, how long. North/South/East/West Temperature Modes of transportation Grammar <ul style="list-style-type: none"> Present tense of verbs Infinitives Comands Culture <ul style="list-style-type: none"> Compare Kilos vs. pounds Celsius vs. Fahrenheit Currency 	"Haverim" Activity Guide for fourth and fifth grade Unit 7 Travel Flash Cards Picture Cards Daily Journal Writing Sheets Books http://www.zigzagworld.com/AlefBetGo/ http://www.learn-hebrew.co.il/ http://www.milon.co.il/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Teacher developed test Vocabulary quiz Writing sheets Portfolio Graphic organizer Unit project
April	<ol style="list-style-type: none"> Can you tell your daily routines in Hebrew? Can you say what you do after school? Can you count in Hebrew? 	FL.A.1.2.1 FL.A.1.2.3 FL.A.2.2.3 FL.A.2.2.7 FL.A.3.2.1 FL.A.3.2.2 FL.B.1.1.1 FL.B.1.1.2 FL.B.1.1.3 FL.B.1.2.1 FL.B.1.2.2 FL.B.1.2.3 FL.D.1.2.2	<ul style="list-style-type: none"> Review time Express daily routines Indicate where daily activities take place Ask and answer questions about daily activities Grammar <ul style="list-style-type: none"> Descriptive adjectives Feminine/masculine Numbers Feminine/masculine Culture <ul style="list-style-type: none"> Compare the daily routine from the target culture to your own culture 	"Haverim" Activity Guide for fourth and fifth grade Unit 8 Daily Routines Flash Cards Worksheets DVD http://www.zigzagworld.com/AlefBetGo/ http://www.learn-hebrew.co.il/ http://www.milon.co.il/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Teacher developed test Portfolio Unit project Webquest

COURSE / GRADE: Hebrew Fourth and Fifth Grade

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
May	<ol style="list-style-type: none"> Can you describe your school schedule? Can you say which subject you like/dislike? Can you describe your classroom? 	Florida Sunshine State Standards FL.A.1.2.3 FL.A.2.2.3 FL.A.2.2.7 FL.B.1.1.1 FL.B.1.1.2 FL.B.1.1.3 FL.B.1.2.1 FL.B.1.2.2 FL.B.1.2.3 FL.C.1.2.1 FL.C.1.2.2 FL.C.2.2.3 FL.D.1.2.2 FL.D.2.2.1	<ul style="list-style-type: none"> School subjects Objects in the classroom School supplies Grammar <ul style="list-style-type: none"> Review all previously learned grammar Culture <ul style="list-style-type: none"> Compare school routines in other countries with your country 	"Haverim" Activity Guide for fourth and fifth grade Unit 9 School Activities Flash Cards Worksheets DVD http://www.zigzagworld.com/AlefBetGo/ http://www.learn-hebrew.co.il/ http://www.milon.co.il/	<ul style="list-style-type: none"> Oral questioning Dialogue in pairs Teacher developed test Portfolio Webquest Hiragana reading Hiragana writing

COURSE / GRADE LEVEL: Hebrew First Grade

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
August	1. Can you name the parts of the body? 2. Are you able to play "Hertzel" Simon Says?	Florida Sunshine State Standards FL. A.1.1.2 FL.A.2.1.1 FL.A 2.1.2 FL.B.1.1.1 FL.B.1.1.2 FL.C.1.1.1 FL.D.1.1.1 FL.D.1.1.2	<ul style="list-style-type: none"> Review numbers 1-30 Identify different parts of the body Name parts of the body used to perform given activities Reading <ul style="list-style-type: none"> Master phonics skills in Hebrew Develop reading skills in Hebrew Grammar <ul style="list-style-type: none"> Singular and Plural Male and feminine Letter recognition of Hebrew Alphabets Culture <ul style="list-style-type: none"> Play <u>Hertzel</u> says (Simon Says) 	"Haverim" Project Developed Activity Guide Unit 1 Body Parts Picture Cards Poster Audio CD Worksheet Activities for Communication http://www.zigzagworld.com/AlefBetGo/ http://www.learn-hebrew.co.il/	<ul style="list-style-type: none"> TPR Unit project Oral questioning Respond to specific commands Portfolio
September	1. Can you tell what he/she is wearing? 2. Can you tell what you are wearing? 3. Can you tell what you wear in the different seasons?	FL.A.1.1.2 FL.A.2.1.2 FL.A 2.1.3 FL.A.3.1.1 FL.B.1.1.1 FL.B.1.1.2 FL.C.1.1.1 FL.D.1.1.2 FL.D.2.1.2	<ul style="list-style-type: none"> Review colors Learn and name various articles of clothing Describe what someone is wearing Review colors Greetings and good byes Reading <ul style="list-style-type: none"> Master phonics skills in Hebrew Develop reading skills in Hebrew Grammar <ul style="list-style-type: none"> Singular and Plural Male and feminine Writing <ul style="list-style-type: none"> Writing the alphabet and build simple words Culture <ul style="list-style-type: none"> Dressing code in different regions in Israel 	"Haverim" Project Developed Activity Guide for First Grade Unit 2 Clothing Picture Cards Posters Audio CD http://www.milon.co.il/	<ul style="list-style-type: none"> Oral questioning Venn diagram Unit project Portfolio Graphic organizer
October	1. Can you tell the days of the week?	FL.A.1.1.2 FL.A.2.1.2 FL.A 2.1.3	<ul style="list-style-type: none"> Review Shapes Name the days of the week 	"Haverim" Project Developed Activity Guide for	<ul style="list-style-type: none"> Oral questioning Unit project

