

ACADEMIR CHARTER SCHOOL
Of
Broward County



ACADEMIR CHARTER SCHOOL OF BROWARD
2014-2015 Florida Model Charter Application

Submitted to:

Broward County Public Schools
Charter School Office
600 S.E. 3RD Avenue
Fort Lauderdale, FL 33301



NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Academir Charter School of Broward

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.

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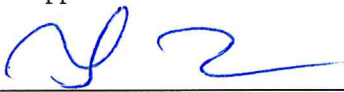
NAME OF EDUCATION SERVICE PROVIDER (if any): Superior Charter Services, Inc.

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

Projected School Opening: 2014-2015

School Year 2014-2019	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K-8	414	640
Second Year	K-8	498	640
Third Year	K-8	582	640
Fourth Year	K-8	600	640
Fifth Year	K-8	640	640

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

Alexander Casas

Printed Name

Board Chair

Title

July 25, 2013

Date

ACADEMIR CHARTER SCHOOL OF BROWARD COUNTY

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I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

The mission of AcadeMir Charter School of Broward County (herein referred to as the “School”) is to provide students with a well-rounded K-8 education through a challenging program that is focused on mathematics and science using innovative reform based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement. We believe that students that are literate in mathematics and science are better prepared to critically evaluate information and confidently engage in discussions and decision-making involving mathematics and science. In addition, the School will promote students’ self-motivation to become successful in all subject areas by progressively building on their individual talents and abilities.

The School will be a free public school of choice for parents and students who live in Broward County and will serve students in grades K-8. In order to foster students’ life-long learning and allow them to reach their full potential as productive, responsible members of today’s global and highly technological society, a nurturing, educational environment and the implementation of research-based educational models will be utilized. The School will focus on these areas as an augmentation to the core areas of reading, language arts, mathematics, science, and social studies. The focus on these areas will support the improvement of students’ problem solving, collaboration, and communication through the integration of mathematics and science. It is the expectation of the School that all students enrolled will meet or exceed State and district performance results in core areas based on state assessments.

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.*

The School will deliver of rigorous, highly engaging curriculum taught by highly qualified and well versed instructional staff. By employing highly skilled and qualified teachers and instructional leaders, staff will engage in the process of reflective practice as a means to look at and improve upon their own professional performance and effectiveness. Courses and instruction will be aligned to the Next Generation Sunshine State (NGSS) and Common Core Standards (CCSS). The School believes that a menu of rigorous course offerings, a carefully aligned curriculum, targeted, meaningful assessments, and highly effective instruction are keys to meeting high standards of student achievement.

In addition, the School will embrace a philosophy and belief in providing parents flexibility in choosing diverse educational opportunities for their children. In doing so, it will provide for inclusion both in the instructional programs for all students including gifted students and students with special needs. These Guiding Principles will serve as a foundation and be interwoven –throughout the school’s instructional program. As a result, the School will:

- Maintain the inclusive nature of the public school system by serving all students in our targeted attendance zone and give parents another option of public education for their children;
- Provide an innovative and rigorous standards-based curriculum to fully develop each student’s learning potential;
- Provide a curriculum that allows for success into high school and beyond;

- Cultivate the benefits of a compatible, cohesive, diverse community; and
- Meet with the parents or interested stakeholders in the student's education on a bi-yearly basis to provide information on the growth attained during the previous month as well as provide avenues for parents to communicate with the school to discuss their child's progress.

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

Student Achievement

The School believes that high expectations, rigorous standards, effective leadership, frequent monitoring of student progress and the use of research-based instructional best practices are keys to ensuring students' academic success. These are also critical components of school improvement, which is an ongoing, continuous process.

The School believes that all students are capable of achieving and competing at high levels. There will be no exceptions or excuses in the realization of this for all students. It is the School's belief that a student's background does not dictate his or her academic potential or life-long success. The School, in collaboration with all of its stakeholders—students, parents, teachers, and staff—will create a supportive, structured environment that reinforces a culture of success and achievement through a range of academic and behavioral supports that will be put in place.

Using Florida's Next Generation Sunshine State Standards Common Core State Standards as the foundation for the curriculum, high standards for student achievement will be met by providing students with rigorous instruction to ensure they are proficient in reading, writing, science, social studies and mathematics, and equipped with essential critical thinking and problem-solving skills.

The School will ensure the provision of highly effective instructional leadership by recruiting and retaining an exemplary School Leader that is resourceful, able to craft a culture of high expectations and standards, and models great leadership on a daily basis. The School will focus on recruiting and hiring a highly qualified instructional leader that is both certified and experienced in Instructional Leadership. He/She will be an effective academic and organizational leader who understands that high performing schools require exemplary school leadership. He/She will bring a proven, documented track record of improving and sustaining high levels of student learning and achievement. Additionally, the School will also ensure that instructional staff is comprised of highly qualified and effective teachers that are focused on student learning by being able to use data in lesson planning and the delivery of instruction. Aside from assisting in making budget and operational decisions that are essentially linked to student learning and outcomes, the School Leader's role in ensuring that the School's mission and vision are achieved is essential. He/She will make data driven decisions in order to accomplish the mission of the school. The School Leader will ensure that extensive professional development is provided to the teachers and school leaders because he/she will understand that excellent teachers and administrators are the school's greatest driver of student achievement.

