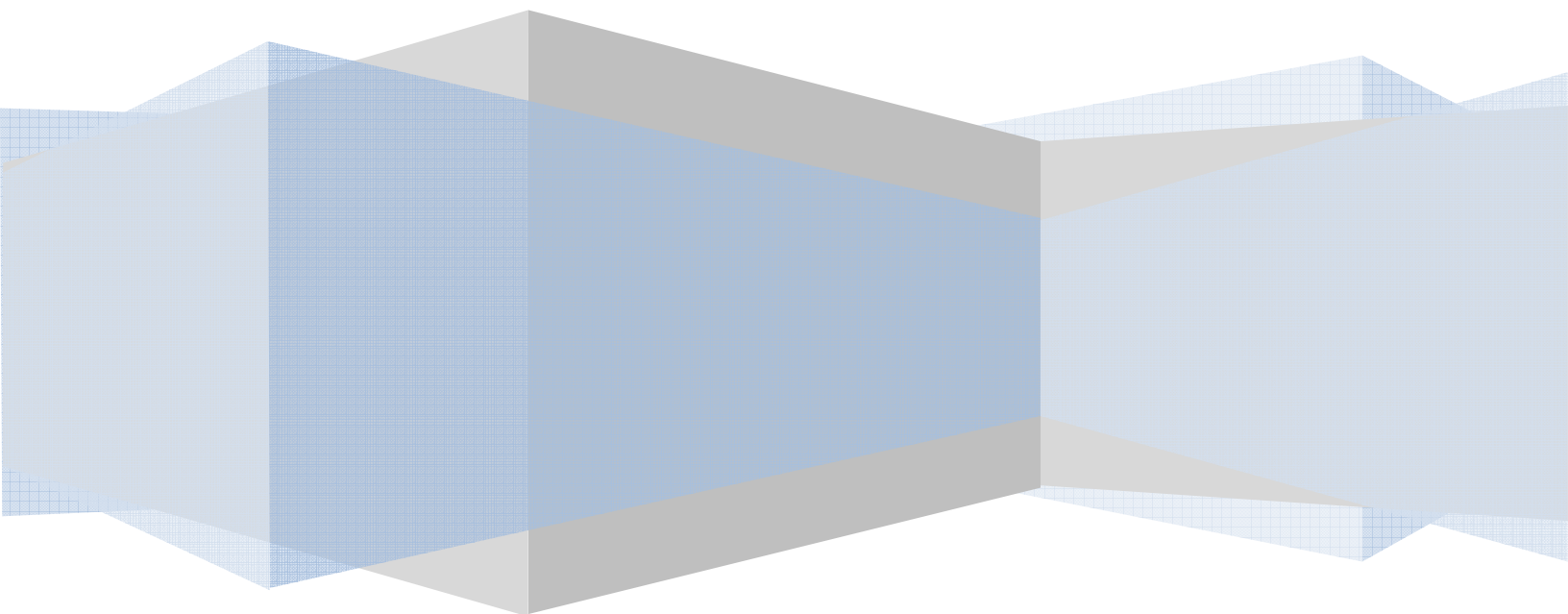


REMSBERG EDUCATION, INC.

REMSBERG PREPARATORY CHARTER SCHOOL

Charter School Application

Broward County, Florida



APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: **Remsberg Preparatory Charter School**

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: **Remsberg Education, INC.**

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: **Brougher Bass**

TITLE/RELATIONSHIP TO NONPROFIT: **President, Founding Board**

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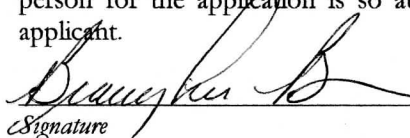
NAME OF EDUCATION SERVICE PROVIDER (if any): N/A

NAME OF PARTNER/PARENT ORGANIZATION (if any): N/A

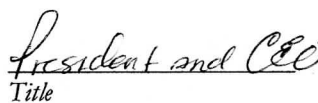
Projected School Opening: **August 2014**

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6-10	657	730
Second Year	6-11	1006	1121
Third Year	6-12	1295	1443
Fourth Year	6-12	1406	1565
Fifth Year	6-12	1494	1662

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

BROUGHER BASS
Printed Name


Title

7/26/2013
Date

TABLE OF CONTENTS

I. EDUCATIONAL PLAN	4
Section 1: Mission, Guiding Principles and Purpose	4
Section 2: Target Population and Student Body.....	10
Section 3: Educational Program Design.....	15
Section 4: Curriculum Plan	23
Section 5: Student Performance, Assessment and Evaluation	52
Section 6: Exceptional Students.....	61
Section 7: English Language Learners.....	68
Section 8: School Climate and Discipline.....	74
II. ORGANIZATIONAL PLAN	75
Section 9: Governance	75
Section 10: Management.....	83
Section 11: Education Service Providers.....	88
Section 12: Human Resources and Employment	89
Section 13: Student Recruitment and Enrollment	92
III. BUSINESS PLAN.....	96
Section 14: Facilities	96
Section 15: Transportation Service	101
Section 16: Food Service	102
Section 17: Budget	104
Section 18: Financial Management and Oversight.....	115
Section 19: Action Plan	117
IV. STATEMENT OF ASSURANCES	120
APPENDICIES.....	121
APPENDIX A: Remsberg Education, Inc. Articles of Incorporation.....	121
APPENDIX B: BUDGET	124
APPENDIX C: GOVERNING BOARD DISCLOSURE FORM	131
APPENDIX D: JOB DESCRIPTIONS	137
APPENDIX E: Daily Schedule.....	144
APPENDIX F: Remsberg Education, Inc. Proposed By-laws.....	147

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 Remsberg Preparatory Charter School is to provide every student a rigorous cross-disciplinary science, technology, engineering, and mathematics (STEM) based curriculum for college and career readiness. Remsberg Preparatory Charter School will encourage intellectual freedom to explore innovative interdisciplinary approaches to address current and emerging global issues.

Remsberg Preparatory Charter School will offer opportunities to explore post-secondary studies and careers in the areas of science, technology, engineering, and mathematics (STEM) through the following:

- Developing partnerships with post-secondary institutions to develop a pathway for students to transition into STEM based academic programs;
- Developing partnerships with industry sponsors to tailor and enhance the curriculum to promote the selection of STEM based careers by students;
- Incorporating current technological advances in the curriculum and utilizing state-of-the-art technology in all of the classrooms.

- 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.*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and 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.*
- **Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.** Remsberg Preparatory Charter School will provide academic programming to meet all course requirements for earning a standard high school diploma. Students desiring to matriculate beyond the base course programming at Remsberg Preparatory

Charter School can do so through advanced placement, dual-enrollment and Career-Technical courses. All courses will incorporate high standards to meet and exceed the Next Generation Sunshine State and Common Core Standards.

- **Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.** Remsberg Preparatory Charter School will concentrate FTE dollars around student support and core curriculum to provide enhanced academic success for all students. Academic success at RPCS will be based on State of Florida School Grade Calculations as measured by student proficiency on FCAT, End of Course examinations, graduation rate and College Readiness examinations. Policies adopted at RPCS will direct a greater portion of school funding to focus on core academic programs and direct student support services. Promoting fiscal responsibility and school-based decision-making, school administration will be invested with the authority to make local decisions, reducing the administrative structure beyond the school. RPCS will implement policies and procedures ensuring appropriate use of public funds in educating students and operating a charter school. The fiscal responsibilities of the Remsberg Education/RPCS Governing Board, administration, and staff will be monitored to ensure the appropriate use of all public dollars. Yearly independent audits will provide accountability and fiscal responsibility throughout the school.

- **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.** All students entering RPCS in grades 6 – 12, who are identified as Level 1 or Level 2 readers will be scheduled into a state-mandated Intensive Reading course. Students will remain enrolled in the Intensive Reading course until FCAT requirements are met, whether through FCAT scores or other state approved test scores. All students entering grades 6-10 at a reading level of 3 or above will be placed into an English/Language Arts Support class. This is a required elective course at RPCS in addition to their grade level English/Language Arts course. The English/Language Arts Support class will emphasize reading and literacy by directly supporting the English/Language Arts curriculum. The course will emphasize comprehension and literacy skills supporting FCAT goals and objectives, standardized nationally normed tests such as the PSAT, SAT, and ACT, and transitional post-secondary communication skills. Continuous progress monitoring, frequent benchmark assessments and academic intervention will provide a prescriptive approach in working with students in the process of mastering reading and literacy skills. A low student to counselor ratio and paired English/Language Arts and English Support/Intensive Reading classes will provide greater opportunity for

counselor-parent and teacher-parent communications on student performance and progress. All student performance data will be shared with parents through monthly progress reports. Additionally, RPCS will host quarterly parent nights to review student performance and trend data to provide parents with an understanding of their student's individual growth, group standing and progress towards a year's worth of learning for each year spent in the charter school.

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.*
 - *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*
 - *Encourage the use of innovative learning methods.*
 - *Require the measurement of learning outcomes.*
-
- **Improve student learning and academic achievement.** RPCS will develop and utilize educational partnerships with post-secondary, community, and industry organizations to design and enhance curriculum, incorporate contemporary standards into classroom practices, provide real-world experiences, and attract student interest to improve academic achievement. RPCS will maintain a counselor to student ratio of 250 students per counselor, which is the optimal recommended ratio by the American School Counselor Association. This will allow for a consistency in student progress monitoring, parent school communications and student familiarity. RPCS core courses will be taught at the honors level and honors credit will be earned through the development and completion of an individual course-specific project or the development and satisfactory completion of a multiple-course project with the aspects relevant to each of the courses incorporated. The ability to develop, design and conduct an independent research project in an area or areas of interest will introduce RPCS students to a high level of intellectual rigor, curiosity and confidence within the academic setting. The intent behind increasing the performance expectation for students at RPCS is to better align with international standards and improve matriculation into competitive career and post-secondary opportunities. RPCS will provide students with the opportunity to undertake an in-depth exploration of their academic and career interests. Career-technical educational opportunities will be available in the fields of science, technology and bio-technology with direct alignment to the fields of media, new-media, computer networking, engineering, mathematics, and medicine.

- **Increase learning opportunities for all students, with special emphasis on low-performing students and reading.** Remsberg Preparatory Charter School will, as a public charter school, participate in the state sponsored FCAT exam(s). Remsberg Preparatory Charter School will also utilize EOC exams as developed by the state and district or develop EOC exams for all core academic classes. EOC grades will be counted as a significant percent of the final course grade and a passing grade will be required to earn credit for that course. Students identified as struggling readers and/or learners, will be provided prescriptive remediation, using the most appropriate and least restrictive level of intervention necessary to return the student to pace. For students requiring a more formalized or intensive level of intervention, individual student Education Plans (EPs) will be design using a collaborative model, where all stakeholders are brought together, including student, parents, educators, and guidance.
 - **Encourage the use of innovative learning methods.** In the RPCS model, technology is integrated throughout the processes of teaching and learning.
 - Technology will be integrated into the facility design with the capacity to provide technology, resources, and services to faculty and students.
 - As part of the student day, technology is intended to limit and remove reliance on textbook, pen, and paper.
 - Technology is intended to streamline the delivery of classroom curriculum and promote parent involvement in monitoring and enhancing student achievement.
- Remsberg Preparatory Charter School will implement educational initiatives not limited to but including:
- Differentiated instruction
 - Understanding by Design as developed and outlined by Grant Wiggins and Jay McTighe
 - No zero grading policy as outlined by Dr. Robert J. Marzano
 - Response to Intervention (RtI)
 - Project-based learning
 - Common planning and common assessments
 - Student centered learning
- **Require the measurement of learning outcomes.** RPCS will utilize a continuous model of student performance monitoring to measure the pace of learning. Student progress will be measured on individual, group and whole school levels to design instruction, remediate deficits, and enrich the learning environment. Student and

school performance will be measured against local, state and national benchmarks to determine proficiencies and redress inefficiencies. Student performance will be measured through but not limited to, FCAT, EOC's, AP, PSAT, SAT, ACT, graduation rate and college acceptance. In core course areas where EOCs do not exist, EOCs will be developed to assess student progress, teacher effectiveness, and course outcomes. The goal is that every student will demonstrate at least a year's worth of learning for every year at RPCS.

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.*
 - *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*
 - *Expand the capacity of the public school system.*
 - *Mitigate the educational impact created by the development of new residential dwelling units.*
 - *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*
-
- **Create innovative measurement tools.** Remsberg Preparatory Charter School will utilize alternative forms of measuring student learning beyond traditional “pen and paper” exams by emphasizing project and performance-based assessments, re-grading, and independent learning. Staff development will be integral in assisting students and teachers with an understanding for the successful and appropriate implementation of these types of educational reform initiatives. In core course areas where EOCs do not exist, EOCs will be developed to assess student progress, teacher effectiveness, and course outcomes.
 - **Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.** Remsberg Preparatory Charter School will target students traditionally identified as performing in the middle 30th to 70th percentile. Historically, public schools have dedicated the majority of instructional resources to the highest performing students in the form of Advanced Placement and upper-level courses or the lower quartile of the academically at-risk students through remedial reading and math classes, extra-curricular support programs and after-school tutoring. In the current public school formula, the middle group of students is provided minimal enrichment opportunities, guidance, program support, mentoring, or interest-based programming. Remsberg Preparatory Charter School is dedicated to

developing curricular, extra-curricular, and co-curricular programming around these students and their specific needs and interests.

- **Expand the capacity of the public school system.** Remsberg Preparatory Charter School is intended to open and operate in an area of schools that are currently exceeding capacity. The relief from any single school is intended to be between 5 and 10 percent. The alternative programming at Remsberg Preparatory Charter School is designed to appeal to parents and students looking for a tailored middle and high school experience. Also, students with interests beyond the standard middle and high school offerings will have an opportunity to earn course credit in a traditional academic setting with unique course programs centered on their needs and interests.
- **Mitigate the educational impact created by the development of new residential dwelling units.** RPCS is intended to pull students from at capacity or over capacity schools in the central West Broward Area. Provide public school alternatives to recapture students currently attending private schools. RPCS, as a 6-12 school of 1650 students, is designed to create a positive school culture where parents and community involvement is encouraged.
- **Create new professional opportunities for teachers, including ownership of the learning program at the school site.** Staff at RPCS will play an integral part in developing and integrating the STEM elements throughout the curriculum. The role of the teacher at RPCS, emphasizes student mentoring and academic guidance through the paired English Support classes and the integrated honors projects. The vertical and horizontal alignment within and between middle and high school grade levels will reflect the inter-connectedness of cross-disciplinary thematic units and the work of the instructional staff at RPCS. Layered instructional positions emphasizing the roles and responsibilities of master teachers will establish an academic environment of high expectations and a school culture centered on the valuation of core-curriculum. This will increase the investiture of all faculty and the overall success of Remsberg Preparatory Charter School's academic programming.

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.

Remsberg Preparatory Charter School is a traditional style high school designed to provide a rigorous career-technical and college preparatory curriculum. RPCS will target 6th through 12th grade students traditionally identified as scoring below the 70th percentile with an academic and or career interest in Science, Technology, Engineering, or Mathematics (STEM) without discrimination on the basis of sex, race, color, ethnic or national origin, religion, disability, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. ESE and ESOL students will be primarily supported within the standard curriculum consistent with the educational practices in Broward County and the State of Florida as outlined in this application. Upper level High School programming (AP and Dual-Enrollment) will be encouraged for students at all levels. Students identified as performing below grade level, in-part or in-whole, who attend RPCS will be provided remedial support through differentiated course work, facilitated support, and co/extracurricular programming.

- 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.

The anticipated student enrollment breakdown (at 90% capacity), by year, and the appropriate grades to be served are as follows:

	2013 – 14	2014 – 15	2015 – 16	2016 – 17	2017 - 18
6 th grade	100	125	150	150	150
7 th grade	100	125	125	150	150
8 th grade	100	125	125	125	139
9 th grade	179	225	250	250	250
10 th grade	178	225	230	265	275
11 th grade	N/A	181	225	241	280
12 th grade	N/A	N/A	190	225	250
Anticipated Enrollment	657	1006	1295	1406	1494
MAXIMUM Student Capacity	730	1121	1443	1565	1662

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

Student population projections for RPCS were developed based on a review of elementary, middle, and high school enrollment reports available through the SBBC. Additionally, enrollment numbers published for area private schools were taken into consideration. In 2008, the SBBC determined a need existed within the central west Broward area to relieve enrollment pressure at surrounding high schools and that report was also reviewed in determining projected enrollment numbers for RPCS Middle and High School programs. Total enrollment from surrounding public Middle and High Schools and private Middle and High Schools were used to define the RPCS Target Population pool.

The following table outlines current enrollment at the surrounding public Middle Schools:

Remsberg Preparatory Charter School Application

	SEMINOLE MIDDLE	FALCON COVE MIDDLE	TEQUESTA TRACE MIDDLE	WESTPINE MIDDLE	PLANTATION MIDDLE	INDIAN RIDGE MIDDLE	BAIR MIDDLE		TOTAL MIDDLE SCHOOL POPULATION	
White	395	956	610	311	220	1,151	184	3827	36.6%	White
Black/African American	444	84	60	626	528	125	487	2354	22.5%	Black/African American
Hispanic	343	1,242	721	333	145	598	169	3551	34.0%	Hispanic
Multi-Racial	41	44	26	48	29	43	34	265	2.5%	Multi-Racial
Asian	41	128	51	58	36	55	36	405	3.9%	Asian
Native American or Native Indian	4	14	1	3	6	10	4	42	0.4%	Native American or Native Indian
Native Hawaiian or Pacific Islander	1	1	0	0	2	0	0	4	0.0%	Native Hawaiian or Pacific Islander
TOTAL ENROLLMENT	1269	2469	1469	1379	966	1982	914	10448		TOTAL ENROLLMENT
PERMANENT CAPACITY	1238	1319	1364	1312	1345	1718	1198	9494		PERMANENT CAPACITY
# OVER CAPACITY	31	1150	105	67	-379	264	-284	954		# OVER CAPACITY

Remsberg Preparatory Charter School Application

The following table outlines current enrollment at the surrounding public High Schools:

	CYPRESS BAY HIGH	PIPER HIGH	PLANTATION HIGH	SOUTH PLANTATION HIGH	WESTERN HIGH	TOTAL POPULATION	
White	1569	540	402	666	1591	4768	33.2% White
Black/African American	144	1416	1454	906	186	4106	28.6% Black/African American
Hispanic	2244	443	330	584	976	4577	31.9% Hispanic
Multi-Racial	91	48	43	50	70	302	2.1% Multi-Racial
Asian	146	81	71	69	113	480	3.3% Asian
Native American or Native Indian	15	7	8	9	75	114	0.8% Native American or Native Indian
Native Hawaiian or Pacific Islander	1	0	1	3	0	5	0.0% Native Hawaiian or Pacific Islander
TOTAL ENROLLMENT	4210	2535	2309	2287	3011	14352	TOTAL ENROLLMENT
PERMANENT CAPACITY	3312	2576	2632	2327	3208	14055	PERMANENT CAPACITY
# OVER CAPACITY	898	-41	-323	-40	-197	297	# OVER CAPACITY

The following table outlines current enrollment, as published, for surrounding private schools:

Archbishop McCarthy	1525
St Thomas Aquinas	2190
American Heritage	495
Sagemont	250
University School	677

In summary, RPCS is looking for an approximate five percent draw from the surrounding public and private middle and high schools to reach projected 5-Year enrollment numbers. Casual inquiry from parents whose students attend area private schools including Archbishop McCarthy, American Heritage, St. Thomas, and University School have shown a particular interest in RPCS. RPCS intends to pull students from at or over capacity schools in the central West Broward area and provide public school alternatives to recapture students currently attending area private schools.

Analysis of the RPCS Target Population pool includes a demographic diversity composed of 63% percent minority students. The overall enrollment of the surrounding public Middle and High Schools exceed Permanent Building Capacity, as shown on the SBBC website, by over 1200 students.

Remsberg Preparatory Charter School Application

The table below summarizes the demographics breakdown of the RPCS Targeted Population pool and the enrollment over-capacity numbers for the area public Middle and High Schools:

	TOTAL MIDDLE SCHOOL POPULATION		TOTAL HIGH SCHOOL POPULATION		RPCS TARGET POPULATION	
White	3827	36.6%	4768	33.2%	8595	34.7%
Black/African American	2354	22.5%	4106	28.6%	6460	26.0%
Hispanic	3551	34.0%	4577	31.9%	8128	32.8%
Multi-Racial	265	2.5%	302	2.1%	567	2.3%
Asian	405	3.9%	480	3.3%	885	3.6%
Native American or Native Indian	42	0.4%	114	0.8%	156	0.6%
Native Hawaiian or Pacific Islander	4	0.0%	5	0.0%	9	0.0%
TOTAL ENROLLMENT	10448		14352		24800	
PERMANENT CAPACITY	9494		14055		23549	
# OVER CAPACITY	954		297		1251	

Between the RPCS Middle and High School programs, a targeted maximum enrollment of 1662 students will provide sufficient economy of scale to allow RPCS to offer a varied curriculum while maintaining a personalized, small-school atmosphere.

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.

Detailed descriptions of the RPCS Daily Schedule can be found in Appendix E. RPCS will adopt the SBBC annual academic calendar.

- RPCS will have a 7 period alternating A/B block schedule of 100 minutes and a fixed daily lunch period and 50 minute class. Per course-instructional minutes will align with State of Florida requirements.

Student Calendar for grades 6 -12

1 st Quarter	45 instructional days
2 nd Quarter	<u>45 instructional days</u>
	90 days 1 st Semester
3 rd Quarter	45 instructional days
4 th Quarter	<u>45 instructional days</u>
	90 days 2 nd Semester

Each course meets on an alternating day cycle for 100 minutes or on a daily basis for 50 minutes. Course contact time is 4,500 minutes or 75 hours per course per semester and 9,000 minutes or 150 hours per course per year. Total student contact time for the 7 period schedule includes 180 days of instruction with 1050 hours of instruction during the school year.

For High school programming (grades 9-12), Florida law (section 1003.436, FS) defines a full credit of bona fide instruction in a designated course of study as 135 hours of instructional time. RPCS High school programs exceed the state required instructional contact time per course and school year.

For Middle school programming (grades 6-8), Florida law requires a minimum 348 minute student day. The RPCS Middle school program exceeds the state requirement.

- The annual academic calendar is a two semester calendar. Each semester is composed of two quarters and aligns with the SBBC academic calendar. RPCS will adopt the local district calendar.

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

Remsberg Preparatory Charter School's Middle and High school educational programs will focus on a science, technology, engineering and mathematics (STEM) curriculum, emphasizing reading and literacy in a career-oriented approach across all disciplines.

At the Middle school level:

RPCS Middle School students will receive core instruction in Language Arts, Reading, Mathematics, Science, and Social Studies in addition to elective options in physical education/health, pre-vocational, and special interest courses. All classes will be developed and taught in accordance with state statutes and rules, ensuring mastery of Next Generation Sunshine State and Common Core Standards (F.S. 1003.41) Students who demonstrate a need for accelerated programming will have the opportunity to take advanced classes at the High School level that may qualify for High School credit.

RPCS Middle School students will demonstrate successful completion of three years of instruction in English/Language Arts, Mathematics, Science, and Social Studies. In addition, all other state of Florida requirements for promotion from Middle School, including exploratory courses in fine and performing arts, technology, career tech education, world languages, and humanities will be provided through a combination of core and non-core courses.

The RPCS Middle school program will utilize a cross-disciplinary approach emphasizing reading/language arts skills and STEM to provide the academic foundation for the school's instructional philosophy. Reading provides the key literacy skill for success in all subjects, and promotes communication, understanding, and comprehension. Reading will be an integral component of all RPCS Middle School courses. STEM represents an area of academic focus providing secondary, post-secondary, and career opportunities. Recent global studies have indicated that advances in science, technology, engineering, and mathematics are critical areas of need for future generations. STEM interests cross traditional curricular barriers and must be addressed in "non-traditional" academic settings. RPCS Middle school courses will use a STEM approach in all subjects to engage students, root curriculum, and focus instruction.

Teachers of all Middle School subjects will work together to design a school-wide instructional plan with vertical and horizontal alignment emphasizing reading and STEM concepts in all subject areas.

At the High School level:

RPCS High School students will receive core instruction in Language Arts, Reading, Mathematics, Science, Social Studies, and World Languages in addition to elective options in physical education/health, career-technical, and other special interest courses. All classes will be developed and taught in accordance with state statutes and rules, ensuring mastery of Next Generation Sunshine State and Common Core Standards (F.S. 1003.41). Academic rigor in the RPCS High School program will be achieved, in part, through honors level instruction in all core subject areas. Honors credit will be earned through the satisfactory completion of an optional independent student developed standards-based project. The optional honors credit project is independent of course grade and used to determine content mastery as a qualifier for honors quality points. Students who do not complete the optional honors project will receive standard level credit with no grade penalty. Students who demonstrate a need for accelerated programming will have the opportunity to take advanced classes at the post-secondary level (AP, dual enrollment, career-technical dual enrollment) that may qualify for post-secondary credit.

The RPCS High School program will utilize a cross-disciplinary approach emphasizing reading/language arts skills and STEM to provide the academic foundation for the school's instructional philosophy. Reading provides the key literacy skill for success in all subjects, and promotes communication, understanding, and comprehension. Literacy represents a critical transitional skill into post-secondary programming and will be emphasized in all grades irrespective of individual student level of mastery. Reading will be an integral component of all RPCS High School courses. STEM represents an area of academic focus providing secondary, post-secondary, and career opportunities. Recent global studies have indicated that advances in science, technology, engineering, and mathematics are critical areas of need for future generations. STEM interests cross traditional curricular barriers and must be addressed in "non-traditional" academic settings. RPCS High School courses will use a STEM approach in all subjects to engage students, root curriculum, and focus instruction.

Teachers of all high school subjects will work together to design a school-wide instructional plan with vertical and horizontal alignment emphasizing reading and STEM concepts in all subject areas. Co-curricular programming will provide career-technical training and certification opportunities with available internships and practical experiences.

C. Describe the research base for the educational program.

In a study conducted in 1996 by Fred Newman, Gary Wehlage, and WCER Center on Organization and Restructuring of School (CORS), a call was made to introduce a new focus into the instructional setting. Examining the processes of teaching and learning under a critical approach is intended to better prepare students for a competitive shrinking global society. In the study, academic rigor, intellectual quality, was outlined in four key points:

- Student Learning
- Authentic Pedagogy
- School organizational capacity
- External support

RPCS Middle and High School Programs will utilize multiple methods to introduce a high level of academic rigor into the classroom and learning environment. The use of the NGSSS and CCSS, as outlined by the State of Florida, will provide foundational guidelines for key content knowledge and transitional concepts and skills within and between content areas. The use of vertical and horizontal alignment will provide the opportunity to align curriculum within and between the Middle and High School programs. As outlined by educational reform leaders such as, Robert Marzano and Phil Schlechty and educational reform organizations such as, The Annenberg Institute for School Reform, Southern Regional Education Board (SREB), International Society of Technological Education (ISTE), and the Bill and Melinda Gates Foundation research based initiatives will be developed into RPCS Middle and High School programs through an Instructional Focus Calendar. The RPCS research based initiatives are included in each of the following principle areas:

- Intellectual Focus
- Educational Reform Initiatives
- Personalization
- Academic Support
- Staff Development
- Community and Industry Partnerships
- Science, Technology, Mathematics, and Engineering (STEM)

The Instructional Focus Calendar will be developed by a cohort of RPCS teachers, administrators, and consultants with a multi-year implementation framework to provide appropriate time for staff development, practice, evaluation, and mastery of initiatives. Important key concepts in school reform, as determined by the cohort, will be identified and prioritized within the framework of the multi-year Instructional Focus Calendar. The following table encapsulates some of the principle School Reform initiatives that will drive the RPCS Middle and High School curriculums.

Principle Area	Reform Strategies
Intellectual Focus and Academic Rigor	<ul style="list-style-type: none"> ● Next Generation Sunshine State Standards (NGSSS) ● Common Core State Standards (CCSS) ● Vertical and Horizontal alignment of curriculum ● College preparatory curriculum ● Advanced academic electives ● ELL and ESE needs met through classroom based support-facilitation ● Intensive ELL and ESE support
Educational Reform Initiatives	<ul style="list-style-type: none"> ● Standards-based learning ● No-zero Grading policy ● Re-grading / Mastery-Learning ● Project-based instruction ● Inter-disciplinary approach ● Accelerated Middle School Curriculum options ● Universal High School Honors Curriculum ● Common End of Course Exams in all Core-Academic and Core-Selective Courses.
Personalization	<ul style="list-style-type: none"> ● In-depth interest driven curriculum ● Enrichment opportunities ● Low student-to-counselor ratios ● Small class-size ● Mentoring opportunities ● Individualize Instruction Plans for struggling students
Staff Development	<ul style="list-style-type: none"> ● Professional Learning Communities (PLCs) / Critical Friends group ● Lesson Study Groups ● Curriculum Mapping ● IFCs
Community, Educational and Industry Partnerships	<ul style="list-style-type: none"> ● Real-world curriculum development at all levels ● Integration of contemporary issues in all courses ● Provide extra-curricular exposure to post-secondary and career opportunities
STEM Focus	<ul style="list-style-type: none"> ● CTE opportunities in: Biotech, Computers, Networking, Programming, Web-Design, Application Programming, ● Additional offerings may be developed based on student interest and emerging opportunities ● Provide student enrichment opportunities through advanced programming, internship and externships with educational and industry partners

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

The mission of Remsberg Preparatory Charter School is to provide every student a rigorous cross-disciplinary science, technology, engineering, and mathematics (STEM) based curriculum for college and career readiness. Remsberg Preparatory Charter School will encourage intellectual freedom to explore innovative interdisciplinary approaches to address current and emerging global issues.

Remsberg Preparatory Charter School Application

Alignment with the mission statement is provided through the school's educational program and teaching methods. Some examples of this alignment are stated in the chart below.

School Mission	Educational Approach
Rigorous Curriculum	<ul style="list-style-type: none"> • Curriculum aligned with the NGSSS and CCSS. • Emphasis on the core subjects of reading, mathematics, writing, science, and social studies. • All core courses offered at the honors level or higher. • Remediation opportunities available in all core courses. • Critical thinking skills infused throughout the curriculum. • Cross-Curricular units of instruction.
Cross-Disciplinary	<ul style="list-style-type: none"> • Vertical Alignment of curriculum. • Cross-Curricular thematic units. • Multi-disciplinary honors and capstone projects.
Science, Technology, Engineering, and Mathematics Based (STEM)	<ul style="list-style-type: none"> • Curriculum will be infused with the National Educational Technology Standards (NETS). • Incorporation of current industry standards and certifications in technical programs. • Integration of extern- and intern-ships.
College/Career Readiness	<ul style="list-style-type: none"> • Utilization of industry partners in developing advanced career-technical curriculum. • Curriculum designed to address NGSSS and CCSS, PERT, ACT, and SAT standards. • A curriculum designed to promote understanding and communication of higher-order thinking skills and advanced concepts.
Intellectual Freedom	<ul style="list-style-type: none"> • Incorporation of alternative assessments demonstrating mastery through student-developed projects. • Enrichment opportunities through independent study.
Innovative Interdisciplinary Approaches	<ul style="list-style-type: none"> • Incorporation of Understanding by Design and Differentiated Instruction principles and concepts. • Utilization of "Re-Grading" grading method. • Student/Teacher developed rubrics for evaluating projects. • Alternative grading scale ("No-Zero" Grading Policy) in order to promote mastery of the curriculum.
Global Issues	<ul style="list-style-type: none"> • Curriculum and assessments rooted in contemporary global issues. • Teachers will incorporate both primary and secondary sources through international websites.

- 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 goals of RPCS will drive student achievement and ensure all students master the NGSSS and CCSS.

- The core-curriculum at RPCS will be designed around the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). Cross-curricular design and integration of common core standards ensures that students master NGSSS and CCSS through all courses.
- All student performance data will be individually and trend monitored against NGSSS and CCSS. Teachers and Guidance Staff will use state, district, and local data to identify student weaknesses and design remediation.
- RPCS will incorporate into staff development an emphasis on content literacy to assist all students in meeting NGSSS and CCSS.
- RPCS will hire quality staff and provide ongoing differentiated staff development to implement school improvement plans with fidelity.
- Governing Board composed of individuals with backgrounds rooted in education, industry, community, and post-secondary environments will provide monitoring and evaluation on curriculum programs and school progress.
- English Language Learners (ELL) and Exceptional Student Education (ESE) students are effectively and efficiently served per SBBC and FL DOE policy in an effort to offer them the best opportunity for attaining NGSSS and CCSS.

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.

NOT APPLICABLE

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

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.

Remsberg Preparatory Charter School Application

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.

NOT APPLICABLE

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.

CURRICULUM OVERVIEW

At Remsberg Preparatory Charter School, the core curriculum is taught from an integrated college preparatory approach with an emphasis on developing effective critical thinking and communication skills in a technology-rich environment to meet the Next Generation Sunshine State-Common Core Standards. The administration, faculty, and staff will foster a school culture focused on student mastery of the NGSSS and CCSS where student success is the responsibility of all RPCS employees, students, and parents.

STUDENT PROGRESSION PLAN

- Remsberg Preparatory Charter School will adopt the Student Progression Plan as outlined in SBBC Policy 6000.1.
- Remsberg Preparatory Charter School will adopt a college preparatory curriculum. Courses will emphasize an interdisciplinary approach with a Science, Technology, Engineering and Mathematics (STEM) focus.
- Remsberg Preparatory Charter School will adopt Broward County promotion and graduation requirements.

CURRICULUM DEVELOPMENT BASIS (Middle and High School programs)

RPCS will adopt core instructional reform initiatives utilized by Association for Supervision and Curriculum Development (ASCD), High Schools that Work (HSTW), Middle Schools that Work (MSTW), International Society for Technology in Education (ISTE), and Southern Regional Education Board (SREB) along with other aligned groups as principle models to develop curriculum and establish educational practices. As a part of all core courses, specific FCAT skills will be integrated into the normal lesson development with an emphasis on literacy and writing. High School and Middle School core courses will utilize Next Generation Sunshine State-Common Core Standards and Essential Course Objectives as the basis for curriculum development.

The principle concepts driving the curriculum at RPCS Middle and High School programs will support mastery of the NGSSS and CCSS. Guiding principles used in developing RPCS curriculum will include the following fundamental strategies. (refer to question 4B for a detailed description of each strategy)

Interdisciplinary Project-Based Thematic Units
Critical thinking and communication skills

Vertical and Horizontal Curriculum Alignment
Instructional Focus Calendars (IFCs)
Lesson Study and Common Assessment
STEM-Based Curriculum Design

STUDENT PLACEMENT (Middle and High School)

Student placement will be based on performance indicators, including but not limited to, FCAT scores, course grades, parent and teacher recommendation, student interest and counselor recommendations. Students will be placed on an individual basis in the most challenging courses where an expectation of success exists. Remsberg Preparatory Charter School will utilize an intensive guidance program with a low student to counselor ratio to identify student interest and encourage the selection of the most challenging coursework with the best chance for growth and demonstration of mastery. All students enrolling in RPCS will be placed in a progression of courses aligned with the Broward County Student Progression Plan (Policy 6000.1).

Additional considerations for student placement include:

- Students with special needs or performing below expectations will be provided support and remediation through co-curricular and extracurricular programming.
- Career technical programming will be provided to all students in areas emphasizing science, technology, engineering, and mathematics (STEM). Students will be encouraged to concentrate in a career technical area with industry certification.
- Students entering Remsberg Preparatory Charter School identified as ESOL, ESE and Gifted will be supported through several models, including but not limited to support facilitation, EP and IEP modifications and curriculum differentiation. All federal, state and local regulations regarding the education and treatment of students falling under IDEA and EEOC will be adopted and accommodated.
- RPCS Middle and High School students needing course recovery to meet promotion and/or graduation requirements will be provided opportunities for credit recovery through after school and summer courses.

MIDDLE SCHOOL CORE CURRICULUM (grades 6-8)

RPCS Core Curriculum will align with the State Course Code Directory and support the NGSSS and CCSS. Curriculum pacing guides and Instructional Focus Calendars will be developed in all core course areas to cover the NGSSS and CCSS. Remediation programming will be provided through a differentiated curriculum, in-

class support, extra- and co-curricular programming and support facilitation. Enrichment will be provided to students via a differentiated curriculum, extra- and co-curricular programming, independent projects, and mentorships.

At RPCS, the core curriculum for each content area will be written by a core of master teachers, department heads, and curriculum leaders (assistant principal/principal) who will develop the IFC, pacing guides and common assessments to meet and benchmark the NGSSS, CCSS, and NETS, with an emphasis on project-based learning, thematic cross-disciplinary units, critical and higher order thinking skills and opportunities for individual enrichment activities driven by student interest.

Language Arts / English / Reading (Middle School program)

Reading and literacy forms the core of all learning at RPCS. All courses will incorporate reading and literacy skills and strategies throughout the teaching, learning, and assessment process. RPCS defines literacy as the balance of reading, writing, and listening skills employed in effective and meaningful communication of thoughts, ideas, and opinions. Through curricular programming, students will have the opportunity to develop and refine their literacy skills in a supportive environment emphasizing personal growth and achievement. By addressing the reading and literacy goals in the development of curriculum in all core areas, literacy will be established as the essential skill in learning. RPCS will adopt the Broward County Comprehensive Core Reading Program (CCRP) as approved by the FLDOE. The Reading and Language Arts instructional staff will develop the specific details of the RPCS Middle School reading plan by incorporating researched based models with lesson development and student assessment. The basis for the RPCS reading plan is detailed in question 4C of this application. Supportive strategies incorporated into the Middle School reading program will include researched based programs including but not limited to Just Read Florida and Literacy First.

All Language Arts courses at RPCS Middle School will focus on the NGSSS and CCSS, emphasizing transitional literacy skills through the development of Instructional Focus Calendars. Reading, writing and literacy skills are designed into all formal and informal course assessments. Utilizing the Just Read Florida Comprehensive Read Plan, reading and literacy will be paramount in student success and will be the primary focus in all school curriculums. RPCS will develop a comprehensive cross-disciplinary research based reading plan to drive instruction, target student-learning objectives, and enhance teaching and learning.

All students entering RPCS in grades 6 – 8, who are identified as Level 1 or Level 2 readers will be scheduled into a state-mandated Intensive Reading course. Students will remain enrolled in the Intensive Reading course until FCAT requirements are met. All students entering grades 6-8 at a reading level of 3 or above will be placed into a Language Arts support class. This is a required elective course for RPCS students in addition to their grade level Language Arts course. The Language Arts support class will emphasize reading and literacy by directly supporting the Language Arts core curriculum. The course will emphasize comprehension and literacy skills supporting NGSSS and CCSS, nationally normed tests such as the SAT 10 and PSAT, and enrich transitional communication skills. Continuous progress monitoring, frequent benchmark assessments and academic intervention will provide a prescriptive approach in working with students in the process of mastering reading and literacy skills. RPCS will continually monitor and assess student performance to ensure that students receive a year's worth of learning for each year enrolled in the charter school.

The NGSSS and CCSS will serve as the backbone in core curricular areas and the Language Arts benchmarks will be developed into a common core element across all disciplines and include the following:

- Vocabulary development through the use and analysis of informational and literary text.
- Understanding the structure and conventions of language, including spelling, sentence structure and mechanics, tense, verbiage and expression, and technical language and style.
- Exploring the writing process, application and skill, including but not limited to FCAT preparation.
- The use of informational text and effective writing skills in responding to Document Based Questions (DBQ's)
- Effective verbal and written communications to share thoughts and ideas, respond to questions and situations, describe events and engage in constructive meaningful dialogue.
- Effectively locate, extract and provide information, convey understanding and/or opinion, share thoughts and ideas, and reach multiple and specific target populations.
- The use of literary novels in analyzing literature and defining literary styles, author purpose and perspective; convey meaning and insight and intellectual exploration.