COURSE / GRADE LEVEL: Hebrew First Grade

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
October (continued)	2. Can you tell what day of the week your birthday falls on? 3. Can you tell what day today is?	FL.B.1.1.1 FL.B.1.1.2 FL.C.1.1.1 Florida Sunshine State Standards FL.D.1.1.1 FL.D.1.1.2	<ul style="list-style-type: none"> Ask and answer what day is today Write the days of the week in Hebrew Words related to days of the week :today, tomorrow, yesterday Grammar <ul style="list-style-type: none"> Basic verb conjugation Introduce infinitive verb forms Culture <ul style="list-style-type: none"> Learn about the Lunar Calendar 	First Grade Unit 3 Days of the Week Picture Cards DVD Books Audio CD http://shekel.jct.ac.il/%7Ea_hay/whss/index.html	<ul style="list-style-type: none"> Portfolio Graphic organizer
November	1. Can you tell the month of the year in Hebrew? 2. Can you tell which month your birthday falls on?	FL.A.1.1.2 FL.A.2.1.2 FL.A.2.1.3 FL.B.1.1.1 FL.C.1.1.1 FL.D.1.1.1 FL.D.1.1.2	<ul style="list-style-type: none"> Name the months of the year Review Seasons Grammar <ul style="list-style-type: none"> Writing skills of alphabet in print Review singular and plural Review feminine and masculine Basic conjugation of verb to write in Hebrew Hebrew Alphabet Culture <ul style="list-style-type: none"> Activities in the different seasons 	"Haverim" Project Developed Activity Guide for First Grade Unit 4 Month of the year Student Activities Picture Cards Books Audio CD http://www.j.co.il/index.asp	<ul style="list-style-type: none"> Oral questioning Do a calendar Portfolio
December	1. Can you tell time in Hebrew? 2. Can you tell what time you go to sleep? 3. Can you tell what time you wake up?	FL. A 1.1.1 FL. A.1.1.2 FL. A 2.1.2 FL. A 2.1.3 FL..A 3.1.1 FL. B.1.1.1 FL. B.1.1.2 FL.C.1.1.1 FL.D.1.1.1 FL.D.1.1.2 FL.D. 2.1.2	<ul style="list-style-type: none"> Numbers 20 -50 Tell time by the hour and by the half hour Tell at what time you do different activities Grammar <ul style="list-style-type: none"> Hebrew alphabet Negative words Write simple sentences Ex; I go to school. Culture <ul style="list-style-type: none"> Songs with related to time and activities 	"Haverim" Project Developed Activity Guide for First Grade Unit 5 Time Picture Cards DVD Books Audio CD http://www.j.co.il/index.asp	<ul style="list-style-type: none"> Oral questioning Unit project Portfolio Role play Write a schedule Create a clock
January	1. Can you tell what season it is? 2. Are you able to name the	FL.A.1.1.2 FL.A.2.1.2 FL.A.2.1.3 FL.A.3.1.1	<ul style="list-style-type: none"> Review numbers 20 to 50 Review months of the year and days of the week 	"Haverim" Project Developed Activity Guide for First Grade	<ul style="list-style-type: none"> Oral questioning Vocabulary quiz using picture cards