Improving Student Achievement will serve as the school's primary focus. Academic success and improvement will be facilitated and measured through a systematic and total organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM). The School believes that frequent assessments aligned with both Next Generation Sunshine State Standards and Common Core State Standards are critical to student achievement. Standards-driven assessments will be used to inform the leadership and teaching staff of individual students' academic strengths and weaknesses, with particular focus on each skill and component, as well as content knowledge at each grade level and subject area. Strategic and guided analysis of each assessment will provide teachers with immediate feedback to make instructional adjustments to their lesson planning, focus

tutorials, and to modify and differentiate instruction in direct response to the needs of their students. This will also enable the Board of Directors and school leadership to assess and make larger curriculum decisions as needed.

The School's philosophy will be to provide all students with an educational platform that will prepare them for their future as well as simultaneously keeping them engaged and challenged while raising academic achievement. Teachers will use research-based instructional best practices (to be discussed in greater detail later in the application) to assist students in becoming highly motivated self-directed learners. This type of instruction prepares students to be successful in their personal, academic, and future professional lives. Teachers will participate in extensive professional development to ensure that they know how to effectively integrate these best practices into their instructional repertoires. Teachers will also be given opportunities to collaborate with one another to discuss the use of such best practices and student identifiable indicators of student achievement as well. Teachers will also be encouraged to improve their own practices by reflecting upon their own practices which will ultimately be based upon their students' performance.

Parental Choice

The School will be one of choice offering parents the flexibility and option of a rigorous academic program from which to choose and enroll their children in Broward County. The educational program will offer parents and students with another public school option that will not only meet students' differentiated needs and academic interests, but will also serve to stimulate healthy competition amongst public schools for the purpose of improving all students' overall performance. Further, the School will support the notion of parental choice by providing new options to families and promoting innovative ways to organize a school and deliver a curriculum. Along with honoring and supporting this promise of parental educational choice, the School will also improve quality and efficiency among schools by enhancing opportunity for students and parents who may otherwise be trapped in ineffective, underperforming schools, with little to no programs grounded in innovation. Students, as well, as faculty and staff will all have to uphold a commitment to the School's mission and vision. Finally, a strong partnership with families will serve as an anchor to promote and sustain learning as well as academic success.

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

The School recognizes that its number one priority is the provision of high quality education to its students and parents, and will thereby be accountable in the fulfillment of this goal. In doing so, it will prudently exercise its responsibility of being a good steward of public funds and use them toward the advancement of a free, public, and high quality education for all students. As student success is the School's number one priority, it will ensure students' academic success by developing a continuous monitoring and annual evaluation process based on data derived from State Accountability Reports and other assessment measures utilized for academic and operational guidance. The School's achievements will be measured by a variety of assessments such as the Partnership for Assessment of Readiness for College and Careers (PARCC), Florida Comprehensive Assessment Test 2.0 (FCAT 2.0), Florida Assessments for Instruction in Reading (FAIR), End-of-Course (EOC) Exams, and Stanford Achievement Test (SAT 10). The data will serve as a means for making necessary accommodations to ensure that the educational needs of the student population are adequately and effectively met.

Every year it will be the School's goal to earn an "A" as measured by the FCAT 2.0/PARCC. At the beginning of the school year, all students in grades K-3 and students with an FCAT Level 1 and Level 2 in grades 4-8 will be assessed using FAIR to identify areas of weaknesses to assist the instructional staff with curriculum design and instructional delivery by using direct feedback. Students will also be assessed on a quarterly basis using Interim Assessments and will be administered FAIR again in December or January of the school year. At the end of the year, students will not only be assessed by the FCAT 2.0, PARCC, and EOC's but the FAIR and SAT 10 as well, to measure learning gains and to compare where students are performing as compared nationally. The leadership team and instructional staff will use data from all assessments to review and refine the curriculum as needed to respond and address students' academic needs. Prior to any tests' administration, students will be assessed on an

ongoing basis, through teacher quizzes and teacher made tests, to identify areas of weaknesses and provide immediate intervention, where needed. Teachers and students will be held accountable for learning and developing skills through ongoing projects, assignments, and formative and summative assessments. Teachers will be held accountable on an ongoing basis through a continual review of their curricula and students' progress through the use of assessments that are aligned to the Next Generation Sunshine State Standards and Common Core State Standards. The School will not only be held accountable for the academic performance of its students by school leadership and the Board of Directors, but by the parents and community as well.

Lastly, and more important, the School will ensure and promote enhanced academic success and financial efficiency through:

- Recruiting, hiring, training, and retaining highly qualified and experienced teachers and school leaders. Research is clear on how the relationship between highly skilled educators and leaders contribute to positive student performance and school success.
- Ensuring that school resources are essentially and primarily aimed at improving student learning and achievement.
- Identifying and adopting the most efficient procedures, practices, and approaches that ensure high quality teaching, learning, and school effectiveness.
- Utilizing annual assessments such as independent audits to ensure complete and maximum compliance with district, state, and federal requirements.

The financial oversight of the school will be provided by the Board of Directors. However, the day-to-day financial accountability will be achieved by assigning responsibility to the management company, with a system of checks and balances to prevent overspending or improper spending. The School will further promote enhanced academic and financial efficiency by creating and approving an annual budget, approving any spending not accounted for within the annual budget, and monitoring and holding the School Leader responsible for general budget oversight and daily school operations. The School firmly believes in accountability for academic performance, organization and fiscal health. It will have transparent policies governing purchase orders, petty cash and other expenses, as well as multiple checks and balances to ensure the school is managed in a financially responsible and prudent manner, in which all internal controls are adequately in place and are being implemented.