Mathematics (Middle School program)

The focus of the Middle School mathematics curriculum at RPCS is to provide high quality instruction to students in order to master the NGSSS and CCSS and prepare for matriculation into High School. Mathematics provides the core set of required tools for students to be successful in a STEM based curriculum and is a key in student mastery of the National Educational Technology Standards (NETS). Students will apply the skills mastered in these courses in future mathematics, science, and technology courses. Technology will be integrated into the instruction, practice, and assessment of each course. Teachers will instruct, monitor, and remediate students as scheduled on the IFC for each course. Teachers will use local, state and national data to help identify struggling learners and provide specific, timely, and appropriate remediation to students. RPCS will continually monitor and assess student performance to ensure that students receive a year's worth of learning for each year enrolled in the charter school. The mathematics teachers will adhere to the principles of the National Council of Teachers of Mathematics (NCTM) in lesson planning and instruction. RPCS Middle School students scoring Level 1 or 2 on FCAT Mathematics will receive remediation through their required mathematics course as per Florida State Statue 1003.4156.1(c). The NGSSS and CCSS will serve as the backbone in core curricular areas and the Mathematics benchmarks will be developed into a common core element across all disciplines. Research based strategies integrated into the mathematics curriculum will include the following:

- FCAT Explorer
- RPCS IFC guides
- Textbooks and supplemental materials
- USA Today - as a tool for integrating reading and mathematical literacy
- Support for all students
- Differentiated Instruction (DI)
- Cooperative groups of mixed ability
- Struggling Learner Support
- PMPs for struggling students using technological and web-based resources
- Advanced Learner Support
- College Board Springboard® resources
- After school prep courses for advanced courses
- Virtual education
- FLVS as first impulse through school lab time
- Integration of technology in planning, delivery and assessment of knowledge.

Science (Middle School program)

The focus of the science curriculum at RPCS is to provide high quality instruction to students in order to master the NGSSS and CCSS and prepare for matriculation into High School. Science provides the core set of required tools for students to be successful in a STEM based curriculum and is a key in student mastery of the NETS. Students will apply the skills mastered in these courses in future mathematics, science, and technology courses. Technology will be integrated into the instruction, practice, and assessment of each course. Teachers will instruct, monitor, and remediate students as scheduled on the IFC for each course. Teachers will use local, state and national data to help identify struggling learners and provide specific, timely, and appropriate remediation to students. RPCS will continually monitor and assess student performance to ensure that students receive a year's worth of learning for each year enrolled in the charter school. The science curriculum at RPCS will incorporate the National Educational Technology Standards (NETS) into all science courses. The science teachers will adhere to the principles of the National Science Teachers Association (NSTA) in lesson planning and instruction.

Science is vital for students to understand the world around them. In addition, it is essential that teachers employ higher level questioning when presenting science topics so that students can analyze the topic and form conclusions based on their observations. RPCS will provide a science curriculum that infuses project-based learning with hands-on activities in order to provide a dynamic classroom environment where students are free to form and test their own conjectures using the scientific method. In order to analyze and test their conjecture, students will learn to properly gather data without introducing bias and use that data in a manner that will substantiate or refute the initial hypothesis. Students will not only learn the data collection process, but our students will gain an understanding of proper observation techniques along with experimental design, construction, and replication. Using these principles of experimental design, students will manipulate factors and carry out meaningful real-world experiments and/or protocols in order to test a hypothesis and form statistically significant conclusions. RPCS will ensure that the science curriculum is aligned with the three Middle School science concepts; Earth Science, Life Science, and Space and Physical Science. Mastery of these concepts will provide the foundation for High School science courses and FLDOE's Big Ideas, which are grouped into four Bodies of Knowledge: Earth and Space Science, Life Science, Physical Science, and Nature of Science. The NGSSS and CCSS will serve as the backbone in core curricular areas and the Science benchmarks will be developed into a common core element across all disciplines. The following

principles will be incorporated throughout the RPCS science curriculum and in cross-curricular lessons.

- Fundamental Science courses are intended to prepare students for matriculation into High School science courses.
- LABS / experiments: Practical laboratory exercises will be an essential component of all RPCS science courses and will be based on the essential laboratory exercises identified by the school board of Broward County, Science Curriculum Standards.
- Understands implementation & value of science: Through a fully developed scientific language, students can begin to understand and exercise scientific knowledge in addressing issues relevant to the global community. RPCS, through a STEM initiative, will prepare its students for an active role in identifying, defining, and solving issues at all levels.
- Safety as per SBBC “Safety and Science”: RPCS will adopt the Broward County and State of Florida Department of Education Guidelines for the appropriate, safe and ethical use of scientific instruments, materials and resources. RPCS will also adhere to the standards established by OSHA, EPA, DOA, FDA, and other regulatory bodies in all aspects of curricular and extracurricular science course work and experimentation.
- Active learning and problem solving: Science courses and curriculum will emphasize an active approach to contemporary issues utilizing divergent problem solving skills, resource, research, and the scientific method.
- Assessments will be designed around the use of higher order thinking skills, experimental and document based research, and experimentation trial and error analysis.
- RPCS will adopt the principles and standards outlined by the National Science Foundation (NSF), the International Society for Technology in Education (ISTE), and the National Educational Technology Standards (NETS) in developing the science curriculum.

Social Studies (Middle School program)

The focus of the Social Studies curriculum at RPCS is to provide high quality instruction to students in order to master the NGSSS and CCSS and prepare for matriculation into High School. Social Studies provides the core set of required tools for students to understand global issues. Technology will be integrated into the instruction, practice, and assessment of each course. Teachers will instruct, monitor, and remediate students as scheduled on the IFC for each course. Teachers will use local, state and national data to help identify struggling learners and provide specific, timely, and appropriate remediation to students. RPCS will continually monitor and

assess student performance to ensure that students receive a year's worth of learning for each year enrolled in the charter school.

Literacy is threaded throughout all core, core elective and elective courses. Through the development of Instructional Focus Calendars, all Social Studies courses at RPCS will emphasize transitional skills inside a contemporary global context. Reading, writing and literacy skills will be integrated into all formal and informal course assessments. Communication, reading and literacy skills will be paramount in student success and will be a parallel focus in all social studies curriculum. RPCS will develop a comprehensive cross-disciplinary research based curriculum plan to drive content, target student-learning objectives, and enhance teaching and learning.

The Social Studies curriculum will be constantly monitored and improved through the use of benchmark assessments and critical, peer-driven review within Professional Learning Communities. Teachers will share best practices and model successful classroom strategies to increase student learning and instructional effectiveness. The following principles will be incorporated throughout the RPCS social studies curriculum and in cross-curricular lessons.

- Supportive researched based strategies will be integrated into course assessments in Social Studies to assist students in developing successful techniques to improve reading proficiency.
- NGSSS and CCSS will drive the Social Studies curriculum through the development of an Instructional Focus calendar and identification of specified content items critical to the vertical alignment of content and end of course examinations.
- All Social Studies courses will utilize contemporary global issues to emphasize curriculum relevance and frame the historical context of classroom material.
- Through Social Studies courses, RPCS students will become knowledgeable about their own communities and the larger global society. The civic knowledge encompassed within all Social Studies courses will prepare students to understand and address issues on a local, national and global scale.

HIGH SCHOOL CORE CURRICULUM (grades 9-12)

RPCS Core Curriculum will align with the State Course Code Directory and support the NGSSS and CCSS. Curriculum pacing guides and Instructional Focus Calendars will be developed in all core course areas to cover the NGSSS and CCSS. Remediation programming will be provided through a differentiated curriculum, in-

class support, extra- and co-curricular programming and support facilitation. Enrichment will be provided to students via a differentiated curriculum, extra- and co-curricular programming, independent projects, and intern-, extern-, and mentorships. Academic rigor in the RPCS High School program will be achieved, in part, through honors level instruction in all core subject areas. Honors credit will be earned through the satisfactory completion of an optional independent student developed standards-based project. The optional honors credit project is independent of course grade and used to determine content mastery as a qualifier for honors quality points. Students who do not complete the optional honors project will receive standard level credit with no grade penalty. Students who demonstrate a need for accelerated programming will have the opportunity to take advanced classes at the post-secondary level (AP, dual enrollment, career-technical dual enrollment) that may qualify for post-secondary credit.

At RPCS the core curriculum for each content area will be written by a core of master teachers, department heads, and curriculum leaders (assistant principal/principal) who will develop the IFC, pacing guides and common assessments to meet and benchmark the NGSSS, CCSS, and NETS, with an emphasis on project-based learning, thematic cross-disciplinary units, critical and higher order thinking skills and opportunities for individual enrichment activities driven by student interest.

Language Arts / English / Reading (High School program)

Reading and literacy forms the core of all learning at RPCS. All courses will incorporate reading and literacy skills and strategies throughout the teaching, learning, and assessment process. RPCS defines literacy as the balance of reading, writing, and listening skills employed in effective and meaningful communication of thoughts, ideas, and opinions. Through curricular programming, students will have the opportunity to develop and refine their literacy skills in a supportive environment emphasizing personal growth and achievement. By addressing the reading and literacy goals in the development of curriculum in all core areas, literacy will be established as the essential skill in learning. RPCS will adopt the Broward County Comprehensive Core Reading Program (CCRP) as approved by the FLDOE. The Reading and Language Arts instructional staff will develop the specific details of the RPCS High School reading plan by incorporating research based models with lesson development and student assessment. The basis for the RPCS reading plan is detailed in question 4C of this application. Supportive strategies incorporated into the High School reading program will include researched based programs including but not limited to Just Read Florida and Literacy First.

All Language Arts courses at RPCS High School will focus on the NGSSS, CCSS, and college readiness, emphasizing transitional literacy skills through the development of Instructional Focus Calendars. Reading, writing and literacy skills are designed into all formal and informal course assessments. Utilizing the Just Read Florida Comprehensive Read Plan, reading and literacy will be paramount in student success and will be the primary focus in all school curriculums. RPCS will develop a comprehensive cross-disciplinary research based reading plan to drive instruction, target student-learning objectives and enhance teaching and learning.

All students entering RPCS in grades 9-12, who are identified as Level 1 or Level 2 readers will be scheduled into a state-mandated Intensive Reading course. Students will remain enrolled in the Intensive Reading course until FCAT requirements are met. All students entering grades 9 - 10 at a reading level of 3 or above will be placed into a English support class. This is a required elective course for RPCS students in addition to their grade level English course. The English support class will emphasize reading and literacy by directly supporting the English core curriculum. The course will emphasize comprehension and literacy skills supporting FCAT goals and objectives, standardized nationally normed tests such as the PSAT, SAT, and ACT, and transitional post-secondary communication skills. Continuous progress monitoring, frequent benchmark assessments and academic intervention will provide a prescriptive approach in working with students in the process of mastering reading and literacy skills. RPCS will continually monitor and assess student performance to ensure that students receive a year's worth of learning for each year enrolled in the charter school.

The NGSSS and CCSS will serve as the backbone in core curricular areas and the Language Arts benchmarks will be developed into a common core element across all disciplines and include the following:

- Vocabulary development through the use and analysis of informational and literary text.
- Understanding the structure and conventions of language, including spelling, sentence structure and mechanics, tense, verbiage and expression, and technical language and style.
- Exploring the writing process, application and skill, including but not limited to FCAT preparation.
- The use of informational text and effective writing skills in responding to Document Based Questions (DBQ's)

- Effective verbal and written communications to share thoughts and ideas, respond to questions and situations, describe events and engage in constructive meaningful dialogue.
- Effectively locate, extract and provide information, convey understanding and/or opinion, share thoughts and ideas, and reach multiple and specific target populations.
- The use of literary novels in analyzing literature and defining literary styles, author purpose and perspective; convey meaning and insight and intellectual exploration.
- All English courses at RPCS will have a college preparatory focus, emphasizing the aural, oral and written transitional skills necessary to be successful in a competitive post-secondary academic environment.
- The development of an interdisciplinary thematic approach with a focus on global issues and concerns will provide RPCS student with an appreciation for other cultures. Effective communications across the international barriers of language and ethnicities magnifies a reliance on deliberate and effective communications. Embedding the educational objectives in a STEM approach as global issues are explored and addressed will make the use of effective communication and literacy strategies essential in and outside the classroom setting, constituting a set of transitional literacy skills valued in both the post-secondary, industrial, corporate and political arenas.
- In subjects where End-of-Course Exams have been developed by the State, End-of-Course examinations will be used to award final credit.

Mathematics (High School program)

The focus of the High School mathematics curriculum at RPCS is to provide high quality instruction to students in order to master the NGSSS and CCSS and become college ready in mathematics. Mathematics provides the core set of required tools for students to be successful in a STEM based curriculum and is a key in student mastery of the National Educational Technology Standards (NETS). Students will apply the skills mastered in these courses in future mathematics, science, and technology courses. Technology will be integrated into the instruction, practice, and assessment of each course. Teachers will instruct, monitor, and remediate students as scheduled on the IFC for each course. Teachers will use local, state and national data to help identify struggling learners and provide specific, timely, and appropriate remediation to students. RPCS will continually monitor and assess student performance to ensure that students receive a year's worth of learning for each year enrolled in the charter school. The mathematics teachers will adhere to the principles of the National Council of Teachers of Mathematics (NCTM) in lesson planning and instruction.

RPCS High School students scoring Level 1 or 2 on FCAT Mathematics will receive remediation through their required mathematics course. The NGSSS and CCSS will serve as the backbone in core curricular areas and the Mathematics benchmarks will be developed into a common core element across all disciplines. Research based strategies integrated into the mathematics curriculum will include the following:

- FCAT Explorer
- RPCS IFC guides
- Textbooks and supplemental materials
- USA Today - as a tool for integrating reading and mathematical literacy
- Support for all students
- Differentiated Instruction (DI)
- Cooperative groups of mixed ability
- Struggling Learner Support
- PMPs for struggling students using technological and web-based resources
- College Board Springboard® resources
- After school prep courses for advanced courses
- Virtual education
- Online courses as first impulse through school lab time
- Integration of technology in planning, delivery and assessment of knowledge.
- ACT / SAT prep
- Advanced learner support including offering AP and Dual Enrollment courses, after school prep courses, and virtual education as first impulse through school lab time.
- In subjects where End-of-Course Exams have been developed by the State, End-of-Course examinations will be used to award final credit.

Science (High School program)

The focus of the science curriculum at RPCS is to provide high quality instruction to students in order to master the NGSSS and CCSS and become college ready in science. Science provides the core set of required tools for students to be successful in a STEM based curriculum and is a key in student mastery of the National Educational Technology Standards (NETS). Students will apply the skills mastered in these courses in future mathematics, science, and technology courses. Technology will be integrated into the instruction, practice, and assessment of each course. Teachers will instruct, monitor, and remediate students as scheduled on the IFC for each course. Teachers will use local, state and national data to help identify struggling learners and provide specific, timely, and appropriate remediation to students. RPCS will continually monitor and assess student performance to ensure that students receive a year's worth of learning for each year enrolled in the charter

school. The science curriculum at RPCS will incorporate the National Educational Technology Standards (NETS) into all science courses. The science teachers will adhere to the principles of the National Science Teachers Association (NSTA) in lesson planning and instruction.

Science is vital for students to understand the world around them. In addition, it is essential that teachers employ higher level questioning when presenting science topics so that students can analyze the topic and form conclusions based on their observations. RPCS will provide a science curriculum that infuses project-based learning with hands-on activities in order to provide a dynamic classroom environment where students are free to form and test their own conjectures using the scientific method. In order to analyze and test their conjecture, students will learn to properly gather data without introducing bias and use that data in a manner that will substantiate or refute the initial hypothesis. Students will not only learn the data collection process, but our students will gain an understanding of proper observation techniques along with experimental design, construction, and replication. Using these principles of experimental design, students will manipulate factors and carry out meaningful real-world experiments and/or protocols in order to test a hypothesis and form statistically significant conclusions. RPCS will ensure that the science curriculum is aligned with the NGSSS and CCSS and the FLDOE's Big Ideas which are grouped into four Bodies of Knowledge: Earth and Space Science, Life Science, Physical Science, and Nature of Science. The NGSSS and CCSS will serve as the backbone in core curricular areas and the Science benchmarks will be developed into a common core element across all disciplines. The following principles will be incorporated throughout the RPCS science curriculum and in cross-curricular lessons.

- All science courses will be developed and aligned with a college preparatory expectation.
- Practical laboratory exercises will be an essential component of all RPCS science courses and will be based on the essential laboratory exercises identified by the school board of Broward County, Science Curriculum Standards. In Advanced Placement and Dual-Enrollment courses, essential labs are identified and recommended in the standard curriculum and assessment guidelines outlined by the College Board and post-secondary partners and will be incorporated into standard classroom practice.
- Through a fully developed scientific language, students can begin to understand and exercise scientific knowledge in addressing issues relevant to the global community. RPCS, through a STEM initiative, will prepare its students for an active role in identifying, defining, and solving issues at all levels.

- RPCS will adopt the Broward County and State of Florida Department of Education Guidelines for the appropriate, safe and ethical use of scientific instruments, materials and resources. RPCS will also adhere to the standards established by OSHA, EPA, DOA, FDA, and other regulatory bodies in all aspects of curricular and extracurricular science course work and experimentation.
- Science courses and curriculum will emphasize an active approach to contemporary issues utilizing divergent problem solving skills, resource, research, and the scientific method.
- Assessments will be designed around the use of higher order thinking skills, experimental and document based research, and experimentation trial and error analysis.
- RPCS will adopt the principles and standards outlined by the National Science Foundation (NSF), the International Society for Technology in Education (ISTE), and the National Educational Technology Standards (NETS) in developing the science curriculum.
- In subjects where End-of-Course Exams have been developed by the State, End-of-Course examinations will be used to award final credit.
- Fundamental Science courses are intended to prepare students for matriculation into Advanced Placement and Dual Enrollment courses.

Social Studies (High School program)

The focus of the Social Studies curriculum at RPCS is to provide high quality instruction to students in order to master the NGSSS and CCSS and become college ready in Social Studies. Students Social Studies provides the core set of required tools for students to understand global issues. Technology will be integrated into the instruction, practice, and assessment of each course. Teachers will instruct, monitor, and remediate students as scheduled on the IFC for each course. Teachers will use local, state and national data to help identify struggling learners and provide specific, timely, and appropriate remediation to students. RPCS will continually monitor and assess student performance to ensure that students receive a year's worth of learning for each year enrolled in the charter school.

Literacy is threaded throughout all core, core elective and elective courses. Through the development of Instructional Focus Calendars, all Social Studies courses at RPCS will emphasize transitional skills inside a contemporary global context. Reading, writing and literacy skills will be integrated into all formal and informal course assessments. Communication, reading and literacy skills will be paramount in student success and will be a parallel focus in all social studies curriculum. RPCS will

develop a comprehensive cross-disciplinary research based curriculum plan to drive content, target student learning objectives and enhance teaching and learning.

The Social Studies curriculum will be constantly monitored and improved through the use of benchmark assessments and critical, peer-driven review within Professional Learning Communities. Teachers will share best practices and model successful classroom strategies to increase student learning and instructional effectiveness. The following principles will be incorporated throughout the RPCS social studies curriculum and in cross-curricular lessons.

- Supportive researched based strategies will be integrated into course assessments in Social Studies to assist students in developing successful techniques to improve reading proficiency.
- NGSSS and CCSS will drive the Social Studies curriculum through the development of an Instructional Focus calendar and identification of specified content items critical to the vertical alignment of content and end of course examinations.
- All Social Studies courses will utilize contemporary global issues to emphasize curriculum relevance and frame the historical context of classroom material.
- Through Social Studies courses, RPCS students will become knowledgeable about their own communities and the larger global society. The civic knowledge encompassed within all Social Studies courses will prepare students to understand and address issues on a local, national and global scale.
- In subjects where End-of-Course Exams have been developed by the State, End-of-Course examinations will be used to award final credit.

Possible course offerings:

RPCS CORE CURRICULUM COURSE OFFERINGS	
Language Arts / English / Reading	M/J Language Arts 1 Regular and Advanced M/J Language Arts 2 Regular and Advanced M/J Language Arts 3 Regular and Advanced M/J Intensive Reading
	English 1 Honors and Regular English 2 Honors and Regular English 3 Honors and Regular English 4 Honors and Regular AP English Language

Remsberg Preparatory Charter School Application

	AP English Literature
Mathematics	M/J Math 1 Regular and Advanced M/J Math 2 Regular and Advanced M/J Math 3 Regular and Advanced
	Algebra 1 Honors and Regular Geometry Honors and Regular Algebra 2 Honors and Regular Analysis of Functions Pre-Calculus AP Calculus AB AP Calculus BC AP Statistics
Science	M/J Life Science Regular and Advanced M/J Earth Space Science Regular and Advanced M/J Physical Science Regular and Advanced
	Biology Honors and Regular Chemistry Honors and Regular Physics Honors and Regular AP Environmental Science AP Biology AP Chemistry AP Physics Human Anatomy and Physiology Honors
Social Studies	M/J US History Regular and Advanced M/J Civics Regular and Advanced M/J World Geography Regular and Advanced M/J World History Regular and Advanced
	World History Honors and Regular US History Honors and Regular Government Honors and Regular Economics Honors and Regular AP Government AP Micro Economics

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

CURRICULUM DEVELOPMENT BASIS (Middle and High School programs)

RPCS will adopt core instructional reform initiatives utilized by Association for Supervision and Curriculum Development (ASCD), High Schools that Work (HSTW), Middle Schools that Work (MSTW), International Society for Technology in Education (ISTE), and Southern Regional Education Board (SREB) along with other aligned groups as principle models to develop curriculum and establish educational practices. As a part of all core courses, specific FCAT skills will be integrated into the normal lesson development with an emphasis on literacy and writing. High School and Middle School core courses will utilize Next Generation Sunshine State-Common Core Standards and Essential Course Objectives as the basis for curriculum development.

The principle concepts driving the curriculum at RPCS Middle and High School programs will support mastery of the NGSSS and CCSS by implementing the following strategies:

Interdisciplinary Project-Based Thematic Units.

Core courses will be horizontally aligned to capitalize on opportunities to cross connect curriculum elements and enhance the learning experience with a "real-world" approach. Integrating the practices of Understanding by Design (Wiggins, McTighe, 2005), Differentiated Instruction, and Guiding Pupils to Success (Taylor), RPCS students will be able to develop cross-disciplinary, individualized interest-based projects and portfolios to demonstrate mastery of NGSSS and CCSS. By beginning with the learner outcome objectives, NGSSS and CCSS can be incorporated into a variety of curriculum approaches within a traditional and contemporary thematic context.

Critical thinking and communication skills

A cross-disciplinary thematic approach is essential in developing critical thinking skills in the next generation of learners. Framing the core curriculum in current and emerging global issues enhances an understanding of multiple perspectives and evaluation of others in a multi-cultural world. The ability to effectively communicate in multiple media formats is an essential requirement in improving understanding and is a key aspect in encouraging critical thinking.

Vertical and Horizontal Curriculum Alignment

Vertical Teaming: Core Curriculum will be aligned throughout all levels of core disciplines to cover the Next Generation Sunshine State-Common Core Standards (NGSSS and CCSS) in a comprehensive manner, allowing for mastery, re-

teaching and remediation of critical concepts at multiple levels. Common assessments will provide benchmark analysis of understanding and mastery and a basis for remediation and enrichment of key concepts and standards.

Horizontal Alignment: Instructional Focus Calendars will provide content pacing to ensure all NGSSS and CCSS are addressed as designed in vertical planning. Lesson study will be used in evaluating effectiveness of curriculum and assessments in a continuous improvement model, ensuring student success.

Instructional Focus Calendars (IFCs).

Instructional Focus Calendars will be developed for each core subject area to ensure mastery of all NGSSS and CCSS while allowing time for data-driven monitoring, re-teaching, and remediation. The IFCs will be developed, monitored, and modified as needed to promote student mastery of the NGSSS and CCSS.

Lesson Study and Common Assessment

At RPCS, teachers will be active members of Lesson Study groups that strive to continually improve teaching practices to increase student learning, engagement, and achievement. Lesson Study groups will work to evaluate the effectiveness of teaching methods applied in the classroom based on lesson design, student work, and mastery of NGSSS and CCSS. These refined methods will be incorporated into core content, common assessments, and IFCs to address the NGSSS and CCSS more effectively.

STEM-Based Curriculum Design

All core instruction at RPCS will use STEM-Based curriculum design to help students master the NGSSS and CCSS. The STEM focus will incorporate the use of technology in the teaching, evaluation, and assessment of the RPCS curriculum. The STEM-based curriculum will incorporate the National Educational Technology Standards (NETS) for technological literacy and Engineering by Design. The National Educational Technology Standards (NETS) are the standards for learning, teaching, and leading in the digital age and are widely recognized and adopted worldwide (International Society for Technology in Education (ISTE)). RPCS is committed to preparing students for a post-secondary education and career environment that is technologically advanced and globally competitive.

- 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.

Reading/Literacy is the critical focal point of all curriculum programs at Remsberg Preparatory Charter School (RPCS). **RPCS will adopt the Broward County K-12 Comprehensive Reading Plan, aligned with the Florida education system's initiative, *Just Read, Florida!* The Remsberg Ready Reading Plan (RRRP) is the site-specific implementation of the Broward County K-12 Comprehensive Reading Plan at Remsberg Preparatory Charter School.** The foundation of this curriculum will create successful, independent readers. RPCS will implement the Remsberg Ready Reading Plan (RRRP) as a guideline for all school-based decision-making and classroom instruction. The Remsberg Ready Reading Plan will be integrated into all subject areas and curriculum throughout the school. Each subject and curriculum plan will maintain its unique standards while incorporating the Remsberg Ready Reading Plan into its framework, meeting the specified requirements detailed in *Just Read, Florida!* and the Broward County K-12 Comprehensive Reading Plan objectives.

- *Leadership at the school level is guiding and supportive of the Remsberg Ready Reading Plan.* The Reading Leadership Team will be utilized as a resource by curriculum leaders throughout all subject areas and curricular programs at RPCS. The principal and reading coach together will guide the Reading Leadership Team in the creation of the mission and focus for the year, set the agenda for the meetings, ensure that the information and agenda points from each meeting are shared with the RPCS community, and help implement the literacy goals and objectives for the school. The Reading Leadership Team will consist of board members, school administrators, and professional educators. The RPCS Leadership Team is an integral part of the school literacy reform process, providing feedback and collaboration on the school mission, goals and targeted initiatives with the faculty and staff. The Reading Leadership Team will ensure all RPCS teachers, students, and parents are well versed in the intricate framework of the Remsberg Ready Reading Plan (the site-specific implementation of the Broward County K-12 Comprehensive Reading Plan).
- *The analysis of data drives all decision-making.* RPCS will collect reading data on all students throughout each marking period, before promotion to the next level, and at designated assessment periods throughout the year as outlined in the school's curriculum and assessment calendars and the Remsberg Ready Reading Plan.

Analysis of student performance data will drive the curricular programs of the school and the implementation elements of the Remsberg Ready Reading Plan. Educators will be required to review student data as a part of student assessment and progress monitoring for each course. The Reading Leadership Team will review student data on a monthly basis, or more frequently if deemed necessary. The data collected on student performance and progress will reflect the expectations of the Remsberg Ready Reading Plan and the effectiveness of curricular programs as part of the Response to Instruction/Intervention (RtI) model. Formal and informal student performance data will be extracted from classroom walkthroughs, FCAT scores, Benchmark Assessment Tests (BAT), Florida Assessments for Instruction in Reading (FAIR), and Ongoing Progress Monitoring data to monitor student progress. Data will be tracked using student tracking software or in the PMRN via the Florida Assessments for Instruction in Reading. Based on these results, instruction will be redesigned (if needed), and students will be provided remediation, acceleration, and/or enrichment.

- *Professional Development is systematic and targeted at individual teacher needs as determined by analysis of student performance data.* School-based Professional Development will be aligned with the outcomes from the review of student performance data. RPCS educators will be required to complete Professional Development on an on-going basis, as part of a continuing educational foundation in effective reading strategies. The Remsberg Ready Reading Plan will outline specific Professional Development sessions that will be mandatory for all teachers. The Reading Leadership Team of RPCS will determine the nature and frequency of educator-required trainings as based on detailed analysis of student performance data.
- *Measurable student achievement goals are established and clearly described.* Student performance data will be collected and reviewed on a constant basis to develop student achievement goals and quantify the level at which they are attainable. With the analysis of student performance data will come the revision of the student achievement goals, never losing sight of the focus of the Remsberg Ready Reading Plan to ensure student success in Reading. The student achievement goals, along with the student performance data, will be evaluated by the Reading Leadership Team, RPCS Board of Governors, School Advisory Council (SAC), and RPCS teachers to build a strong foundation for each curriculum program and the Remsberg Ready Reading Plan. The stakeholders will treat the Remsberg Ready Reading Plan as a liquid document that will be revised and refocused as the performance, goals, and needs of the students are constantly examined.

- *Appropriate research-based instructional materials and strategies are used to address specific student needs.* Remsberg Preparatory Charter School will use appropriate research-based instructional materials to include a state-approved textbook series selected by the Reading Leadership Team, RPCS Board of Governors, and RPCS educational stakeholders. Teachers will utilize targeted research-based strategies with below level and at level readers and be oriented to these strategies during their professional development sessions. The Reading Leadership Team will ensure the materials and strategies will be tactically chosen to engage readers at all levels and target recognized student needs based on student performance indicators.

MIDDLE SCHOOL READING CURRICULUM (grades 6-8)

Middle students reading below grade level (FCAT Reading Level 1 and 2)

All Middle School students entering Remsberg Preparatory Charter School indicated as reading below grade level (FCAT Reading Level 1 and 2), or not qualified as reading at or above grade level, will be administered diagnostic screenings at the beginning of the year, and provided Progress Monitoring throughout the year using the Florida Assessment for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes, and the Diagnostic Assessment of Reading (DAR) word lists. ESE students will be administered the full Diagnostic Assessments of Reading (DAR) if, according to their IEP, the student had a deficit in reading due to the impact of their disability. ESE students, based on diagnostic assessments and IEP will be programmed and monitored in accordance with the Broward County K-12 Comprehensive Reading Plan. Students are placed in the specific Comprehensive Intervention Reading Program (CIRP) that best meets their need based on initial screening and performance indicators as outlined by the Remsberg Ready Reading Plan (the site-specific implementation of the Broward County K-12 Comprehensive Reading Plan).

The Remsberg Ready Reading Program outlines, for students reading below grade level, instructional strategies to engage low level/performing readers and develop and expand Reading and Literacy skills. Student achievement goals will be reviewed and set using the Progress Monitoring and Reporting Network (PMRN). The PMRN will be examined by the Reading Leadership Team and the Response to Intervention (RtI) team to guide instruction and set multi-tiered achievement goals for targeted students. The Reading Leadership Team will examine these students' performance data on a regular basis to ensure the instruction is targeted to offer the maximum benefit to each low level/performing reader as outlined by the Remsberg Ready Reading Plan.

The Response to Instruction/Intervention (RtI) model, as outlined in the Broward County K-12 Comprehensive Reading Plan, will guide school Collaborative Problem

Solving Teams with implementing a tiered approach to instructional delivery that includes fidelity of instruction using the core program and interventions of increasingly higher intensity, based on the differentiated needs of students. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Ongoing evaluation is a cyclical process that involves analyzing program, classroom, and student performance data to identify problems and causal factors inside the implementation process.

All students entering RPCS in grades 6 – 8, who are identified as Level 1 or Level 2 readers will be scheduled into a state-mandated Intensive Reading course. Students will remain enrolled in the Intensive Reading course until FCAT requirements are met. Intensive Reading instruction in grades 6-8 consists of explicit and systematic initial instruction using the Wilson Reading or Scholastic Read XL. Wilson Reading and Scholastic Read XL are state adopted and meet the criteria for scientifically research based reading programs.

Through Intensive Reading, teachers will provide explicit instruction for whole and small groups that include introduction of skills, modeling, teaching, independent and guided application, and review of skills and concepts. Strategies such as modeling, previewing and predicting, visualizing, summarizing, asking and generating questions, and direct instruction in strategic reading are embedded throughout the course. Integral to the program is an explicit, systematic, and interactive instructional design focused on the six essential elements of reading as defined by the National Reading Panel that includes oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Daily lesson plans are focused around Essential Questions and provide teachers guidance in facilitating strategy and skill instruction across multiple text selections, both literary and informational.

As per the Broward County K-12 Comprehensive Reading Plan, the Remsberg Reading Ready Plan will provide English Language Learners who receive a Level 1 or 2 on the FCAT but do not necessarily need services from an intensive reading course, the opportunity to develop their oral and written English abilities before they are placed in a remedial/intensive reading course. Therefore, ELLs who are classified as A1 or A2 must receive Developmental Language Arts ESOL-Reading in place of a remedial/intensive reading course. Developmental Language Arts ESOL-Reading is an elective course that students can take more than once if necessary. It provides ELLs with the additional skills needed in order to continue developing their reading and writing while acquiring English. The goal is for ELLs to be transitioned into

regular classes as soon as possible. The amount of time students may stay in this course will vary. However, it will give them an opportunity to become acclimated to the school and culture in a safe environment before being scheduled into a remedial/intensive reading course.

Middle students reading at or above grade level (FCAT Reading Level 3 or higher)

All RPCS Middle School students entering grades 6-8 at a reading level of 3 or above will be placed into a Language Arts support class. This is a required elective course for RPCS students in addition to their grade level Language Arts course. The Language Arts support class will emphasize reading and literacy by directly supporting the Language Arts core curriculum. The course will emphasize comprehension and literacy skills as outlined in the Broward County K-12 Comprehensive Reading Plan, supporting NGSSS and CCSS, nationally normed tests such as the SAT 10 and PSAT, and enrich transitional communication skills. Continuous progress monitoring, frequent benchmark assessments and academic intervention, via RtI, will provide a prescriptive approach in working with students in the process of mastering reading and literacy skills. RPCS will continually monitor and assess student performance to ensure that students receive a year's worth of learning for each year enrolled in the charter school.

As part of Language Arts Support class and as outlined in the Broward County K-12 Comprehensive Reading Plan, the Junior Great Books Program, along with Novel Study, will be used as the basis for the Language Arts Support class. These programs emphasize advanced comprehension, critical thinking, vocabulary skills, and Socratic Seminars. The Language Arts Support class is designed around the foundation of increasing critical thinking and delivering high quality instruction for all middle school readers in vocabulary and comprehension skills. Socratic Seminars are a method of teaching in which students "examine" a common piece of text and the teacher facilitates inquiry dialogue around the text, responding to student questions with more open-ended questions instead of answers. This process encourages divergent thinking rather than convergent thinking.

HIGH SCHOOL READING CURRICULUM (grades 9-12)

High students reading below grade level (FCAT Reading Level 1 and 2)

All High School students entering Remsberg Preparatory Charter School indicated as reading below grade level (FCAT Reading Level 1 and 2), or not qualified as reading at or above grade level, will be administered diagnostic screenings at the beginning of the year, and provided Progress Monitoring throughout the year using the Florida Assessment for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency

(FORF) probes, and the Diagnostic Assessment of Reading (DAR) word lists. ESE students will be administered the full Diagnostic Assessments of Reading (DAR) if, according to their IEP, the student had a deficit in reading due to the impact of their disability. ESE students, based on diagnostic assessments and IEP will be programmed and monitored in accordance with the Broward County K-12 Comprehensive Reading Plan. Students are placed in the specific Comprehensive Intervention Reading Program (CIRP) that best meets their need based on initial screening and performance indicators as outlined by the Remsberg Ready Reading Plan (the site-specific implementation of the Broward County K-12 Comprehensive Reading Plan). In all cases, students will be placed on an individual basis in the highest level of programming where student data suggests an expectation of success exists.

The Remsberg Ready Reading Plan, as aligned with the Broward County K-12 Comprehensive Reading Plan, outlines for students reading below grade level, instructional strategies to engage low level readers and develop and expand Reading and Literacy skills. Student achievement goals will be reviewed and set using the Progress Monitoring and Reporting Network (PMRN). The PMRN will be examined by the Reading Leadership Team and the Response to Intervention (RtI) team to guide instruction and set multi-tiered achievement goals for targeted students. The Reading Leadership Team will examine these students' performance data on a regular basis to ensure the instruction is targeted to offer the maximum benefit to each low level/performing reader as outlined by the Remsberg Ready Reading Plan.

The Response to Instruction/Intervention (RtI) model, as outlined in the Broward County K-12 Comprehensive Reading Plan, will guide school Collaborative Problem Solving Teams with implementing a tiered approach to instructional delivery that includes fidelity of instruction using the core program and interventions of increasingly higher intensity, based on the differentiated needs of students. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Ongoing evaluation is a cyclical process that involves analyzing program, classroom, and student performance data to identify problems and causal factors inside the implementation process.

The Remsberg Ready Reading Plan, as aligned with the Broward County K-12 Comprehensive Reading Plan, provides students in Intensive Reading guided support for applying reading skills and strategies to their content area texts, inquiry and research projects, and other authentic reading, writing, and presentation tasks with a college and career focus.

All students entering RPCS in grades 9 – 12, who are identified as Level 1 or Level 2 readers will be scheduled into a state-mandated Intensive Reading course. Students will remain enrolled in the Intensive Reading course until FCAT requirements are met. Intensive Reading instruction in grades 9-12 is based on the student diagnostic test results as outlined in the Broward County K-12 Comprehensive Reading Plan.

Through Intensive Reading, teachers will provide explicit instruction for whole and small groups that include introduction of skills, modeling, teaching, independent and guided application, and review of skills and concepts. Strategies such as modeling, previewing and predicting, visualizing, summarizing, asking and generating questions, and direct instruction in strategic reading are embedded throughout the course. Daily lesson plans are focused around Essential Questions and provide teachers guidance in facilitating strategy and skill instruction across multiple text selections, both literary and informational.

As per the Broward County K-12 Comprehensive Reading Plan, the Remsberg Reading Ready Plan will provide English Language Learners who receive a Level 1 or 2 on the FCAT but do not necessarily need services from an intensive reading course, the opportunity to develop their oral and written English abilities before they are placed in a remedial/intensive reading course. Therefore, ELLs who are classified as A1 or A2 must receive Developmental Language Arts ESOL-Reading in place of a remedial/intensive reading course. Developmental Language Arts ESOL-Reading is an elective course that students can take more than once if necessary. It provides ELLs with the additional skills needed in order to continue developing their reading and writing while acquiring English. The goal is for ELLs to be transitioned into regular classes as soon as possible. The amount of time students may stay in this course will vary. However, it will give them an opportunity to become acclimated to the school and culture in a safe environment before being scheduled into a remedial/intensive reading course.

High students reading at or above grade level (FCAT Reading Level 3 or above)

All students entering grades 9 - 10 at a reading level of 3 or above will be placed into an English Support class. This is a required elective course for RPCS students in addition to their grade level English course. The English Support class, in alignment with the Broward County K-12 Comprehensive Reading Plan, is designed to reinforce instructional strategies that will be infused across all content areas. The English Support class will align with the English core curriculum by emphasizing comprehension and literacy skills, supporting FCAT goals and objectives, preparing students for nationally normed tests such as the PSAT, SAT, and ACT, and providing

opportunities to develop advanced transitional communication skills. In all other content area classes, the Remsberg Ready Reading Plan emphasizes rigorous instruction with a strong vocabulary, comprehension, reasoning, and critical thinking focus. Continuous progress monitoring, frequent benchmark assessments and academic intervention, via RtI, will provide a prescriptive approach in mastering reading and literacy skills. RPCS will continually monitor and assess student performance to ensure that students receive a year's worth of learning for each year enrolled in the charter school.