COURSE / GRADE LEVEL: Hebrew First Grade

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
January (continued)	seasons of the year? 3. Can you tell what season your birthday falls on?	FL.B.1.1.1 FL.C.1.1.1 FL.D.1.1.2 Florida Sunshine State Standards	<ul style="list-style-type: none"> Identify and describe seasonal weather conditions Identify and name four seasons in Hebrew Grammar <ul style="list-style-type: none"> Nouns and adjectives Distinguish between feminine and masculine 	Unit 6 Seasons Picture Cards DVD Books Audio CD http://www.milon.co.il/	<ul style="list-style-type: none"> TPR Unit project Portfolio
February	1. Can you tell how the weather is today? 2. Can you talk about the weather? 3. Can you describe the different activities you do in different weather?	FL.A.1.1.1 FL.A.1.1.2 FL.A.2.1.2 FL.A.2.1.3 FL.A.3.1.1 FL.B.1.1.1 FL.C.1.1.1 FL.D.1.1.1 FL.D.1.1.2 FL.D.2.1.2	<ul style="list-style-type: none"> Weather expressions Question words related to weather Identify and name some weather words Clothing for the different weather Action words for activities in the different seasons Reading <ul style="list-style-type: none"> Continue with the Hebrew Alphabet Site words Read sentences up to 3 words in Hebrew Culture <ul style="list-style-type: none"> Activities related to weather 	"Haverim" Project Developed Activity Guide for First Grade Unit 7 Weather Picture Cards DVD Books Audio CD http://www.zigzagworld.com/AlefBetGo/	<ul style="list-style-type: none"> Graphic organizer Role play Oral questioning Unit project Portfolio Match the picture of the season/weather with its name
March	1. Can you name a story about nature? 2. Can you tell some nature words in Hebrew? 3. Can you write a simple sentence based on a picture?	Florida Sunshine State Standards FL.A.1.1.2 FL.A.2.1.1 FL.A.2.1.2 FL.A.2.1.3 FL.B.1.1.1 FL.C.1.1.1 FL.D.1.1.2	<ul style="list-style-type: none"> Identify and name some nature related words Review weather words Oral short stories Role play Grammar <ul style="list-style-type: none"> Adjectives to describe nature Action words Culture <ul style="list-style-type: none"> Activities in different settings 	"Haverim" Project Developed Activity Guide for First Grade Unit 8 Nature Books Posters Audio CD Worksheet Picture Cards http://www.zigzagworld.com/AlefBetGo/	<ul style="list-style-type: none"> Oral questioning Unit Project TPR Create a weather chart Portfolio
April	1. Can you name some food and drinks in Hebrew?	FL.A.1.1.1 FL.A.1.1.2	<ul style="list-style-type: none"> Identify and name selected food 	"Haverim" Project Developed	<ul style="list-style-type: none"> Oral questioning

COURSE / GRADE LEVEL: Hebrew First Grade

TIMELINE	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
April (continued)	2. Can you tell what you like/dislike? 3. Can you order a meal in Hebrew?	FL.A.2.1.2 FL.A.2.1.3 FL.B.1.1.1 FL.B.1.1.2 FL.C.1.1.1 FL.D.1.1.2 FL.D.2.1.2	and drinks • Express likes/dislikes • Tell what you eat/drink • Words before you eat in Hebrew <u>Be'teavon = Bon appetite</u> Grammar • Letters in cursive • Review feminine and masculine • Review singular and plura Culture • Ethnic food	Activity Guide for First Grade Unit 9 Food and Drink Audio CD Worksheet Picture Cards http://shekel.jct.ac.il/%7Ea_hay/whss/index.html	• Portfolio • Create a menu with pictures • Unit project
May	1. Can you ask how much something costs? 2. Can you name what the currency is in Israel?	FL.A.1.1.1 FL.A.1.1.2 FL.A.2.1.1 FL.A.2.1.2 FL.A.2.1.3 FL.A.3.1.1 FL.B.1.1.1 FL.B.1.1.2 FL.B.2.1.2 FL.C.1.1.1 FL.D.1.1.1 FL.D.1.2.1 FL.D.2.1.2	• Review numbers 1-50 • Review clothing vocabulary • Review weather vocabulary Grammar • Review all grammar learned in first grade Culture • Recognize other countries that use different currencies	“Haverim” Project Developed Activity Guide for First Grade Unit Shopping Picture Cards Posters Books DVD Audio CD http://shekel.jct.ac.il/%7Ea_hay/whss/index.html	• Oral questioning • Role play • Portfolio • Unit project • Skit

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson 1.1 Greetings	Lesson 1.2 Clothing	Lesson 1.3 Household Members	Lesson 1.4 Numbers 1-39	Lesson 1.5 Numbers 40-50 Assessment
Lesson 1.6 Numbers 50-60	Lesson 1.7 Kitchen Items	Assessment 1.8 Review of Numbers	Lesson 1.9 Shapes and Entertainment	Lesson 1.10 Numbers 60-70 Assessment Activity
Lesson 1.11 Fruits and Likes	Lesson 1.12 Meal Time	Lesson 1.13 Review Breakfast Foods	Lesson 1.14 Cumulative Review	Lesson 1.15 Numbers 70-80 Assessment Activity
Lesson 1.16 School Subjects	Lesson 1.17 Zoo Animals	Lesson 1.18 Adjectives	Lesson 1.19 Cumulative Review	Lesson 1.20 Assessment Activity