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.

The School will 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. It will ensure that learners achieve high levels and that parent are fully informed and engaged regarding their child's learning and progress, specifically in reading. The Reading curriculum will be based on the successful implementation of the District's Comprehensive Research Reading Program (CRRP) used by Broward County Public Schools.

A primary focus will be on the necessity of teaching students to become life-long learners and attaining an affinity and enjoyment of reading that is consistent with Next Generation Sunshine State Standards and Common Core State Standards. The School will strive to maintain an open channel of communication with parents at all times to provide them with information regarding whether their child is reading at grade level and whether or not he/she has gained a year's worth of learning for each year spent at the school. Parents will be informed about their child(ren)'s reading levels through multiple measures. The data disseminated to parents will comply with the assessment tools approved and implemented by the FLDOE. All students' reading levels will be assessed at the beginning, after each quarter, and at the end of each school year as a means to communicate with parents whether their child(ren) has/have improved in reading level. The School will provide parents with the most recent data available on their child(ren)'s reading level(s) at the first mid-quarter progress report.

Students in grades K-8 will be assessed using FAIR to identify current reading ability skills. Data from the Florida Assessments for Instruction in Reading (FAIR) will accompany students' mid-quarterly progress reports. The data from this assessment may also inform the need for instructional changes and the provision of interventions. This information and data will accompany the progress report so that parents have an understanding of how the school is working to help their child(ren) enhance their reading skills and abilities. Once the academic performance data is disaggregated, the school will identify students who are not making adequate progress towards grade level expectations dictated by Common Core State Standards and/or Next Generation Sunshine State Standards and adopt and use research-based reading strategies and measures for improvement. The school will seek to diagnose the causes of underperformance as determined through the use of data and apply a course of action for improvement for students who are identified as reading below grade level. This information will also be communicated to parents in a timely manner.

Some students will be placed in reading intervention programs that will also provide data about their reading and progress as they move through the programs. Such data will also be shared with parents via parent conferences, quarterly report cards, mid-quarter progress reports, and parent involvement workshops, as well as other appropriate forms of written and oral communication.

At the end of each school year, parents will be given not only their student's FCAT 2.0, PARCC and EOC reports, but also the end of the year SAT 10 results for grades K-2 showing their student's academic gains from the start of the year for each respective and applicable summative assessment. Each year, a detailed report will be given to parents at the end of the school year that will monitor their child's academic gains, abilities, and needs. Parents will also have 24-hour access to their child's grades through the school's online academic information system. Parents will also be notified of their child's progress through report cards, interim reports, and parent-teacher conferences.

Further, parents will not only be provided with student performance data and information, but appropriate training and counseling will also support increasing their engagement and understanding of its use and importance. Parental meetings, workshops, conferences, and school events will support and provide extended opportunities for parents to engage in an in-depth analysis of their child's data and their roles in supporting their child's learning and academic success.

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.*

Through a shared vision and mission that focus on the individual student and their learning, academic achievement will be improved through the effective implementation of FCIM as a continuous monitoring process and improvement mechanism for teaching and learning. A culture of continuous professional learning, growth, and improvement will be integrated into the annual calendar as a daily, weekly, and monthly activity that focuses on enabling teachers to continuously grow in their own learning of pedagogical best practices while improving student learning.

Improve student learning and academic achievement.

The School will ensure that all students learn and achieve at high levels through the implementation of the Next Generation Sunshine State Standards and Common Core State Standards. It will improve student learning and academic achievement by using research-based curricula and program elements in tandem with research-based instructional best practices. By regularly assessing students for mastery of standards and using related data to drive instruction, the School will provide the instructional and leadership staff with immediate feedback to ensure student learning and growth as well as remediate students if necessary. All students will be assessed to ensure that they are making progress toward the Next Generation Sunshine State Standards and Common Core Standards. The School will develop, implement, and monitor a scope and sequence plan aligned with the benchmarks that will ensure student growth and learning. Students that demonstrate levels of proficiency and above levels of proficiency will be challenged through increased academic rigor. However, students who have academic deficiencies identified through ongoing formative assessments and those scoring at Level 1 or Level 2 on the FCAT 2.0 Reading and/or Math will provide individualized instructional support and may be required to attend either tutorial sessions after school or on Saturday, depending on their level of deficiency and programmatic offerings. Assessments will also aide the instructional staff in developing lesson plans and in re-teaching concepts, where necessary. All students will have an opportunity to increase learning proficiency in core areas and be required to take writing, literature, math operations and math analysis in addition to social studies, and science courses.

The instructional staff and the School Leader will work together to ensure that no student falls behind academically by monitoring student achievement levels closely. Parents will also be required to attend mandatory meetings if their child is not progressing academically. These meetings will be used to inform parents about their child's academic performance and on ways that the school will partner with them to improve the learning and achievement of their child.

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

The School anticipates that there will be a significant percentage of newly enrolled students who are not performing on grade level. These students will be initially identified as those scoring below Level 3 Proficiency on the FCAT 2.0 or below Stanine 4 on the SAT-10 performance data for the prior school year. In addition, FAIR results from the First Assessment Period in September will be used to identify those newly enrolled students scoring below 44 percent on Probability Reading Success (PRS) or FCAT Success Probability (FSP) to determine the students' reading deficiencies. . With the FCAT 2.0 or SAT 10 and FAIR data, the School will be able to provide those struggling readers with the appropriate intervention through individualized instruction, small group tutoring, and the through the use of technology-based interventions. Additionally, reading strategies and skills development will be integrated into content area course instruction. Targeted, research-based instructional strategies will include, but are not limited to, the use of direct instruction, guided reading instruction, independent reading practice, instruction and practice on vocabulary and comprehension skills, and the use of listening and technology stations to reinforce and practice good reading techniques.