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

Students entering RPCS Middle and High School programs will be provided academic coursework aligned with the Florida Department of Education (FLDOE) and the School Board of Broward County (SBBC) Student Progression Plan. The goal for all students in all courses at RPCS is to ensure students gain a minimum of a year's worth of learning for every year of enrollment in the charter school. Formal and informal Progress monitoring will be an on-going process in all subject areas. RPCS students identified as at-risk for performing below grade level in any subject, will be provided remediation opportunities within and beyond the regular school day. In addition to the remediation outlined in the Remsberg Ready Reading Plan (aligned with the Broward County K-12 Comprehensive Reading Plan) presented in question 4C of this application, structured remediation will be developed for mathematics, writing, science, and social studies. Continuous Progress Monitoring and remediation programming in core subject areas is designed to ensure students meet and master NGSSS and CCSS, and content knowledge tested on State of Florida End-of-Course exams.

Students performing below grade level will be engaged in the RPCS curriculum through interest-driven, hands-on STEM-based curriculum in both the Middle and High School programs. The STEM-based curriculum is threaded throughout all core subjects and elective technology courses. The STEM-based curriculum is designed with Common Core State Standards to infuse Next Generation Sunshine State Standards within all coursework to motivate academically at-risk students to perform at or above grade level. Embedding NGSSS and CCSS performance standards across all core and non-core classes provides RPCS Middle and High School students contextual opportunities to develop, demonstrate, and master grade level expectations.

Students identified as at-risk or performing below grade-level, who fail to respond to the STEM-based initiatives and basic remediation offered in core and elective courses, will be provided individual prescriptive programming, guidance and assistance in a modified “support-facilitation” model until determined to be no longer at-risk or performing at or above grade-level. Students moving out of the “at-risk” category will continue to be monitored and provided assistance to ensure stability and continued grade level performance.

ELL and ESE students at RPCS will be enrolled in mainstream programming and supported within the standard curriculum through a detailed support facilitation model with pull-out and push-in assistance, individual and small group facilitation and incorporation of IEP and language accommodations, as required, in a differentiated modified classroom approach.

Exceptional students requiring consideration for special diploma status may not be supported at this time by RPCS because of programming limitations. As enrollment and opportunities expand, circumstances may allow SVE and SPVE programs to be developed in the future.

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

Part of the guiding principles found in section 1002.33(2)(a), F.S., defining the charge of a public charter schools, is offering flexibility for parents and students to choose among diverse educational opportunities within the state’s public school system, RPCS will provide interest-driven elective programming in STEM, core electives/humanities, fine/performing arts, and physical education.

- Science, Technology, Engineering and Mathematics (STEM) - As a STEM Charter School, Career-Technical elective programming will be offered in multiple areas. RPCS Middle School students will have the opportunity to take exploratory elective STEM courses leading to more advanced High School programming. RPCS High School students will have the opportunity to take career-technical education classes with the ability to earn completer and concentrator-status as well as industry-certification in fields where industry certifications exist. RPCS STEM programming includes: Bio-Technology, Engineering, Computer Technology, and Information Systems.
- Core Electives/Humanities – RPCS, as a college preparatory Middle and High School, will provide enrichment elective programming inside of core content areas. RPCS Middle School students may choose to enroll in elective classes, including; Journalism, Speech, Debate, World Language, and Creative Writing. Additional

courses may be offered based on student interest. RPCS High School students may choose to enroll in electives classes inside each of the core content areas, including;

English: Journalism, Speech, Debate, Creative Writing and Literature courses.

Mathematics: Calculus and Statistics

Science: Environmental Science and Physiology

Social Studies: Psychology, European History, and Cultural Studies

World Languages: Advanced Spanish and Advanced French

- Fine/Performing arts – RPCS will provide classes in fine/performing arts in alignment with Middle School promotion and High School graduation requirements. Fine/Performing arts courses allow students to explore creative interests while rounding out their academic experiences. The arts provide an avenue to extend learning across cultural and curricular barriers and provide a creative outlet that helps form a more complete and well-rounded student, with a broader cultural perspective. RPCS will offer Middle and High School students elective courses, including; art, digital media, band, chorus, orchestra, theater, and dance. Additional courses may be offered based on student interest.
- Physical Education - RPCS will provide classes in physical education/health in alignment with Middle School promotion and High School graduation requirements. Physical education/health courses provide students a physical outlet that will promote life-long fitness and health. RPCS will offer Middle and High School students elective courses, including; HOPE, Health, Team Sports. Additional courses may be offered based on student interest.

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

The effectiveness of Core, Core Elective and Elective courses will be based on several Criteria, including but not limited to the following metrics:

- Program and Course recruitment and retention: To be effective, students must have an interest in registering for a class, therefore student recruitment and enrollment in a course will be essential in determining if a course or program will be offered. Student retention in a course and program will be a second indicator of program success. Without an invested student population and relevance to student interest and/or goals, enrollment would decrease below a point where a class or program can be maintained.
- Program relevance to Middle School promotion and High School graduation is a key metric in determining program effectiveness. Middle School and High School course evaluation will be based on alignment with the NGSSS and CCSS as indicated by student performance indicators.
- High School Program relevance to Post-Secondary and Industry Standards is another critical metric. Through the involvement of Post-Secondary and Industry experts all courses will be evaluated against established curriculum standards, current industry

standards, and a real-world context to maintain contemporary relevance for student learning.

- The effectiveness of course and program curriculum will be monitored against overall school performance to determine student, teacher, and course relevance; indicators will be taken from:
 - Benchmark Assessments
 - End Of Course Exams
 - Intermediate and Terminal Program Assessments
 - College Entrance Exams (ASVAB, PSAT, SAT, ACT, PeRT)
 - Industry Certification Exams
- The effectiveness of the curriculum will be determined by the achievement of specific measurable objectives, as identified inside of the School Improvement Plan (SIP).
- The state mandated tests, FCAT and EOCs, will help the school determine how our students are progressing compared to the district and state. On a school-wide basis, ongoing comparison and analysis of data will help to identify curriculum alignment and effectiveness, staff development needs, and school-wide objectives, which will be listed in the School Improvement Plan.
- Student progress per class will also help to determine the effectiveness of the curriculum and instruction. The educational needs and strengths of students will be analyzed on a school-wide and individual basis. The use of data from ongoing assessments, including screenings, progress monitoring, and diagnostic tests along with classroom observations, pre- and post-tests, and teacher created tests will be used to recognize students' abilities to have mastered the identified benchmarks and process skills in their core-content areas.
- Parents, teachers, and students will be provided the opportunity to evaluate the programs at the end of each school year. Parent, teacher and student surveys will serve as indicators of curriculum interest and effectiveness.

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 following goals are intended to ensure a minimum of one year's worth of student learning for each year enrolled.

GOAL	ACADEMIC GOAL	EVALALUATION METHOD
Reading Proficiency	MIDDLE SCHOOL: RPCS will meet or exceed the District and State average for reading proficiency.	The evaluation of the goal is made using proficiency rates of students who achieve a 3 or higher on the FCAT Reading in grades 6, 7, and 8.
	HIGH SCHOOL: RPCS will meet or exceed the District and State average for reading proficiency.	The evaluation of the goal is made using proficiency rates of students who achieve a 3 or higher on the FCAT Reading in grades 9 and 10.
Math proficiency	MIDDLE SCHOOL: RPCS will meet or exceed the District and State average for math proficiency.	The evaluation of the goal is made using proficiency rates of students who achieve a 3 or higher on the FCAT Mathematics in grades 6, 7, and 8.
	HIGH SCHOOL: RPCS will meet or exceed the District and State average for math proficiency.	The evaluation of the goal is made using proficiency rates of students who achieve a proficient score on the State End of Course Exams for mathematics. Currently the state issues End of Course Exams for Algebra 1 and Geometry. This goal will also apply to any future State EOC mathematics exams.
Writing proficiency	MIDDLE SCHOOL: RPCS will meet or exceed the District and State average for writing proficiency.	The evaluation of the goal is made using proficiency rates of students who achieve a 4 or higher on the FCAT Writing in grade 8.
	HIGH SCHOOL: RPCS will meet or exceed the District and State average for writing proficiency.	The evaluation of the goal is made using proficiency rates of students who achieve a 4 or higher on the FCAT Writing.
Learning gains of the lowest quartile in reading	MIDDLE SCHOOL: RPCS will have at least 50% of the lowest quartile students achieve learning gains in reading.	The evaluation of the goal is made using data from the FCAT Reading. Students will have made a learning gain if they show evidence of one of the following: <ul style="list-style-type: none"> improve their achievement level maintain an FCAT achievement level of 3, 4, or 5. for students shown previously non-proficient - demonstrate one year's growth as evidenced by the Developmental Scale Score (DSS)
	HIGH SCHOOL: RPCS will have at least 50% of the lowest quartile students achieve learning gains in reading.	The evaluation of the goal is made using data from the FCAT Reading. Students will have made a learning gain if they show evidence of one of the following: <ul style="list-style-type: none"> improve their achievement level

Remsberg Preparatory Charter School Application

		<ul style="list-style-type: none"> maintain an FCAT achievement level of 3, 4, or 5. for students shown previously non-proficient - demonstrate one year's growth as evidenced by the Developmental Scale Score (DSS)
Participation in the Statewide Assessment Program	MIDDLE SCHOOL: RPCS will have at least 95% of the eligible students participate in the Florida Statewide Assessment Program	The evaluation of the goal is made using testing data from all assessment in the Florida Statewide Assessment Program in grades 6 through 8.
	HIGH SCHOOL: RPCS will have at least 95% of the eligible students participate in the Florida Statewide Assessment Program	The evaluation of the goal is made using testing data from all assessment in the Florida Statewide Assessment Program in grades 9 - 12.
Science proficiency	MIDDLE SCHOOL: RPCS will meet or exceed the District and State average for science proficiency.	The evaluation of the goal is made using proficiency rates of students who achieve a 3 or higher on the FCAT Science in grade 8.
	HIGH SCHOOL: RPCS will meet or exceed the District and State average for science proficiency.	The evaluation of the goal is made using proficiency rates of students who achieve a proficient score on the State End of Course Exams for science. Currently the state issues End of Course Exams for Biology. This goal will also apply to any future State EOC science exams.
Social Studies proficiency	MIDDLE SCHOOL: RPCS will meet or exceed the District and State average for social studies proficiency.	<p>[The State of Florida has initiated for 2013-14 an EOC for Middle School Civics. The EOC will count for 30% of the final course grade. Beginning with the 2014-15 school year, a passing score on the Civics EOC will be required for credit and promotion.]</p> <p>The evaluation of the goal is made using proficiency rates of students who achieve a proficient score on the State End of Course Exams for Middle School Civics.</p>
	HIGH SCHOOL: RPCS will meet or exceed the District and State average for social studies proficiency.	<p>[The State of Florida does not currently issue EOC exams in social studies. This goal will become active once the State issues social studies EOC exams]</p> <p>The evaluation of the goal is made using proficiency rates of students who achieve a proficient score on the State End of Course Exams for social studies. This goal will also apply to any future State EOC social studies exams.</p>
Promotion rate	MIDDLE SCHOOL: RPCS will have a 95% Middle School promotion rate.	The evaluation of the goal is made analyzing students meeting Middle School promotion criteria.
Graduation rate	HIGH SCHOOL: RPCS will meet or exceed the District and State average for Graduation rate.	The evaluation of the goal is made using the State adopted method for calculating graduation rate as part of the SB1908 component of the High School grade.
College readiness	HIGH SCHOOL: RPCS will meet or exceed	The evaluation of the goal is made using the State adopted method for calculating college readiness as part of the SB1908

	the District and State average for College readiness.	component of the High School grade.
Stakeholder satisfaction	ALL STUDENTS: RPCS will receive an overall satisfaction rating of high from at least 80% of the enrolled population.	The evaluation of the goal is made using a Stakeholder Satisfaction survey administered annually to the parents of enrolled students.

Progress and performance monitoring to meet goals:

RPCS will utilize a battery of assessments available through Florida Department of Education, the SBBC, and external agencies to assess specific student performance. FCAT 2.0 will be administered in accordance with the rules and policies outlined by the State of Florida Department of Education and the SBBC. Mini and Benchmark Assessments will be conducted as determined by FLDOE and SBBC to track student performance and identify student remediation needs. Additionally, local, state and national assessments including, but not limited to, SAT 10, EOC's, AP Exams, PSAT, SAT, ACT and PeRT will be used to assess student performance against local, state, and national standards.

ESE students

- Students with disabilities will participate in the FCAT 2.0 as outlined by State of Florida Policy and provided with accommodations as outlined on each student's Individual Education Plan (IEP) unless the following two circumstances exist:
- The student's cognitive ability prevents him or her from completing coursework that would lead to mastery of the NGSSS and CCSS. In which case the student will be provided the Florida Alternative Assessment (FAA) as described in policy.
- The student requires extensive direct instruction to master the competencies needed for domestic, community living, leisure, and vocational activities.

ELL students

- The school will follow the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990).
- RPCS will adhere to all Florida Department of Education guidelines concerning English Language Learners (ELL). ELL students will participate in statewide assessments as indicated by FLDOE policy. ELL students receiving services via an ESOL program operated in accordance with an approved Limited English Proficiency (LEP) plan for less than one year may be exempt from FCAT administrations. ELL students are not exempt from End of Course Exams irrespective of ELL status. ELL students may be provided accommodations for FCAT and EOC exams as deemed appropriate for the individual student needs. ESOL Coordinator will work with students, parents, and school staff to determine appropriate testing accommodations.

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

Remsberg Preparatory Charter School will adhere to the following procedures for the placement of Middle and High School students:

- Entrance to RPCS is not restricted to any student or group of students. RPCS does not require any type of entrance or performance exam for admission. RPCS will administer an assessment exam to admitted students for diagnostic and placement purposes only and only in instances where no other information exist or existing information is inconclusive or out of date.
- Report Cards will also be reviewed at the time of admission for diagnostic, placement and support purposes. Students identified as academically at risk will be provided supportive and remediation programming as part of the regular school day. For students with greater remediation needs extra-curricular programming can be provided through support within and outside the regular school day.
- Students who have not previously been registered in a Broward County Public school must present transcripts from their last enrolled school. Evaluation of the transcript will follow SBBC rules and policies regarding credit transfer. Credits earned from non-accredited schools will be withheld until appropriate conditions are met as outlined in Rule 6A-1.09941.F.A.C.

Remsberg Preparatory Charter Middle and High School students will be promoted according to the following standards:

- Students attending RPCS High School program enter as part of a graduation cohort and are promoted with that cohort independent of credits and grades. Students must be registered for grade appropriate courses and follow the course progression as described by Broward County Guidance Department and School Board Policy. Students are expected to maintain appropriate grades and progress in courses towards graduation, failure to maintain appropriate grades and credits will result in placement in remediation and credit recovery programming. Exceptions are made on an individual basis, based on circumstances and subject to approval by the School Principal and Governing Board.
- To be promoted to next grade within the Middle School, students attending RPCS must meet all grade level promotion requirements as outlined in SBBC policy 6000.1, including passing a minimum of 4 subjects, two of which must be English, Mathematics, Science, or Social Studies.
- To be promoted from the Middle School (8th grade) to the High School (9th grade), students attending RPCS must meet all grade level promotion requirements as outlined in SBBC policy 6000.1 and F.S.1003.4156(1)(a)1-5, including:
 - 3 middle school or higher year-long courses in English/Language Arts
 - 3 middle school or higher year-long courses in Mathematics
 - 3 middle school or higher year-long courses in Science
 - 3 middle school or higher year-long courses in Social Studies
 - Successful completion of a career course in 7th or 8th grade including ePep (electronic personalized education plan)

- Demonstrate mastery of NETS standards
 - ESE students are scheduled into courses as outlined by Federal, State of Florida and SBBC policy. Students entering RPCS Middle and High School programs and identified as having a need, will be evaluated and provided with an Educational Plan and/or Individual Educational Plan and staffed into appropriate courses. ESE students enrolled in RPCS in grades 6-11 will be promoted with their cohort in accordance with Federal, State, and County policy. ESE students registered in the High School program with disabilities, eligible under IDEA, may remain in or return to RPCS until the receipt of a standard diploma or until the end of the school year in which they turn 22 years of age.
 - ELL students are promoted in accordance with SBBC policy 6000.1 as part of their cohort group and must meet all promotion criteria with or without accommodations based on LEP classification. ELL students may not be retained solely due to their lack of English proficiency. Retention of ELL students requires the recommendation of an ELL committee as per SBBC policy 6000.1.
- 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.*

Graduation Criteria

- RPCS will implement the School Board of Broward County policies and procedures with respect to graduation requirements, as detailed in the Student Progression Plan, including future amendments to these graduation requirements, to remain compliant with Section 1003.43 Florida Statutes.

Disability students

- Students with Disabilities making adequate progressing towards graduation will be awarded a Standard High School Diploma without qualification by meeting the guidelines outlined in the Student Progression Plan.
- Students with Disabilities who have accommodations that require modification to the graduation requirements as outlined in the Student Progression Plan will be awarded a standard High School Diploma upon satisfactory completion of all prescribed conditions and criteria.
- Students with Disabilities who require accommodations that exceed qualifications for a Standard High School Diploma will be awarded a Special Diploma as outlined by School Board of Broward County policies and procedures on Exceptional Student Education and graduation.

Progress monitoring for student graduation will be the responsibility of the Guidance Department:

- In order to ascertain that a student has met graduation requirements, all students will follow a four year career and education plan that will be continuously monitored by the guidance department. The monitoring process includes individual meetings, group workshops, and parent information sessions. Students will be required to complete a career exploration project using Florida CHOICES and ePEP program. This project includes using an online educational planning tool and student advising

system known as Florida Counseling and Tracking for students at the website FACTS.org. The results will provide an individualized academic and career plan for each student to work on with his guidance counselor. The required personalized academic and career plan will inform students and parents of:

- a. High school graduation requirements
- b. High school assessment and college entrance test requirements
- c. Florida Bright Futures Scholarship Program requirements
- d. State university and Florida college admission requirements
- e. Programs through which a high school student can earn college credit
 - i. Advanced Placement
 - ii. Dual Enrollment
 - iii. Career Technical Dual Enrollment and industry certification.
- Each student will complete a yearly course selection sheet developed, reviewed and approved by guidance and signed by the student and parents, which will be used to ensure appropriate progress is being made towards graduation requirements and academic goals are being addressed.

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.*

Baseline Data for All Students

- Baseline student data will be gathered from multiple sources including but not limited to preexisting norm-referenced assessments and diagnostic screenings used in academic placement. Benchmark assessments will be used to monitor individual performance and group trend data. Data derived from these and other sources will be used to refine school-wide, classroom, and individual student preparation to ensure increased student proficiency. Trend data will also be gathered from traditional and nontraditional course assessments containing embedded diagnostic elements to assess individual and trend preparedness. Baseline achievement data will be established, collected, and used to identify the educational strengths, needs, and progress of students attending RPCS.
- Trend data will be used in the design of local staff development and the selection of regional and national staff development conferences, focusing on ASCD, High Schools that Work, Middle Schools that Work, Coalition of Essential Schools, College Board, and SREB as primary staff development and school reform models.

Data Establishment and Collection

- Baseline achievement data criteria will be established utilizing all information available. The data will be collected from the students' previous records and reviewed. Student information should include attendance data; grades from report cards in reading, math, science, writing, and social studies; standardized test scores (including FCAT), and behavior records. These data will be gathered and recorded in the Student Information System software program.
- Student records will be evaluated to identify students who have been determined or may be determined eligible for exceptional student education (ESE) and related services.
- Student records will be evaluated to identify students who have been determined or may be determined eligible for English language learners (ELL) programming and related support services.
- Students entering RPCS Middle and High School programs indicated as reading below grade level or identified as a struggling reader, will be provided screening assessment on the FAIR diagnostic test. Students identified as at-risk may be administered the Broad Diagnostic Inventory (BDI) and, as needed, the Targeted Diagnostic Inventory (TDI). Students who require the TDI will receive ongoing Progress Monitoring.
- Baseline data will be stored in the Broward County Public Schools, TERMS database and RPCS Student Data Monitoring Systems and the State of Florida Progress Monitoring and Reporting Network (PMRN).
- Quarterly, trend, and progress analysis will be conducted to ensure appropriate program progress has been made and identify areas requiring additional focus. End of year analysis will also be conducted to measure expectations of a year's worth of progress for all students and that students are maintaining or exceeding the pace of learning before entering RPCS. The FCAT and EOC results will also be reviewed and analyzed against previous year's results where applicable. These results will be reviewed to determine individual student, class, department, and school-wide performance-trends to provide the basis for staff development and reform decisions.
- PSAT will be administered to all 9th, 10th and 11th grade RPCS students in preparation for college entrance exams and as an indicator of mastery of college ready skills. PSAT also provides a student by student diagnostic report indicating strengths and weaknesses that forms a "road map" to student success, which will be used as a guidance and counseling tool to make all students college ready.

Remsberg Preparatory Charter School Application

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

The following table indicates the standard battery of assessments used to measure and monitor student performance.

Subject	Assessment	Grade	Frequency
Reading	FCAT 2.0	6-10	Annually
	FAIR	6-10 11-12 (as needed)	Fall, Winter, Spring
	PSAT	9-11	Fall
English/ Language Arts	PSAT	9-11	Fall
Mathematics	Algebra I EOC	7-9	Annually
	Algebra II	9-11	Annually
	Geometry	8-10	Annually
	PSAT	9-11	Fall
	FCAT 2.0	6-8	Annually
Writing	FCAT Writing	8 th & 10 th	Annually
	PSAT	9-11	Fall
Science	Biology EOC	8-10	Annually
	Chemistry EOC	9-11	Annually (pending FLDOE implementation)
	FCAT 2.0	8	Annually
Social Studies	US History EOC	10-11	Annually
	Civics EOC	7	Annually
College Readiness	PeRT	11 th	Annually

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

Student and school performance data will drive all curriculum and staff development decisions at RPCS. Instructional decisions will be reviewed against student and classroom performance results as measured by mini and benchmark assessments to determine overall effectiveness, adequate progress towards educational goals and objectives, and remediation needs. RPCS Board of Governors and RPCS Administration will review school-wide, teacher, and group student performance data to determine impact and effectiveness of teaching and instruction, educational programming, and curriculum supervision. Using the FCIM protocol, data will be the basis of school-based decision making. Student and school performance indicators will be monitored against school goals and objectives. Trending data indicating inadequate progress of performance measures will be used as a basis to modify or eliminate ineffective academic programs. Academic program evaluation and re-evaluation will be an on-going process to ensure fidelity of implementation, positive academic progress towards goals and objectives, and overall school improvement.

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

To provide multiple levels of accountability and transparency, RPCS will publish annual performance data and trends. This information will also be used in developing the School Improvement Plan, set staff development, and modify curriculum to better meet the needs of all RPCS students.

RPCS will conduct multiple parent/student orientation meetings to discuss student trend data and school performance. Forums will include PTA/PTSO, SAC, SAF, and dedicated evening parent involvement events. The purpose of these meetings is to help students and parents understand the measures of academic success at RPCS and to discuss post-secondary opportunities for students.

Continuous progress monitoring, frequent benchmark assessments and academic intervention will provide a prescriptive approach in working with students in the process of mastering measurable academic skills. A low student to counselor ratio will provide greater opportunity for counselor-parent and teacher-parent communications for student performance and progress. Parents will have access to school-based guidance counselors for academic concerns and may schedule conferences to address any academic issues as the need arises

through email, phone, and walk-in scheduling. Student performance data will be shared with parents through monthly progress reports. Additionally, RPCS will host quarterly parent nights to review student performance and trend data to provide parents with an understanding of their student's individual growth, group standing and progress towards a year's worth of learning for each year spent in the charter school.

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 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.
- 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.

Students with disabilities will have a fair and equal opportunity of being selected for enrollment in Remsberg Preparatory Charter School. Remsberg Preparatory Charter School will enroll any eligible student who resides within Broward County and who submits a timely application, as specified in the Student Enrollment Process, unless the number of applicants exceeds the capacity of the program, class, grade level, or building. In accordance with federal anti-discrimination laws and Florida Statute, the school will not discriminate on the basis of race, gender, religion, national or ethnic origin, sexual orientation, or exceptionality in the admission of students at all grade levels.

Each year, an Open Enrollment period will be established and published. All applications received during this period will be treated as though received on the same day. All applications received after the close of the Open Enrollment period will be placed in the next available seat for that grade level in the order they are received. Applications will not carry over from year to year and new applications will be required for each subsequent year.

If the number of applicants exceeds the capacity of a program, class, grade level, or building, RPCS will employ a random selection process (lottery) that gives all applicants an equal chance of being admitted. All lotteries will be conducted in a manner that ensures each eligible student, regardless of exceptionality, receives an equal chance of being selected. Applicants will be selected in random order until all

applications have been ordered. Preference will be given to siblings of students already enrolled in RPCS Middle and/or High School program, a Governing Board member's child, and to a child of an employee of Remsberg Education, Inc. or RPCS. Students in a preference group will be moved to the top of the list in the order of their selection.

In order (with consideration of any applicable preference), applicants will be offered admission until capacity targets have been reached. The remaining students' names will be placed on a waiting list in the order in which their name was selected. Once all grades are filled, any additional students who registers shall be placed at the end of the waiting list on a first come, first served basis.

If a student selected by the lottery does not register or chooses not to attend the School or is non-responsive, the first person on the waiting list will be given the opportunity to register. This procedure will continue throughout the school year. The waiting list will only be in effect for one school year; students on a waiting list must reapply each year for open spaces 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.

Remsberg Preparatory Charter School will work with the sponsor, the School Board of Broward County, to ensure that RPCS can provide appropriate placement for each student with a disability, based on the student's needs. Remsberg Preparatory Charter School will employ an ESE specialist and an ESE teacher/support facilitator to provide basic ESE school-based service, IEP monitoring, academic and behavioral support, and IEP annual review, to ensure appropriate student progress and placement. RPCS will request ESE administrative support in accordance with s. 1002.33(20), F.S., through consultation with a staffing specialist and school psychologist, when required, to support IEP meetings, and provide school staff access to training opportunities sponsored by the district.

- 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.

RPCS will be ADA and IDEA compliant and provide accessibility to exceptional students to the maximum extent possible. Physical access to and mobility around the

RPCS Middle and High School facility will be promoted within the educational setting through a barrier-free environment in compliance with the accessibility standards included in the Americans with Disabilities Act (ADA). Specific requirements for facilities include but are not limited to adaptive features allowing students access to all parts of the building, including classrooms, restrooms, cafeteria and media center and access rooms or spaces on the school grounds.

Supplementary aids and services will be determined, as outlined in the SBBC Exceptional Student Educational Policies and Procedures (SP&P), within the student IEP process and provided to enable RPCS students; to advance towards attaining annual goals stated on the IEP, to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities, and to participate in the educational process with other disabled and non-disabled students.

Supplementary aids and services may include, but are not limited to:

- assistive technology
- environmental adaptations
- specialized instructional strategies
- peer support
- curricular adaptations or modifications
- collaborative teaching with both the general education and ESE teachers

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

RPCS will be accountable for ensuring that the needs of ESE students are met and that the services provided are effective. The school's effectiveness in serving ESE students will be evaluated in a number of ways including, but not limited to student mastery of goals on the IEP and student academic progress and proficiency in the core academic content areas. Students with disabilities will participate in State and Local assessments with appropriate accommodations.

Remsberg Preparatory Charter School will disaggregate available data using a continuous improvement model aligned with the roles and responsibilities of the support facilitator, ESE specialist, and the school Principal. All data will be reviewed and monitored against the established IEP goals and academic expectations of each individual ESE student. Teachers and administrators will work in teams to analyze whole group and individual data, address overall trends, and review instructional focus. Teachers will use results from data analysis to provide parents with regular feedback on student performance and academic progress.

The use of assessment data, including results of screenings, progress monitoring, and diagnostic tests along with classroom observations, pre-and post-tests, and teacher-created tests, will be used to identify mastery of the NGSSS and CCSS in the core-content areas. Using periodic data analysis to inform instruction will foster continuous school improvement and increase the effectiveness of ESE student instruction.

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

Exceptional students who enter below grade level will be provided intellectual and academic support in accordance with their Individual Education Plan (IEP) and the available resources at RPCS. RPCS will engage ESE students using a support facilitation model along with appropriate curriculum modifications as required by the individual student's abilities and IEP goals. Additionally, students meeting the requirements for a special diploma program will be supported inside regular programming guided by the ESE support facilitator/teacher and ESE specialist. ESE students struggling with maintaining grade level performance may be placed in a section of an ESE self-contained study skills style class to receive direct intensive support in accordance with IEP accommodations.

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

Trend analysis of ESE populations in Broward County Public Schools for students within the RPCS serviceable population, as described in Sections 2A & 2C of this application, fluctuates at or about 8 percent. Additionally, based on the predicted serviceable population for RPCS and Gifted enrollment of surrounding schools, 5 percent of the RPCS student population is predicted to be identified as Gifted.

Students with Disabilities (SWD), including but not limited to students identified as VE, OHI, and EBD, will be evaluated on an annual basis in accordance with federal, state and county policies and be provided with an Individual Education Plan (IEP). Students with Disabilities will receive services, accommodations, and adaptive technology as outlined on their Individual Education Plan in accordance with the Florida Department of Education and the SBBC Exceptional Student Educational Policies and Procedures (SP&P).

Detailed ESE Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
6th Grade	8	9	11	11	11
7th Grade	8	9	9	11	11
8th Grade	8	9	9	9	11
9th Grade	14	18	20	22	22
10th Grade	14	18	20	22	22
11th Grade	0	16	18	20	22
12th Grade	0	0	16	18	22
Total ESE Enrollment	52	79	103	113	121

****the above ESE estimates have been extracted directly from the budget document is Appendix B.**

Detailed Gifted Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
6th Grade	5	6	7	7	7
7th Grade	5	6	6	7	7
8th Grade	5	6	6	6	7
9th Grade	9	11	12	14	14
10th Grade	9	11	12	14	14
11th Grade	0	10	11	12	14
12th Grade	0	0	10	11	14
Total GIFTED Enrollment	33	50	64	71	77

****the above Gifted estimates have been extracted directly from the budget document is Appendix B.**

- 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 ESE department will consist of one ESE specialist and one ESE support facilitator/teacher. It is imperative that teachers with experience working with exceptional student populations be identified, hired, and retained to meet the educational needs of the exceptional students.

ESE teachers will hold a bachelor's or a master's degree in exceptional student education, special education, or varying exceptionalities. ESE teachers will be certified by the State of Florida in appropriate areas. Services such as speech therapy, language therapy, occupational therapy, and physical therapy will be provided through a contracted vendor or the SBBC. As ESE student enrollment increases, additional staff will be retained to provide the appropriate level of ESE curricular support and services.

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

RPCS Middle and High School students identified as Gifted and demonstrating a need, within the guidelines of the Florida Department of Education and the SBBC Exceptional Student Educational Policies and Procedures (SP&P), will be provided Gifted courses in core content areas or supported within advanced core academic courses staffed by Gifted endorsed teachers. All Gifted students will be provided an Educational Plan (EP) to outline individual goals and objectives which will focus on the performance levels of the student and academic, intellectual, and personal, needs for developing further skills and abilities. RPCS Gifted students will be offered extended learning opportunities through afterschool programming, online courses, and Advanced Placement and Dual Enrollment courses.

Gifted students will be supported through Exceptional Student Education and the ESE Specialist. Any teacher or parent may refer a student for evaluation for gifted services. Parental consent will be obtained and procedural safeguards will be provided and adhered to in accordance with the Florida Department of Education and the SBBC Exceptional Student Educational Policies and Procedures (SP&P). After a formal evaluation has been conducted, a multidisciplinary team will meet to determine eligibility and identify accommodations. Services for students who are gifted will be aligned with *Florida's Frameworks for K-12 Gifted Learners*, contained

Remsberg Preparatory Charter School Application

within the SBBC Exceptional Student Educational Policies and Procedures (SP&P), providing guidelines for supporting a challenging and rigorous curriculum that enhances the state standards.

Remsberg Preparatory Charter School's staff will include one or more highly qualified teachers who hold the gifted endorsement. The staff will also participate in professional development opportunities with the state and school district so that all required guidelines and procedures are implemented with fidelity. RPCS is committed to ensuring the academic growth of all students, including students who are gifted. It is expected that students who are gifted will reach mastery of their individual goals and mastery of the general curriculum, displaying both personal, intellectual, and academic growth.

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.

Remsberg Preparatory Charter School Middle and High School programs will adopt the policies and procedures for the education of ELL students as outlined within the SBBC ELL Handbook. The following list of policies and procedures described in this section of the application are not meant to be all-inclusive, but instead constitute critical practices extracted from the SBBC ELL Handbook. RPCS will ensure complete adoption of the META Consent Decree and the procedures in each section of the SBBC ELL Handbook.

Identification and Assessment

At the time of registration at Remsberg Preparatory Charter School, guidance will screen all registrants and identify any student already designated ELL or any student indicated as potentially needing services. All students identified as already receiving services or identified as in need of services will conference with the ESOL designee/coordinator who will review with parents the Home Language Survey (HLS), which will include the following questions:

- Is a language other than English used in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

If a parent answers "yes" to any of the three questions on the Home Language Survey and/or meet the definition of ELL, are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL Program. The student is then referred to a trained language assessor at the school. If the services of a language assessor is required, they will be obtained through a 3rd party vendor.

Grades 6-12 students who score at NES or LES levels based on the IPT are assigned ELL status codes ranging from A1-B2 using the charts correlating the IPT test score levels. These NES and LES (A1-B2) students qualify for ESOL Program Placement.

Programmatic assessment of all incoming ELLs is conducted prior to placement in the ESOL Program. Steps are taken to determine the academic levels of the student independent of the student's English language proficiency. Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English, and review of prior school records are used in determining the appropriate grade placement of ELLs. All

decisions regarding ELL programmatic assessment and academic placement are documented in the appropriate section of the student's English Language Learner Student Educational Plan (ELLSEP) Folder (www.broward.k12.fl.us/esol/Eng/ESOL/Handbook.htm).

Language Level Classifications and Descriptions

LY- The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.

LF- The student is being followed up for a two-year period after having exited from the ESOL program.

LP- The student is in the 3-12 grade, tested fully English proficient on an Aural/Oral Test and is an English Language Learner pending the Reading Writing assess or the student is in K-12 grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the Home?" and is pending aural/oral assessment.

LZ- The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. Once a student completes the two-year post-reclassification monitoring period, they are re-coded LZ and remain so for the remainder of their school career.

ZZ- Not applicable. (Students who responded in the negative to all three required Home Language Survey questions, that is, Non-ELLs, or who answered yes to one or more questions on the Home Language Survey but after assessment were not eligible for ESOL services).

ELL Plan

The ELL committee is composed of ESOL teacher(s) and home language teacher (if any), administrator or designee, plus guidance counselors, social workers, school psychologists, or other educators as appropriate for the situation. Parents are also invited to attend any committee meetings. Student ELL Plans will be developed and reviewed by the ELL committee to ensure that students are appropriately placed and given instructional options to help them make academic progress in the general curriculum and acquire English language proficiency. The student's ELL Plan will provide information on student ESOL language level, student progression, and meetings convened to discuss academic progress of the student. It is the principal's designee (usually the ESOL teacher) who is responsible for developing and updating all Student ELL Plans at the beginning/end of each school year and when other information needs to be updated.

Parent Notification

Parents will be notified of the placement of their child in the ESOL program via a Letter of Participation. The Parent Letter of Participation will be dated to correspond with the entry date in the ESOL program. The Letter of Participation will be sent home to the parents/guardian and a copy of the letter will be kept in the student's ESOL Program Records folder.

Parent notification letters will be provided in English, Spanish, Haitian Creole, and Portuguese. All communication with parents will be in the parents' native language to the extent feasible.

As long as the student is eligible to receive ESOL services, a new Letter of Participation will be completed at the beginning of each school year and whenever there is a programmatic change. The school will keep copies of each of the Letters of Participation that have been sent home during the time the student was receiving ESOL services.

ESOL Services

RPCS will ensure that all students entering with limited English proficiency receive comprehensive instruction that complies with federal, state, and district requirements. Students classified as English Language Learners (ELL) will be provided with an appropriate ESOL program to meet the needs of each individual student. They will receive instruction that uses the ESOL strategies and is research-based in helping students develop the communicative and academic skills necessary to meet state and local standards.

The school will use an allowable instructional model(s), or other proven research supported instructional model, as based on the needs of the students enrolled and requiring participation in an ESOL program, including but not limited to a Sheltered Instruction Model and/or an Inclusion/Mainstream model with possible Clustering. Grade Level and Course Placement will be primarily based on Programmatic Assessment, age appropriate expectations, documentation of prior educational services, ELL Committee recommendation, assessment diagnostic/placement test and/or Parent/Guardian and student interview.

RPCS students in the ESOL program will be required to meet the same curriculum standards as non-ELL students in English/Language Arts and content area instruction. The content of the curriculum will be established by the NGSSS and CCSS. A program of ESOL instruction will be implemented according to the student's individual needs based on their ELL plan, and will be delivered by teachers with appropriate certification and/or endorsement. 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. In addition to

providing ESOL instruction, the school will also ensure that teachers are implementing ESOL strategies in mathematics, science, social studies, and other courses on the student's schedule following state guidelines.

ESOL Instructional Approach

According to district and state mandates, ELL students will receive instruction which is comprehensible, equal, and comparable in amount, scope, sequence, and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate NGSSS and CCSS benchmarks and course descriptions. Textbooks and other instructional materials used with ELL students will be the same as those used with non-ELL students in the same grade. School site administrators will be responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence will be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELL students will document the ESOL strategies used for each lesson in their plan book.

Statewide Assessment

ELL students will participate in the Florida statewide assessment program (FCAT, CELLA, etc), as applicable. School testing coordinators will receive district training about the requirements for ELL testing and testing accommodations.

Exit

The RPCS ESOL coordinator/designee, in conjunction with teachers, will follow state/district procedures to exit students from the ESOL program. Once students have exited the ESOL program, monitoring and follow-up will be conducted over a two-year period. The principal is responsible for establishing a school procedure to ensure compliance.

Personnel Training

Teachers who are required to obtain ESOL training or certification will be notified by the ESOL Coordinator of training requirements and professional development opportunities through the school district. It is the teacher's responsibility to complete each component within the timelines established by the Florida Consent Decree.

- B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.
- All teaching staff will be ESOL certified or endorsed
 - Office staff will be multi-lingual based on the languages of our student population

- One ESOL coordinator will be hired based on enrollment of ESOL students or services will be provided by an identified teacher as ESOL coordinator.

ESOL-certified personnel will provide services to ELL students and implement and follow the Curriculum Guidelines and accommodations in the District Limited English Proficiency Plan, as well as all requirements of the *LULACet.al. v. State Board of Education Consent Decree* (1990). Appropriately certified personnel will ensure that student's needs are being met. 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 ELL students.

In the initial year of school operations, RPCS will hire an ESOL Coordinator who is a certified teacher with the ESOL endorsement. The ESOL coordinator will assume responsibility for overseeing the infusion of ESOL Performance Standards throughout the classes, and work with administrators and faculty to develop, implement, and maintain the quality of the program over time. Additional resource teachers will be added as needed to appropriately and effectively serve the needs of the student population.

RPCS is committed to ensuring that all core curriculum personnel instructing ESOL students will have the appropriate training (ESOL endorsement/required coursework including ESOL Issues and Strategies) and required documentation, therefore, ESOL training will be incorporated as part of the professional development plan for the school or in personal professional development plans for individual teachers who have not met the requirements for ESOL endorsement or documentation of a timeline for ESOL endorsement. All instructional staff will be expected to appropriately identify any ESOL students and levels in their grade books and use ESOL strategies when instructing ELL students. 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. Every effort will be made by the school to employ multi-lingual office and administrative staff in order to facilitate communication with non-English speaking parents.

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

English Language Learners (ELL) students who enter below grade level will be provided language and academic support in accordance with their ELL classification and the available resources at RPCS. RPCS will engage ELL students using developmental language English and English support courses structured around specific developmental language skills and teaching strategies. Additionally, RPCS will utilize research-based instructional models for

ELL students in regular program classes, with appropriate curriculum modifications as required by the individual student's abilities and ELL classification. Students performing below grade level only because of language barriers will be provided intensive language support throughout their course schedule. Students performing below grade level because of language barriers and academic issues may be provided remediation opportunities in their native language. ELL programming at RPCS will mirror SBBC ELL programming and meet or exceed state and federal guidelines.

Section 8: School Climate and Discipline

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

- RPCS will follow the SBBC discipline matrix.
- Remsberg Preparatory Charter School will develop a positive climate where students are engaged in the school culture and less inclined to become disruptive and require disciplinary action.
- All students will be expected to follow the rules outlined in the SBBC Student Code of Conduct.

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

- All students will be expected to follow the rules outlined in the SBBC Student Code of Conduct.
- RPCS will follow SBBC policies pertaining to discipline, suspension, dismissal, and recommendation for expulsion.
- Disciplinary data will be collected for all students and analyzed for patterns and trends to provide continuous improvement in a proactive approach.

II. ORGANIZATIONAL PLAN

Section 9: Governance

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

Remsberg Education, Inc.,(RE) a Florida not-for-profit corporation, is the legal entity operating Remsberg Preparatory Charter School (RPCS) in accordance with the Corporation's Articles of Incorporation and by-laws. Remsberg Education, Inc. is pending 501(c)(3) not-for-profit status. (see Appendix A for Articles of Incorporation) (see Appendix F for Proposed By-Laws)

Remsberg Education Inc. is responsible for the activities and affairs of the corporation, including but not limited to the ultimate fiduciary responsibility for all its subsidiaries, adherence to Federal, State and Local laws and regulations governing Public Charter Schools and their operation, and developing the guiding principles driving Remsberg Preparatory Charter Schools and all its subsidiaries. Remsberg Education, Inc., working through the RE/RPCS Governing Board, will provide operational oversight of managerial responsibilities for Remsberg Preparatory Charter School.

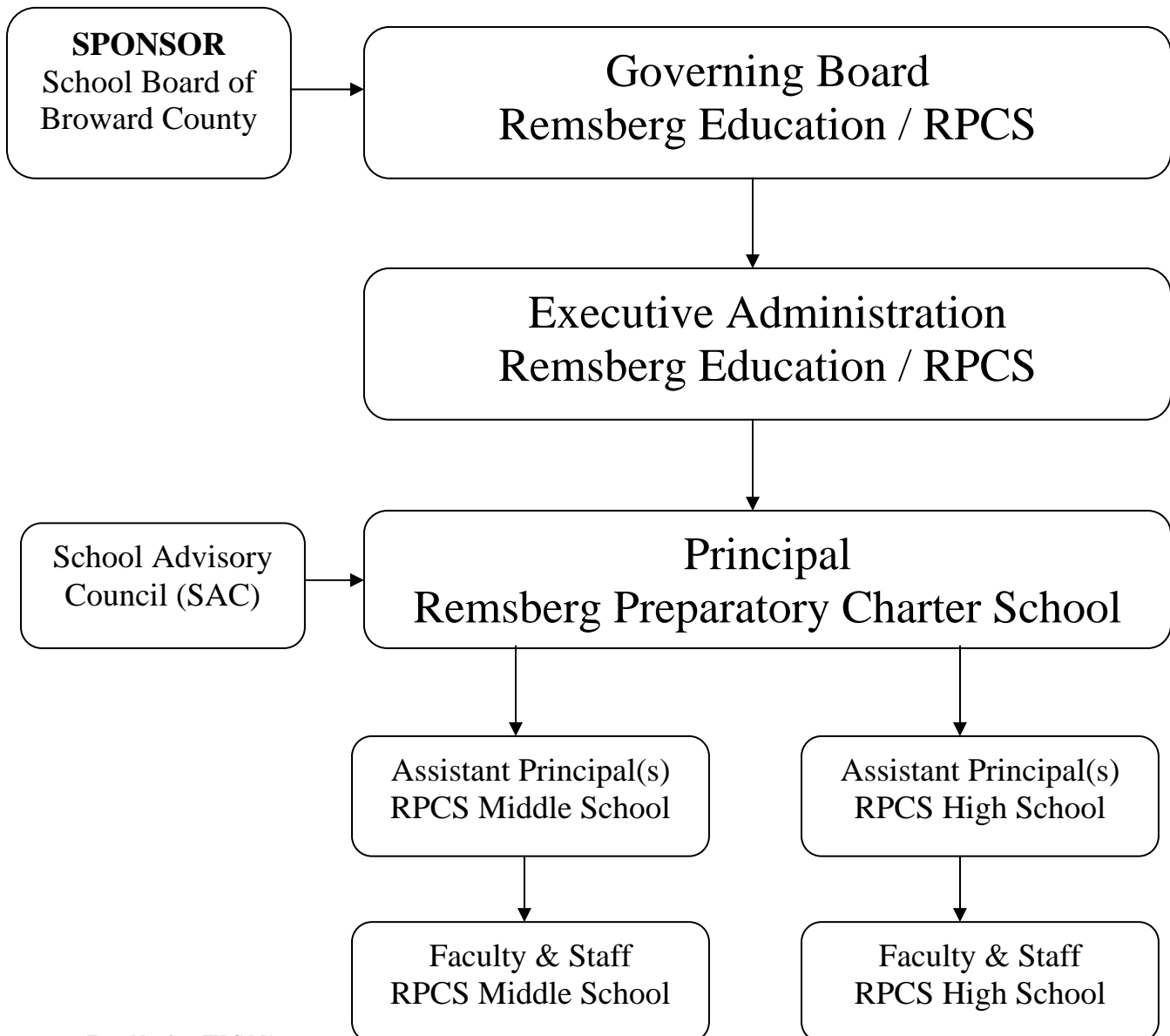
RE/RPCS Governing Board will be responsible for the management and oversight of Remsberg Preparatory Charter School educational and operational policies and programs in accordance with Federal, State of Florida laws and SBBC Educational Guidelines, Policies, and Regulations.

The RE/RPCS Governing Board will have the responsibility for the activities and affairs of Remsberg Preparatory Charter Schools, including management of the school and for providing continuing oversight of school operations. All administrative authority and functions shall be exercised by the RE/RPCS Governing Board. The RE/RPCS 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.

REMSBERG PREPARATORY CHARTER SCHOOL

ORGANIZATIONAL CHART



Remsberg Education / Remsberg Preparatory Charter School (RE/RPCS) Governing Board:

The RE/RPCS Governing Board is the body that oversees the operations and educational programming of Remsberg Preparatory Charter Schools. School policies are reviewed by the RE/RPCS Governing Board for final approval. The RE/RPCS Governing Board is also the authoritative body with responsibility for annual performance review, reappointment and hiring and approval of administrative personnel. Responsibilities of the RE/RPCS Governing Board include but are not limited to the following:

- assure adherence to all local, state and federal laws, rules, and regulations governing charter school operation
- oversee RPCS Middle and High School curriculum and program, development and direction
- provide financial and budgetary oversight of RPCS
- manage the operational aspects of the RPCS school site

Remsberg Education / Remsberg Preparatory Charter School (RE/RPCS) Executive Administration:

RE/RPCS Executive Administration, under the direction of the RE/RPCS Governing Board, is dedicated to developing language and practices to facilitate the educational operations of the Remsberg Preparatory Charter School. By providing operational guidelines, administering managerial services, working as the principal body between federal and state agencies, and managing logistical concerns, RE/RPCS Executive Administration allows Remsberg Preparatory Charter School Administration, Faculty, and Staff to focus on the processes of teaching and learning, monitoring student performance, and maintaining a continuous improvement model regarding teaching, learning and student performance. RE/RPCS Executive Administration responsibilities include but are not limited to the following items:

- developing policy language and submitting it to the RE/RPCS Governing Board for review and approval
- developing RPCS operating budgets and submitting it to the RE/RPCS Governing Board for review and approval,
- developing and administering contracts and submitting it to the RE/RPCS Governing Board for review and approval,
- overseeing school-based operations,
- implementing and executing RE/RPCS Governing Board directives.

Remsberg Preparatory Charter School Principal and Assistant Principals:

Remsberg Preparatory Charter School's on site administration ensures the operations of the RPCS (resources, courses, policies) are in accordance with the mission and vision of the RE/RPCS Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the daily operations of the School. The faculty and staff will be charged with carrying out these procedures as a part of their daily activities and interactions with students, parents and the community. RPCS Principal candidates are selected by the RE/RPCS Executive Administration and approved by the RE/RPCS Governing Board. The principal's responsibilities include but are not limited to the following:

- Responsible for all aspects of RPCS Middle and High School operations within the scope of policies and procedures and budgetary functions as adopted and approved by the RE/RPCS Governing Board.
- Responsible for hiring, evaluation, supervision, and termination of RPCS Middle and High School faculty and staff in accordance with fair hiring policies, equal employment guidelines and state regulations.

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 RE/RPCS Governing Board oversees the operations and educational programming of Remsberg Preparatory Charter School. All RPCS Middle and High School policies are reviewed by the RE/RPCS Governing Board for final approval. The RE/RPCS Governing Board is also the authoritative body with responsibility for annual performance review, reappointment and approval of school-based administrative personnel appointments. Responsibilities of the RE/RPCS Governing Board include but are not limited to the following:

- Review and approval of final budgets, including budget amendments, oversights, and audits.
- Review and approval of educational policies, procedures, and practices.
- Serve as the terminal appellant body with regards to grievances and appeals.
- Provide operational oversight of Remsberg Preparatory Charter School.
- Establish academic direction of Remsberg Preparatory Charter School.
- Approve all policies and procedures used at the school (procurement authority, non-discriminatory hiring and retention, enrollment, etc.)
- Adherence to Florida Government in the Sunshine Laws

- Review of student discipline procedures and appeals
- Review and approval of negotiated contracts
- Ensure compliance of operations in accordance with Florida laws, Florida Department of Education regulations, Florida Charter School policies, and terms of School Board of Broward County (SBBC) Charter Contract
- Additionally, per Section 1002.33(9)(j), F.S., the governing body of the charter school shall be responsible for:
 - Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the RPCS Governing Board.
 - Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan (if necessary).
 - Monitoring a corrective action plan or financial recovery plan (if necessary) in order to ensure compliance.
 - Participating in approved governance training which must include government in sunshine, conflicts of interest, ethics, and financial responsibility.

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.

RE/RPCS Governing Board will develop and approve by-laws and operational guidelines covering board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings within 60 days of Remsberg Preparatory Charter School application approval by the SBBC. The proposed by-laws for the RE/RPCS Governing Board are in Appendix F: Proposed By-Laws.

RE/RPCS GOVERNING BOARD SEAT DESCRIPTIONS

	NOMINATED BY	APPROVED BY	TERM
SEAT 1	RE/RPCS Executive Administration	RE/RPCS Governing Board	3 YR
SEAT 2	RE/RPCS Executive Administration	RE/RPCS Governing Board	3 YR
SEAT 3	RE/RPCS Executive Administration	RE/RPCS Governing Board	3 YR

- 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.)

As the Charter School application is developed and submitted for approval, the founding group will transition into an appointed RE/RPCS Governing Board. The election and appointment cycle will be set as outlined in the RE/RPCS Governing Board bylaws. The RE/RPCS Governing Board is committed to ensuring that any and all newly elected members will support the founding vision, maintaining continuity between the founding group and any subsequent board members who may be appointed or 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.

The RE/RPCS Executive Administration will recruit members as vacancies arise in accordance to the RE/RPCS Governing Board by-laws and will endeavor to fill vacancies with individuals commit to forwarding the mission of Remsberg Preparatory Charter School. All RE/RPCS Governing Board members will agree to oversee the operational policies, and ensure academic accountability and financial solvency of the school, participate in charter school governance training and successfully undergo a background screening by the Sponsor, as specified by law.

Governance Training: All RE/RPCS 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 or another approved vendor will provide this training.

Human Resources Training: The RE/RPCS Governing Board members will undergo annual training in the area of Human Resources. The training will cover 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.

SEAT 1 –

Armondo Roig

- Dr. Roig is a practicing physician with a background in medical laboratory technology. He is a member of the South Florida medical community and brings familiarity with the South Florida business and medical communities.

SEAT 2 –

Mary Ellen Fowler

- Ms. Fowler brings 30 years of educational experience at the high school and district level inside of the SBBC. She brings to the Board experiences in Career Technical Education, grant writing, staff development, and school accreditation.

SEAT 3 -

Egle Gallagher

- Mrs. Gallagher contributes 30 years of educational experience as a high school administrator and advocate of school reform. She provides experience on instituting school reform initiatives, monitoring student progress, and measuring school performance.

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

The Remsberg Preparatory Charter School Principal is charged with the school-based decision making authority. Disputes with policies, procedures and decisions at the school level can be appealed to the RE/RPCS Executive Administration. Further appeals may be made to the RE/RPCS Governing Board. The RE/RPCS Governing Board is the terminal appellant body of Remsberg Preparatory Charter School. Positive relations between the School and its parents and families are a primary concern, for that reason, every effort will be made to handle disputes in the most positive manner possible. The following steps have been outlined in order to facilitate resolution of such issues:

1. Make appointment through the guidance department to clarify issue and meet with student's teacher;
2. Make appointment to clarify issue with school administration;
3. Make appointment to clarify issue with school principal;
4. Make appointment to clarify issue with RE/RPCS Executive Administration;
5. Make appointment and meet with RE/RPCS Governing Board at a scheduled meeting to present issue;
6. RE/RPCS Governing Board renders final decision.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner, provide the following information:

I. Name of the partner organization.

Not Applicable

J. Name of the contact person at the partner organization and that person's full contact information.

Not Applicable

K. A description of the nature and purpose of the school's partnership with the organization.

Not Applicable

L. An explanation of how the partner organization will be involved in the governance of the school.

Not Applicable

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.

Detailed Job Descriptions are outlined in Appendix D of this application. Final Job Descriptions will be reviewed, amended, and approved by the RPCS Governing Board.

School-based Administration

Principal, shall be; (a single position over the Middle and High School programs)

- responsible for all school-based activities associated with instruction and management.
- responsible for all school-based logistical and managerial operations
- serves as the instructional leader of the school and sets the educational process supporting school mission
- serves as the primary liaison between the Governing Board and the School site

Vice- Principal, shall be; (a single position serving the Middle and High School programs)

- subordinate to the Principal, oversees school-based, day to day logistical and managerial operations
- In absence of the Principal, serves as school site administrator

Assistant Principals are, (multiple positions within Middle and High School programs)

- subordinate to the Principal
- responsible for the school-based educational and instructional process
- responsible for direct supervision of instructional personnel
- responsible for direct supervision of students

Specialists

Dean of Students / Behavioral Specialist

- supports student behavioral management
- administrates student discipline and applies the student code of conduct in accordance with state, county, and school rules and regulations
- tracks student behavioral data
- chairs the RTI process

Remsberg Preparatory Charter School Application

- works with guidance department to align and track student support services and interventions with student needs

Guidance Director

- oversees the school-based guidance department
- administrates student course scheduling
- administrates national, state and district testing schedule
- serves as instructional liaison between students, parents, and instructional staff

ESE Specialist

- schedules ESE student courses in accordance with Individual Education Plans
- monitors compliance with Federal, State, and county rules and regulations concerning IDEA and Exceptional Student Support
- provides instructional support and staff development to instructional staff
- updates and maintains ESE student records in compliance with federal state and county regulations
- aligns ESE student support services with individual student needs as outlined by identified student needs and student IEP

ESOL Specialist

- schedules ESOL student courses in accordance with individual student language classification
- monitors compliance with Federal, State, and county rules and regulations concerning the META Consent Decree.
- Provides instructional support and staff development to instructional staff
- Updates and maintains ESOL student records in compliance with federal state and county regulations
- aligns ESOL student support services with individual student needs

Instructional Staff

Teachers

- implementation of teaching strategies
- assessment, evaluation, instruction of students

B. Outline the criteria and process that will be used to select the school's leader.

The Principal is selected, vetted, and approved by the RE/RPCS Governing Board

- A vacancy in the Principal position is advertised online, in the newspaper, on the school website, and through professional publications.
- The Principal position is evaluated annually by the RE/RPCS Governing Board
- The termination of the Principal position may be recommended and approved by RE/RPCS Governing Board through processes defined in the by-laws.

Principal hires all other school based staff

- Assistant Principals
- Teachers
- Support staff
- Clerical, custodial, security
- All staff are evaluated annually

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.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Projected Middle School Enrollment (6 th – 8 th)	300	375	400	425	439
Projected High School Enrollment (9 th – 12 th)	357	631	895	981	1055
Projected TOTAL School Enrollment	657	1006	1295	1406	1494

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers	25	37	47	52	56
ESE Teachers	1	2	2	3	3
Gifted Teachers	1	2	2	2	2
Other Teachers	5	10	11	11	12
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1
Assistant Principal	1	3	4	4	4
Guidance Counselor	2	4	4	4	4
Curriculum Specialist	1	1	2	2	2
Media Center Specialist		1	1	1	1
IT Specialist	1	1	2	2	2
Vice Principal		1	1	1	1
Guidance Director	1	1	1	1	1
Dean		1	1	1	1
ESE Specialist	1	1	1	1	1
Secretary	2.5	3	4	4	4
Office Assistant		1	2	3	3
Data Prep Clerk	1	1	1	1	1
Maintenance 1	1	1	1	1	1
Maintenance 2		1	1	1	1
Security 1	1	1	1	1	1
Security 2		1	2	2	2
Other 5 (Lunch)	1	1	1	1	1
Other 6 (Lunch)	1	1	1	1	1
Total Employees	48.5	78	95	102	107

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

Recruitment Plan:

Remsberg Preparatory Charter School will develop a comprehensive plan to attract and recruit highly qualified educational professionals. All instructional staff will be certified as required by s. 1012, F.S., Remsberg Preparatory Charter School will ensure all faculty members are highly qualified and match the learning needs of its

students. Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be "highly qualified" to teach in the school.

- Positions are advertised locally and nationally to ensure recruitment of certified candidates.
- Recruitment efforts will include published advertisements in professional journals and in electronic publications on education professional web sites.
- Remsberg Preparatory Charter School will maintain an employment opportunities announcement and contact information on the official school web site.
- Principal advertises for all school-based positions
- Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial and ethnic background of the school community.
- In accordance with federal and state anti-discrimination laws, and in accordance to Florida statute, the school will not discriminate on the basis of race, gender religion, national or ethnic origin, sexual orientation or exceptionality.

Selection procedure

- RE/RPCS Governing Board will select candidates for vetting and approval.
- Principal advertises, interviews, and hires all other school based staff

Professional Development

- Curriculum Leadership team develops RPCS Professional Development plan
- Teachers have Individual a Professional Development Plan (PDP) based on student performance indicators and School Improvement Plan Goals.
- Experienced teacher mentors are provided for all new teachers
- All teachers will participate in Professional Learning Communities to develop a continuous improvement process and an environment focused on teaching and learning.

Section 11: Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP)²:

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

NOT APPLICABLE

B. 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).

NOT APPLICABLE

C. 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.

NOT APPLICABLE

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.

NOT APPLICABLE

E. 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.

NOT APPLICABLE

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

NOT APPLICABLE

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

NOT APPLICABLE

² 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.

Section 12: Human Resources and Employment

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

COMPENSATION PLAN

- All employees of RPCS will be privately employed by Remsberg Education Inc, a non-profit corporation. Employees are privately employed by Remsberg Education Inc., and are not eligible to participate in the Florida Retirement System (FRS).
- All staff, instructional and non-instructional, will not be subject to employee collective bargaining, which will be indicated in the employee contract. All staff will be hired on a year to year basis with contract extensions recommended on an annual basis. All employees will be hired on a 3 month probationary basis. An employment agreement will be signed by each employee outlining positional expectations, monetary and non-monetary compensation and terms of employment.

TEACHERS

- All instructional staff are hired on a 196 day calendar.
- RPCS teachers will hold subject are certification in accordance to FLDOE rule 6A-1.0503: Definition of Qualified Instructional Personnel and 1002.33(12)(f): Charter School Employees. All teachers will either hold or be eligible for certification in the field in which they teach. Teachers teaching in a field outside of their certification will be required sign notification of their out-of field status, receive approval by the RPCS Governing Board in accordance with state policies and make suitable progress towards in-field certification as outlined by FLDOE and Charter School policies. RPCS will monitor the progress of all out-of-field teachers towards earning in-field certification and notify the parents of students being taught by the out-of-field teacher of their status in accordance with out-of-field waiver policies.
- Starting salaries, as assumed in the schools budget, are based on projected average starting teacher salary levels, with potential exceptions made for an individual's experience, degree(s), past employment history and unique qualification.

ADMINISTRATORS (Vice Principal and Assistant Principals)

- School based Administration will be hired on a 216 day calendar.

- All administrative personnel will be certified school administrators in accordance with Florida DOE certification policies..
- Starting salaries, as assumed in the schools budget, are based on a projected average starting salary levels, with potential exceptions made for an individual's experience, degree(s), past employment history and unique qualifications.

PRINCIPAL

- Principal is hired on a 246 day calendar.
- All administrative personnel will be certified school administrators in accordance with Florida DOE certification policies.
- Starting salary, as assumed in the schools budget, is based on a starting salary including exceptions made for degree(s), past employment history and unique qualifications.

NON-INSTRUCTIONAL STAFF

- Based on specific jobs, non-instructional staff are hired on one of the standard calendars aligned with the positional expectations.
- Starting salaries are commiserate with position, calendar, supervisory responsibilities, past employment history, and unique qualifications.
- sick/personal days will be specifically discussed as part of individual contracts and will be based on the employment calendar.

BENEFITS:

All full-time and certain part-time employees will have the option to participate in each of the following benefit programs:

- Health / Dental / Vision / 401K / Life insurance option

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.

Specific language concerning participation in staff development will be covered in all instructional contracts and the employee handbook and will include, but not be limited to the following time periods:

- pre- and post-planning days
- early dismissal and late start days

Remsberg Preparatory Charter School Application

- end of semester planning days
- outside of calendar times

The RPCS Staff Development Calendar will be developed by the school-based administration and reviewed and approved by the RPCS Governing Board.

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.

Remsberg Preparatory Charter School will utilize multiple methods intended to reach all potential students populations. These methods will include, but not be limited to:

- Direct mail
- School website
- Email
- Radio, television, and print media
- Community publications and outreach
- Public community meetings
- Telephone solicitation
- Word of mouth

- 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.

Remsberg Preparatory Charter School will make additional efforts to reflect the ethnic and demographic composition of the community within the student recruitment process. These efforts will include, but not be limited to:

- Alternative language advertising (Spanish, French, Creole)
- Target alternative language publications and broadcast media
- Attendance and representation at local cultural events
- Direct contact with cultural community leaders and organizations

- 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.

Remsberg Preparatory Charter School will advertise an enrollment period. All applications received during this period will be treated as though received on the same day. All applications received after the close of the enrollment period will be placed in the next available seat for that grade level in the order they are received. Applications will not carry over from year to year and new applications will be required for each subsequent year.

If the number of applicants exceeds the capacity of a program, class, grade level, or building, the School will employ a random selection process (lottery) that gives all applicants an equal chance of being admitted. All lotteries will be conducted in a manner that ensures each eligible student receives an equal chance of being selected. Applicants will be selected in random order until all applications have been ordered. Preference will be given to siblings of students already enrolled in the Charter School, a Governing Board member's child, and to a child of an employee of the School. Students in a preference group will be moved to the top of the list in the order of their selection.

In order (with consideration of any applicable preference), applicants will be offered admission until capacity targets have been reached. The remaining students' names will be placed on a waiting list in the order in which their name was selected. Once all grades are filled, any additional students who register shall be placed at the end of the waiting list on a first come, first served basis.

If a student selected by the lottery does not register or chooses not to attend the School or is non-responsive, the first person on the waiting list will be given the opportunity to register. This procedure will continue throughout the school year. The waiting list will only be in effect for one school year; students on a waiting list must reapply each year for open spaces in RPCS.

RPCS Recruitment and Enrollment Timeline	
October 1, 2013	Begin marketing campaign
November 1, 2013	Begin open enrollment period
March 1, 2014	Application deadline for open enrollment period
March 10, 2014	Conduct lottery (if necessary)
March 15, 2014	Inform students of enrollment status
March 2 , 2014	Ongoing enrollment (waitlist)

- 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.

RPCS will have a family contract requirement for enrollment. Failure to meet the stipulations outlined in the parent/family contract will result in revocation of enrollment status. The family/parent contract will include, but not be limited to the following major areas:

- Parental volunteer hour requirement
- Student attendance requirement
- Student behavioral contract

- E. Explain any other efforts to encourage parental and community involvement, if applicable.

RPCS will conduct regular parent/teacher/school meetings as developed by the School Advisory Council (SAC) and the RPCS Governing Board in addition to content specific school or grade level meetings.

III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

- A. Describe the proposed facility, including location, size and layout of space.

NOT APPLICABLE

- 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.

NOT APPLICABLE

- C. Describe how the facility will meet the school's capacity needs for students to be served.

NOT APPLICABLE

- 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.

NOT APPLICABLE

- 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?

NOT APPLICABLE

If the site is not acquired:

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

Remsberg Preparatory Charter School expects to renovate an existing 25,000 - 50,000 square foot facility. The facility site should be able to expand through a phased renovation process to an eventual 70,000 to 90,000 square foot facility based on the 5-year RPCS student growth model in this application (see cover page). The renovation design will include a state-of-the-art facility with integrated technology including rooms designed and equipped for science, career tech, music, and athletics. The final building design is anticipated to include total of 60 - 70 standard classrooms, accommodating 1400-1650 students in grades 6-12. Facility considerations will include a cafeteria area, administrative offices, multi-purpose area, media area, athletic areas, and auditorium.

The current facility planning includes consideration of a multi-year phased renovation model. This will allow for assessment of community opinion to better align the facility design to actual enrollment and program needs.

RPCS will minimize the facility footprint by using a multi-storied structure with classroom wings extending from a central administrative area. Integrated cafeteria and athletic areas will maximize use of space and minimize overall facility footprint. Overall facility design will be anticipated within the multi-phased renovation process to minimize pre-construction time and overall cost.

Confirmation of the exact location of RPCS will be based on final Approval of the RPCS Charter School Application. Several prospective sites are under consideration and evaluation in central West Broward. The Governing Board will consider the best interests of the community, local schools, and students when selecting the final location.

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.*

Remsberg Education, Inc. has identified several potential sites to accommodate the needs of RPCS. Remsberg Education, Inc. has consulted with a builder specializing in the design, renovation, and construction of charter schools, who has built several operating schools in Broward, Dade, and Palm Beach counties. The builder is experienced in adequacy and safety issues relating to charter school construction, including but not limited to:

- Type E Certificates of Occupancy for educational facilities in accordance to Florida Statute Section 1002.33(17)(a)(5)
- Florida Building Code as it relates to New Educational Facilities pursuant to chapter 553
- Traffic pattern development and approval per the Broward County Traffic Engineering department
- Florida Fire Prevention Code pursuant to chapter 633
- Equal access and compliance with the Americans with Disabilities Act (ADA) and Section 553, Part II, 553.501 through 553.513 of Florida Statute
- Financing
- Municipal, County and State zoning and permitting,
- Governmental approval processes, including but not limited to:

Remsberg Preparatory Charter School Application

- Asbestos testing and abatement, in compliance with the Asbestos Hazard Emergency Response Act (AHERA) 40 CFR, Part 763
- Radon and lead testing, in compliance with Florida Administrative Code, Section 10D-91.1303-1321
- State of Florida Department of Health (Chapter 64E) requirements regarding general health, sanitation, food services, drinking water, and sewer/sanitary standards

All facilities will meet or exceed local, state, and federal educational and equal access laws, rules, and regulations.

Facility costs have been estimated based on full construction bids and prior experience of the builder. All renovation costs are assumed by the builder, including land acquisition, design, zoning and permitting, construction, and initial FF&E. These expenses will be assumed in the RPCS lease agreement with the builder. The builder has reviewed RPCS revenue projections and the overall business model and advised that lease costs for the first five years should be estimated at 12-13% of student FTE. This structured lease, based on FTE and enrollment, will allow for increased cash flow in the first three years of operations by not overwhelming the RPCS budget. The contract between Remsberg Education Inc. and the builder will be finalized pending final approval of charter school application and formal constitution of the Remsberg Education Governing Board.

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

Remsberg Preparatory Charter School intends to locate in an existing facility, designed and renovated to meet the needs of students, parents, staff, and community. Remsberg Education, Inc. will work with local realtors and the builder to identify sites that are available and suitable for the intended use. The final site selection will be made through collaboration with Remsberg Education Inc., RPCS Governing Board, and the builder.

DATES	TASK
June - September 2013	<ul style="list-style-type: none">• Design architectural and engineering plans with builder and Governing Board
August - October 2013	<ul style="list-style-type: none">• Seek charter approval• Work with builder to begin due diligence on facility site (i.e. review permit requirements, zoning, renovation needs, etc.)
October 2013	<ul style="list-style-type: none">• Finalize builder contract and lease agreement

Remsberg Preparatory Charter School Application

December 2013 - January 2014	<ul style="list-style-type: none">• Finalize building design• Submit plans for zoning and permitting• Submit Traffic plan to Broward Traffic Engineering for approval• Begin Phase 1 construction/renovation
February - April 2014	<ul style="list-style-type: none">• Continue construction/renovation• Environmental testing per regulations (Radon, Lead, Asbestos, air quality etc.)• Identify and order furniture, fixtures, and equipment (FF&E) needs for July arrival
May - July 2014	<ul style="list-style-type: none">• Complete Phase 1 construction/renovation• Inspections completed• Receive asbestos certificate• Receive Type E Certificate of Occupancy

I. Describe the back-up facilities plan.

Should the Remsberg Education Governing Board determine by February 15, 2014 that a realistic plan for securing a facility for the start of the 2014 academic-year is not attainable, the Governing Board will notify the District of its intentions between the options listed below:

OPTION 1 - Based on RPCS Governing Board assessment of site development and anticipated occupancy date, the RPCS Governing Board, per Florida Statute, Section 1002.33 (17)(a)5 may opt to seek a temporary alternative site that complies with the same safety codes and standards and qualifies for the same Type E Certificate of Occupancy as the permanent educational facility described in Section 14(I) of this application.

OPTION 2 - Based on RPCS Governing Board assessment of site development and anticipated occupancy date, the RPCS Governing Board will notify the District and request a one-year deferral of school opening.

J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

Remsberg Education Governing Board will provide in the facility design sufficient classrooms and classroom space to meet Florida's constitutional class size requirement for

projected enrollment. RPCS Governing Board will provide in the staffing design and budget sufficient teacher to meet Florida's constitutional class size requirement for projected and actual enrollment. RPCS enrollment will not exceed the facility's ability to accommodate the appropriate ratio of students per core class. (25 students per core class in grades 9-12 and 22 students per core class in grades 6-8)

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.³

Remsberg Preparatory Charter School expects that the majority of students will be transported by parents, individually or as members of a carpool. In conformity with 1002.33, F.S., Remsberg Preparatory Charter School will ensure that transportation will not be a barrier to equal access of students. In circumstances where transportation becomes a barrier Remsberg Preparatory Charter School will explore and implement transportation options including but not limited to the use of Broward County Public School Transportation and/or the use of approved licensed private vendors that will meet the requirements of Florida law. For students qualified as ESE and requiring specialized transportation, RPCS will use Broward County Public School Transportation and/or approved licensed private vendors that will meet the requirements of Florida law.

³ 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)

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.

Remsberg Preparatory Charter School will participate in the National School Lunch Program for free and reduced priced meals. RE/RPCS Governing Board will authorize and initiate the NSLP application process upon the approval of the Charter School application. RPCS will adhere to the State of Florida guidelines for all food services and provide free and reduced meals for students meeting federal and state eligibility requirements. All qualified students will be provided the opportunity to complete necessary forms at the beginning and throughout the school year. RPCS will assist and facilitate the application process for families of enrolled students.

Food services will be outsourced to licensed private vendors who must meet all local, state and federal guidelines. All private food vendors will be overseen by RPCS Food Service managers, familiar with the process of food services, local and state reporting requirements and the requirements of the Federal, National School Lunch Act (42u.s.c.1751(b)(2)(c)) and Department of Health regulations. Required health inspections will be conducted by the appropriate state and local regulatory agencies. The principal will be responsible for oversight and compliance.

RPCS will develop a Request for Proposal to solicit local food service agencies, to provide food services in compliance with the Federal, National School Lunch Act (42u.s.c.1751(b)(2)(c)) and Department of Health regulations. RPCS will include in the facility design a cafeteria and kitchen with appropriate food storage, preparation, warming and serving equipment to meet the needs of the RPCS student population and adhere to all local, state and federal laws, rules and regulations.

Supplemental revenue associated with Food Services has been conservatively estimated based on comparative participation and enrollment at similar local district middle and high schools. A projected participation of 50% of the enrolled RPCS student body in the school lunch program was used to determine supplemental income projections. Revenue projections represent an average per student estimate of the fees and contributions remitted to RPCS. All expenses associated with the operations of RPCS food services are assumed by the licensed third-party food service vendor, and are not components of the RPCS projected budget with the exception of salaries for RPCS Cafeteria Manager and Assistant Manager and NSLP contributions, as identified in the RPCS budget.

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 B - Budget

- B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and an 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.

Remsberg Education, Inc. has met with and obtained preliminary backing, pending charter application approval, from Charter School Capital (225 SW Broadview Suite 300, Portland, OR, 97205) to cover the start-up budget and cash flow needs for the planning year. In principle, Charter School Capital has committed to providing \$200,000 in funds for the start-up period (10/13 to 6/14). Charter School Capital is a nation-wide funding source for new and existing charter school organizations. The funding support Letter of Intent from Charter School Capital is included in Appendix B. Although not included in the proposed budget, upon charter school application approval Remsberg Education, Inc. may seek additional funding sources through traditional bank loans, lines of credit, and grants.

RESMBERG PREPARATORY CHARTER SCHOOL START-UP STAFFING

	10/13	11/13	12/13	01/14	02/14	03/14	04/14	05/14	06/14
School Staff									
Secretary	1	1	1	1	1	1	1	1	1
Executive Director			1	1	1	1	1	1	1
Data Clerk			1	1	1	1	1	1	1
Principal					1	1	1	1	1
Principal Secretary					1	1	1	1	1
Guidance Director						1	1	1	1

START-UP PERIOD STAFFING BUDGET

Narrative Description of Start-Up Staffing summarized in the above table and extracted from Budget documents in Appendix B.

- Staff: Expenses are based on the staggered acquisition of full- and part-time personnel projected from anticipated needs (marketing, student and teacher recruiting, curriculum development and scheduling). The Executive Director start-date is based on final charter school application approval, anticipated in December 2013. A part time secretary will be hired in October 2013, to work with the Board on the development, organization, and implementation of the Remsberg Preparatory Charter School marketing plan.

START-UP BUDGET NARRATIVE

The following narrative describes fund allocation for the Planning year as documented on the complete budget and Planning Year Cash Flow documents in Appendix B.

BASIC INSTRUCTION

- Staff Expenses: Based on Planning Staffing assumptions described above.
- AV Materials: Items used in the marketing and recruitment of prospective RPCS students.

BOARD EXPENSES

- Professional technical services: Legal and Accounting expenses associated with finalization of organizational contracts and other legal needs of the Board during the start up phase of RPCS (501c3 application, employment contracts, vendor contracts including builder and other service providers).
- Travel: Expenses associated with Board meetings and related travel expenses.
- Supplies: Expenses associated with Board meeting documentation, copying, publication, etc.

SCHOOL ADMINISTRATION EXPENSES

- Staff Expenses: Based on Planning Staffing assumptions described in preceding narrative.

- Professional Technical Services: Expenses associated with board of governors and initial staff processing to include fingerprinting and background checks.
- Communications: Expenses associated with postage for marketing, parent communication, and business communication.
- Other Purchased Services: Expenses associated with marketing and advertising for student recruitment and retention.
- Furniture, Fixtures- Capitalized: Expenses associated with furnishing the temporary office space which includes furniture and copiers.
- Computer Hardware - Capitalized: Expenses associated with technology purchases for the temporary work space.
- Computer Hardware (Non-Capitalized): Expense allocation to be used to acquire temporary office space during construction. These expenses include rent and associated utilities.
- Computer Software: Expenses associated with computer software purchases and licensing fees for the temporary workspace.

OPERATION OF PLANT

- Supplies: Expenses associated with general office and custodial supplies for the temporary workspace.

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

The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

REMSBERG EDUCATION OPERATIONAL AND START-UP BUDGET

Remsberg Education, Inc. and Remsberg Preparatory Charter School, as part of the charter school mandate, will explore and use non-traditional methods and resources to meet, mitigate, and offset operational expenses. These practices will allow a greater portion of FTE revenue to directly support student instruction and learning. The flexibility of charter school programming to utilize alternative methods to meet operational and instructional needs is essential in providing comparable District-level services to RPCS students while reducing the direct cost of instruction. These savings are represented in assumptions and expenses outlined in the RPCS budget, see Appendix B, as shown by the use of third-party providers, the leasing of technology and furniture, and reliance on internet based academic resources.

(The following descriptions are a narrative for APPENDIX B.3 RPCS Assumptions and calculations for Budget)

ENROLLMENT AND STAFFING

Enrollment Estimates: Revenue projections for RPCS are based on the Florida Department of Education Revenue Estimation Worksheet which is integrated into the budget worksheet, see Appendix B. Year 1 maximum capacity at RPCS is based on grades 6 through 10 at 110 students per level in grades 6 through 8 and 200 students per level in grades 9 and 10. Years 2 and 3 demonstrate the progressive addition of 11th and 12th grade classes in addition to incremental grade level enrollment increases. Years 4 and 5 demonstrate yearly enrollment increases to a Year 5 maximum capacity of 154 students per level in grades 6 through 8 and 300 students per level in grades 9 through 12. For budgeting purposes, enrollment is assumed at 90% of maximum capacity.

Special Populations: Revenue projections for RPCS based on special populations including ESE, Gifted, and ESOL students were calculated from published Broward County School Board averages for surrounding innovation zone schools.

Staffing Assumptions: Staffing at RPCS is driven by Florida's Constitutional Class Size Reduction (CSR) Amendment. It is assumed that teachers at RPCS will teach 6 classes out of a 7 period day. Students will be enrolled in 4 core classes falling under the CSR requirement and 3 non-CSR classes (which are capped at 35 students). In addition to full-time instructional staff, RPCS will retain instructional support staff, including Reading Specialists, ESE Support Facilitators, Gifted Endorsed Teachers, and Core-Curriculum Coaches. RPCS will also utilize part-time instructional staff to supplement student support services and elective programming. RPCS instructional and non-instructional salaries and hourly wages were created to be competitive with Broward County and State of Florida standards.

Employer/Payroll Costs: All employee benefit percentages were calculated based on standard values for the State of Florida.

Supplemental Payments: RPCS allocated money to fund teacher stipends for curriculum developers, extra-, co-curricular program sponsors, special student needs, service learning, and technology support. RPCS will offer limited intermural athletic program based on student interest.