The School's focus on core mastery of skills, extended learning opportunities, and an emphasis on organizational structure will be a direct response to increasing learning opportunities for all students, especially those that are identified as low-performing in reading. The overall school design will serve as a long-term solution to an immediate problem. This focus will also be undergirded through the provision of targeted professional development that will improve their understanding of assessments, their use in instruction, and the major components of reading. Another component of the overall design of the school will be the use of Professional Learning Communities (PLC's). The School believes that the use of PLC's will contribute to instructional improvement and are most effective when used to improve teacher effectiveness.

The School will also use frequent assessments to provide school staff with data to address key deficiencies in Reading/ Language Arts, Writing, and Mathematics. This data will allow teachers to implement immediate interventions. Through the use of targeted intervention for underperforming students, the School will employ instructional strategies that accelerate learning and better prepare students to enter high school at or above grade level. In addition, students will be taught critical study and organizational skills that will better prepare them for the rigors of high school and postsecondary education or the world of work. These will be skills that are transferrable and can be utilized in ways that improve their personal responsibility as well as ownership for learning. These long range interventions will be designed and implemented to significantly reduce the number of students performing below grade level. The School is aware, however, that some students will require additional supports and interventions. Its school design will provide several additional development and support structures to address the needs of these students as outlined below:

Reader's Workshop	Readers' workshop allows students to gain the benefits of reading by self-selection, self-pacing, and increased time spent reading and sharing books. The teacher demonstrates how to explore literature and supports student-led discussion groups. Students gain the knowledge to understand literature on multiple levels and respond to it thoughtfully.
Writer's Workshop	In Writer's Workshop classrooms, full class lessons are short and tightly focused on practical real-world issues. As in professional writing workshops, emphasis is placed on sharing work with the class, peer conferencing and editing, and on the collection of a wide variety of work in a writing folder, and eventually in a portfolio. Teachers write with their students and share their own work as well. The workshop setting encourages students to think of themselves as writers and to take their writing seriously.
Literacy Across the Curriculum	Literacy across the curriculum will be emphasized in addition to providing research-based intensified reading instruction to meet the needs of low performing students. All teachers will be required to implement literacy strategies (reading, writing, speaking, listening, observing) into their classroom daily and across all content areas. Teachers will be trained in non-negotiable strategies to be used when reading any content specific text while ensuring students have daily writing time connected to the content learned.
Flexible Ability Groupings	Flexible ability grouping will be used as an effective way to differentiate instruction for students at different academic levels. Classes will present the same content, but the degree of depth will vary according to the ability levels of the group. All students will be placed into groups based on baseline data generated from testing during the student orientation period. As students develop skills and master content, they will be able to transfer to different ability level groups throughout the year. (More information about grouping can be found under the education philosophy of the school.)
Small Group Tutorials	Students who need additional support will be pulled into small group tutorials to focus on targeted skills and benchmarks to accelerate their progress toward performing on grade level. This will also allow for SWD and ESOL students to receive additional services without losing instructional time in general education classes while providing for additional instruction and support as required in their IEP.

Lastly, to increase learning opportunities, especially for those who are struggling in reading, the School will employ the use of Response to Intervention (RTI). The use of RTI will insure that all students who enter the school performing below grade level will be immediately placed in groups scheduled to receive the needed interventions that will assist them in making academic progress. The Rtl team will review all student records and make recommendations to the classroom teachers and parents as needed. The Rtl team will also meet with the teacher and parents and make recommendation for what interventions to implement. The team will monitor these students progress and if there is no progress make appropriate recommendations to ensure the provision of additional support and interventions.

Encourage the use of innovative learning methods.

The School will be committed to recruiting and hiring highly qualified and innovative teachers with a proven track record of improving student learning and performance. They will be encouraged to exercise creativity and autonomy in meeting the diverse learning needs of their students and help students develop skills requisite for success in the 21st century. In doing so, innovative teaching and learning methods will be promoted amongst teachers who will be encouraged and supported in designing learning environments that will help students build skills useful in a world where jobs are increasingly information and knowledge-based. Such learning methods will ensure that students are self-directed and self-adaptive. Innovative learning methods that will be encouraged will engage students in activities that are focused on their cognition and growth.

The School will ensure that students are involved in learning methods and approaches that actively engage them in learning in order for them to become self-regulated learners who are able to control their emotions and motivations during the study process, set goals, and monitor their own learning process. The School will provide a culture in which experimentation in learning methods and approaches is encouraged and supported. Also, through the use of the Florida Continuous Improvement Model (FCIM), teachers and staff will participate in shared decision-making at the school and in determining the focus and objectives required to meet student learning needs. Teachers will be encouraged to work collaboratively and cooperatively to create their curricula together to assure interdisciplinary and cross-subject symmetry and that learning methods are constantly being reflected upon, revised and improved. This will be done within the framework of the overall mission of the school. Teachers will also be encouraged to use innovative learning methods that are researched based to accommodate all learning styles. Within the framework of the school's mission and school wide instructional practices, teachers will have the autonomy to be innovative in their classrooms to improve their teaching and learning. Each year during pre-planning, teachers will convene and collaborate to develop and refine their curriculum maps that will align with the Next Generation Sunshine State Standards and Common Core State Standards. The School also believes that the shift to the Common Core provides for greater avenues for innovation in learning. The innovation of the School will be the use of an exemplary curriculum delivered through a variety of proven instructional methods, while setting high academic expectations for all students and providing them with the means to reach their goals.

Require the measurement of learning outcomes.

A large component of the school design is the use of quality, reliable assessments of student learning and growth. The School believes that it is imperative to continuously assess student performance to: 1) ensure that its curriculum and teaching strategies are effective; 2) assist with curriculum design, refinement and lesson planning; 3) target and identify individual student's needs; and 4) provide academic performance information to parents. The consistent and effective use of assessments will also provide immediate feedback to the instructional and leadership team regarding the impact and effectiveness of strategies, methods, programs, and approaches.

The School will consistently measure student learning outcomes and administer all assessments as required by the State and District to monitor and measure learning outcomes. Such assessments will include but not be limited to

Florida Kindergarten Readiness Screener (FLKRS), the Florida Assessments for Instruction in Reading (FAIR), the Interim Assessments (IA), the Stanford Achievement Test (SAT 10), the Florida Comprehensive Assessment Test (FCAT 2.0), End-of-Course Exams (EOC), the Partnership for Assessment of Readiness for College and Careers (PARCC), teacher made tests, publisher provided assessments, on-line assessments, and pre and post tests. The School will also conduct a progress monitoring assessment every 6 weeks to monitor student outcomes. Teachers will also be required to administer their own formative and summative assessments such as tests, quizzes, exit slips, and various assignments to gauge student learning and mastery of concepts.

A key goal of the School's learning measurement process will be to provide results of findings and outcomes by way of communication and feedback to students, instructional and leadership staff, parents, the Board of Directors, and overall school and community stakeholders. Students, parents, staff, and board members will receive published reports of student achievement on an individual and collective basis with the intention of encouraging community ownership of learning outcomes and increased accountability for the teaching and learning practices the school espouses. These practices will be monitored and re-evaluated on a continuous basis to allow for the adjustment of techniques, strategies, curricula and other relevant programs with the intention of more significantly improving program quality and effectiveness toward achieving learning outcomes. Such adjustments will ultimately be incorporated into the school's improvement plan to provide a tool for continuous, reflective improvement, monitoring, accountability, and overall academic success.

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

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

Create innovative measurement tools.

The School will create innovative measurement tools to assess, monitor, and evaluate students' progress in attaining mastery of the Next Generation Sunshine State Standards and/or the Common Core State Standards. In addition to administering diagnostic tests, which identify areas of strengths and weaknesses, formative tests that monitor learning progress and provide ongoing feedback as well as summative tests, which document the level of achievement at the end of a unit of student, will be used along with the following innovative measurement tools:

- Portfolios, which include a body of student work that appraises student performance over time.
- Collaborative Assessment of Student Learning, which allows teachers to examine student work to determine student learning and the effectiveness of the instruction
- Peer Review, which increases metacognition (i.e. the capacity to reflect on and evaluate one's own learning and methods of work and elaboration opportunities)
- Performance-based items or events which include questions, tasks, or activities that require students to perform an action
- Projects or experiments which include extended performance tasks that may take several days or even several weeks to complete. Students will generate problems, consider options, propose solutions, and demonstrate their solutions. Students will be able to work in groups, at least for some of the project, to analyze options and to consider ways to present their thinking and conclusions.
- Authentic Assessment which includes a task for students to perform and a rubric by which their performance on the task will be evaluated.

The School will provide administrators, teachers, students, and parents with real-time secure access to progress reports, course schedules, course progress, activity schedules, grades, and other critical performance information. In addition, students will be regularly benchmarked and assessed with district and state mandated assessments. Teachers will also implement daily warm ups, exit tickets, quizzes, exams and homework as a measurement tool. Students will be required to complete projects throughout the year. These projects will be clearly outlined by

instructors at the beginning of each semester with a grading rubric. This will allow students within a defined framework to express themselves creatively while adhering to the grading expectations. By assigning a rubric, it will provide students with clear expectations so that instructors are able to consistently and fairly assess and evaluate mastery of standards. All projects will connect to Next Generation Sunshine State Standards and/or Common Core State Standards. All projects and assignments will adhere to Bloom's Taxonomy higher levels of thinking. Finally, each student will have a portfolio containing various assignments to showcase student growth.

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

The School will provide rigorous competition with other schools in the district by offering parents a rigorous curriculum choice option that focuses on mathematics and science, provides small class sizes, a K-8 grade model, a very structured school culture, extended learning opportunities, and increased teacher professional autonomy and performance accountability. It is important to note, that the school design will be innovative and the school will welcome other schools and organizations to review and adopt some of the best practices that will be useful in their educational settings. The School's presence within the public school district will provide for enhanced excellence and equity in the provision of educational program models that focus on mathematics and science---areas that have become increasingly important in educational systems all over the world.

In addition, the School will support the notion of rigorous competition within the public school district to stimulate continual improvement all in public schools by providing new options to families and promoting innovative ways to organize a school and deliver a curriculum. Through honoring and supporting this promise of parental educational choice, the Board of Directors will also improve quality and efficiency among schools and enhancing opportunity for students and parents who may otherwise be trapped in ineffective, underperforming schools, with little to no programs grounded in innovation.