INCOME DECISIONS

FTE Revenue: FTE revenue based on projected enrollment is available to charter schools beginning July 1 of the new fiscal year and is paid out in monthly increments. FTE revenue estimations are based on assumed enrollment and historical FTE distribution schedules from the State of Florida.

Financing: Remsberg Education, Inc. has met with and obtained preliminary funding, pending charter application approval, from Charter School Capital (225 SW Broadview Suite 300, Portland, OR, 97205) to cover the start-up budget and cash flow needs for the planning year. In principle, Charter School Capital has committed to providing \$200,000 in funds for the start-up period (10/13 to 6/14). Charter School Capital is a nation-wide funding source for new and existing charter school organizations. The funding support Letter of Intent from Charter School Capital is included in Appendix B. Repayment for the loan will begin in Year 1 as interest only payments. Beginning in Year 3, repayment will include both principal and interest for the remainder of the loan agreement.

FACILITIES DECISIONS

Building Costs: RPCS is working with MG3 Development Group to design and construct the physical plant of RPCS. RPCS and MG3 calculated building costs based on the assumed enrollment of the school. Overall building size was estimated using the standard assumption of 55 square feet per student. Total estimated annual building costs were calculated at an annually increasing cost per student beginning in Year 1 at \$700/student and capping at \$1000/student in Year 4. This payment structure allows for lower initial payments to the builder as the school grows through a phased construction plan.

Other Facilities Costs: Facility costs associated with utilities, HVAC, routine maintenance, general building supplies, and cleaning services are calculated based on square footage, student enrollment, and usage using industry standard cost assumptions.

SERVICES

District Administrative Fee: Per State of Florida charter school policy, Broward County School Board as the RPCS sponsor charges a 5% fee per student FTE for the first 250 students enrolled.

Accounting Fees: Per State of Florida charter school policy, annual auditing by an independent auditor is mandated. Auditing and accounting services expenses are calculated based on industry standards.

Legal Fees: Legal fees have been budgeted to ensure compliance with contracts and legal responsibilities.

Professional Development for Staff: As a STEM school, ongoing staff development is essential to maintaining a high standard of instruction and incorporating State of Florida educational initiatives (Common Core) into classroom practice.

Exceptional Education Services – Contract Services: RPCS will contract with third-party vendors to provide educational support programming for special need students including but not limited to speech and language, occupational, and physical therapy as required by IDEA, State of Florida, and Broward County laws, rules, and regulations.

Corporate Insurance Policy: RPCS will obtain and maintain liability/professional insurance and property/renter's insurance. These premiums are based on student enrollment and facility size using industry standard cost assumptions.

Board of Directors Expenses: These expenses are directly associated with the professional obligation, training, and travel expenses incurred as part of RPCS Board of Directors.

Transportation Services: Lack of transportation should not be a barrier for a student to attend RPCS. Expenses in this category represent the transportation of students via third-party vendor. Transportation calculations are based on a per-day cost assumption and assume 20% of enrolled students will use transportation services. The State of Florida reimburses schools for student transportation on a per-student basis, reimbursement for transportation services will be used to offset expenses in this category.

School Lunch Calculation: RPCS will provide student lunch program oversight and supervision to contracted third-party vendor(s). Federal lunch program mandates and pricing guidelines will be adhered to and maintained by RPCS supervisory staff.

Expenses in this category will be mitigated by limiting RPCS daily involvement in food preparation and service.

OTHER EXPENSES

Textbooks / Curricular materials / assessments:

- **TEXTBOOKS:** Per student expenses for textbooks. For this calculation the budget allocation is based on maximum capacity providing sufficient materials to ensure adequate student resources. This calculation allocates funds on a yearly basis for new textbooks, replacement textbooks, and new textbook adoptions to meet the growth needs of the school. RPCS will supplement the use traditional textbooks with online resources to comply with CCC agreement requirements and mitigate expenses in this category.
- **Academic Software:** An annual budget allocation for electronic textbooks and student reference materials to meet the growth needs of the school. RPCS will supplement the use traditional textbooks with online resources to comply with CCC agreement requirements.
- **Assessment:** Per student expenses for student assessments including mandated State of Florida requirements and nationally normed assessments such as the PSAT.

Technology / Equipment:

- **Copy Machine Lease:** Per student expense to acquire copy and printing services.
- **Student Computer Lease:** Per computer unit expense to lease computers for student and classroom use. Type 1 machines will be primarily classroom-based netbooks and tablets for student classroom use. Type 2 machines will be primarily classroom-based workstations for faculty and student use. The lease numbers stated on the document indicate annual increases in the total number of leased units. This planned increase will allow RPCS to approach a 1:1 student computer ratio by Year 5.
- **Administrative Computer Lease/Purchase:** Per computer unit expense to lease computers for clerical and administrative use. The lease numbers stated on the document indicate a recurring annual cost for the total number of leased units.
- **Instructional Technology:** An annual allocation of funds to maintain and replace classroom technology including smart boards, LCD projector, document cameras, wireless internet, and other classroom-based A/V equipment. Initial expenses for classroom technology will be included in the

cost of the facility by the builder. All academic classrooms will be equipped with a current standardized technology package during construction.

- IT Service provider: An annual allocation of funds to provide third-party costs for the lease and maintenance of the school server and internet systems.
- Software: Budget allocation for licensing of server, productivity, and student monitoring software.

Furniture and Classroom/Office Equipment:

- Classroom furniture lease: Per classroom unit expense to lease classroom furniture. The lease numbers stated on the document indicate annual increases in the total number of leased classroom units. This planned increase will allow RPCS to effectively furnish each classroom incrementally as the facility increases in size.
- Office furniture purchase: Annual budget allocation associated with the purchase of office furniture.
- Media Center furniture: Initial expenses for Media Center furniture, fixtures and equipment will be included in the cost of the facility by the builder.

Other General Expenses:

- Academic Supplies – per-student expense for classroom equipment, teacher supplies, paper, manipulatives, and consumables.
- Academic Dues and Fees – per-student expense for membership in national academic organizations.
- Library Books and Equipment – per-student expense to purchase student research and reference materials.
- ESE Supplies and Materials – per-student expense to supply material for gifted and ESE students.
- Professional Administrative Fees – per-student expense associated with professional background checks, screenings, and fingerprinting. A \$4,500 initial expense during the planning year was funded to be used for board of governors and initial staff processing.
- Non-Professional Administrative Fees – per-student expense associated with marketing and advertising for student recruitment and retention. An initial \$35,000 allocation for the planning year will be used for school exposure, marketing, and recruitment.
- Office Supplies and Minor Equipment – per-student expense for general office supplies.
- Administrative Dues and Fees – per-student expense allocated for membership in state and national professional educational organizations.

Remsberg Preparatory Charter School Application

- Communication Utilities – per-student expense associated with telephone and internet service.
- Communications (Postage) – per-student fee associated with postage for marketing, parent communication, and business communication. An allocation of \$5,000 during the planning year will be used to assist in marketing, recruitment, and business related activities.
- Administrative Equipment – per-student fee for purchasing office equipment such as printers and fax machines. An initial allocation of \$8,000 in the planning year will be used to acquire temporary office space during construction.

Reserve Fund: RPCS will set aside a 3% reserve fund based on the FEFP funding allocation. This money will be listed as an expense on the budget without a specific purpose.

- D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The spending priority of RPCS focuses on instruction and student learning. Additional priorities in the allocation of fiscal resources will be spent to support a safe and secure learning environment. The Governing Board will periodically review and monitor account balances, including expenditures and additional income, student enrollment, staffing, and FTE earnings to ensure school operations remain within budget restraints.

The Governing Board of RPCS will monitor the operational expenses associated with the RPCS Middle and High School programs. In circumstances where the operating budget fails to meet the fiscal needs of the school, RPCS Governing Board will have the ability to direct funds from the 3% Fiscal Reserve fund in the budget to cover necessary expenses associated with normal school operations. In the event that actual enrollment is less than the enrollment assumptions used to create the budget, RPCS Governing Board will adjust the number of instructional, administrative, and support staff to maintain a balanced budget while continuing to provide quality educational services to the students of RPCS.

- 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.

Start up period Cash Flow chart – See APPENDIX B.4

Year 1 Cash Flow chart – See APPENDIX B.5

- 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.

The current RPCS projected budget revenue assumption only reflects income derived from Charter School Capital and State of Florida FTE funding. Although not included in the projected budget, Remsberg Education, Inc. and Remsberg Preparatory Charter Schools will explore the use of other traditional and non-traditional sources of school

fundraising in an effort to offset direct educational expenses and enhance the overall learning environment, including but not limited to the following:

- Grants
- Educational partnerships
- Educational sponsorships

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.

RE/RPCS Governing Board, as the not for profit parent organization, will prepare the annual budget for RPCS. The budget will be given to the RPCS principal to develop a detailed annual budget based on school-based needs and unique program requirements. The final proposed budget will be reviewed and approved by the RE/RPCS Governing Board. The RE/RPCS Governing Board will provide fiscal oversight of the RPCS annual budget to ensure profitability and explore alternative sources of funding dollars. The RE/RPCS Governing Board will contract professional accounting services and conduct and review annual third-party audits to ensure financial resources are properly managed.

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

The RE/RPCS Governing Board will contract professional accounting services and conduct and review annual third-party audits to ensure fiduciary responsibility with public funds in accordance with State of Florida Statutes. The RE/RPCS Governing Board, as the parent organization of RPCS, will also provide fiscal oversight to ensure RPCS meets all financial obligations incurred through normal school operations. Financial tracking software will be used to record and monitor budget income and expenses, allow for real-time reporting of budget and as a basis for regular accountability monitoring by the RPCS Principal, the RE/RPCS Governing Board, and independent third-party auditors.

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

RPCS Principal and the RE/RPCS Governing Board will provide and maintain budget accountability via real-time financial tracking software. Financial, purchasing, and accounting records retained by the contracted accounting services company, the RE/RPCS Governing Board, and the RPCS Principal will be examined during the audit process to provide fiscal transparency. All entities will utilize standard business and accounting practices and software to track finances.

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

RPCS student data information will be retained through on-site student tracking software and through the SBBC TERMS database. RPCS will utilize an off-site third-party secured data

storage service as a redundant back-up of student and financial records. Hard records will be securely stored on-site in a secure, fire & water resistant location in compliance with federal, state, and local laws, rules and regulations.

- E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

RE/RPCS Governing Board is working with a number of package and ala carte providers to develop a competitive, comprehensive employee benefit program. Employees of RPCS will be privately employed and not be eligible to participate in the State of Florida FRS program. RPCS will comply with all federal, state, and local laws, rules, and regulations concerning employment, benefits, compensations, insurance, and liability. The determination of RPCS specific benefit will be finalized once the RPCS charter school application is approved.

Insurance coverage will include worker and dependant, health insurance, life, disability, vision, and dental. RE/RPCS Governing Board will obtain general liability and property insurance, and Director and Officer liability coverage through an RFP process, in compliance with all Federal, State, and Local laws, rules, and regulations.

Section 19: Action Plan

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:

- i. Identifying and securing facility
- ii. Recruiting and hiring staff
- iii. Staff training
- iv. Governing Board training
- v. Policy Adoption by Board (if necessary)
- vi. Lottery, if necessary
- vii. Student enrollment

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)

REMSBERG PREPARATORY CHARTER ACTION PLAN TIMELINE		
ACTION	start date	end date
develop site plan with builder and identify available locations	06/01/2013	10/01/2013
curriculum development	06/01/2013	06/01/2014
finalize charter school application with Founding Board	06/01/2013	08/01/2014
submit charter application to SBBC	08/01/2013	08/01/2013
Begin Governing Board training	09/01/2013	11/01/2013
RECEIVE CHARTER APPROVAL FROM SBBC	10/01/2013	10/01/2013
Negotiate / finalize contract with builder	10/01/2013	10/15/2013
Secure RPCS site with builder	10/01/2013	11/01/2013
zoning and permitting (builder)	10/01/2013	02/01/2014
marketing and school recruitment	10/01/2013	09/01/2014
meet with insurance and benefit providers	11/01/2013	02/01/2013
phase 1 construction (builder)	02/01/2014	08/01/2014
Begin student open enrollment application period	11/01/2013	03/01/2014

Remsberg Preparatory Charter School Application

hire principal	12/01/2013	06/01/2014
develop master schedule	02/01/2014	08/01/2014
Staff hiring and orientation	02/01/2014	06/01/2014
Application deadline for open enrollment period	03/01/2014	03/01/2014
Ongoing enrollment (waitlist applications – not part of lottery)	03/02/2014	09/01/2014
Conduct lottery of on-time applicants (if necessary)	03/10/2014	03/15/2014
Inform students of enrollment status	03/15/2014	03/15/2014
advertise and hire vacancies	04/01/2014	07/01/2014
advertise food service	03/01/2014	07/01/2014
advertise grounds & maintenance	03/01/2014	07/01/2014
advertise transportation (if needed)	03/01/2014	07/01/2014
teacher fingerprinting, drug tests, background check	04/01/2014	08/01/2014
staff orientation	07/01/2014	08/01/2014
staff development	07/01/2014	08/15/2014
Develop RPCS safety plan for facility	07/01/2014	08/01/2014
furnish facility	07/01/2014	08/15/2014
install technology features	07/01/2014	08/15/2014
conduct fire/safety inspections	07/01/2014	08/15/2014
Conduct environmental testing (radon, asbestos, etc.)	07/01/2014	08/15/2014
obtain TCO / CO	07/01/2014	08/15/2014
Open School (First day of school year)	08/15/2014	08/30/2014

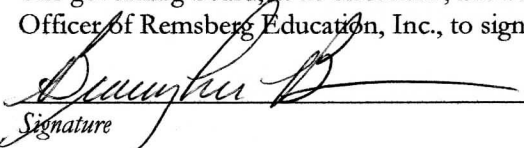
IV. STATEMENT OF ASSURANCES

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

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Remsberg Preparatory Charter School 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 Brougher Bass, Founding Board Member and Chief Executive Officer of Remsberg Education, Inc., to sign as the legal correspondent for the school.


Signature
Brougher Bass
Printed Name

7/26/2013
Date

APPENDICIES

APPENDIX A: Remsberg Education, Inc. Articles of Incorporation

**Electronic Articles of Incorporation
For**

REMSBERG EDUCATION, INC.

N11000007942
FILED
August 22, 2011
Sec. Of State
bmcknight

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:
REMSBERG EDUCATION, INC.

Article II

The principal place of business address:
1830 N UNIVERSITY DRIVE
SUITE 102-148
SUNRISE, FL. US 33322

The mailing address of the corporation is:
1830 N UNIVERSITY DRIVE
SUITE 102-148
SUNRISE, FL. US 33322

Article III

The specific purpose for which this corporation is organized is:
TO PROVIDE EDUCATIONAL SERVICES.

Article IV

The manner in which directors are elected or appointed is:
AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:
KENNETH R SPOHN
2949 NW 120TH WAY
SUNRISE, FL. 33323

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: KENNETH R SPOHN

N11000007942
FILED
August 22, 2011
Sec. Of State
bmcknight

Article VI

The name and address of the incorporator is:

KENNETH R SPOHN
2949 NW 120TH WAY

SUNRISE, FL 33323

Electronic Signature of Incorporator: KENNETH R SPOHN

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: SP
KENNETH R SPOHN
1830 N UNIVERSITY DRIVE SUITE 102-148
SUNRISE, FL. 33322

Title: SP
BROUGHER D BASS
1830 N UNIVERSITY DRIVE SUITE 102-148
SUNRISE, FL. 33322

Title: SP
JAMES R PAYNE
1830 N UNIVERSITY DRIVE SUITE 102-148
SUNRISE, FL. 33322

Article VIII

The effective date for this corporation shall be:

08/21/2011

APPENDIX B: BUDGET

APPENDIX B.1	RPCS 5-year budget summary
APPENDIX B.2	RPCS Complete Budget
APPENDIX B.3	RPCS Assumptions and calculations for Budget
APPENDIX B.4	RPCS Planning year CASH FLOW
APPENDIX B.5	RPCS Year 1 CASH FLOW
APPENDIX B.6	Letter of financial support

APPENDIX B.1 RPCS 5-year budget summary

Remsberg Preparatory Charter's Five Year Budget Projections

General Budget Summary

Florida Charter Support Unit Budget Template - Summary #1

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
Florida Educational Finance Program (FEFP)	\$ -	\$ 3,820,906	\$ 5,934,685	\$ 7,751,753	\$ 8,541,695	\$ 9,211,438
Federal Revenue Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ 532,023	\$ 481,034
IDEA Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title 1 Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NSLP Funds	\$ -	\$ 163,728	\$ 260,550	\$ 335,250	\$ 364,050	\$ 387,000
Transportation Funds	\$ -	\$ 59,124	\$ 92,457	\$ 120,561	\$ 132,960	\$ 142,088
Interest from Investments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest from Loans	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -
Other Income Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 200,000	\$ 4,043,758	\$ 6,287,692	\$ 8,207,564	\$ 9,570,728	\$ 10,221,559

Expenses						
Academic Expenses						
Employee Salaries	\$ 103,040	\$ 1,983,142	\$ 3,216,748	\$ 3,929,971	\$ 4,409,772	\$ 4,681,667
Employee Benefits	\$ 10,920	\$ 260,835	\$ 419,385	\$ 514,066	\$ 584,075	\$ 623,364
Employer Costs	\$ 10,251	\$ 186,351	\$ 302,189	\$ 369,025	\$ 413,623	\$ 438,661
Total Employee Costs	\$ 124,211	\$ 2,430,328	\$ 3,938,322	\$ 4,813,062	\$ 5,407,470	\$ 5,743,692

Academic Supplies	\$ 1,500	\$ 262,061	\$ 222,589	\$ 312,363	\$ 285,130	\$ 292,129
Services and Contracts	\$ 52,500	\$ 112,122	\$ 155,275	\$ 191,869	\$ 247,714	\$ 252,562
Facilities Costs	\$ -	\$ 459,900	\$ 754,500	\$ 1,165,500	\$ 1,546,600	\$ 1,643,400
Insurance	\$ -	\$ 39,060	\$ 61,537	\$ 79,278	\$ 87,741	\$ 92,353
Utilities	\$ -	\$ 52,556	\$ 102,351	\$ 136,155	\$ 170,857	\$ 194,940
Maintenance	\$ -	\$ 5,000	\$ 20,000	\$ 35,000	\$ 60,000	\$ 60,000

Furniture	\$ 2,500	\$ 21,437	\$ 32,469	\$ 38,739	\$ 41,874	\$ 42,501
AV / Computer Equipment	\$ 13,000	\$ 5,628	\$ 59,104	\$ 60,387	\$ 60,961	\$ 61,469
Software	\$ 1,000	\$ 8,000	\$ 15,000	\$ 16,000	\$ 23,000	\$ 23,000
Other Equipment	\$ -	\$ 90,626	\$ 120,608	\$ 150,490	\$ 194,438	\$ 229,262
Travel Costs	\$ 1,000	\$ 3,750	\$ 3,750	\$ 4,000	\$ 4,000	\$ 4,000
Food	\$ -	\$ 163,728	\$ 260,550	\$ 335,250	\$ 364,050	\$ 387,000
Transportation	\$ -	\$ 162,000	\$ 204,525	\$ 247,882	\$ 250,366	\$ 252,871
Other Expenses	\$ 952	\$ 26,207	\$ 35,868	\$ 105,252	\$ 108,648	\$ 110,467

District Administrative Fees	\$ -	\$ 73,821	\$ 74,890	\$ 75,988	\$ 77,122	\$ 78,259
Reserve Fund	\$ -	\$ 116,401	\$ 180,814	\$ 236,169	\$ 260,240	\$ 280,606

Total Expenses	\$ 196,662	\$ 4,032,624	\$ 6,242,152	\$ 8,003,385	\$ 9,190,209	\$ 9,748,512
Net Revenue	\$ 3,338	\$ 11,134	\$ 45,540	\$ 204,180	\$ 380,518	\$ 473,047

APPENDIX B.2 RPCS Complete Budget

Remsberg Preparatory Charter's Five Year Budget Projections

Complete Budget - Broward County

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Students	730	1121	1443	1565	1662
Budgetted Students	657	1006	1295	1406	1494

Income Estimates

Func	Obj	Desription	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
FEFP Calculations								
	3310	FEFP - Base Funding		\$ 2,570,660	\$ 3,999,552	\$ 5,228,338	\$ 5,761,570	\$ 6,213,718
	3310	FEFP - ESE Gurantee		\$ 85,163	\$ 124,395	\$ 157,531	\$ 172,922	\$ 185,778
	3310	FEFP - Supplemental Academic Instruction		\$ 135,342	\$ 210,345	\$ 274,833	\$ 302,866	\$ 326,649
	3310	FEFP - Class Size Reductions		\$ 617,546	\$ 959,772	\$ 1,254,024	\$ 1,381,934	\$ 1,490,454
	3310	FEFP - Other FEFP (WFTE Share)		\$ 14,651	\$ 22,770	\$ 29,751	\$ 32,786	\$ 35,360
	3310	FEFP - Discretionary Local Effort		\$ 234,647	\$ 364,681	\$ 476,487	\$ 525,089	\$ 566,323
	3310	FEFP - Instructional Materials Allocation		\$ 50,706	\$ 78,806	\$ 102,966	\$ 113,469	\$ 122,380
	3310	FEFP - Teacher Salary Allocation		\$ 112,191	\$ 174,364	\$ 227,821	\$ 251,059	\$ 270,774
	3492	Transportation (All Riders)		\$ 45,804	\$ 71,145	\$ 92,589	\$ 102,324	\$ 110,120
	3492	Transportation (ESE Student Riders)		\$ 13,320	\$ 21,312	\$ 27,972	\$ 30,636	\$ 31,968
Other Income								
	3261	School Lunch Reimbursements	\$ -	\$ 101,160	\$ 161,028	\$ 207,486	\$ 224,928	\$ 238,986
	3262	School Breakfast Reimbursements	\$ -	\$ 62,568	\$ 99,522	\$ 127,764	\$ 139,122	\$ 148,014
	3397	Capital Outlay Funds	\$ -	\$ -	\$ -	\$ -	\$ 532,023	\$ 481,034
	3720	Financing / Loan Proceeds	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -
		Total Income	\$ 200,000	\$ 4,043,758	\$ 6,287,692	\$ 8,207,564	\$ 9,570,728	\$10,221,559

Expense Estimates

Function 5100 - Basic Instruction								
5100	120	Classroom Teacher Salaries	\$ -	\$ 1,112,150	\$ 1,712,711	\$ 2,173,002	\$ 2,566,513	\$ 2,767,824
5100	130	Other Certified Staff Member	\$ -	\$ 85,350	\$ 125,200	\$ 127,078	\$ 128,984	\$ 171,622
5100	140	Substitute Teachers	\$ -	\$ 16,862	\$ 25,497	\$ 31,437	\$ 36,297	\$ 38,997
5100	160	Other Support Personnel	\$ -	\$ 12,000	\$ 12,000	\$ 15,000	\$ 15,000	\$ 15,000
5100	210	Retirement	\$ -	\$ 54,815	\$ 82,185	\$ 104,160	\$ 124,671	\$ 137,226
5100	220	FICA	\$ -	\$ 92,527	\$ 141,518	\$ 177,104	\$ 207,353	\$ 226,015
5100	240	Worker's Compensation	\$ -	\$ 15,119	\$ 23,124	\$ 28,939	\$ 33,881	\$ 36,931

5100	250	Unemployment Compensation	\$ -	\$ 7,560	\$ 11,664	\$ 14,256	\$ 16,200	\$ 17,280
5100	290	Other Employee Benefits	\$ -	\$ 101,800	\$ 152,630	\$ 193,441	\$ 231,532	\$ 254,847
5100	360	Rentals	\$ -	\$ 74,000	\$ 96,250	\$ 115,500	\$ 154,000	\$ 186,500
5100	510	Supplies	\$ -	\$ 32,850	\$ 40,240	\$ 51,800	\$ 56,240	\$ 59,760
5100	520	Textbooks	\$ -	\$ 185,055	\$ 115,928	\$ 172,060	\$ 126,287	\$ 122,785
5100	621	AV Materials-Capitalized	\$ 1,500	\$ 1,500	\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000
5100	641	Furniture, Fixtures-Capitalized	\$ -	\$ 19,437	\$ 29,469	\$ 35,739	\$ 38,874	\$ 39,501
5100	690	Computer Software	\$ -	\$ 5,000	\$ 10,000	\$ 10,000	\$ 15,000	\$ 15,000
5100	730	Dues and Fees	\$ -	\$ 329	\$ 513	\$ 673	\$ 745	\$ 807
5100	750	Other Personnel Services	\$ -	\$ 8,750	\$ 13,500	\$ 16,500	\$ 18,750	\$ 20,000

		5100 Sub Total	\$ 1,500	\$ 1,825,103	\$ 2,637,430	\$ 3,311,689	\$ 3,815,327	\$ 4,155,095
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Function 5200 - Exceptional Education

5200	130	Other Certified Staff Member	\$ -	\$ 76,700	\$ 155,701	\$ 158,037	\$ 200,509	\$ 203,516
5200	140	Substitute Teachers	\$ -	\$ 1,080	\$ 2,160	\$ 2,160	\$ 2,700	\$ 2,700
5200	160	Other Support Personnel	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
5200	210	Retirement	\$ -	\$ 4,027	\$ 8,174	\$ 8,297	\$ 10,527	\$ 10,685
5200	220	FICA	\$ -	\$ 5,906	\$ 11,949	\$ 12,128	\$ 15,377	\$ 15,607
5200	240	Worker's Compensation	\$ -	\$ 965	\$ 1,953	\$ 1,982	\$ 2,513	\$ 2,550
5200	250	Unemployment Compensation	\$ -	\$ 432	\$ 864	\$ 864	\$ 1,080	\$ 1,080
5200	290	Other Employee Benefits	\$ -	\$ 7,478	\$ 15,181	\$ 15,409	\$ 19,550	\$ 19,843
5200	310	Professional and Technical Services	\$ -	\$ 11,700	\$ 14,180	\$ 16,710	\$ 19,287	\$ 19,480
5200	510	Supplies	\$ -	\$ 9,855	\$ 16,096	\$ 22,015	\$ 25,308	\$ 28,386
5200	750	Other Personnel Services	\$ -	\$ 500	\$ 1,000	\$ 1,000	\$ 1,250	\$ 1,250

		5200 Sub Total	\$ -	\$ 119,143	\$ 227,758	\$ 239,101	\$ 298,600	\$ 305,598
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Function 6100 - Pupil Services

6100	130	Other Certified Staff Member	\$ 18,800	\$ 123,000	\$ 201,985	\$ 205,015	\$ 208,090	\$ 211,211
6100	210	Retirement	\$ 987	\$ 6,458	\$ 10,604	\$ 10,763	\$ 10,925	\$ 11,089
6100	220	FICA	\$ 1,438	\$ 9,410	\$ 15,452	\$ 15,684	\$ 15,919	\$ 16,158
6100	240	Worker's Compensation	\$ 235	\$ 1,538	\$ 2,525	\$ 2,563	\$ 2,601	\$ 2,640
6100	250	Unemployment Compensation	\$ 216	\$ 648	\$ 1,080	\$ 1,080	\$ 1,080	\$ 1,080
6100	290	Other Employee Benefits	\$ 1,833	\$ 11,993	\$ 19,694	\$ 19,989	\$ 20,289	\$ 20,593
6100	750	Other Personnel Services	\$ 250	\$ 750	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250

		6100 Sub Total	\$ 23,759	\$ 153,795	\$ 252,589	\$ 256,343	\$ 260,154	\$ 264,021
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Function 6200 - Instructional Media Services

6200	130	Other Certified Staff Member	\$ -	\$ -	\$ 38,570	\$ 39,149	\$ 39,736	\$ 40,332
6200	210	Retirement	\$ -	\$ -	\$ 2,025	\$ 2,055	\$ 2,086	\$ 2,117
6200	220	FICA	\$ -	\$ -	\$ 2,951	\$ 2,995	\$ 3,040	\$ 3,085
6200	240	Worker's Compensation	\$ -	\$ -	\$ 482	\$ 489	\$ 497	\$ 504
6200	250	Unemployment Compensation	\$ -	\$ -	\$ 216	\$ 216	\$ 216	\$ 216

6200	290	Other Employee Benefits	\$ -	\$ -	\$ 3,761	\$ 3,817	\$ 3,874	\$ 3,932
6200	510	Supplies	\$ -	\$ 2,957	\$ 4,618	\$ 6,061	\$ 6,721	\$ 7,276
6200	750	Other Personnel Services	\$ -	\$ -	\$ 250	\$ 250	\$ 250	\$ 250
6200 Sub Total			\$ -	\$ 2,957	\$ 52,872	\$ 55,032	\$ 56,419	\$ 57,713

Function 6300 - Instructional/Curriculum Development

6300	130	Other Certified Staff Member	\$ -	\$ 38,000	\$ 116,421	\$ 157,315	\$ 159,675	\$ 162,070
6300	160	Other Support Personnel	\$ -	\$ 5,000	\$ 5,000	\$ 6,000	\$ 6,000	\$ 6,000
6300	210	Retirement	\$ -	\$ 1,995	\$ 6,112	\$ 8,259	\$ 8,383	\$ 8,509
6300	220	FICA	\$ -	\$ 3,290	\$ 9,289	\$ 12,494	\$ 12,674	\$ 12,857
6300	240	Worker's Compensation	\$ -	\$ 538	\$ 1,518	\$ 2,041	\$ 2,071	\$ 2,101
6300	250	Unemployment Compensation	\$ -	\$ 216	\$ 648	\$ 864	\$ 864	\$ 864
6300	290	Other Employee Benefits	\$ -	\$ 3,705	\$ 11,351	\$ 15,338	\$ 15,568	\$ 15,802
6300	750	Other Personnel Services	\$ -	\$ 250	\$ 750	\$ 1,000	\$ 1,000	\$ 1,000
6300 Sub Total			\$ -	\$ 52,993	\$ 151,088	\$ 203,312	\$ 206,235	\$ 209,203

Function 6400 - Instructional Staff Training

6400	310	Professional and Technical Services	\$ -	\$ 4,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
6400	330	Travel	\$ -	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
6400	510	Supplies	\$ -	\$ 1,000	\$ 500	\$ 500	\$ 500	\$ 500
6400 Sub Total			\$ -	\$ 8,000	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500

Function 6500 - Instructional-Related Technology

6500	160	Other Support Personnel	\$ -	\$ 37,000	\$ 37,540	\$ 75,676	\$ 77,289	\$ 78,918
6500	210	Retirement	\$ -	\$ 1,890	\$ 1,918	\$ 3,894	\$ 3,953	\$ 4,012
6500	220	FICA	\$ -	\$ 2,831	\$ 2,872	\$ 5,789	\$ 5,913	\$ 6,037
6500	240	Worker's Compensation	\$ -	\$ 463	\$ 469	\$ 946	\$ 966	\$ 986
6500	250	Unemployment Compensation	\$ -	\$ 216	\$ 216	\$ 432	\$ 432	\$ 432
6500	290	Other Employee Benefits	\$ -	\$ 3,510	\$ 3,563	\$ 7,232	\$ 7,341	\$ 7,451
6500	310	Professional and Technical Services	\$ -	\$ 2,500	\$ 3,000	\$ 5,000	\$ 6,000	\$ 6,000
6500	750	Other Personnel Services	\$ -	\$ 250	\$ 250	\$ 500	\$ 500	\$ 500
6500 Sub Total			\$ -	\$ 48,659	\$ 49,828	\$ 99,470	\$ 102,393	\$ 104,337

Function 7100 - Board

7100	310	Professional and Technical Services	\$ 6,000	\$ 5,750	\$ 5,750	\$ 6,000	\$ 6,000	\$ 6,000
7100	320	Insurance and Bond Premiums	\$ -	\$ 19,710	\$ 30,784	\$ 40,420	\$ 44,762	\$ 48,515
7100	330	Travel	\$ 1,000	\$ 750	\$ 750	\$ 1,000	\$ 1,000	\$ 1,000
7100	510	Supplies	\$ 1,000	\$ 750	\$ 500	\$ 500	\$ 500	\$ 500
7100 Sub Total			\$ 8,000	\$ 26,960	\$ 37,784	\$ 47,920	\$ 52,262	\$ 56,015

Function 7200 - General / District Administration

7200	730	Dues and Fees	\$ -	\$ 73,821	\$ 74,890	\$ 75,988	\$ 77,122	\$ 78,259
7200 Sub Total			\$ -	\$ 73,821	\$ 74,890	\$ 75,988	\$ 77,122	\$ 78,259

Function 7300 - School Administration								
7300	110	Administrator Salaries	\$ 54,000	\$ 254,000	\$ 403,970	\$ 484,206	\$ 491,469	\$ 498,841
7300	130	Other Certified Staff Member	\$ -	\$ -	\$ 79,170	\$ 80,358	\$ 81,563	\$ 82,786
7300	160	Other Support Personnel	\$ 30,240	\$ 102,240	\$ 132,275	\$ 178,023	\$ 194,998	\$ 197,923
7300	210	Retirement	\$ 2,835	\$ 18,703	\$ 32,309	\$ 38,986	\$ 40,322	\$ 40,926
7300	220	FICA	\$ 6,444	\$ 27,252	\$ 47,079	\$ 56,808	\$ 58,754	\$ 59,636
7300	240	Worker's Compensation	\$ 1,053	\$ 4,453	\$ 7,693	\$ 9,282	\$ 9,600	\$ 9,744
7300	250	Unemployment Compensation	\$ 864	\$ 1,512	\$ 2,376	\$ 3,024	\$ 3,240	\$ 3,240
7300	290	Other Employee Benefits	\$ 5,265	\$ 34,733	\$ 60,003	\$ 72,402	\$ 74,883	\$ 76,006
7300	310	Professional and Technical Services	\$ 4,500	\$ 3,285	\$ 6,036	\$ 9,065	\$ 11,248	\$ 11,952
7300	360	Rentals	\$ -	\$ 16,626	\$ 24,358	\$ 34,990	\$ 40,438	\$ 42,762
7300	370	Communications	\$ 5,000	\$ 4,763	\$ 7,444	\$ 9,764	\$ 10,812	\$ 11,728
7300	390	Other Purchased Services	\$ 35,000	\$ 6,570	\$ 10,261	\$ 13,468	\$ 14,918	\$ 16,165
7300	510	Supplies	\$ -	\$ 14,454	\$ 22,575	\$ 29,643	\$ 32,830	\$ 35,572
7300	641	Furniture, Fixtures-Capitalized	\$ 2,500	\$ 2,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
7300	643	Computer Hardware-Capitalized	\$ 3,500	\$ 1,500	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
7300	644	Computer Hardware (Non Capitalized)	\$ 8,000	\$ 2,628	\$ 4,104	\$ 5,387	\$ 5,961	\$ 6,469
7300	690	Computer Software	\$ 1,000	\$ 3,000	\$ 5,000	\$ 6,000	\$ 8,000	\$ 8,000
7300	730	Dues and Fees	\$ -	\$ 2,628	\$ 4,104	\$ 5,387	\$ 5,961	\$ 6,469
7300	750	Other Personnel Services	\$ 702	\$ 1,750	\$ 2,750	\$ 3,500	\$ 3,750	\$ 3,750
7300 Sub Total			\$ 160,903	\$ 502,098	\$ 864,508	\$ 1,053,293	\$ 1,101,748	\$ 1,124,970
Function 7500 - Fiscal Services								
7500	310	Professional and Technical Services	\$ 2,000	\$ 13,000	\$ 14,000	\$ 14,500	\$ 15,000	\$ 15,000
7500	720	Interest Payment / Debt Service	\$ -	\$ 10,000	\$ 10,000	\$ 73,442	\$ 73,442	\$ 73,442
7500 Sub Total			\$ 2,000	\$ 23,000	\$ 24,000	\$ 87,942	\$ 88,442	\$ 88,442
Function 7600 - Food Services								
7600	160	Other Support Personnel	\$ -	\$ 44,660	\$ 45,330	\$ 46,010	\$ 46,700	\$ 47,400
7600	210	Retirement	\$ -	\$ 1,389	\$ 1,410	\$ 1,431	\$ 1,453	\$ 1,474
7600	220	FICA	\$ -	\$ 3,416	\$ 3,468	\$ 3,520	\$ 3,573	\$ 3,626
7600	240	Worker's Compensation	\$ -	\$ 558	\$ 567	\$ 575	\$ 584	\$ 593
7600	250	Unemployment Compensation	\$ -	\$ 432	\$ 432	\$ 432	\$ 432	\$ 432
7600	290	Other Employee Benefits	\$ -	\$ 2,580	\$ 2,619	\$ 2,658	\$ 2,698	\$ 2,738
7600	510	Supplies	\$ -	\$ 2,000	\$ -	\$ -	\$ 3,000	\$ -
7600	570	Food	\$ -	\$ 163,728	\$ 260,550	\$ 335,250	\$ 364,050	\$ 387,000
7600	750	Other Personnel Services	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
7600 Sub Total			\$ -	\$ 219,264	\$ 314,875	\$ 390,376	\$ 422,989	\$ 443,764
Function 7800 - Pupil Transportation								
7800	390	Other Purchased Services	\$ -	\$ 162,000	\$ 204,525	\$ 247,882	\$ 250,366	\$ 252,871

		7800 Sub Total	\$ -	\$ 162,000	\$ 204,525	\$ 247,882	\$ 250,366	\$ 252,871
Function 7900 - Operation of Plant								
7900	160	Other Support Personnel	\$ -	\$ 73,600	\$ 121,719	\$ 149,506	\$ 151,749	\$ 154,025
7900	210	Retirement	\$ -	\$ 2,016	\$ 2,046	\$ 2,077	\$ 2,108	\$ 2,140
7900	220	FICA	\$ -	\$ 5,630	\$ 9,311	\$ 11,437	\$ 11,609	\$ 11,783
7900	240	Worker's Compensation	\$ -	\$ 920	\$ 1,521	\$ 1,869	\$ 1,897	\$ 1,925
7900	250	Unemployment Compensation	\$ -	\$ 432	\$ 864	\$ 1,080	\$ 1,080	\$ 1,080
7900	290	Other Employee Benefits	\$ -	\$ 3,744	\$ 3,800	\$ 3,857	\$ 3,915	\$ 3,974
7900	320	Insurance and Bond Premiums	\$ -	\$ 19,350	\$ 30,753	\$ 38,859	\$ 42,979	\$ 43,839
7900	350	Repairs and Maintenance	\$ -	\$ 5,000	\$ 10,000	\$ 20,000	\$ 30,000	\$ 30,000
7900	360	Rentals	\$ -	\$ 459,900	\$ 754,500	\$ 1,165,500	\$ 1,546,600	\$ 1,643,400
7900	370	Communications	\$ -	\$ 7,884	\$ 12,313	\$ 16,162	\$ 17,898	\$ 19,407
7900	380	Public Utilities	\$ -	\$ 5,256	\$ 8,551	\$ 11,655	\$ 13,357	\$ 14,940
7900	390	Other Purchased Services	\$ -	\$ 52,670	\$ 80,290	\$ 99,200	\$ 144,550	\$ 144,830
7900	430	Electricity	\$ -	\$ 47,300	\$ 93,800	\$ 124,500	\$ 157,500	\$ 180,000
7900	510	Supplies	\$ 500	\$ 13,140	\$ 22,132	\$ 29,785	\$ 33,744	\$ 37,350
7900	680	Remodeling/Renovations	\$ -	\$ -	\$ 10,000	\$ 15,000	\$ 30,000	\$ 30,000
7900	750	Other Personnel Services	\$ -	\$ 500	\$ 1,000	\$ 1,250	\$ 1,250	\$ 1,250
		7900 Sub Total	\$ 500	\$ 697,342	\$ 1,162,602	\$ 1,691,737	\$ 2,190,236	\$ 2,319,942
Function 9100 - Community Service								
9100	160	Other Support Personnel	\$ -	\$ 1,000	\$ 1,000	\$ 1,500	\$ 2,000	\$ 2,000
9100	220	FICA	\$ -	\$ 77	\$ 77	\$ 115	\$ 153	\$ 153
9100	240	Worker's Compensation	\$ -	\$ 13	\$ 13	\$ 19	\$ 25	\$ 25
		9100 Sub Total	\$ -	\$ 1,089	\$ 1,089	\$ 1,634	\$ 2,178	\$ 2,178
		Reserve Fund	\$ -	\$ 116,401	\$ 180,814	\$ 236,169	\$ 260,240	\$ 280,606

Total Expenses	\$ 196,662	\$ 4,032,624	\$ 6,242,152	\$ 8,003,385	\$ 9,190,209	\$ 9,748,512
Total Income	\$ 200,000	\$ 4,043,758	\$ 6,287,692	\$ 8,207,564	\$ 9,570,728	\$ 10,221,559
Net Revenue	\$ 3,338	\$ 11,134	\$ 45,540	\$ 204,180	\$ 380,518	\$ 473,047
Cash On Hand	\$ 3,338	\$ 14,472	\$ 60,012	\$ 264,191	\$ 644,709	\$ 1,117,756

APPENDIX B.3 RPCS Assumptions and calculations for Budget

Enrollment and Staffing Page

Ongoing Budget Totals	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 200,000	\$ 4,043,758	\$ 6,287,692	\$ 8,207,564	\$ 9,570,728	\$ 10,221,559
Estimated Expense	\$ 196,662	\$ 4,032,624	\$ 6,242,152	\$ 8,003,385	\$ 9,190,209	\$ 9,748,512
Net Revenue	\$ 3,338	\$ 11,134	\$ 45,540	\$ 204,180	\$ 380,518	\$ 473,047
Cash Balance	\$ 3,338	\$ 14,472	\$ 60,012	\$ 264,191	\$ 644,709	\$ 1,117,756

Enrollment Estimates

	Students Per Class	Number of Classes Per Grade Level				
		Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18					
1st Grade	18					
2nd Grade	18					
3rd Grade	18					
4th Grade	22					
5th Grade	22					
6th Grade	22	5	6	7	7	7
7th Grade	22	5	6	6	7	7
8th Grade	22	5	6	6	6	7
9th Grade	25	8	10	11	12	12
10th Grade	25	8	10	11	12	12
11th Grade	25		9	10	11	12
12th Grade	25			9	10	12

Percentage of seats full

90.0%

In order to budget conservatively, enter the percentage of your total possible enrollment you think is realistic. For example, if you enter 95%, for a class of 22 students, the calculator will assume that the class will actually have about 21 students when it calculates your estimated income. It is better to under-estimate how many students you will have than over estimate, so be sure to leave some room for error.