Research has shown that in addition to improving the learning and lives of students enrolled in charter schools, students who don't attend a charter school benefit academically when their public school is exposed to charter competition. In 2009, Marcus Winters of the Manhattan Institute found that charter competition reduces the black-white achievement gap and that the worst-performing public school students, who tend to be low-income minorities, have the most to gain from the nearby presence of a charter school. Overall, he found that charter competition improved reading performance among all students. Students, as well, as faculty and staff will all have to uphold a commitment to the School's mission and vision. The School will not only provide a rigorous academic curriculum, but also a highly qualified school leader and teachers that are encouraged and driven to inspire a superior level of learning and a model for the district that will stimulate and motivate ongoing improvement for all other public schools.

Expand the capacity of the public school system.

Broward County Public Schools is a large urban school district in Florida with a growing student population. The School will stimulate choice and increased access to high quality, high impact educational programming. The School will expand the capacity of the Broward County Public Schools by providing families with increased options within the public school system, options that can be a real asset in promoting innovation, increasing access to academic rigor, and providing for those students who have had trouble achieving success in other schools. It will also provide the school system with an additional, highly sought educational option in the K-8 model for parents and students who emphasis will provide for additional engagement in mathematics and science. The provision of educational programming emphasizing mathematics and science will expand the public school system's capacity in ensuring that all students have access learning programs and models that support exploration and experimentation.

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

The School will give families located near the proposed school location access to high quality educational programming and highly qualified teachers that includes a mathematics/science themed curriculum that they may not have access to due to a lack of resources or residential location. One of the largest issues affecting schools in the district and targeted area is overcrowding. The current schools surrounding the proposed locations have all been affected by the population growth of the area and the implementation of the class size state amendment, which in some schools requires additional classrooms to accommodate students. The addition of the School will be a welcome reprieve to local schools that are at or have exceeded the Permanent Florida Inventory of School Houses Capacity. The current difficulty that families face in the present financial environment has caused a decrease in parochial and private school enrollment. This will place more pressure and an increased obligation on the public school system to provide high quality educational choice programming options.

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

The School will be home to an exciting, rigorous, and educationally beneficial learning environment for students that will create new and exciting professional opportunities for teachers. Teacher and staff quality, training, and preparation are all crucial to the school's initial success. The School will embrace the state's philosophy and position with posits that "the purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce." In doing so, it will also adopt and implement a system of professional development that is aligned to the National Staff Development Council.

In furtherance of complying with the provisions of s. 1012.98 (4) (b)(5) F.S., the School will ensure that each teacher develops, adopts, and implements an Individual Professional Development Plan (IPDP). This will ensure that his/her professional development is linked to student performance data for the students for which they are assigned and served. The School will act upon the belief that professional development must be linked to careful analyses of student performance data and the instructional practices of the teacher.

Teachers and instructional staff will participate in shared decision-making when it comes to professional development and school improvement. At the onset, they will play an integral role in helping to shape and create the culture of the school and in determining, based on a collaborative review and analysis of student performance and school data, the yearly instructional focus and objectives of the school's innovative curriculum. Throughout the year and on at least a quarterly basis, each teacher will have the opportunity to engage in curriculum mapping to ensure that a cohesive curriculum is implemented in each classroom at each grade and department level for each subject area. In alignment with the Next Generation Sunshine State Standards and Common Core State Standards, teachers will meet each week to communicate best practices with their colleagues through the establishment of a culture for continual professional learning in order to meet the differentiated needs of their students. Teachers will also be encouraged to incorporate their unique teaching styles to best meet the needs of their students. They will be highly encouraged to incorporate innovative, research-based effective strategies to foster critical thinking and will differentiate instruction to ensure every student's needs are met. Teachers will enjoy a new sense of ownership of the teaching and learning process by providing greater flexibility in curriculum development and behavior management than is typical, while at the same time providing for clear deliverable and frameworks for performance accountability.

Collaboratively, all teachers and school leaders will develop a common vision for professional learning and will foster an on-going learning environment to best meet the needs of their students. As a result, a variety of professional learning opportunities will be provided to best meet the diverse professional needs of its teachers. The

School will deliver professional development through a variety of approaches such as large groups, small groups, individuals, and electronic functions such as development and training through computerized programs, video conferencing, and web-based delivery. Teachers will also be encouraged to participate in professional book studies throughout the year to remain current on the latest research and trends in education. To continue to foster the professional growth of our teachers, they will be encouraged to participate in the Lesson Study process across all curricular areas. Through the implementation of the Lesson Study process, teachers at the School will facilitate the sharing of best practices and become reflective practitioners. To ensure the integration of technology throughout the curriculum, teachers will participate in on-going innovative technology-based in-services to better assist them in effectively impacting their student's cognitive growth. Through professional learning, teachers will begin to demonstrate ownership of the learning program and belief in its principles.

Lastly, teachers and school leaders will be evaluated annually based on the requirement of SB 736 to determine the effectiveness of professional development and their overall performance, specifically, as it relates to improving student learning and outcomes. They will be will be evaluated in a manner that complies with the requirements of SB 736 which requires that every instructional employee working under an annual performance contract be evaluated and rated at one of the following performance levels: Highly Effective; Effective; Needs Improvement; or for instructional personnel in the first years of employment who need improvement, Developing; and Unsatisfactory. The School will also, as required in SB 736, link 50% of teachers' and school leaders' evaluation performance to student growth as measured by annual statewide assessments.

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.

The School will be a K-8 school with an emphasis on mathematics and science. The School will target students interested in exploring mathematics and science both as a field of educational study and potential career pathway. In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2)(a) the School will not discriminate against a student on the basis of race, ethnicity, national origin, gender, disability, or religion, in its school admissions process.

The School will be open to children in grades kindergarten through eight (approximately 5 years through 14 years of age) who qualify to attend a traditional public school in Broward County. The School will seek a racially and ethnically diverse population and will offer consistent quality at all levels. Every applicant will be given equal opportunity to apply for enrollment at the School, excluding students who have been dismissed and/or expelled from a public or private school or have received referral to participate in an alternative education problem due to disciplinary problems. The open enrollment policy will comply with section 1002.33, Florida Statute.

It is anticipated that the enrollment demographics of the School will mirror the demographics of Broward County. The data show the following:

- i. 38% White (non-Hispanic)
- ii. 21% Black (non-Hispanic)
- iii. 33% Hispanic
- iv. 3% Asian
- v. 4% Multiracial
- vi. 1% Other

The School anticipates that the English Languages Learners (ELL) student enrollment will be representative of the average Broward County percentages and the community that the School will serve. Staff will accommodate the needs of students enrolled to ensure a positive learning experience. The School will implement a registration policy that is in accordance with Fla. Stat. 1002.33(10), meaning any student residing in Broward County will be eligible to attend. Therefore, any family who submits an application on behalf of a student in accordance with the established timeline and are in full agreement with the conditions of the School's Parent Involvement Contract shall be considered for enrollment, unless the number of applications exceeds the program capacity, department, class, or building. With the exception of the aforementioned, all applicants will have equal opportunities for admission into the School's academic program. When the number of applications exceeds the School's capacity, department, class, or building students will be chosen for enrollment through a random selection process.

The School will comply with Florida's charter school legislation, Fla. Stat. 1002.33 (10)(e), which states that schools may give enrollment preference to certain student populations.

The School may elect to limit the enrollment to children of residents within a reasonable distance of the school's location as provided under Fla. Stat. 1002.33(10)(e) in order to reduce the impact of traffic that can be caused by the school. The School will comply with Florida's constitutional class size requirements for elementary schools of a maximum of 18 students per class in kindergarten to 3rd grade and a maximum of 22 students per class in grades 4 through 8. The projected student-to-teacher ratio shall be consistent with that required by the Class Size Reduction Act, as applied to charter schools.

- 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.

Year 1 2014-2015				Year 2 2015-2016				Year 3 2017-2018			
Grade	Class Size	#of Classes	Up to # Students	Grade	Class Size	#of Classes	Up to # Students	Grade	Class Size	#of Classes	Up to # Students
K	18	3	54	K	18	4	72	K	18	4	72
1	18	3	54	1	18	3	54	1	18	4	72
2	18	3	54	2	18	3	54	2	18	3	54
3	18	3	54	3	18	3	54	3	18	3	54
4	22	3	66	4	22	3	66	4	22	3	66
5	22	3	66	5	22	3	66	5	22	3	66
6	22	3	66	6	22	3	66	6	22	3	66
7				7	22	3	66	7	22	3	66
8				8				8	22	3	66
TOTAL		21	414	TOTAL		25	498	TOTAL		29	582

Year 4 2018-2019				Year 5 2019-2020			
Grade	Class Size	# of Classes	Up to # Students	Grade	Class Size	# of Classes	Up to # Students
K	18	4	72	K	18	4	72
1	18	4	72	1	18	4	72
2	18	4	72	2	18	4	72
3	18	3	54	3	18	4	72
4	22	3	66	4	22	4	88
5	22	3	66	5	22	3	66
6	22	3	66	6	22	3	66
7	22	3	66	7	22	3	66
8	22	3	66	8	22	3	66
TOTAL		30	600	TOTAL		32	640

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

The School gave consideration to areas of need and choice options within the district when determining enrollment projections. Student population projections are based upon data from local early childhood programs, elementary, and middle schools, as well as the feeder pattern high schools that students are scheduled to enroll. Information was gathered from the Florida Department of Education's and the Broward County Public School's website about the demographics of the proposed targeted area. Student performance and related data were also used in developing student population projections. In order to comply with Florida's constitutional class size requirements, the school plans to implement a growth model that will support no more than 18 students per class in grades K-3 and no more than 22 students per class in grades 4-8. In grades K-3, students will be divided into up to four homerooms per grade, which will allow for 18 students per class. In grades 4-8, the students will be divided into up to four homerooms per grade, which will allow for 22 students per class. By having an enrollment cap per grade, it will ensure that the school complies with the class size requirements. Each year the School Leader will hire additional instructional staff as needed.

The School is aware of the enrollment's relationship to the financial viability of the school and we ensure the retention and deployment of appropriate resources to ensure both its short term and long term viability. A contingency plan will also be in place in the event that enrollment projections do not materialize.

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.

The School will provide for both a schedule and school day that meets students' academic needs and requirements, as well as educational interest. The following is an explanation of some of the core specific components of the daily schedule. The Academic school day will start at 8:30 A.M. and End at 3:00 P.M. The School will follow the Sponsor's Calendar to dictate the instructional days for each year of the charter. This will ensure that the School meets the statutory requirement of a minimum of 180 days of school and provide a minimum of 900 instructional hours to students in grades K-8, as established by law.