Total Classes	31	47	60	65	69
Max Enrollment	730	1121	1443	1565	1662
Assumed enrollment	657	1006	1295	1406	1494

← This is the minimum number of classrooms you will need.
← This is the maximum number of students each year.
← Budget will be based on these numbers.

Special Populations

The section below is for you to estimate the PERCENTAGE of students you anticipate in each special category at each grade level. Some categories go up as students get older, and others go down. For example, often more students have Speech and Language needs at the earlier levels (ESE) but more students are added to Gifted as they get older. The state of Florida releases detailed statistics which can be used to get an idea of the percentages for the district you are applying for. Visit <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp> to check the numbers for your area. Some counties, for example, have significantly higher ESOL populations, some have higher free and reduced lunch populations, etc.

	ESE Students	Gifted Students	ESOL Students	Free/Reduced Lunch
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
4th Grade				
5th Grade				
6th Grade	8%	5%	9%	50%
7th Grade	8%	5%	9%	50%
8th Grade	8%	5%	9%	50%
9th Grade	8%	5%	9%	50%
10th Grade	8%	5%	9%	50%
11th Grade	8%	5%	9%	50%
12th Grade	8%	5%	9%	50%

The section below is just for your information. Based on the percentages you entered above, the numbers below represent how many students you can expect in each grade section in each category. These numbers will be important to help you to decide how many staff members you need in the next section. The percentages you entered above are applied to the estimated number of students (based on the percentage of open seats), and then rounded up to the nearest whole number.

		Year 1	Year 2	Year 3	Year 4	Year 5
Kind thru 3rd	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0
4th & 5th	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0
6th thru 8th	ESE	24	27	29	31	33
	Gifted	15	18	19	20	21
	ESOL	27	33	34	35	36
	FRL	150	177	187	197	207
9th thru 12th	ESE	28	52	74	82	88
	Gifted	18	32	45	51	56
	ESOL	32	58	82	90	96
	FRL	180	327	462	507	540
School Total	ESE	52	79	103	113	121
	Gifted	33	50	64	71	77
	ESOL	59	91	116	125	132
	FRL	330	504	649	704	747

The following options are unusual, and you should only use them if you know they apply to you. Most ESE students are considered basic ESE students. However, in some rare cases a student may have a very high degree of special needs, and the IEP team will complete a matrix of services to determine what level the student is. For students who are levels 4 or 5 receive additional funding. In general, most schools will not have students who are at level 4 or 5.

	Kind-3rd	4th - 8th	9th - 12th
How Many Level 4 Students?	0	0	0
How Many Level 5 Students?	0	0	0

Enter TOTAL number of students in each grade range. The calculator will use the same number for each year of the budget. However, unless you KNOW you will have students who meet this criteria, you should say 0.

	Kind-3rd	
ESE Focused School?	No	State law provides for different income calculations for those schools who have at least 75% of their students who are ESE. In general, this will not apply to most schools, and you should leave this as "No", however, if you are a special ed focused school, this may apply to you.

Staffing Assumptions

The tool below will help you decide how many teachers you will need to be able to work with your estimated number of students. By entering the number of minutes of instruction for each of the special areas, the calculator will calculate the number of teachers you would need in order to provide the desired level of services to your students. In the yellow boxes below enter the NUMBER OF MINUTES you want your students to have EACH WEEK of each of the following areas:

	Art	Music	Wrl'd Lng	Phys Ed	Rdg Spec	Other 1	Other 2
Kind	30	30	30	150	90	0	0
1st	30	30	30	150	90	0	0
2nd	30	30	30	150	60	0	0
3rd	30	30	30	150	45	0	0
4th	30	30	30	150	45	0	0
5th	30	30	30	150	45	0	0

Teacher FTE	1875	How many minutes can a full-time teacher teach during the week?
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For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help to determine the number of teachers you will need for middle and high school students.

	Middle School (6-8)	High School (9-12)
Number of sections per day in the master schedule	7	7 (i.e. 4 periods a day for block periods, 7 periods or 8 periods a day for more traditional schedules etc.)
How many sections per day does a full time teacher teach	6	6 Include only instructional time (time with students, not planning time).
Number of non class size sections per day	3	3 Not all courses are required to follow class size amendments. Enter the number of sections per day not required to meet class size requirements
Class Size in NON CORE courses	35	35 Enter the maximum class size you will allow in none core courses that are not required to meet class size reduction numbers.

ESE Case Load	30	What is the maximum number of students one full-time ESE teacher can provide services to in your school?
Gifted Case Load	40	What is the maximum number of students one full-time Gifted teacher can provide services to in your school?
ESOL Case Load	50	If you are going to have specialized ESOL staff at your school, how many ESOL students can one full-time teacher provide services to?

Based on your answers above, the calculator has calculated the number of teachers you will need to have. To the right of each yellow box below is a small gray number, this is the number of teachers you will need to meet the minutes and services based on the assumptions you have entered above. In the yellow boxes, you can set the number of teachers you want. Be sure to enter the numbers based on "Full Time Equivalence" ... this means that a full time teacher is 1.0, a half time teacher would be 0.5.

		Year 1		Year 2		Year 3		Year 4		Year 5		Budget Function	Budget Object
Elementary (K-5) Calculations	Classroom Teachers	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	120-ClasTchr
	Art Teacher(s)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Music Teacher(s)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Wrlld Lang Teacher(s)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Phys Ed Teacher(s)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
Middle School and High School (6-12) Calculatons	Full Time Middle/High Teachers (w/ Benefits)	25.0	29	37.0	44	47.0	55	56.0	60	60.0	64	5100-Instr	120-ClasTchr
	Part Time Middle/High Teachers (NO Benefits)	4.0		7.0		8.0		8.0		8.0		5100-Instr	130-OthTchr
	Reading Specialist(s)	1.0	0	1.0	0	1.0	0	1.0	0	2.0	0	5100-Instr	130-OthTchr
	ESE Teacher(s)	1.0	1.8	2.0	2.7	2.0	3.5	3.0	3.8	3.0	4.1	5200-ESE	130-OthTchr
	Gifted Teacher(s)	1.0	0.9	2.0	1.3	2.0	1.6	2.0	1.8	2.0	2	5200-ESE	130-OthTchr
	Title 1 Teachers	0.0		0.0		0.0		0.0		0.0		5100-Instr	130-OthTchr
	Core Curriculum Coach	0.0	0	2.0	0	2.0	0	2.0	0	2.0	0	6300-Curric	130-OthTchr
	Other 2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Other 3	0.0		0.0		0.0		0.0		0.0		5100-Instr	130-OthTchr

Teacher Salary	\$38,000	Enter the AVERAGE full-time teacher salary you anticipate (remember this is average, so if one teacher makes \$38,000 and another makes \$45,000 the average would be \$41,500). If you are an already existing school and would rather enter your actual staff and their salaries for a more precise budget, you can use the "Staff List" page to add those staff members.
Annual Increases	1.500%	Enter the PERCENTAGE of ANNUAL INCREASES you anticipate in staff pay.
FTE For Benefits	0.8	What FTE (Full Time Equivalency (% of full time)) does someone need to be at in order to receive benefits from the school (i.e. if a teacher needs to work at least 30 hours a week, you would enter 0.75 (30 divided by 40).
Combine for Benefits	No	When calculating benefits, do you want to combine positions to make more people full time? If you answer 'Yes', a 0.4 and a 0.6 position will be counted as 1 teacher, and that person will get benefits. If you answer 'No', it will count those positions as two separate positions, and each would be evaluated separately to see if they work enough hours based on your answer above to receive benefits.
Substitutes - Number	8	How many substitutes PER TEACHER do you anticipate paying for each year? (In otherwords, how many sick or personal days do you anticipate each teacher taking/being allowed?)
Substitutes - Pay	\$90.00	How much will you pay a substitute per day?
Pay Teachers Unused PTO?	Yes	Some schools choose to pay teachers at the end of the year for their unused Paid Time Off. This provides an incentive to teachers to not call in sick or use their sick or personal time, and prevents teachers from building up large number of sick days in future years. Will you pay teachers for their unused Paid Time Off?
Number of unused days	2	On average, how many days do you assume your teachers will have left at the end of the year?
Reimbursement Rate	\$175.00	How much will you pay the teachers for their unused time. Based on your average salary, if teachers have 194 day contracts their normal daily rate would be \$196. Some schools pay a flat rate (say \$100) and others pay their daily rate.

Other Salaried Positions

	Yr 1 FT Salary	FTE Ping Yr	FTE Year 1	FTE Year 2	FTE Year 3	FTE Year 4	FTE Year 5	Budget Function	Budget Object
Executive Director	\$94,000	0.2	1.0	1.0	1.0	1.0	1.0	7300-Admin	110-Admin
Principal	\$88,000	0.4	1.0	1.0	1.0	1.0	1.0	7300-Admin	110-Admin
Assistant Principal	\$72,000	0.0	1.0	3.0	4.0	4.0	4.0	7300-Admin	110-Admin
Guidance Counselor	\$38,000		2.0	4.0	4.0	4.0	4.0	6100-PupServ	130-OthTchr
Curriculum Specialist	\$38,000		1.0	1.0	2.0	2.0	2.0	6300-Curric	130-OthTchr
Media Center Specialist	\$38,000		0.0	1.0	1.0	1.0	1.0	6200-MediaC.	130-OthTchr
IT Specialist	\$36,000		1.0	1.0	2.0	2.0	2.0	6500-EdTech	160-SuprtStf
Vice Principal	\$78,000		0.0	1.0	1.0	1.0	1.0	7300-Admin	130-OthTchr
Guidance Director	\$47,000	0.4	1.0	1.0	1.0	1.0	1.0	6100-PupServ	130-OthTchr
Dean	\$38,000		0.0	1.0	1.0	1.0	1.0	5100-Instr	130-OthTchr
ESE Specialist	\$47,000		1.0	1.0	1.0	1.0	1.0	5100-Instr	130-OthTchr

Other 5	\$38,000								5100-Instr	130-OthTchr
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Hourly Staff Positions

	Hrly Rate	Total Plan Year Hours	# Each Year 1	# Each Year 2	# Each Year 3	# Each Year 4	# Each Year 5	Hrs Per Week	Weeks Per Year	Benfits?	Budget Function	Budget Object
Business Manager	\$15.00		2.5					40	52	Yes	7300-Admin	160-SuprtStf
Secretary	\$18.00	1120	2.5	3.0	4.0	4.0	4.0	40	40	Yes	7300-Admin	160-SuprtStf
Office Assistant	\$9.00			1.0	2.0	3.0	3.0	40	38	Yes	7300-Admin	160-SuprtStf
Data Prep Clerk	\$18.00	560	1.0	1.0	1.0	1.0	1.0	40	42	Yes	7300-Admin	160-SuprtStf
Educational Assistant	\$8.50							40	40	Yes	5100-Instr	160-SuprtStf
Library Assistant	\$8.50							30	40	No	6200-MediaC.	160-SuprtStf
Phys Ed Assistant	\$8.50							30	40	No	5100-Instr	160-SuprtStf
Other Assistant	\$7.50									No	5100-Instr	160-SuprtStf
School Nurse	\$23.00									Yes	6100-PupServ	160-SuprtStf
Maintenance 1	\$20.00		1.0	1.0	1.0	1.0	1.0	40	48	Yes	7900-Facility	160-SuprtStf
Maintenance 2	\$11.00			1.0	1.0	1.0	1.0	40	48	No	7900-Facility	160-SuprtStf
Security 1	\$22.00		1.0	1.0	1.0	1.0	1.0	40	40	No	7900-Facility	160-SuprtStf
Security 2	\$18.00			1.0	2.0	2.0	2.0	35	40	No	7900-Facility	160-SuprtStf
Other 1 (Academic)	\$9.00									No	5100-Instr	160-SuprtStf
Other 2 (Academic)	\$9.00									No	5100-Instr	160-SuprtStf
Other 3 (ESE)	\$9.00									No	5200-ESE	160-SuprtStf
Other 4 (Admin)	\$9.00									No	7300-Admin	160-SuprtStf
Other 5 (Lunch)	\$18.00		1.0	1.0	1.0	1.0	1.0	35	42	Yes	7600-Lunch	160-SuprtStf
Other 6 (Lunch)	\$13.00			1.0	1.0	1.0	1.0	35	40	No	7600-Lunch	160-SuprtStf
Other 7 (Maint)	\$9.00									No	7900-Facility	160-SuprtStf

Employer / Payroll Costs

The items below are expenses the school will probably need to pay as an employer. Read the description for each item and make a decision in order to budget accordingly.

Benefits - Some schools budget for benefits based on a percentage of the total salary (For example, you will pay up to x% of a person's salary in benefits), and others choose to budget based on a set amount per employee (For example, the school will pay \$4,000 per employee for health insurance benefits). You can choose one or both of the options if you would like.

Employee Benefit PERCENT	15.000%	If you offer a percentage package for employee benefits, enter the percentage here. For example, if you offer a 3% of salary retirement package, or if you offer a cafeteria package valued up to 16% of their salary, etc.
Benefit PER EMPLOYEE	\$0	If you pay for a certain amount of employee benefits PER EMPLOYEE, enter that amount here. For example, if the school will pay for health insurance premiums, enter the amount per employee that the school will pay here.
How much of benefits towards retirement?	35%	There are two line items on the budget for employee benefits, group insurance plans and retirement. For the purposes of this calculator, the total benefits amounts will be broken down based on this number. For example, if you have \$100,000 and you choose to direct 25% towards retirement, \$25,000 will go towards retirement and \$75,000 will go to employee benefits. This doesn't affect the overall bottom-line, just the placement of the funds.
FICA	6.20%	Enter the federal Employer FICA Rate (Typically stays at 6.2%)
Medicare	1.45%	Enter the federal Employer Medicare Rate (Typically stays at 1.45%)
Federal Unemployment Percent	0.000%	Enter the maximum amount you will pay per employee in Federal Unemployment Tax
Federal Unemp. Maximum Cap	\$	(If you are your own employer (not using a leasing company), and you have obtained 501(c)(3) status, you may be exempt from FUTA). Rates are available at http://www.oui.doleta.gov/unemploy/uitaxtopic.asp
State Unemployment Percent	2.70%	Current Florida Unemployment rates can be accessed from:
State Unemp. Maximum Cap	\$ 8,000	http://dor.myflorida.com/dor/taxes/reemployment.html#pay . In 2013 the rate is 2.70% on the first \$8,000
Worker's Comp	1.250%	Enter the percentage of salary you are charged for Worker's Compensation Insurance.

Most charter schools use an agency to assist with payroll and benefits, such as an employee leasing company or a PEO (Professional Employment Organization). Depending on the services you are using from the company, they usually charge on either a per-employee, per-paycheck rate, or a percentage of the total payroll. You can enter both before, but usually you will select one or the other based on the payroll options you are using.

Payroll Fees PERCENT	0.000%	If you are paying payroll fees based on a PERCENTAGE of salary (i.e. you are using a full service leasing company), enter the percentatge you are charged here.
Payroll Fees PER EMPLOYEE	\$ 250.00	If you are paying payroll fees based on a FLAT RATE PER EMPLOYEE / PER YEAR, enter the per employee amount here per year.

Supplemental Payments

Some schools give supplements to their teachers for duties above and beyond what they do in the classrooms. For example, some schools will give stipends to teachers who take on extra curricular activites such as sports, clubs, etc. Others will give supplements to teachers who take on more ESE students or additional responsibilities to assist with these responsibilities. The options below will allow you to add in these stipends. You will need to pay taxes and payroll costs associated with these stipends, however, these amounts will not be included when calculating benefits. All stipends will be added to the "160" Object line (Other Support Personnel). Enter the total amount of stipends you plan to give, if any. For example, if you plan to give five \$500 stipends for extra curriculars, you could put \$2,500 (5 x 500) in a single line and mark it as an academic stipend.

Stipend Description	Pln Yr Totals	Year 1 Totals	Year 2 Totals	Year 3 Totals	Year 4 Totals	Year 5 Totals	Budget Function
Stipend 1 (Extra Curricular)	\$	\$ 12,000.00	\$ 12,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	5100-Instr
Stipend 2 (Special Needs)	\$	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	5200-ESE
Stipend 3 (Pupil Services)	\$			\$	\$	\$	6100-PupServ
Stipend 4 (Curriculum)	\$	\$ 5,000.00	\$ 5,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	6300-Curric
Stipend 5 (Professional Dev.)	\$			\$	\$	\$	6400-ProfDev
Stipend 6 (Technology)	\$	\$ 1,000.00	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00	\$ 2,500.00	6500-EdTech
Stipend 7 (Administrative)	\$			\$	\$	\$	7300-Admin
Stipend 8 (Lunch Services)	\$			\$	\$	\$	7600-Lunch
Stipend 9 (Facility)	\$			\$	\$	\$	7900-Facility
Stipend 10 (Community Srvcs)	\$	\$ 1,000.00	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00	\$ 2,000.00	9100-ComSrv

Income Decisions

Ongoing Budget Totals	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 200,000	\$ 4,043,758	\$ 6,287,692	\$ 8,207,564	\$ 9,570,728	\$ 10,221,559
Estimated Expense	\$ 196,662	\$ 4,032,624	\$ 6,242,152	\$ 8,003,385	\$ 9,190,209	\$ 9,748,512
Net Revenue	\$ 3,338	\$ 11,134	\$ 45,540	\$ 204,180	\$ 380,518	\$ 473,047
Cash Balance	\$ 3,338	\$ 14,472	\$ 60,012	\$ 264,191	\$ 644,709	\$ 1,117,756

Virtual School

Virtual schools are funded on a different basis than traditional schools. The receive a flat rate per student for each student. There is not a current income calculator available for this, and the state has recommended using \$5,200 per full-time student. If you are a virtual school indicate so below, and the calculator will use ignore the rest of the FTE increase options. Unless you have a loan or special income considerations, you can skip the rest of this page.

Is your school a virtual school?	No
What is your anticipated pass rate? (Percent)	100%

You only receive full FTE on virtual students it they pass 100%. Otherwise you receive a prorated portion.

	Year 1	Year 2	Year 3	Year 4	Year 5
What per-student rate would you like to assume for virtual students?	\$5,200.00	\$5,226.00	\$5,252.13	\$5,278.39	\$5,304.78

State Revenue Estimator Results

The calculator has used the State's Revenue Estimator Worksheet Based on the First Calculation of the FEFP 2013-14. The calculator has used the enrollment data entered on the 'Enrollment and Staff' worksheet. Here is a summary of your income based on the state revenue estimator:

	Estimator
FEFP - Base Funding	\$ 2,569,906
FEFP - ESE Gurantee	\$ 85,163
FEFP - Supplemental Academic Instruction	\$ 135,342
FEFP - Class Size Reductions	\$ 617,546
FEFP - Other FEFP (WFTE Share)	\$ 14,651
FEFP - Discretionary Local Effort	\$ 234,647
FEFP - Discretionary Millage Compression	\$ -
FEFP - Proration to Funds Available	\$ -
FEFP - Discretionary Lottery	\$ -
FEFP - Instructional Materials Allocation	\$ 50,706
FEFP - Dual Enrollment Instr. Materials	\$ -
FEFP - Teacher Salary Allocation	\$ 112,191
Transportation (All Riders)	\$ 45,804
Transportation (ESE Student Riders)	\$ 13,320
Total Income	\$ 3,879,276

If you have not answered questions about transportation yet, you may not see numbers here yet. Transportation questions are on the 'Services' worksheet.

This is your total FEFP revenue, but DOES NOT include the district withholding administrative fees.

Historical Reference

Before entering income assumptions, it might be helpful to review the historical data regarding FEFP amounts over the last several years. Below is a chart of how much the state distributed per student. Analyzing this number can show you the percentage increase (or decrease) over the last several years. This will assist you to make an educated decision about what percentage increase or decrease (if any) you wish to assume in your projections .

	State Base FEFP	State Total UFTE	Base Allocation Increase	Other Funds Increase	Broward's Base Allocation	Broward's Total UFTE	Elem School ESE Guarantee	Middle School ESE Guarantee	High School ESE Guarantee
Broward's District Differential					1.0238	1.0238			
2013-14 First Calculation	\$ 3,752.30	\$ 6,778.86	4.726%	8.407%	\$ 3,841.60	\$ 6,940.20	\$ 975 0%	\$ 1,093 0%	\$ 778 0%
2012-13 Fourth Calculation	\$ 3,582.98	\$ 6,374.82	2.982%	1.968%	\$ 3,668.25	\$ 6,526.54	\$ 975 -6%	\$ 1,093 -6%	\$ 778 -6%
2011-12 Final Calcuatlions	\$ 3,479.22	\$ 6,217.18	-3.989%	-16.363%	\$ 3,562.03	\$ 6,365.15	\$ 1,039 0%	\$ 1,165 0%	\$ 829 0%
2010-11 Final Calcuatlions	\$ 3,623.76	\$ 6,897.38	-0.189%	1.780%	\$ 3,710.01	\$ 7,061.54	\$ 1,039 0%	\$ 1,165 0%	\$ 829 0%
2009-10 Final Calcuatlions	\$ 3,630.62	\$ 6,846.98	-6.575%	8.635%	\$ 3,717.03	\$ 7,009.94	\$ 1,039 2%	\$ 1,165 2%	\$ 829 2%
2008-09 Final Calcuatlions	\$ 3,886.14	\$ 6,846.84	-4.745%	-3.341%	\$ 3,978.63	\$ 7,009.79	\$ 1,018 2%	\$ 1,142 2%	\$ 812 2%
2007-08 Final Calcuatlions	\$ 4,079.74	\$ 7,142.79	2.465%	6.877%	\$ 4,176.84	\$ 7,312.79	\$ 1,039 0%	\$ 1,165 0%	\$ 829 0%
2006-07 Final Calcuatlions	\$ 3,981.61	\$ 6,847.56	6.391%	18.808%	\$ 4,076.37	\$ 7,010.53	\$ 1,039	\$ 1,165	\$ 829

Revenue amounts are determined by taking the state's base student allocations and student enrollment numbers, and multiply it times the district's allocation, and then by Program Calculator which acknowledges that educating Elementary or High School students are more expensive than middle school students. These numbers have changed every year. The historical program numbers are below. In addition, some charter schools are eligible for Capital Outlay (generally those who have been in existence for more than three years, or those that are accredited). The historical numbers for each of these are below as well. This information is for your information and comparison only.

Program Cost Factors			
	Elem Program Factor	MS Program Factor	HS Program Factor
2012-13	1.125	1.000	1.011
2011-12	1.102	1.000	1.019
2010-11	1.089	1.000	1.031
2009-10	1.074	1.000	1.033
2008-09	1.066	1.000	1.052
2007-08	1.048	1.000	1.066
2006-07	1.035	1.000	1.088

	Capital Outlays Per Student Amounts													
	Elem. Capital Outlay		Elem Percent Change		MS Capital Outlay		MS Percent Change		High School Capital Outlay		HS Percent Change			
2012-13	\$	290.00		-14.060%		\$	310.00		-20.416%		\$	450.00		-12.913%
2011-12	\$	337.44		-14.597%		\$	389.52		-13.785%		\$	516.72		-13.536%
2010-11	\$	395.12		-19.574%		\$	451.81		-18.688%		\$	597.62		-18.415%
2009-10	\$	491.28		-9.491%		\$	555.65		-9.101%		\$	732.51		-8.980%
2008-09	\$	542.80		-13.006%		\$	611.28		-12.539%		\$	804.78		-12.391%
2007-08	\$	623.95		-8.316%		\$	698.91		-8.041%		\$	918.60		-7.955%
2006-07	\$	680.55		81.924%		\$	760.03		77.209%		\$	998.00		75.842%
	\$	374.08				\$	428.89				\$	567.55		

Custom Income Assumptions

As you can see from the historical numbers, you can not depend on increases in FTE funds each year. Therefore, you must make careful decisions about how you will calculate the FTE amounts each year. This calculator allows you to enter a percentage increase you would like to assume each year of the budget. Be careful to be conservative, it is better the under budget and have more money than expected than to over estimate the annual increases and have less money than you expected. If you assume numbers will be decreasing (such as with Capital Outlay funds, for example), be sure to enter a NEGATIVE NUMBER.

	Base FTEP Increase	Other Funds Increase	ESE Guarantee Increase
Planning Year	0.000%	0.000%	0.000%
Year 1	0.000%	0.000%	0.000%
Year 2	1.500%	1.500%	0.000%
Year 3	1.500%	1.500%	0.000%
Year 4	1.500%	1.500%	0.000%
Year 5	1.500%	1.500%	0.000%

Capital Outlay Inc/Decrease
0.000%
50.000%
-15.000%
-15.000%
-15.000%
-15.000%

Eligible For Capital Outlay
No
No
No
Yes
Yes

The calculator assumes that the State Income Calculator numbers are the planning year numbers.

Percentage increase for Year one of the budget (Mouse over this cell for more information).

The percentage you enter will be a percentage above the Year 1 amount.

The percentage you enter will be a percentage above the Year 2 amount.

The percentage you enter will be a percentage above the Year 3 amount.

The percentage you enter will be a percentage above the Year 4 amount.

Program Cost Factors			
	Elem Program Factor	MS Program Factor	HS Program Factor
Planning Year	1.125	1.000	1.011
Year 1	1.125	1.000	1.011
Year 2	1.125	1.000	1.011
Year 3	1.125	1.000	1.011
Year 4	1.125	1.000	1.011
Year 5	1.125	1.000	1.011

The numbers listed here for years 1-5 are the average of the numbers used over the last three years. You may change them if you would like, however, in general we recommend you leave them as is.

Title 1 Funds

Title 1 Funds are only for schools that have a high poverty level. Each district sets its own threshold and reimbursement amounts based on their district's Title 1 plan. If Title 1 funds are used as part of the budget for a charter school application, the application must state what the funds will specifically be used for, and if the school does not receive these funds, whatever was indicated as being paid for these funds would not be essential to the operation of the school. If you are using this budget to develop a budget an existing school, be sure to realize that on financial reports, you must utilize fund-based accounting, and that Title 1 Funds must be separated from your general fund. This budget calculator does not do that for you. If you are unsure how to set this up, be sure to speak with your school's CPA.

District's Threshold	70%	Enter the district's threshold to be eligible for Title 1 Funds.
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Your school has 45% FRL. You are not eligible based on these assumptions.

If you are eligible, enter the levels and amounts per eligible student that your district provides you. You will need to contact your district to get this information, unless it is listed above as a district message. Each district will have their own plan about how Title 1 funds are distributed to schools.

Threshold Levels			
	70%		
Amount Per Student	\$ -		

If there is more than one threshold, please be sure to enter these in sequential order (the lowest % in the left box, and the highest in the right box)

Financing

Some schools seek financing to assist with meeting the financial needs, especially in their early years. The options calculate the additional funds from financing, and automatically includes the payments of the financing in the budget as well. The calculator allows you to enter different loans for each year, and it will amitorize and calculate the payments separately. Some charter schools are able to find an organization to loan them funds as an "interest only" loan, if you have been able to locate such a deal, enter the number of years for which it is interest only (for example, if you have a 5-year loan, and it is interest only for two years, you would enter the term as 5, and the interest only length as 2. If you are not able to secure such a deal, be sure to leave the Interest Only line as 0.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Loan Amount (Dollars)	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Rate (Percent)	5.000%	0.000%	0.000%	0.000%	0.000%	0.000%
Term/Length of Loan (Years)	6	0	3	3	3	3
Interest Only Length? (Years)	3	0	0	0	0	0

Based on the information you entered above, your debt service payments are calculated below in gray. To give you additional flexibility if you have a special financing package you can enter in the actual numbers in the yellow boxes below, the numbers in the yellow boxes below are what will be used in your final budget. If you change these numbers, be sure to include an explanation as an appendix to your budget.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Calculated Debt Service Amounts	\$10,000.00	\$10,000.00	\$10,000.00	\$73,441.71	\$73,441.71	\$73,441.71
Debt Service Amounts To Use	\$0.00	\$10,000.00	\$10,000.00	\$73,441.71	\$73,441.71	\$73,441.71

Other Income Amounts

Below are other income areas you can include in the budget, if they apply to you. Bear in mind that if you are submitting a charter application, most of these income types are frowned upon in charter applications unless you have a letter of support indicating that the funds will be available. For example, if you have a management company or benefactor who is providing a start-up grant, be sure to include a letter indicating where those funds are coming from. Most districts prefer not to see fund raising funds listed in an operating budget, as there is no guarantee that the funds will be able to be collected. As always, it is better to budget conservatively and end up with more money than expected, than to end up with less money than expected.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
CSP Planning Grant	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Financial Backer / Donation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fundraising Efforts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Income 3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Object	
3299-Misc-Fed	Misc. Federal through State
3440-Donate	Gifts, Grants and Bequests
3440-Donate	Gifts, Grants and Bequests
3440-Donate	Gifts, Grants and Bequests
3440-Donate	Gifts, Grants and Bequests
3495-Misc-Loc	Other Miscellaneous Local Sources
3495-Misc-Loc	Other Miscellaneous Local Sources
3495-Misc-Loc	Other Miscellaneous Local Sources
3495-Misc-Loc	Other Miscellaneous Local Sources

Facilities Decisions

Ongoing Budget Totals	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 200,000	\$ 4,043,758	\$ 6,287,692	\$ 8,207,564	\$ 9,570,728	\$ 10,221,559
Estimated Expense	\$ 196,662	\$ 4,032,624	\$ 6,242,152	\$ 8,003,385	\$ 9,190,209	\$ 9,748,512
Net Revenue	\$ 3,338	\$ 11,134	\$ 45,540	\$ 204,180	\$ 380,518	\$ 473,047
Cash Balance	\$ 3,338	\$ 14,472	\$ 60,012	\$ 264,191	\$ 644,709	\$ 1,117,756

Building Size Needs

In order to determine the size of the building, we recommend looking at the number of anticipated students, and an estimated square footage per student. At a minimum we recommend you consider at least 55-square feet per student. If you are offering a school with a specialty that requires more space, you will want to consider more space per student. The chart below is the maximum number of students if you meet your limits from the Enrollment page. Enter what square footage you would like per per student to calculate the total building size you should be looking for.

Estimated Sq. Ft. per student	55		Year 1	Year 2	Year 3	Year 4	Year 5
		Students:	730	1121	1443	1565	1662
		Building Size:	40,150	61,655	79,365	86,075	91,410

Building Costs

There are a variety of ways charter schools pay for their facilities. Some pay a traditional rental amount per square foot, some pay per student, and other have special deals. If you already operate a school, you likely know the exact amount of building costs, you can enter it on row 28 below. Otherwise, there are three calculators for various ways of calculating the facility costs. BE SURE TO COMPLETE THE METHOD TYPE ON ROW 21 to identify which method you are using, so that the calculator knows which method to use when calculating the budget. Rental costs are represented on the budget on line 7900-360, whereas debt service is on 7900-720.

Facilities Calculation Method	3	Enter the number (1 - 4) to identify which method you are using to calculate facility costs. (See below) 1 = Exact Costs, 2 = Per Square Foot Calculator, 3 = Per Student Calculator, 4 = Purchase Financing Calculator
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Enter Exact Costs

If you know the exact costs of your facility, you may enter them here (i.e. if you already have a lease or contract for a facility)

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Enter ANNUAL amount	\$ 250.00	\$ 450,000.00	\$ 600,000.00	\$ 750,000.00	\$ 750,000.00	\$ 800,000.00
Is this a lease or debit service payment?	1	Enter 1 for lease payments or 2 for debit service (loan) payments.				

Rental Costs - Per Square Foot (Traditional)

Rental space varies significantly based on the location. Rural, less expensive areas may be able to find rental space for as low as \$8-10 per square foot per year, whereas expensive urban areas may need to pay \$20-22 per square foot per year. If we have specific information regarding your county, it will be displayed on the next line. It is also customary for many leases to have annual increases in the rental amount (i.e. 2%). Some charter schools also try to negotiate a "ramp up" schedule in their lease that allows for lower rates in the first year or two, and then has more significant increases later.

No information available for Broward county.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Building Size (Square Feet)	1,000.0	91,410.0	91,410.0	91,410.0	91,410.0	91,410.0
Annual Cost Per Square Foot	\$ 13.00	\$ 10.00	\$ 12.00	\$ 14.00	\$ 15.00	\$ 16.00
Total Estimated Annual Cost	\$ 13,000.00	\$ 914,100.00	\$ 1,096,920.00	\$ 1,279,740.00	\$ 1,371,150.00	\$ 1,462,560.00

Per Student Facility Estimate

Occasionally charter schools are able to negotiate leases based on a per-student payment as opposed to per square foot. This is particularly helpful to charter schools as it helps to manage facility costs in relation to actual enrollment. This is most common in situations where a school is leasing space from a church or community organization of some sort.

Enrollment Type	2	Enter 1 if you want to use your MAXIMUM total enrollment, or enter 2 if you want to use your ASSUMED enrollment.				
	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	enter total	657	1006	1295	1406	1494
Annual Per Student Cost	\$ -	\$ 700.00	\$ 750.00	\$ 900.00	\$ 1,100.00	\$ 1,100.00
Total Estimated Annual Cost	\$ -	\$ 459,900.00	\$ 754,500.00	\$ 1,165,500.00	\$ 1,546,600.00	\$ 1,643,400.00

Financing Calculator (To Purchase Building)

Some schools (usually schools that have been established for a few years) look at purchasing their facilities instead of continuing in leases. The calculator below is a simple mortgage calculator. Many times charter schools will look at using not-for-profit municipal bonds or other financing methods, in which case the payment amounts may be different than that created by this calculator, and you should manually enter the amounts you received from the financial consultant or financial institution you are working with on row 28 above (using optin #1). However, if you are in the planning process, this will assist you with making basic assumptions.

Facility Cost	\$ 7,500,000	What is the total cost / purchase price of the facility?				
Downpayment Amount	\$ -	Down Payment Amount (See comment!)				
Construction Costs	\$ 3,500,000	You may need to conduct construction on the facility, enter the anticipated construction costs				
Additional Financing	\$ 715,000	Enter the additional amount you plan to finance to cover additional fees or costs (i.e. bank fees, realtor fees, etc.)				
Total Financing Amount	\$ 11,000,000	Total Amount To Finance				
Interest Rate	6.125%	Enter the annual percentage rate for the financing				
Amortization Term	20	Enter how many years you plan to amortize the loan over				
Annual Debt Service Amount	\$968,784.81	Annual Payment Amount				
Monthly Debt Service Amount	\$80,732.07	Monthly Payment Amount				
Closing Year	3	What year are you planning to complete this purchase (enter 0 for planning year, 4 for Year 4, etc.)				
Closing Month	12	What month do you plan to close the financing on?				
Prior to Purchase Method	2	Which of the above facility options do you want to use for calculating rental costs prior to purchasing your building? (1 = Actual Cost, 2 = per square foot calculations, or 3 = per student, 0 = None).				
	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Debit Service	\$ -	\$ -	\$ -	\$ 565,124	\$ 968,785	\$ 968,785
Lease (prior to purchase)	\$ 13,000	\$ 914,100	\$ 1,096,920	\$ 533,225	\$ -	\$ -
Debt Service Ratio				1.36	1.39	1.49

Other Facilities Costs

There are several ways we can calculate the costs of operating the facility. Some expenses, such as electricity, can be calculated based on a per-square-foot calculation, others based on the number of classrooms, some based on the number of students and others we need to just make an educated guess. The following costs are included in function 7900 regarding operating your facility.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Actual Building Square Footage	20,000	43,000	67,000	83,000	90,000	90,000
Enter the PER SQUARE FOOT amount to assume for electricity.	\$0.00	\$1.10	\$1.40	\$1.50	\$1.75	\$2.00
	\$0.00	\$47,300.00	\$93,800.00	\$124,500.00	\$157,500.00	\$180,000.00

Budget Line: 7900-430

Enter a PER STUDENT PER YEAR estimate for water and sewer utilities.	\$0.00	\$8.00	\$8.50	\$9.00	\$9.50	\$10.00	Budget Line: 7900-380
	\$0.00	\$5,256.00	\$8,551.00	\$11,655.00	\$13,357.00	\$14,940.00	
Enter a PER CLASSROOM estimate for other services (i.e. fire alarm, pest control, etc.)	\$0.00	\$70.00	\$70.00	\$70.00	\$70.00	\$70.00	Budget Line: 7900-390
	\$0.00	\$2,170.00	\$3,290.00	\$4,200.00	\$4,550.00	\$4,830.00	
Enter an anticipated PER YEAR amount for HVAC maintenance and service contract.	\$0.00	\$5,000.00	\$6,000.00	\$8,000.00	\$10,000.00	\$10,000.00	Budget Line: 7900-390
	\$0.00	\$5,000.00	\$6,000.00	\$8,000.00	\$10,000.00	\$10,000.00	
Enter an anticipated PER YEAR amount for annual inspections (i.e. sprinkler, fire, etc.)	\$0.00	\$2,500.00	\$4,000.00	\$4,000.00	\$40,000.00	\$40,000.00	Budget Line: 7900-390
	\$0.00	\$2,500.00	\$4,000.00	\$4,000.00	\$40,000.00	\$40,000.00	
Enter an anticipated PER YEAR amount on general repairs and maint. to the facility	\$0.00	\$5,000.00	\$10,000.00	\$20,000.00	\$30,000.00	\$30,000.00	Budget Line: 7900-350
	\$0.00	\$5,000.00	\$10,000.00	\$20,000.00	\$30,000.00	\$30,000.00	
Enter an anticipated PER YEAR amount on remodeling and renovations.	\$0.00	\$0.00	\$10,000.00	\$15,000.00	\$30,000.00	\$30,000.00	Budget Line: 7900-680
	\$0.00	\$0.00	\$10,000.00	\$15,000.00	\$30,000.00	\$30,000.00	
Enter a PER STUDENT estimate for building supplies for the year (i.e. toilet paper, cleaning supplies, paper towels, etc.)	\$500.00	\$20.00	\$22.00	\$23.00	\$24.00	\$25.00	Budget Line: 7900-510
	\$500.00	\$13,140.00	\$22,132.00	\$29,785.00	\$33,744.00	\$37,350.00	
Enter the PER SQUARE FOOT amount to assume for cleaning services (if you are hiring it out instead of having your own staff).	\$0.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	
	\$0.00	\$43,000.00	\$67,000.00	\$83,000.00	\$90,000.00	\$90,000.00	

Services Expenses

Ongoing Budget Totals	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 200,000	\$ 4,043,758	\$ 6,287,692	\$ 8,207,564	\$ 9,570,728	\$ 10,221,559
Estimated Expense	\$ 196,662	\$ 4,032,624	\$ 6,242,152	\$ 8,003,385	\$ 9,190,209	\$ 9,748,512
Net Revenue	\$ 3,338	\$ 11,134	\$ 45,540	\$ 204,180	\$ 380,518	\$ 473,047
Cash Balance	\$ 3,338	\$ 14,472	\$ 60,012	\$ 264,191	\$ 644,709	\$ 1,117,756

Professional Services (i.e. Management, Network, Consulting, Financial & Legal Fees)

District Administrative Fee

In general, state law currently allows districts to take up to a 5% fee on the first 250 students for charter schools, unless they are high performing in which case the rate is 2% on the first 250 students. It is possible (however, extremely improbable) to negotiate a different rate as part of your contract negotiations. There are also special considerations for charter districts and schools who have more than 75% of students with special needs. Please see Florida Statute 1002.33(20) if you think one of these might apply to you.

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Number Of Students For Fees	250	250	250	250	250
Percentage To Use	5.00%	5.00%	5.00%	5.00%	5.00%

Cost	\$73,820.96	\$74,889.94	\$75,987.59	\$77,121.75	\$78,259.08
Savings that must be used for Capital Outlay	\$120,180.53	\$226,467.17	\$317,628.12	\$356,610.99	\$389,417.18

Budget Line: 7200-310
See Comment here for details

Management, Network or Professional Services Organizations

If you are using a CMO / EMO or Charter Network, fees can be calculated in a variety of different ways. Below are four options. Enter the amount for any or multiple of the options available. For example, if you are paying an EMO 7% and also hiring another group to manage your back office support for a flat fee, you can enter both options, and the calculator will add them together. For any option not being used, be sure to enter 0. You should be able to get these amounts from the company you are working with, and fees can vary widely based on the contracts you have with the company. Anything entered here will be put onto the budget in the "Administrative Professional Services" budget line item.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Per Student Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Percent of FEFP Income	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%
Percent of Total Revenue	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%
Flat Annual Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

\$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00

Budget Line: 7300-310

Accounting Fees

Effectively managing the school's financial resources is an important component of operating the school. Many charter schools will hire an accountant to either manage the finances, or to at least conduct monthly reconciliations and closings. In addition, Charter schools are required to complete an annual audit by an independent auditor. These costs can be calculated below.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Flat Rate Accounting Fees (Annual Amount)	\$ 2,000.00	\$ 3,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Per Student Accounting Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Flat Rate Auditor Fees (Annual Amount)	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,500.00	\$ 11,000.00	\$ 11,000.00

\$2,000.00 \$13,000.00 \$14,000.00 \$14,500.00 \$15,000.00 \$15,000.00

Budget Line: 7500-310

Legal Fees

Charter schools usually run into issues that they may need legal assistance and advice, so we recommend setting aside funds to consult with an attorney if necessary. Attorney fees generally range from \$300 - \$600 per hour. Enter an annual budget estimate

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Legal Fees	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00

Budget Line: 7100-310

Professional Development for Staff

Professional development is an important thing to provide. The following items should be estimated and put in an annual amount for each category.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Workshop / Conference Registration	\$ -	\$ 2,000.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Onsite Professional Development	\$ -	\$ 2,000.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
PD Supplies (i.e. book, materials)		\$ 1,000.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
Substitute Teachers for Professional Dev.		\$ -	\$ -	\$ -	\$ -	\$ -
Travel Expenses related to Professional Dev.	\$ -	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00

Budget Line: 6400-310

Budget Line: 6400-310

Budget Line: 6400-510

Budget Line: 6400-140

Budget Line: 6400-330

Exceptional Education Services - Contracted Services

Many charter schools will contract with outside companies to assist with covering the special needs of students at the school. For example, often schools do not have enough students to justify hiring a speech and language therapist, but the school is still required to offer these services. So the school can contract with a third party to have a therapist come to the school to provide the services. Typical services that are contracted out are: Speech and Language, Occupational Therapy, Physical Therapy, Vision or Hearing Experts, etc. The calculator below will assist you with estimating the budget amount.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Assumed Hourly Rate		\$ 65.00	\$ 65.65	\$ 66.31	\$ 66.97	\$ 67.64
Assumed Hours PER WEEK.		5	6	7	8	8
	\$0.00	\$11,700.00	\$14,180.40	\$16,710.12	\$19,287.36	\$19,480.32

Budget Line: 5200-310

Corporate Insurance Policies

Charter schools are required to carry their own insurance policies in compliance with their charter school contract. The calculator below allows you to estimate the budget in two categories, the first is liability and professional insurance which would cover things like student accident, operational, a general umbrella policy, directors insurance, etc. The second category is for property and renters insurance. Rows 62 and 64 will help you to estimate your insurance costs. Be sure to enter the total annual costs in rows 67 and 68, as these are the official numbers that will be used in the final budget. This way, if you already have your insurance policy quotes, you can enter the numbers directly on rows 67 and 68, otherwise just use the gray numbers created by rows 62 and 64 to set your annual costs.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimate Liability / Professional Insurance (ENTER PER STUDENT)		\$ 30.00	\$ 30.60	\$ 31.21	\$ 31.84	\$ 32.47
	\$0.00	\$19,710.00	\$30,783.60	\$40,419.54	\$44,761.75	\$48,514.61
Estimate Property / Renters Insurance (ENTER PER SQUARE FOOT)		\$ 0.45	\$ 0.46	\$ 0.47	\$ 0.48	\$ 0.49
	\$0.00	\$19,350.00	\$30,753.00	\$38,858.94	\$42,978.92	\$43,838.50
Enter Annual Liability/Prof Insurance Cost	\$0.00	\$19,710.00	\$30,783.60	\$40,419.54	\$44,761.75	\$48,514.61
Enter Annual Property/Renters Insurance	\$0.00	\$19,350.00	\$30,753.00	\$38,858.94	\$42,978.92	\$43,838.50

Budget Line: 7100-320

Budget Line: 7900-320

Board of Directors Expenses

Charter schools are prohibited from compensating Board members for their contributions to the school, however reasonable expenses may be reimbursed. For example, if you have board meetings at various locations, mileage reimbursement to meetings would be reasonable. If a Board member attends the charter school conference, the school can reimburse those expenses. Additionally, you should plan to provide some professional development to the Board, each Board Member is required to do 4-hours of training at the start of their term and a 2-hour follow up every three years.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Travel reimbursement (Annual Amount)	\$ 1,000.00	\$ 750.00	\$ 750.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Professional Development (Annual Amount)	\$ 1,000.00	\$ 750.00	\$ 750.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Board Meeting Supplies (Annual Amount)	\$ 1,000.00	\$ 750.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00

Budget Line: 7100-330

Budget Line: 7100-310

Budget Line: 7100-510

Transportation Services

There are a variety of ways to handle transportation for your students. You could purchase bus passes for older students if your area has a strong public transit system, you could buy or lease a bus and hire your own bus driver and do the transportation yourself, you could contract with your district. Fill in any of the applicable areas below, and they will be added together, you do not need to use all areas. For example, if you are contracting with your district for a per-student charge, you would not need to hire your own driver and lease your own bus. Only fill in the applicable areas, as the calculator will add all of the totals together to use in the budget.

Percentage of students to transport	20.0%	Estimate the percentage of your total students who will require transportation.
Number of students on one bus	48	Enter the number of students you can transport on a single bus on a single trip. (See comment)

	Year 1	Year 2	Year 3	Year 4	Year 5
Students To Transport	132	202	259	282	299
Busses Needed	2.75	4.21	5.40	5.88	6.23

Buying your own busses and hiring your own staff to operate the busses

	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Hourly Rate for the bus driver		\$ 10.50	\$ 10.66	\$ 10.82	\$ 10.98	\$ 11.14
Number of Bus Drivers?		0	0	0	0	0
Hours PER DAY for the bus driver	4					
Additional days over 180 school days	5					
Does the Driver Receive Benefits?	No					

\$0.00 \$0.00 \$0.00 \$0.00 \$0.00 Budget Function 7800 (180-2.

Financing Calculator to purchase / lease a bus

The next few lines are basic loan and lease calculators, using standard calculation methods for each. This will allow you to estimate costs of financing or leasing a bus if you are wishing to purchase your own bus. The numbers for these calculators DO NOT AFFECT YOUR BUDGET, and are for your benefit. If you do decide to purchase a bus, please go down to the next section to enter the costs you are estimating. Bus prices range widely based on where they are being purchased from, how many miles, etc. Many charters are able to find decent busses from their district who many times will have annual auctions for surplus stock.

Total cost of the bus	\$ -
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Purchase / Loan Calculator	
Interest Rate	9.000%
Number of Years	5
Total Monthly Payment	\$0.00
Total Monthly Payment	\$0.00

Lease Calculator	
Money Factor	0.003750
Lease Term (years)	5
Residual Value Percentage	57.0%
Monthly Lease Payment	\$ -
Monthly Lease Payment	\$ -

Actual Costs Related To Purchasing Or Leasing a Bus

There are a significant number of rules and regulations you should be aware of if you are going to be providing your own transportation. Please be sure to review the guide the state produced, which can be downloaded from http://info.fldoe.org/docushare/dsweb/Get/Document-4117/t_07_09att1.pdf. The next few lines are for if you plan to purchase your own busses, the amounts you enter in will be included in the comprehensive budget.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enter the annual loan payments	\$ -	\$ -	\$ -	\$ -	\$ -
Enter the annual lease payments	\$ -	\$ -	\$ -	\$ -	\$ -
Estimated miles per day	0	0	0	0	0
Estimated MPG efficiency of bus	9	9	9	9	9
Estimated cost of fuel	\$ -	\$ -	\$ -	\$ -	\$ -
Annual Maintenance Assumption	\$ -	\$ -	\$ -	\$ -	\$ -
Annual Insurance Fees	\$ -	\$ -	\$ -	\$ -	\$ -

\$0.00 \$0.00 \$0.00 \$0.00 \$0.00

Budget Line: 7800-720
Budget Line: 7800-360

Budget Line: 7800-460
Budget Line: 7800-390
Budget Line: 7800-320

Third Party Transportation Provider

Many charter schools contract with a third party provider to provide transportation services. Some districts will work with charter schools to transport students through the district's transportation plan, whereas other charter schools will hire a third party company to provide bussing services. The options below will help you to estimate the costs to hire a company to provide this service. There are two common ways these contracts might be priced, on a per day or a per student basis. Use one or the other, as both are added to the budget if there are numbers in both.

PER DAY Contract		Year 1	Year 2	Year 3	Year 4	Year 5
Cost PER BUS PER DAY		\$ 225.00	\$ 227.25	\$ 229.52	\$ 231.82	\$ 234.14
Number of Busses		4	5	6	6	6
		\$162,000.00	\$204,525.00	\$247,881.60	\$250,365.60	\$252,871.20

Budget Line: 7800-390

PER STUDENT Contract		Year 1	Year 2	Year 3	Year 4	Year 5
Cost PER STUDENT PER DAY		\$ -	\$ -	\$ -	\$ -	\$ -
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7800-390

Public Transportation

Some charter schools are able to effectively utilize public transportation for their students by purchasing bus passes for the students to get to and from the school. This will depend on your area (the availability of public transportation) and the age of your students. The following will calculate the cost of purchasing passes if you choose to use this as an option.

Public Transportation		Year 1	Year 2	Year 3	Year 4	Year 5
Public Transportation Pass		\$ 65.00	\$ 65.00	\$ 70.00	\$ 70.00	\$ 70.00
Number of students utilizing		0	0	0	0	0
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7800-390

Reimbursements

The state reimburses schools on a per student basis. The amount they reimburse is published on their website at: <http://www.fldoe.org/transportation/transprof.asp>

		Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Reimbursed		132	202	259	282	299
Reimbursement Rate		\$ 347.00	\$ 352.21	\$ 357.49	\$ 362.85	\$ 368.29
		\$59,124.00	\$92,457.41	\$120,561.41	\$132,959.81	\$142,087.65

Income Line: 3492

Transportation Totals		Year 1	Year 2	Year 3	Year 4	Year 5
Transportation Income		\$59,124.00	\$92,457.41	\$120,561.41	\$132,959.81	\$142,087.65
Transportation Expenses		\$162,000.00	\$204,525.00	\$247,881.60	\$250,365.60	\$252,871.20

School Lunch Calculator

Charter schools are required to offer free/reduced lunch to those students who qualify, and must provide comparable lunches to all other students for a fee in such a way that does not alienate those students who are receiving the free and reduced lunch. Many charter schools are able to contract with their local school districts to provide the service, and it essentially is a wash and there is no need to budget anything for school lunch. However, if your district is unwilling or you decide not to contract with the district you will need to complete the following assumptions or work with another provider who is willing to work with you.

		Year 1	Year 2	Year 3	Year 4	Year 5
Percent FRL Students Ordering Lunch		75.0%	75.0%	75.0%	75.0%	75.0%
How much is charged for Reduced Lunch		\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40
Percent Other Students Order Lunch		40.0%	40.0%	40.0%	40.0%	40.0%
Other Students Full Price Lunch Rate		\$ 2.40	\$ 2.50	\$ 2.50	\$ 2.50	\$ 2.50
How much does each lunch cost?		\$ 2.40	\$ 2.50	\$ 2.50	\$ 2.50	\$ 2.50
Federal NSLP Reimbursement Rate		\$ 2.40	\$ 2.50	\$ 2.50	\$ 2.50	\$ 2.50
Lunch Program Supplies		\$ 2,000.00	\$ -	\$ -	\$ 3,000.00	\$ -
		-\$2,000.00	\$0.00	\$0.00	-\$3,000.00	\$0.00

Income Lines: 3261 & 3262

Budget Line: 7600-570

Budget Line: 7600-510

If you are running the lunch program at your site and your contract or agreement with a provider doesn't include staffing, you may need to consider additional staff members to handle the paperwork and/or with serving and preparing lunch. The calculator below will assist you determining staff costs. Many charter schools are able to run the lunch without additional staff people, but some do hire additional staff, especially if they are their own lunch provider.

Cafeteria Staff	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Hourly Rate for the Cafeteria Staff		\$ 9.00	\$ 9.14	\$ 9.27	\$ 9.41	\$ 9.55
Number of Cafeteria Staff		0	0	0	0	0
Hours PER DAY for the Cafeteria Staff	2					
Additional days over 180 school days	2					
Benefits?	Yes					

Coordinator / Administrative Support Staff (paperwork, etc.)

Hourly Rate for the Cafeteria Staff		\$ 10.50	\$ 10.66	\$ 10.82	\$ 10.98	\$ 11.14
Number of Administrative/Coord. Staff		0	0	0	0	0
Hours PER DAY for the Cafeteria Staff	3.5					
Additional days over 180 school days	5					
Benefits?	No					

Total Staff Cost

\$53,035.74

\$53,824.80

\$54,625.69

\$55,438.59

\$56,263.69

Budget Lines in 7600

School Lunch Totals						
School Lunch Income		\$163,728.00	\$260,550.00	\$335,250.00	\$364,050.00	\$387,000.00
School Lunch Expenses		\$218,763.74	\$314,374.80	\$389,875.69	\$422,488.59	\$443,263.69

Other Expenses

Ongoing Budget Totals	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 200,000	\$ 4,043,758	\$ 6,287,692	\$ 8,207,564	\$ 9,570,728	\$ 10,221,559
Estimated Expense	\$ 196,662	\$ 4,032,624	\$ 6,242,152	\$ 8,003,385	\$ 9,190,209	\$ 9,748,512
Net Revenue	\$ 3,338	\$ 11,134	\$ 45,540	\$ 204,180	\$ 380,518	\$ 473,047
Cash Balance	\$ 3,338	\$ 14,472	\$ 60,012	\$ 264,191	\$ 644,709	\$ 1,117,756

Textbooks / Curricular Materials / Assessments

Generally most textbook companies sell their textbook series by student editions, and then provide all of the teacher's manuals and consumables for free. The calculator below allows you to indicate how many books you are purchasing and an average amount per book (generally books cost around \$50-80 depending on the subject and publisher). A good place to look for the costs for textbooks is the Florida School Book Depository (<http://www.fsbdc.com/>). You are not required to purchase books from this source, however, it is a good place to find pricing information on a variety of options.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Total Possible Students		730	1121	1443	1565	1662

Average Cost Per Textbook	\$ -	\$ 60.00	\$ 60.60	\$ 61.21	\$ 61.82	\$ 62.44
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Books For New Students / Additional Enrollment

New Student Seats (by Grade Level)		730	391	322	122	97
Total Students To Buy Books For	0	730	391	322	122	97
Books To Buy Per Student	0	4	4	4	4	4
	\$0.00	\$175,200.00	\$94,778.40	\$78,833.33	\$30,167.21	\$24,225.26

Budget Line: 5100-520

Replacement Books

Replacement Books To Purchase	0	0	100	100	100	100
	\$0.00	\$0.00	\$6,060.00	\$6,120.60	\$6,181.81	\$6,243.62

Budget Line: 5100-520

New Textbook Adoption

Textbook Adoptions (New Series)	0	0	0	1000	1000	1000
	\$0.00	\$0.00	\$0.00	\$61,206.00	\$61,818.06	\$62,436.24

Budget Line: 5100-520

Consumable Books

Number of Consumable Books To Purchase	0	0	0	0	0	0
Average Consumable Cost	\$ -	\$ 7.00	\$ 7.14	\$ 7.28	\$ 7.43	\$ 7.58
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-520

Many charter schools are using subscription services for curricular materials. These could come in a variety of services. Some schools utilize a "Blended Model" where curriculum is provided online, and no textbooks are necessary. Other examples are subscription based software programs that provide curricular materials online. Below you can enter the total amount of annual subscriptions for curriculum.

Academic Software	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Curricular Provider Subscriptions PER STUDENT		\$ -	\$ -	\$ -	\$ -	\$ -
Software Subscriptions PER STUDENT		\$ -	\$ -	\$ -	\$ -	\$ -
Software Subscriptions PER SCHOOL	\$ -	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00
	\$0.00					

Budget Line: 6300-390

Budget Line: 5100-690

Budget Line: 5100-690

Many assessments, such as the FCAT and FAIR are provided to Charter Schools through the district. Other assessments that schools may wish to utilize need to be purchased (such as Stanford Achievement Test, NWEA MAP, etc.). The materials could include the test itself, consumable materials (such as answer sheets), and the costs for scoring the assessments. Enter the total amount PER STUDENT you anticipate for assessments.

Assessments	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
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PER STUDENT Assessment Costs	\$ -	\$ 15.00	\$ 15.00	\$ 20.00	\$ 20.00	\$ 20.00
	\$0.00	\$9,855.00	\$15,090.00	\$25,900.00	\$28,120.00	\$29,880.00

Budget Line: 5100-520

Technology / Equipment

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Copy Machine Lease - PER STUDENT	\$ -	\$ 18.00	\$ 18.00	\$ 22.00	\$ 23.00	\$ 23.00
	\$0.00	\$11,826.00	\$18,108.00	\$28,490.00	\$32,338.00	\$34,362.00

Budget Line: 7300-360

Computers are an important educational tool in schools today. Schools must have computers on which to provide the new state assessments, and it is recommend you review the state of Florida's accountability plans to determine what those needs may be at your school. (<http://fcatt.fldoe.org/fcat2/>). Computers can be purchased or leased by a school, and the calculator below will allow you to calculate the costs. For both options there are two types of computers to allow you to plan for multiple types of computers (i.e. desktop computers for a lab or classroom use, student laptops and teacher laptops for example). All of the following computers will be put into the ACADEMIC section of the budget (5100), so only include student and teacher computers, not office staff (that will come next).

PURCHASING Academic Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Type 1 - Number of Machines	0	0	0	0	0	0
Type 1 - Estimated Cost Per Machine/Station	\$ -	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 6400-643

Type 2 - Number of Machines	0	0	0	0	0	0
Type 2 - Estimated Cost Per Machine/Station	\$ -	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 6400-643

LEASING Academic Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Type 1 - Number of Machines		200	250	300	400	500
Type 1 - Estimated Cost Per Machine/Station		\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00	\$ 325.00
	\$0.00	\$65,000.00	\$81,250.00	\$97,500.00	\$130,000.00	\$162,500.00
Type 2 - Number of Machines	0	30	50	60	80	80
Type 2 - Estimated Cost Per Machine/Station	\$ -	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00
	\$0.00	\$9,000.00	\$15,000.00	\$18,000.00	\$24,000.00	\$24,000.00

Budget Line: 6400-360

Budget Line: 6400-360

If you need additional machines for ADMINISTRATIVE purposes (such as secretaries, administrators, etc.) Enter the number of machines to purchase or lease below. These will be put into the administrative section of the budget (7300).

PURCHASING Admin. Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Admin - Number of Machines	2	0	0	0	0	0
Admin - Estimated Cost Per Machine/Station	\$ 1,000.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00
	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7300-643

LEASEING Admin. Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Admin - Number of Machines	0	20	25	25	30	30
Admin - Estimated Cost Per Machine/Station	\$ -	\$ 240.00	\$ 250.00	\$ 260.00	\$ 270.00	\$ 280.00
	\$0.00	\$4,800.00	\$6,250.00	\$6,500.00	\$8,100.00	\$8,400.00

Budget Line: 7300-360

Classroom Instructional technology is often a part of a school's overall technology plan. If you intend to purchase technology the calculator below will assist you in assuming the amount of costs involved. You should figure out what technology you want in each classroom, and then estimate the COST PER CLASSROOM. For example, a SMART board with all of the equipment and supplies can easily range \$3,000 - \$4,000 per classroom. Less expensive alternatives are available where you may be able to outfit a classroom for closer to \$1,500 depending on the needs of your school. First determine the estimated cost per classroom, then you indicate the number of classrooms you want to outfit each year.

Instructional Technology	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Cost PER CLASSROOM	\$ 1,800.00	\$ 1,800.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00
Number of Classrooms		0	10	10	10	10
	\$0.00	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00
Additional ANNUAL Instructional Tech Money	\$ 1,500.00	\$ 1,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00

Budget Line: 5100-621

Budget Line: 5100-643

Some schools hire their own inhouse IT support staff to manage their computer infrastructure (which would be indicated on the Enrollment and Staffing page of this calculator), where others have a contract with a third party to provide these services. Some management companies provide this service as part of their overall contract. Contracts can be an annual fixed amount, or you may purchase hours in advance. Generally these services are around \$120 per hour and depending the technical savvy of your staff, you could easily go through 100+ hours a year to support the computers and network within your building.

IT Service Provider	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
ANNUAL IT Service Provider Contract Amount		\$ 2,500.00	\$ 3,000.00	\$ 5,000.00	\$ 6,000.00	\$ 6,000.00

Budget Line: 6500-310

Above you indicate the amount of money you wish to set aside for curricular software. In addition, you may have other software expenses as well, such as software to setup your server, productivity software (such as Microsoft Office) for your staff, and other software needs to support the computers at your school. Enter the total amount you want to set aside for software each year. As you are researching amounts, we recommend you look into Volume Licensing Agreements as this is usually the most cost efficient way to purchase multiple copies of software.

Software	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
ANNUAL amount for software each year	\$ 1,000.00	\$ 3,000.00	\$ 5,000.00	\$ 6,000.00	\$ 8,000.00	\$ 8,000.00

Budget Line: 7300-690

Furniture and Classroom/Office Equipment

You will need to have furniture for your students, teachers and other staff members. Sometimes schools are able to obtain funding that includes "FF&E" (Furniture, Fixtures & Equipment) when they finance a building. More often, the school needs to either purchase or borrow furniture for thier school. The following calculator will allow you to figure out furniture costs based on either a purchase or a lease option. Some vendors will lease furniture allowing the school to spreadout the expenses over the course of a few years, however, you may want to investigate this before relying on it as an option.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated PER CLASSROOM furniture cost	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00
Number of student classes each year		31	47	60	65	69
Number of classrooms to outfit each year	0	31	16	10	5	1
Purchase or Lease?	Lease	Lease	Lease	Lease	Lease	Lease
	\$0.00	\$19,437.00	\$29,469.00	\$35,739.00	\$38,874.00	\$39,501.00
Estimate Total Office Furniture Needs	\$ 2,500.00	\$ 2,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Purchase or Lease?	Purchase	Purchase	Purchase	Purchase	Purchase	Purchase
	\$2,500.00	\$2,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Media Center Furniture	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Purchase or Lease?	Purchase		Lease	Lease	Lease	Lease
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-641

Budget Line: 7300-641

Budget Line: 6200-641

Other General Expenses

The following items are general expenses that you will want to consider in your budget which usually are based on the size and number of students at your school. This calculator will give you an option to set each of the following items based on the number of students at your school. If you have operating history, we recommend you look at the amount you have spent on these areas in the past, otherwise recommendations for each item are in the comments of the title fields. For the planning year, enter the total budget amount you anticipate for the planning year (if any) for the budget line.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Supplies		\$ 50.00	\$ 40.00	\$ 40.00	\$ 40.00	\$ 40.00
	\$0.00	\$32,850.00	\$40,240.00	\$51,800.00	\$56,240.00	\$59,760.00
Academic Dues and Fees		\$ 0.50	\$ 0.51	\$ 0.52	\$ 0.53	\$ 0.54
	\$0.00	\$328.50	\$513.06	\$673.40	\$745.18	\$806.76

Budget Line: 5100-510

Budget Line: 5100-730

Library Books, Supplies and Equipment		\$ 4.50	\$ 4.59	\$ 4.68	\$ 4.78	\$ 4.87	
	\$0.00	\$2,956.50	\$4,617.54	\$6,060.60	\$6,720.68	\$7,275.78	Budget Line: 6200-510
ESE Supplies and Materials		\$ 15.00	\$ 16.00	\$ 17.00	\$ 18.00	\$ 19.00	
	\$0.00	\$9,855.00	\$16,096.00	\$22,015.00	\$25,308.00	\$28,386.00	Budget Line: 5200-510
Professional Administrative Services	\$ 4,500.00	\$ 5.00	\$ 6.00	\$ 7.00	\$ 8.00	\$ 8.00	
	\$4,500.00	\$3,285.00	\$6,036.00	\$9,065.00	\$11,248.00	\$11,952.00	Budget Line: 7300-310
Non Professional Admin. Services	\$ 35,000.00	\$ 10.00	\$ 10.20	\$ 10.40	\$ 10.61	\$ 10.82	
	\$35,000.00	\$6,570.00	\$10,261.20	\$13,468.00	\$14,917.66	\$16,165.08	Budget Line: 7300-390
Office Supplies and Minor Equipment		\$ 22.00	\$ 22.44	\$ 22.89	\$ 23.35	\$ 23.81	
	\$0.00	\$14,454.00	\$22,574.64	\$29,642.55	\$32,830.10	\$35,572.14	Budget Line: 7300-510
Administrative Dues and Fees		\$ 4.00	\$ 4.08	\$ 4.16	\$ 4.24	\$ 4.33	
	\$0.00	\$2,628.00	\$4,104.48	\$5,387.20	\$5,961.44	\$6,469.02	Budget Line: 7300-730
Communications Utils (i.e. Phones, Internet)		\$ 12.00	\$ 12.24	\$ 12.48	\$ 12.73	\$ 12.99	
	\$0.00	\$7,884.00	\$12,313.44	\$16,161.60	\$17,898.38	\$19,407.06	Budget Line: 7900-370
Communications (i.e. postage)	\$ 5,000.00	\$ 7.25	\$ 7.40	\$ 7.54	\$ 7.69	\$ 7.85	
	\$5,000.00	\$4,763.25	\$7,444.40	\$9,764.30	\$10,812.14	\$11,727.90	Budget Line: 7300-370
Administrative Equipment	\$ 8,000.00	\$ 4.00	\$ 4.08	\$ 4.16	\$ 4.24	\$ 4.33	
	\$8,000.00	\$2,628.00	\$4,104.48	\$5,387.20	\$5,961.44	\$6,469.02	Budget Line: 7300-644

Reserve Fund / Undesignated Expenditures

Some districts like to see a "Reserve Fund" line on the charter school budget ranging from 3-10% of the state FEFP funds. Not all districts require this, however, you can set either a percentage or a dollar amount below to put into a reserve fund. You can enter one or the other or both, and the gray number underneath will show you the total of the two. This money will be listed as an expense on your budget, but without a specific purpose. Hopefully you will not use this money and it will be carried over, however, if you forgot to include something in your overall budget, this provides you with a cushion for unexpected expenses. Your Board should have a policy about how to spend money that is not listed in the budget, or that is coming from the reserve fund.

Reserve Fund - PERCENT OF FEFP	3%	3%	3%	3%	3%	3%
Reserve Fund - Total Dollars	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$0.00	\$116,400.89	\$180,814.26	\$236,169.43	\$260,239.65	\$280,605.76

APPENDIX B.4 RPCS Planning year CASH FLOW

Remsberg Preparatory Charter's Five Year Budget Projections **Planning Year Cash Flow Estimates**

		Directions (Mouse Over Here)																	
Func	Obj	Desription	Planning Year Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total		
FEFP Calculations																			
Other Income																			
	3720	Financing / Loan Proceeds	\$ 200,000	3	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 200,000		
		Total Income	\$ 200,000	T	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 200,000		
Expense Estimates																			
Function 5100 - Basic Instruction																			
5100	621	AV Materials-Capitalized	\$ 1,500	4	\$ -	\$ -	\$ -	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 1,500		
		5100 Sub Total	\$ 1,500	T	\$ -	\$ -	\$ -	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 1,500		
Function 6100 - Pupil Services																			
6100	130	Other Certified Staff Member	\$ 18,800	4	\$ -	\$ -	\$ -	\$ 2,089	\$ 2,089	\$ 2,089	\$ 2,089	\$ 2,089	\$ 2,089	\$ 2,089	\$ 2,089	\$ 2,089	\$ 18,800		
6100	210	Retirement	\$ 987	4	\$ -	\$ -	\$ -	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 110	\$ 987		
6100	220	FICA	\$ 1,438	4	\$ -	\$ -	\$ -	\$ 160	\$ 160	\$ 160	\$ 160	\$ 160	\$ 160	\$ 160	\$ 160	\$ 160	\$ 1,438		
6100	240	Worker's Compensation	\$ 235	4	\$ -	\$ -	\$ -	\$ 26	\$ 26	\$ 26	\$ 26	\$ 26	\$ 26	\$ 26	\$ 26	\$ 26	\$ 235		
6100	250	Unemployment Compensation	\$ 216	4	\$ -	\$ -	\$ -	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 216		
6100	290	Other Employee Benefits	\$ 1,833	4	\$ -	\$ -	\$ -	\$ 204	\$ 204	\$ 204	\$ 204	\$ 204	\$ 204	\$ 204	\$ 204	\$ 204	\$ 1,833		
6100	750	Other Personnel Services	\$ 250	4	\$ -	\$ -	\$ -	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 28	\$ 250		
		6100 Sub Total	\$ 23,759	T	\$ -	\$ -	\$ -	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 23,759		
Function 7100 - Board																			
7100	310	Professional and Technical Services	\$ 6,000	4	\$ -	\$ -	\$ -	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 6,000		
7100	330	Travel	\$ 1,000	4	\$ -	\$ -	\$ -	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 1,000		
7100	510	Supplies	\$ 1,000	4	\$ -	\$ -	\$ -	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 1,000		
		7100 Sub Total	\$ 8,000	T	\$ -	\$ -	\$ -	\$ 889	\$ 889	\$ 889	\$ 889	\$ 889	\$ 889	\$ 889	\$ 889	\$ 889	\$ 8,000		
Function 7300 - School Administration																			
7300	110	Administrator Salaries	\$ 54,000	4	\$ -	\$ -	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 54,000		
7300	160	Other Support Personnel	\$ 30,240	4	\$ -	\$ -	\$ -	\$ 3,360	\$ 3,360	\$ 3,360	\$ 3,360	\$ 3,360	\$ 3,360	\$ 3,360	\$ 3,360	\$ 3,360	\$ 30,240		
7300	210	Retirement	\$ 2,835	4	\$ -	\$ -	\$ -	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 315	\$ 2,835		
7300	220	FICA	\$ 6,444	4	\$ -	\$ -	\$ -	\$ 716	\$ 716	\$ 716	\$ 716	\$ 716	\$ 716	\$ 716	\$ 716	\$ 716	\$ 6,444		
7300	240	Worker's Compensation	\$ 1,053	4	\$ -	\$ -	\$ -	\$ 117	\$ 117	\$ 117	\$ 117	\$ 117	\$ 117	\$ 117	\$ 117	\$ 117	\$ 1,053		
7300	250	Unemployment Compensation	\$ 864	4	\$ -	\$ -	\$ -	\$ 96	\$ 96	\$ 96	\$ 96	\$ 96	\$ 96	\$ 96	\$ 96	\$ 96	\$ 864		
7300	290	Other Employee Benefits	\$ 5,265	4	\$ -	\$ -	\$ -	\$ 585	\$ 585	\$ 585	\$ 585	\$ 585	\$ 585	\$ 585	\$ 585	\$ 585	\$ 5,265		
7300	310	Professional and Technical Services	\$ 4,500	4	\$ -	\$ -	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 4,500		
7300	370	Communications	\$ 5,000	4	\$ -	\$ -	\$ -	\$ 556	\$ 556	\$ 556	\$ 556	\$ 556	\$ 556	\$ 556	\$ 556	\$ 556	\$ 5,000		
7300	390	Other Purchased Services	\$ 35,000	3	\$ -	\$ -	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 35,000		
7300	641	Furniture, Fixtures-Capitalized	\$ 2,500	3	\$ -	\$ -	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 2,500		
7300	643	Computer Hardware-Capitalized	\$ 3,500	3	\$ -	\$ -	\$ 350	\$ 350	\$ 350	\$ 350	\$ 350	\$ 350	\$ 350	\$ 350	\$ 350	\$ 350	\$ 3,500		
7300	644	Computer Hardware (Non Capitalized)	\$ 8,000	3	\$ -	\$ -	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800	\$ 8,000		
7300	690	Computer Software	\$ 1,000	4	\$ -	\$ -	\$ -	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 1,000		
7300	750	Other Personnel Services	\$ 702	4	\$ -	\$ -	\$ -	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 702		
		7300 Sub Total	\$ 160,903	T	\$ -	\$ -	\$ 4,900	\$ 17,334	\$ 17,334	\$ 17,334	\$ 17,334	\$ 17,334	\$ 17,334	\$ 17,334	\$ 17,334	\$ 17,334	\$ 160,903		
Function 7500 - Fiscal Services																			
7500	310	Professional and Technical Services	\$ 2,000	10	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 750	\$ 750	\$ 2,000		
		7500 Sub Total	\$ 2,000	T	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 750	\$ 750	\$ 2,000		
Function 7900 - Operation of Plant																			
7900	510	Supplies	\$ 500	4	\$ -	\$ -	\$ -	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 500		
		7900 Sub Total	\$ 500	T	\$ -	\$ -	\$ -	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 500		
	0	Reserve Fund	\$ -	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Expenses			\$ 196,662		\$ 50	\$ 50	\$ 4,950	\$ 21,135	\$ 21,135	\$ 21,135	\$ 21,135	\$ 21,135	\$ 21,135	\$ 21,135	\$ 21,835	\$ 21,835	\$ 196,662		
Total Income			\$ 200,000		\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 200,000		
Net Revenue			\$ 3,338		\$ (50)	\$ (50)	\$ 15,050	\$ (1,135)	\$ (1,135)	\$ (1,135)	\$ (1,135)	\$ (1,135)	\$ (1,135)	\$ (1,135)	\$ (1,835)	\$ (1,835)	\$ 3,338		
Cash On Hand			\$ 3,338		\$ (50)	\$ (100)	\$ 14,950	\$ 13,815	\$ 12,681	\$ 11,546	\$ 10,411	\$ 9,276	\$ 8,142	\$ 7,007	\$ 5,172	\$ 3,338			

APPENDIX B.5 RPCS Year 1 CASH FLOW

Remsburg Preparatory Charter's Five Year Budget Projections
Year 1 Cash Flow Estimates

[illegible]

Expense Estimates

Function 5100 - Basic Instruction

5100	120	Classroom Teacher Salaries	\$	1,112,150	3		\$	-	\$	-	\$	111,215	\$	111,215	\$	111,215	\$	111,215	\$	111,215	\$	111,215	\$	111,215	\$	111,215	\$	111,215	\$	111,215	\$	1,112,150
5100	130	Other Certified Staff Member	\$	85,350	3		\$	-	\$	-	\$	8,535	\$	8,535	\$	8,535	\$	8,535	\$	8,535	\$	8,535	\$	8,535	\$	8,535	\$	8,535	\$	8,535	\$	85,350
5100	140	Substitute Teachers	\$	16,862	3		\$	-	\$	-	\$	1,686	\$	1,686	\$	1,686	\$	1,686	\$	1,686	\$	1,686	\$	1,686	\$	1,686	\$	1,686	\$	1,686	\$	16,862
5100	160	Other Support Personnel	\$	12,000	3		\$	-	\$	-	\$	1,200	\$	1,200	\$	1,200	\$	1,200	\$	1,200	\$	1,200	\$	1,200	\$	1,200	\$	1,200	\$	1,200	\$	12,000
5100	210	Retirement	\$	54,815	3		\$	-	\$	-	\$	5,482	\$	5,482	\$	5,482	\$	5,482	\$	5,482	\$	5,482	\$	5,482	\$	5,482	\$	5,482	\$	5,482	\$	54,815
5100	220	FICA	\$	92,527	3		\$	-	\$	-	\$	9,253	\$	9,253	\$	9,253	\$	9,253	\$	9,253	\$	9,253	\$	9,253	\$	9,253	\$	9,253	\$	9,253	\$	92,527
5100	240	Worker's Compensation	\$	15,119	3		\$	-	\$	-	\$	1,512	\$	1,512	\$	1,512	\$	1,512	\$	1,512	\$	1,512	\$	1,512	\$	1,512	\$	1,512	\$	1,512	\$	15,119
5100	250	Unemployment Compensation	\$	7,560	3		\$	-	\$	-	\$	756	\$	756	\$	756	\$	756	\$	756	\$	756	\$	756	\$	756	\$	756	\$	756	\$	7,560
5100	290	Other Employee Benefits	\$	101,800	3		\$	-	\$	-	\$	10,180	\$	10,180	\$	10,180	\$	10,180	\$	10,180	\$	10,180	\$	10,180	\$	10,180	\$	10,180	\$	10,180	\$	101,800
5100	360	Rentals	\$	74,000	3		\$	-	\$	-	\$	7,400	\$	7,400	\$	7,400	\$	7,400	\$	7,400	\$	7,400	\$	7,400	\$	7,400	\$	7,400	\$	7,400	\$	74,000
5100	510	Supplies	\$	32,850	5		\$	12,319	\$	12,319	\$	821	\$	821	\$	821	\$	821	\$	821	\$	821	\$	821	\$	821	\$	821	\$	821	\$	32,850
5100	520	Textbooks	\$	185,055	7		\$	92,528	\$	92,528	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	185,055
5100	621	AV Materials-Capitalized	\$	1,500	7		\$	750	\$	750	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	1,500
5100	641	Furniture, Fixtures-Capitalized	\$	19,437	7		\$	9,719	\$	9,719	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	19,437
5100	690	Computer Software	\$	5,000	5		\$	1,875	\$	1,875	\$	125	\$	125	\$	125	\$	125	\$	125	\$	125	\$	125	\$	125	\$	125	\$	125	\$	5,000
5100	730	Dues and Fees	\$	329	3		\$	-	\$	-	\$	33	\$	33	\$	33	\$	33	\$	33	\$	33	\$	33	\$	33	\$	33	\$	33	\$	329
5100	750	Other Personnel Services	\$	8,750	3		\$	-	\$	-	\$	875	\$	875	\$	875	\$	875	\$	875	\$	875	\$	875	\$	875	\$	875	\$	875	\$	8,750
		5100 Sub Total	\$	1,825,103	T		\$	117,190	\$	117,190	\$	159,072	\$	159,072	\$	159,072	\$	159,072	\$	159,072	\$	159,072	\$	159,072	\$	159,072	\$	159,072	\$	159,072	\$	1,825,103

Function 5200 - Exceptional Education

[illegible]

Function 6100 - Pupil Services

[illegible]

Function 6200 - Instructional Media Services

6200	510	Supplies	\$	2,957	5		\$	1,109	\$	1,109	\$	74	\$	74	\$	74	\$	74	\$	74	\$	74	\$	74	\$	74	\$	74	\$	2,957		
		6200 Sub Total	\$	2,957	T		\$	1,109	\$	1,109	\$	74	\$	74	\$	74	\$	74	\$	74	\$	74	\$	74	\$	74	\$	74	\$	2,957		
Function 6300 - Instructional/Curriculum Development																																
6300	130	Other Certified Staff Member	\$	38,000	3		\$	-	\$	-	\$	3,800	\$	3,800	\$	3,800	\$	3,800	\$	3,800	\$	3,800	\$	3,800	\$	3,800	\$	3,800	\$	38,000		
6300	160	Other Support Personnel	\$	5,000	3		\$	-	\$	-	\$	500	\$	500	\$	500	\$	500	\$	500	\$	500	\$	500	\$	500	\$	500	\$	5,000		
6300	210	Retirement	\$	1,995	3		\$	-	\$	-	\$	200	\$	200	\$	200	\$	200	\$	200	\$	200	\$	200	\$	200	\$	200	\$	1,995		
6300	220	FICA	\$	3,290	3		\$	-	\$	-	\$	329	\$	329	\$	329	\$	329	\$	329	\$	329	\$	329	\$	329	\$	329	\$	3,290		
6300	240	Worker's Compensation	\$	538	3		\$	-	\$	-	\$	54	\$	54	\$	54	\$	54	\$	54	\$	54	\$	54	\$	54	\$	54	\$	538		
6300	250	Unemployment Compensation	\$	216	3		\$	-	\$	-	\$	22	\$	22	\$	22	\$	22	\$	22	\$	22	\$	22	\$	22	\$	22	\$	216		
6300	290	Other Employee Benefits	\$	3,705	3		\$	-	\$	-	\$	371	\$	371	\$	371	\$	371	\$	371	\$	371	\$	371	\$	371	\$	371	\$	3,705		
6300	750	Other Personnel Services	\$	250	3		\$	-	\$	-	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	250		
		6300 Sub Total	\$	52,993	T		\$	-	\$	-	\$	5,299	\$	5,299	\$	5,299	\$	5,299	\$	5,299	\$	5,299	\$	5,299	\$	5,299	\$	5,299	\$	52,993		
Function 6400 - Instructional Staff Training																																
6400	310	Professional and Technical Services	\$	4,000	1		\$	333	\$	333	\$	333	\$	333	\$	333	\$	333	\$	333	\$	333	\$	333	\$	333	\$	333	\$	4,000		
6400	330	Travel	\$	3,000	3		\$	-	\$	-	\$	300	\$	300	\$	300	\$	300	\$	300	\$	300	\$	300	\$	300	\$	300	\$	3,000		
6400	510	Supplies	\$	1,000	5		\$	375	\$	375	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	1,000		
		6400 Sub Total	\$	8,000	T		\$	708	\$	708	\$	658	\$	658	\$	658	\$	658	\$	658	\$	658	\$	658	\$	658	\$	658	\$	8,000		
Function 6500 - Instructional-Related Technology																																
6500	160	Other Support Personnel	\$	37,000	3		\$	-	\$	-	\$	3,700	\$	3,700	\$	3,700	\$	3,700	\$	3,700	\$	3,700	\$	3,700	\$	3,700	\$	3,700	\$	37,000		
6500	210	Retirement	\$	1,890	3		\$	-	\$	-	\$	189	\$	189	\$	189	\$	189	\$	189	\$	189	\$	189	\$	189	\$	189	\$	1,890		
6500	220	FICA	\$	2,831	3		\$	-	\$	-	\$	283	\$	283	\$	283	\$	283	\$	283	\$	283	\$	283	\$	283	\$	283	\$	2,831		
6500	240	Worker's Compensation	\$	463	3		\$	-	\$	-	\$	46	\$	46	\$	46	\$	46	\$	46	\$	46	\$	46	\$	46	\$	46	\$	463		
6500	250	Unemployment Compensation	\$	216	3		\$	-	\$	-	\$	22	\$	22	\$	22	\$	22	\$	22	\$	22	\$	22	\$	22	\$	22	\$	216		
6500	290	Other Employee Benefits	\$	3,510	3		\$	-	\$	-	\$	351	\$	351	\$	351	\$	351	\$	351	\$	351	\$	351	\$	351	\$	351	\$	3,510		
6500	310	Professional and Technical Services	\$	2,500	1		\$	208	\$	208	\$	208	\$	208	\$	208	\$	208	\$	208	\$	208	\$	208	\$	208	\$	208	\$	2,500		
6500	750	Other Personnel Services	\$	250	3		\$	-	\$	-	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	25	\$	250		
		6500 Sub Total	\$	48,659	T		\$	208	\$	208	\$	4,824	\$	4,824	\$	4,824	\$	4,824	\$	4,824	\$	4,824	\$	4,824	\$	4,824	\$	4,824	\$	48,659		
Function 7100 - Board																																
7100	310	Professional and Technical Services	\$	5,750	1		\$	479	\$	479	\$	479	\$	479	\$	479	\$	479	\$	479	\$	479	\$	479	\$	479	\$	479	\$	5,750		
7100	320	Insurance and Bond Premiums	\$	19,710	7		\$	9,855	\$	9,855	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	19,710		
7100	330	Travel	\$	750	3		\$	-	\$	-	\$	75	\$	75	\$	75	\$	75	\$	75	\$	75	\$	75	\$	75	\$	75	\$	750		
7100	510	Supplies	\$	750	5		\$	281	\$	281	\$	19	\$	19	\$	19	\$	19	\$	19	\$	19	\$	19	\$	19	\$	19	\$	750		
		7100 Sub Total	\$	26,960	T		\$	10,615	\$	10,615	\$	573	\$	573	\$	573	\$	573	\$	573	\$	573	\$	573	\$	573	\$	573	\$	26,960		
Function 7200 - General / District Administration																																
7200	730	Dues and Fees	\$	73,821	1		\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	73,821		
		7200 Sub Total	\$	73,821	T		\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	6,152	\$	73,821		
Function 7300 - School Administration																																
7300	110	Administrator Salaries	\$	254,000	1		\$	21,167	\$	21,167	\$	21,167	\$	21,167	\$	21,167	\$	21,167	\$	21,167	\$	21,167	\$	21,167	\$	21,167	\$	21,167	\$	254,000		
7300	160	Other Support Personnel	\$	102,240	1		\$	8,520	\$	8,520	\$	8,520	\$	8,520	\$	8,520	\$	8,520	\$	8,520	\$	8,520	\$	8,520	\$	8,520	\$	8,520	\$	102,240		
7300	210	Retirement	\$	18,703	1		\$	1,559	\$	1,559	\$	1,559	\$	1,559	\$	1,559	\$	1,559	\$	1,559	\$	1,559	\$	1,559	\$	1,559	\$	1,559	\$	18,703		
7300	220	FICA	\$	27,252	1		\$	2,271	\$	2,271	\$	2,271	\$	2,271	\$	2,271	\$	2,271	\$	2,271	\$	2,271	\$	2,271	\$	2,271	\$	2,271	\$	27,252		
7300	240	Worker's Compensation	\$	4,453	1		\$	371	\$	371	\$	371	\$	371	\$	371	\$	371	\$	371	\$	371	\$	371	\$	371	\$	371	\$	4,453		
7300	250	Unemployment Compensation	\$	1,512	1		\$	126	\$	126	\$	126	\$	126	\$	126	\$	126	\$	126	\$	126	\$	126	\$	126	\$	126	\$	1,512		
7300	290	Other Employee Benefits	\$	34,733	1		\$	2,894	\$	2,894	\$	2,894	\$	2,894	\$	2,894	\$	2,894	\$	2,894	\$	2,894	\$	2,894	\$	2,894	\$	2,894	\$	34,733		
7300	310	Professional and Technical Services	\$	3,285	1		\$	274	\$	274	\$	274	\$	274	\$	274	\$	274	\$	274	\$	274	\$	274	\$	274	\$	274	\$	3,285		
7300	360	Rentals	\$	16,626	3		\$	-	\$	-	\$	1,663	\$	1,663	\$	1,663	\$	1,663	\$	1,663	\$	1,663	\$	1,663	\$	1,663	\$	1,663	\$	16,626		
7300	370	Communications	\$	4,763	1		\$	397	\$	397	\$	397	\$	397	\$	397	\$	397	\$	397	\$	397	\$	397	\$	397	\$	397	\$	4,763		
7300	390	Other Purchased Services	\$	6,570	1		\$	548	\$	548	\$	548	\$	548	\$	548	\$	548	\$	548	\$	548	\$	548	\$	548	\$	548	\$	6,570		
7300	510	Supplies	\$	14,454	5		\$	5,420	\$	5,420	\$	361	\$	361	\$	361	\$	361	\$	361	\$	361	\$	361	\$	361	\$	361	\$	14,454		
7300	641	Furniture, Fixtures-Capitalized	\$	2,000	7		\$	1,000	\$	1,000	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	2,000		
7300	643	Computer Hardware-Capitalized	\$	1,500	7		\$	750	\$	750	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	1,500		
7300	644	Computer Hardware (Non Capitalized)	\$	2,628	7		\$	1,314	\$	1,314	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	2,628		
7300	690	Computer Software	\$	3,000	5		\$	1,125	\$	1,125	\$	75	\$	75	\$	75	\$	75	\$	75	\$	75	\$	75	\$	75	\$	75	\$	3,000		
7300	730	Dues and Fees	\$	2,628	3		\$	-	\$	-	\$	263	\$	263	\$	263	\$	263	\$	263	\$	263	\$	263	\$	263	\$	263	\$	2,628		
7300	750	Other Personnel Services	\$	1,750	3		\$	-	\$	-	\$	175	\$	175	\$	175	\$	175	\$	175	\$	175	\$	175	\$	175	\$	175	\$	1,750		
		7300 Sub Total	\$	502,098	T		\$	47,735	\$	47,735	\$	40,663	\$	40,663	\$	40,663	\$	40,663	\$	40,663	\$	40,663	\$	40,663	\$	40,663	\$	40,663	\$	502,098		
Function 7500 - Fiscal Services																																
7500	310	Professional and Technical Services	\$	13,000	10		\$	325	\$	325	\$	325	\$	325	\$	325	\$	325	\$	325	\$	325	\$	325	\$	325	\$	4,875	\$	4,875	\$	13,000
7500	720	Interest Payment / Debt Service	\$	10,000	1		\$	833	\$	833	\$	833	\$	833	\$	833	\$	833	\$	833	\$	833	\$	833	\$	833	\$	833	\$	833	\$	10,000
		7500 Sub Total	\$	23,000	T		\$	1,158	\$	1,158	\$	1,158	\$	1,158	\$	1,158	\$	1,158	\$	1,158	\$	1,158	\$	1,158	\$	1,158	\$	5,708	\$	5,708	\$	23,000
Function 7600 - Food Services																																
7600	160	Other Support Personnel	\$	44,660	3		\$	-	\$	-	\$	4,466	\$	4,466	\$	4,466	\$	4,466	\$	4,466	\$	4,466	\$	4,466	\$	4,466	\$	4,466	\$	44,660		
7600	210	Retirement	\$	1,389	3		\$	-	\$	-	\$	139	\$	139	\$	139	\$	139	\$	139	\$	139	\$	139	\$	139	\$	139	\$	1,389		
7600	220	FICA	\$	3,416	3		\$	-	\$	-	\$	342	\$	342	\$	342	\$	342	\$	342	\$	342	\$	342	\$	342	\$	342	\$	3,416		
7600	240	Worker's Compensation	\$	558	3		\$	-	\$	-	\$	56	\$	56	\$	56	\$	56	\$	56	\$	56	\$	56	\$	56	\$	56	\$	558		
7600	250	Unemployment Compensation	\$	432	3		\$	-	\$	-	\$	43	\$	43	\$	43	\$	43	\$	4												

7600	290	Other Employee Benefits	\$ 2,580	3	\$ -	\$ -	\$ 258	\$ 258	\$ 258	\$ 258	\$ 258	\$ 258	\$ 258	\$ 258	\$ 258	\$ 258	\$ 258	\$ 258	\$ 2,580
7600	510	Supplies	\$ 2,000	5	\$ 750	\$ 750	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 2,000
7600	570	Food	\$ 163,728	3	\$ -	\$ -	\$ 16,373	\$ 16,373	\$ 16,373	\$ 16,373	\$ 16,373	\$ 16,373	\$ 16,373	\$ 16,373	\$ 16,373	\$ 16,373	\$ 16,373	\$ 16,373	\$ 163,728
7600	750	Other Personnel Services	\$ 500	3	\$ -	\$ -	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 500
		7600 Sub Total	\$ 219,264	T	\$ 750	\$ 750	\$ 21,776	\$ 21,776	\$ 21,776	\$ 21,776	\$ 21,776	\$ 21,776	\$ 21,776	\$ 21,776	\$ 21,776	\$ 21,776	\$ 21,776	\$ 21,776	\$ 219,264
Function 7800 - Pupil Transportation																			
7800	390	Other Purchased Services	\$ 162,000	3	\$ -	\$ -	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 162,000
		7800 Sub Total	\$ 162,000	T	\$ -	\$ -	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 16,200	\$ 162,000
Function 7900 - Operation of Plant																			
7900	160	Other Support Personnel	\$ 73,600	1	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 6,133	\$ 73,600
7900	210	Retirement	\$ 2,016	1	\$ 168	\$ 168	\$ 168	\$ 168	\$ 168	\$ 168	\$ 168	\$ 168	\$ 168	\$ 168	\$ 168	\$ 168	\$ 168	\$ 168	\$ 2,016
7900	220	FICA	\$ 5,630	1	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 469	\$ 5,630
7900	240	Worker's Compensation	\$ 920	1	\$ 77	\$ 77	\$ 77	\$ 77	\$ 77	\$ 77	\$ 77	\$ 77	\$ 77	\$ 77	\$ 77	\$ 77	\$ 77	\$ 77	\$ 920
7900	250	Unemployment Compensation	\$ 432	1	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36	\$ 36	\$ 432
7900	290	Other Employee Benefits	\$ 3,744	1	\$ 312	\$ 312	\$ 312	\$ 312	\$ 312	\$ 312	\$ 312	\$ 312	\$ 312	\$ 312	\$ 312	\$ 312	\$ 312	\$ 312	\$ 3,744
7900	320	Insurance and Bond Premiums	\$ 19,350	7	\$ 9,675	\$ 9,675	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,350
7900	350	Repairs and Maintenance	\$ 5,000	1	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 5,000
7900	360	Rentals	\$ 459,900	1	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 38,325	\$ 459,900
7900	370	Communications	\$ 7,884	1	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 7,884
7900	380	Public Utilities	\$ 5,256	1	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 5,256
7900	390	Other Purchased Services	\$ 52,670	1	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 4,389	\$ 52,670
7900	430	Electricity	\$ 47,300	1	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 3,942	\$ 47,300
7900	510	Supplies	\$ 13,140	5	\$ 4,928	\$ 4,928	\$ 329	\$ 329	\$ 329	\$ 329	\$ 329	\$ 329	\$ 329	\$ 329	\$ 329	\$ 329	\$ 329	\$ 329	\$ 13,140
7900	750	Other Personnel Services	\$ 500	1	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 42	\$ 500
		7900 Sub Total	\$ 697,342	T	\$ 70,007	\$ 70,007	\$ 55,733	\$ 55,733	\$ 55,733	\$ 55,733	\$ 55,733	\$ 55,733	\$ 55,733	\$ 55,733	\$ 55,733	\$ 55,733	\$ 55,733	\$ 55,733	\$ 697,342
Function 9100 - Community Service																			
9100	160	Other Support Personnel	\$ 1,000	3	\$ -	\$ -	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 1,000
9100	220	FICA	\$ 77	3	\$ -	\$ -	\$ 8	\$ 8	\$ 8	\$ 8	\$ 8	\$ 8	\$ 8	\$ 8	\$ 8	\$ 8	\$ 8	\$ 8	\$ 77
9100	240	Worker's Compensation	\$ 13	3	\$ -	\$ -	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 13
		9100 Sub Total	\$ 1,089	T	\$ -	\$ -	\$ 109	\$ 109	\$ 109	\$ 109	\$ 109	\$ 109	\$ 109	\$ 109	\$ 109	\$ 109	\$ 109	\$ 109	\$ 1,089
	0	Reserve Fund	\$ 116,401	3	\$ -	\$ -	\$ 11,640	\$ 11,640	\$ 11,640	\$ 11,640	\$ 11,640	\$ 11,640	\$ 11,640	\$ 11,640	\$ 11,640	\$ 11,640	\$ 11,640	\$ 11,640	\$ 116,401
		Total Expenses	\$ 4,032,624		\$ 260,303	\$ 260,303	\$ 350,292	\$ 350,292	\$ 350,292	\$ 350,292	\$ 350,292	\$ 350,292	\$ 350,292	\$ 350,292	\$ 350,292	\$ 350,292	\$ 354,842	\$ 354,842	\$ 4,032,624
		Total Income	\$ 4,043,758		\$ 318,409	\$ 318,409	\$ 324,321	\$ 342,513	\$ 342,513	\$ 342,513	\$ 342,513	\$ 342,513	\$ 342,513	\$ 342,513	\$ 342,513	\$ 342,513	\$ 342,513	\$ 342,513	\$ 4,043,758
		Net Revenue	\$ 11,134		\$ 58,106	\$ 58,106	\$ (25,970)	\$ (7,778)	\$ (7,778)	\$ (7,778)	\$ (7,778)	\$ (7,778)	\$ (7,778)	\$ (7,778)	\$ (7,778)	\$ (12,328)	\$ (12,328)		\$ 11,134
		Cash On Hand	\$ 14,472		\$ 58,106	\$ 116,211	\$ 90,241	\$ 82,462	\$ 74,684	\$ 66,905	\$ 59,127	\$ 51,348	\$ 43,570	\$ 35,791	\$ 23,463	\$ 11,134			

APPENDIX B.6 Letter of financial support



225 SW Broadway, Ste. 300
Portland, OR 97205
877-CSC-1001
(877) 272-1001

July 11, 2013

VIA EMAIL

Dr. Brougher Bass
Chief Executive Officer
Remsberg Education, Inc.
1830 N. University Drive, Suite 148
Sunrise, FL 33322

Re: Qualification for Funding – Remsberg Preparatory Charter School

Dear Dr. Bass:

Please be advised that Remsberg Education, Inc., a not-for-profit operating Remsberg Preparatory Charter School has prequalified for funding with Charter School Capital (CSC) based on the information contained in its application and other documents submitted to CSC. The amount funded and timing of which will be determined on projected student enrollment, as of June 30, 2014, as reported to Broward County School District and verified by Charter School Capital, however, based on initial information provided by the school, CSC anticipates it can offer a funding contract in the amount of \$200,000.00. The funding provided by CSC provides flexibility for the school to address working capital needs that may arise from time-to-time and will be available throughout the term of our Agreement.

Funding for Remsberg Preparatory Charter School is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter school contract with defined beginning and ending dates of the contract term;
2. Being recognized as a valid charter school in good standing with Broward County School District;
3. CSC receiving a copy of the approved charter school contract;
4. Having a not-for-profit corporation in good standing with the Florida Secretary of State;
5. Being in compliance with its charter school contract with Broward County School District.

Please feel free to call if any other information is needed.

Sincerely,

Brian Rose
Vice President, Client Services
Charter School Capital, Inc.
Phone: 971.634.1884
brose@charterschoolcapital.org

APPENDIX C: GOVERNING BOARD DISCLOSURE FORM

REMSBERG PREPARATORY CHARTER SCHOOL
Governing Board Disclosure Form

Broward County Public Schools
Charter Schools Support Department

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable statutes.

We have designed this disclosure form to be straightforward, while collecting the detailed information needed to ensure the appointment of effective board members.



The School Board of Broward County, Florida

Personal Information

Title/Prefix: ☐ Mrs. ☐ Mr. ☐ Ms. ☐ Miss. ☐ Dr. ☐ Other:

Name: _____

First Middle Last

Home Address:

Street Number		
City	State	Zip Code

Home Phone: _____ Work Phone: _____

Pager Number: _____ Email Address: _____

Spouse's Name: _____

First
Middle
Last

Employment: _____

Employer Name	Title/Position
---------------	----------------

Employer Address: _____
Street Number _____
City _____ State _____ Zip Code _____

Do you agree to complete a one day training session, for all new board members, during the first year of your term? Yes _____ No _____

Will your child(ren) attend this charter school? _____ In no, why not? _____

Will you be able to attend regularly scheduled board meetings: Yes _____ No _____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

☐ Trade/Business School ☐ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

<input type="checkbox"/> Community Service	<input type="checkbox"/> Education	<input type="checkbox"/> Master's Degree
<input type="checkbox"/> Fund Raising	<input type="checkbox"/> Law	<input type="checkbox"/> Management
<input type="checkbox"/> Marketing	<input type="checkbox"/> Personnel	<input type="checkbox"/> Public Relations
<input type="checkbox"/> Parent Involvement Programs	<input type="checkbox"/> Other (please specify):	

Remsberg Preparatory Charter School Application

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions – If you answer “yes” to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the charter school? Yes ☐ No ☐
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider/management company or any other company contracting with the charter school? Yes ☐ No ☐
3. Did or will you or your spouse lease or sell property to the charter school? Yes ☐ No ☐
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the charter school? Yes ☐ No ☐
5. Have you or your spouse guaranteed any loans for the charter school or loaned it any money? Yes ☐ No ☐
6. Are or will you, your spouse or any member of your immediate family be employed by the charter school, its educational service provider or other contractors? Yes ☐ No ☐
7. Did you or your spouse provide any start-up funds to the charter school? Yes ☐ No ☐
8. Did, or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer “yes” to any of questions 1 – 7? Yes ☐ No ☐
9. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board? Yes ☐ No ☐
10. Do you currently serve as a member of any public school district or charter school other than the board for which you have been nominated? Yes ☐ No ☐
11. Do you currently serve as a public official? *If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please Select “No” as your response.* Yes ☐ No ☐
12. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☐

Instructions – If you answer “yes” to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?

Yes ☐ No ☐

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?

Yes ☐ No ☐

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by The Local School Board of (Your) County, Florida. A criminal records check is required for each nominee.

Instructions – Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide, on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
Initial
2. _____ I am currently charged with one or more crimes.
Initial
3. _____ I have not been convicted, pled guilty or nolo contendere (no contest) to any crimes.
Initial

I understand that:

- Broward County Public Schools must request or cause a criminal records check to be performed on me from local, state, or federal law enforcement agencies;
- Until that report is received and reviewed by Broward County Public Schools, my nomination for appointment will not be processed;
- If the report received from local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of The School Board of Broward County, Florida or its designee.

Disclosure Verification

I recognize that all information submitted with this disclosure form or gathered by Broward County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Broward County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required and agree to complete during the first year of my term, six (6) hours of board orientation.

I understand that it is my obligation to notify the Charter School and the Charter School Office of The School Board of Broward County should any information change.

My signature below certifies that all information provided in this disclosure is true and complete.

Signature

Date

APPENDIX D: JOB DESCRIPTIONS

JOB DESCRIPTION PRINCIPAL

POSITION SUMMARY:

The function of the Principal is to provide the School with effective programs, to provide referral services to parents and to supervise the day-to-day implementation of the programs.

DUTIES AND RESPONSIBILITIES:

- Administers the development, coordination, maintenance, and evaluation of the educational program and the special education program.
- Supervises methods of teaching, supervision, and administration in effect in the school.
- Monitors the programs and activities of the school toward specific goals, making or providing for appropriate adjustment in the programs for improvement and assesses effectiveness, weaknesses and progress toward the overall education objectives of the school.
- Keeps the Charter School Board informed about modern education practices, educational trends, and the policies, practices, and problems in the school community.
- Ensures that all activities in the school community are conducted in accordance with the applicable federal and state laws and the policies of the Charter School Board.
- Assumes responsibility for the overall financial planning of the school and for the preparation of the annual budget, and submits it to the Board for review and approval.
- Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with adopted budget, subject to direction and approval of the Board.
- Maintains or has maintained adequate records for the school, including financial accounts; business and property records; and personnel, school population, and scholastic records.
- Provides suitable instructions and regulations to govern the maintenance of school properties.
- Provides suitable instructions and regulations to govern the safety and transportation of students.
- Assumes responsibility for the use of buildings and grounds.
- Recommends the locations and sizes of new school sites and of additions to existing sites; the locations and sizes of new buildings; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in the buildings and equipment of the school.
- Oversees the processing and submission of required reports.
- Interprets the budget and finances to the community.
- Recommends to the Board the appointment or dismissal of all employees of the school.
- Ensures that all employees are evaluated in accordance with the schedule established by the Board.
- Determines assignments, defines the duties and coordinates and directs the work of all employees of the school.
- Recommends all promotions, demotions, and salary changes to the Board.
- Communicates to all employees all actions of the Board relating to personnel matters, and receives from employees all communications to be made to the Board.
- Attends and participates in all meetings of the Board and its committees, except when excused by the Board.
- Takes prompt action to implement all directives of the Board.
- Advises the Board on the need for new and/or revised policies.
- Provides timely advice to the Board on the implication of changes in statutes or regulations affecting the school community.
- Informs and advises the Board about programs, practices, and problems of the school, and keeps the Board informed of the activities operating under the Board's authority.
- Prepares and submits to the Board recommendations relative to all matters requiring Board action, placing before the Board such facts, objective information, and reports as are needed to ensure the making of informed decisions.
- Develops and implements rules and regulations in keeping with Board policy.

QUALIFICATIONS:

- Master's Degree in Education and School Administrator Certification.
- Demonstrated interpersonal skills and demonstrated management ability to deal effectively with a multi-disciplinary staff.
- Demonstrated organization and managerial ability.

This organization reserves the right to review and change job duties and responsibilities as the need arises. This job description does not constitute a written or implied contract of employment.

JOB DESCRIPTION ADMINISTRATOR

POSITION SUMMARY:

The School Administrator is responsible for the overall operation of the School Program. To include but not be limited to staff supervision, program management, budget accountability, and curriculum development.

DUTIES AND RESPONSIBILITIES:

- Plans, develops and manages the implementation of comprehensive curriculum for students.
- Directs the activities of education and counseling service personnel assigned to the school.
- Prepares reports and correspondence.
- Assists with educational staff and counselors as required.
- Coordinate and chair the school advisory council.
- Develops and implements comprehensive operating policies and procedures.
- Coordinate and monitor discipline staffing.
- Directs all support service programs.
- Responsible for coordination of school transportation.
- Develops and maintains cooperative relationships with others involved with the welfare of the students of the school.
- Responsible for the overall operation of the school.
- Performs all other duties as assigned by the Chief Executive Officer or their designee.
- Responsible for compliance with confidentiality standards.
- Responsible for demonstrating appropriate compliance with agency ethical standards.
- Performs all duties within agency guidelines.

QUALIFICATIONS:

- Master's Degree in Education and School Administrator Certification.
- Demonstrated interpersonal skills and demonstrated management ability to deal effectively with a multi-disciplinary staff.
- Demonstrated organization and managerial ability.

This organization reserves the right to review and change job duties and responsibilities as the need arises. This job description does not constitute a written or implied contract of employment.

JOB DESCRIPTION TEACHER

POSTION SUMMARY:

The teacher assists the student in discovering their academic potential and supports the student through the process of building positive self-image through academic success.

DUTIES AND RESPONSIBILITIES:

- Offer a program that meets the emotional, physical, intellectual and social needs of both the individual and the group.
- Interact with the children and to encourage their involvement in activities.
- Prepare a safe environment that is orderly, clean and appealing and permits the child to grow and to explore.
- Plan weekly lessons based on a curriculum outline.
- Establish and maintain good communications with parents through parent conferences twice a year and on an informal basis.
- Observe, record and report significant individual and group behavior.
- Use appropriate discipline and to train staff so that the discipline is consistent.
- Maintain all records and files.
- Keep personnel informed of program goals and developments both with children, parents and administration.
- Attend monthly personnel meetings.
- Advise administration of needed equipment and supplies, on the appropriate requisition form.
- Clean and maintain classroom and equipment.
- Be sufficiently prepared for indoor activities on rainy days (i.e., NO TV).

QUALIFICATIONS:

- A degree in Education or a related field.
- Possess or apply for a Florida Teaching Certificate.
- Ability to supervise aides and other personnel.
- Demonstrated judgment to handle crisis situations and to use supervision constructively.

This organization reserves the right to review and change job duties and responsibilities as the need arises. This job description does not constitute a written or implied contract of employment.

REMSBERG PREPARATORY CHARTER SCHOOL

JOB DESCRIPTION

POSITION TITLE: Guidance/Testing Facilitator

QUALIFICATIONS: Education – Bachelor's Degree or higher.

**DIRECT
ACCOUNTABILITY:** Principal

GOAL: To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of exceptional students.

**PERFORMANCE
RESPONSIBILITIES:**

- Assist in the early identification of students for proper education placement.
- Participate in early intervention screenings; coordinate and/or conduct interventions, educational evaluations and observations of exceptional students.
- Keep accurate records with separate ESE folders for students.
- Counsel students on personal and academic concerns and notify parents as deemed necessary.
- Meet with teachers to present and explain 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 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.
- Keep all student cum folders up to date.
- Perform other duties as assigned by the Superintendent and/or Principal.
- Follow federal and state laws, as well as CSE Board policies.

Salary range: Salary commensurate with experience, fringe benefits included.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER. WE DO NOT DISCRIMINATE IN HIRING BECAUSE OF AGE, RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, OR HANDICAPS.

REMSBERG PRPARATORY CHARTER SCHOOL

JOB DESCRIPTION

POSITION TITLE: Secretary/Receptionist

QUALIFICATIONS: Education – Standard high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program.

Experience – One (1) year of related work experience in front desk reception position and/or a secretarial position.

DIRECT

ACCOUNTABILITY: Superintendent/Principal/Administrative Assistant

GOAL: To perform diversified clerical/secretarial duties in a responsible and accurate manner.

PERFORMANCE

RESPONSIBILITIES:

- Light typing, photocopying and filing with regard to day to day activities as well as assisting Principal and Administrative Assistant on an as needed basis.
- Answer phones, screen calls and disseminate requested information.
- Record daily attendance records
- Keep all school lists updated; keep volunteer hours, meeting attendance and seminar attendance records up to date.
- Tend to sick and injured children, administer medication and log same in clinic book.
- Perform other duties as assigned by the administrator, Principal and Administrative Assistant.
- Follow federal and state laws, as well as Board policies.

Salary range: Salary commensurate with experience, fringe benefits included.

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REMSBERG PREPARATORY CHARTER SCHOOL

JOB DESCRIPTION

POSITION TITLE: Security and Grounds Assistant

QUALIFICATIONS: Education – Standard high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program.

Experience – Experience in security and custodial work.

DIRECT ACCOUNTABILITY: Principal, Administrator or designee

GOAL: To provide a safe school environment.

PERFORMANCE RESPONSIBILITIES:

- Greet parents in the morning for arrivals and afternoon for dismissal.
- Cross students between the main building and the annex.
- Practice safety continuously and ensure that a safe working environment exists.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties required by the principal, administrator or designee.
- Follow federal and state laws, as well as Board policies.
- Provide immediate emergency clean up or aide to any teacher with a unforeseen classroom accident or incident.

Salary range: Salary commensurate with experience, fringe benefits included.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER. WE DO NOT DISCRIMINATE IN HIRING BECAUSE OF AGE, RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, OR HANDICAPS.

APPENDIX E: Daily Schedule

Remsberg Preparatory Charter School

Middle and High School Daily Class Schedule

Block	Time	Period	Description	Minutes/Class
A/B	8:00 to 9:40	1 st Hour	Alternate A and B days	100 min/day
A/B	9:50 to 11:30	2 nd Hour	Alternate A and B days	100 min/day
C	11:40 to 12:30	3 rd Hour Class	Fixed daily class	50 min/day
	12:30 to 13:20	Lunch		
	or			
	11:30 to 12:20	Lunch		
	12:20 to 13:10	3 rd Hour Class		
A/B	13:20 to 15:00	4 th Hour	Alternate A and B days	100 min/day

7credit /school year X 4 years = 28 credit opportunities



APPENDIX F: Remsberg Education, Inc. Proposed By-laws

BY LAWS OF

OF

REMSBERG EDUCATION, INC.
(A Not-For-Profit Florida Corporation)

ARTICLE I
NAME

Section 1.1. **Name.** The name of the Corporation shall be Remsberg Education, Inc. (the “Corporation”).

ARTICLE II
ORGANIZATION

Section 2.1. **Statement of Purposes.** The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Florida Not for Profit Corporation Act and to distribute the whole or any part of the income there from and the principal thereof exclusively for charitable, religious, scientific, literary or educational purposes, either directly or by contributions 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 (“Board”) shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501 (c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
MEMBERSHIP

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

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 Boards 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 a majority of the then current board members at a duly noticed meeting shall be necessary for all actions by the Board relating to the following:

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

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

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

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

Section 4.2. Number of Directors. The initial Board shall consist of three (3) Directors as set forth in the original Articles of Incorporation. The number of Directors may be increased to no more than eighteen (18) and decreased to no fewer than three (3) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3. Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.4. Election of Directors. Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees.

Section 4.5. Term of Elected Directors. The initial Board of Directors are:

<u>Name</u>	<u>Address</u>
Kenneth Spohn	2949 NW 120 th Way Sunrise, Florida 33323
Brougher Bass	5116 Garfield Street Hollywood, Florida 33021

James Payne

3029 NW 120th Way
Sunrise, Florida 33323

Each of these original Directors will be referred to as the “A Class” Directors. All current “A Class” Directors or their elected replacements shall hence forth serve a term of three (3) years.

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 hereinabove. Except for a Director elected due to the natural expiration of his predecessor’s one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor’s term.

Section 4.7. 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, specifically, but not by way of limitation, they may remove any Director for failing to attend three (3) consecutive meetings of the Board without the necessity of a meeting or otherwise taking a position that is contrary to the philosophy and direction of the Corporation. A Director who is an officer that has been removed as set forth in Section 4.7. is automatically removed as a committee member.

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 during the second week of September of each year, unless the Board, by resolution, provides for a different time and place for the holding of such annual meetings. 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 President of the Corporation. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

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.

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.

ARTICLE V **OFFICERS**

Section 5.1. Number. The Corporation may have a President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of three (3) years, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.1 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the President or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 hereinabove.

Section 5.5. President. The President shall preside at all meetings of the Board. He or she shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He or she shall report as directed to the Board at each meeting. He or she may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.6. Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7. 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, authenticate records of the Corporation 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 services in the following order:

5.10.1 The Vice President shall perform the services of the President.

5.10.2. Any other officer may perform the services of the Secretary in his or her absence.

5.10.3. The Secretary shall perform the services of the Treasurer.

5.10.4. The President shall perform the services of the Vice President.

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 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 President shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the President shall be made at the annual meeting of the Board. In addition, the President may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) weeks prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the President of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee. A director who is a member of a committee that has been removed as set forth in Section 4.6. above is automatically removed as a committee member.

ARTICLE VII

INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE VIII
CONTRACTS. CHECKS. DEPOSIT BOOKS AND RECORDS

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks. Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Contributions. The Board will adopt a Policy on Contributions and political endorsements. The policy will expressly prohibit the following actions by the organization at any time or place, by any party on organizational property or by any party present at or participating in any organizational functions:

- 8.5.1** Endorsing or opposing either directly or indirectly any candidate for public office
- 8.5.2** Donating or contributing to a candidate's campaign
- 8.5.3** Participating or engaging in political fundraising events or otherwise soliciting contributions to a candidate's campaign
- 8.5.4** Distributing statements for or against a particular candidate
- 8.5.5** Engaging in any other activity that may favor or oppose a candidate

Contributions/Donations to the School – All donations to the school become property of the school and shall be reported to the appropriate office staff. Employees are prohibited from accepting contributions/donations for their personal use.

Section 8.6. Conflicts of Interest. The Board will adopt a Policy on Conflicts of Interest.

Section 8.7. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.8. Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial

condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE IX
CERTIFICATES FOR MEMBERS AND THEIR TRANSFER

Section 9.1. Certificates for Members. The Board shall provide for the issuance of certificates evidencing membership in the Corporation. The form of such certificates shall be determined by the Board. The certificates will be signed by the President or a Vice President and by the Secretary or an Assistant Secretary. The certificates shall be sealed with the corporate seal and shall be separately numbered. The name and address of each member and the date of issuance of the certificates shall be recorded in the corporate records. If a certificate is lost, mutilated or destroyed, it may be reissued in the manner determined by the Board. The certificates shall be non-transferable.

ARTICLE X
FISCAL YEAR

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall end on July 1 of each year.

ARTICLE XI
CORPORATE SEAL

Section 11.1. Corporate Seal. The Board shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal."

ARTICLE XII
NOTICE

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope, transmitting by facsimile or by delivering the same to a telegraph company for transmission by wire, the cost thereof being prepaid, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation. The notice shall be effective as set forth in Florida Statutes Section 617.0141.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE XIII
AMENDMENTS

Section 13.1. **By Directors.** These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Remsberg Education, Inc. , a Florida not-for-profit corporation; that these bylaws, consisting of eight (8) pages including this page, are the bylaws of this corporation as adopted by the Board of Directors on [REDACTED]; and that these bylaws have not been amended or modified since that date.

Executed on [REDACTED] at [REDACTED], Florida.

Secretary

[REDACTED]

[REDACTED],

Acting