Teachers will at a minimal have a duty free 30 minute lunch and appropriate time for instructional planning.
Sample Elementary Schedule

Subject	Time	Instructional Minutes
Homeroom	8:30 - 8:45	15
Reading	8:45 - 10:15	90
Specials	10:15 - 11:00	45
Lunch	11:00 - 11:30	30
Mathematics	11:30 - 12:30	60
Science/Social Studies	12:30 - 1:30	60
Intervention/Independent Practice	1:30 - 2:00	30
Writing	2:00 - 3:00	60
TOTAL DAILY MINUTES		390*

**Except for Wednesdays in which case there will be 330 minutes*

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

The School believes that a primary goal of mathematics and science is to help better understand the world and systems within it. Science is way of knowing and explaining the natural and physical world. Although many scientific concepts and theories have undergone modest changes, the notion that science places an emphasis on cellular basis of life, laws of energy, and the particle-theory matter have remain relatively stable. Science, as another means of knowing, also involves the process of exploration and experimentation. It is a form of knowledge that uses concepts and skills from other disciplines (including science) and applies this knowledge to meet a need or solve a problem. The School believes that mathematics and science are closely linked, especially through the skills of scientific inquiry, technological problem solving, and communication. This, the School's educational program is rooted in the fundamental belief that students should see, learn, and understand mathematics and science in its broader context—as endeavors with important relationships and consequences for people and other living things—and that they learn to connect their learning and knowledge of mathematics and science to world beyond their classrooms, schools, and community.

The School will provide students, through highly qualified and knowledgeable teachers, an opportunity to enhance their knowledge, understanding, and application of mathematical concepts. Approaches will include those that focus on important “processes and proficiencies” with longstanding importance in mathematics. Instructional practices and approaches will involve the use of the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. They will also reflect the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy). The School views these instructional approaches and curriculum foci as essential in the achievement of its mission in which all students achieve understanding mathematics and perform at a high level.

The School also recognizes that fundamental concepts are key ideas that provide a framework for the acquisition of all mathematical and scientific knowledge. They also help students to integrate scientific and technological knowledge with knowledge in other subject areas, such as mathematics and social studies. The fundamental concepts or “big ideas” that will be addressed in the curricula for mathematics and science in Grades K to 8 will be matter, energy, systems and interactions, structure and function, sustainability and stewardship, and change and continuity. As students progress through the curriculum, they will extend and deepen their understanding of these fundamental concepts and learn to apply their understanding with increasing sophistication. Also, the School believes that students should retain important learning and key understanding of concepts long after they have forgotten many of the details of something that they have studied. The School will ensure that fundamental

concepts that are addressed at each grade level. Developing a deeper understanding of the big ideas requires students to understand basic concepts, develop inquiry and problem-solving skills, and connect these concepts and skills to the world beyond the classroom. The fundamental concepts that will be addressed are described in the following chart:

MATTER	Matter is anything that has mass and occupies space. Matter has particular structural and behavioral characteristics.
ENERGY	Energy comes in many forms, and can change forms. It is required to make things happen (to do work). Work is done when a force causes movement.
SYSTEMS AND INTERACTION	A system is a collection of living and/or non-living things and processes that interact to perform some function. A system includes inputs, outputs, and relationships among system components. Natural and human systems develop in response to, and are limited by, a variety of environmental factors.
STRUCTURE AND FUNCTION	This concept focuses on the interrelationship between the function or use of a natural or human-made object and the form that the object takes.
SUSTAINABILITY AND STEWARDSHIP	Sustainability is the concept of meeting the needs of the present without compromising the ability of future generations to meet their needs. Stewardship involves understanding that we need to use and care for the natural environment in a responsible way and making the effort to pass on to future generations no less than what we have access to ourselves. Values that are central to responsible stewardship are: using non-renewable resources with care; reusing and recycling what we can; switching to renewable resources where possible.
CHANGE AND CONTINUITY	Change is the process of becoming different over time, and can be quantified. Continuity represents consistency and connectedness within and among systems over time. Interactions within and among systems result in change and variations in consistency.

In addition to its emphasis on mathematics and science, the School's educational program has been developed in accordance with the performance-based Next Generation Sunshine State Standards and Common Core State Standards. Encouraging the use of innovative learning methods is a vital part of providing an educational program that truly meets the differentiated needs of all children. All learners possess areas of strength and areas of weakness and therefore express and receive knowledge in many different ways. Effective teachers understand the need to differentiate instruction for all students, including low and high achieving, in order for learning to occur and improve. Understanding a student's area of intelligence, learning style, and/or learning preference is one way teachers can positively impact a student's ability to learn. The role of the teacher is to observe what students are doing, figure out why they are doing it that way, and give them the right kind and amount of information and feedback so that they may solidify their learning and demonstrate what they have been taught. Students must be able to make sense of what is taught if they are going to apply their learning in other situations.

Learning a complex skill mandates that a student properly demonstrate the skill, with attention to the many variations that implementing the skill may require. In addition, acquiring a complex skill demands extensive practice during which time one learns the skill at a level which may be replicated with little conscious thought. There are many research-based instructional strategies which may be effectively used in the classroom to positively impact learning. Effective teachers who utilize multiple instructional strategies provide their students an educational environment that focuses on innovative learning methods for the application of what they have learned.

The School's educational program will be driven by the effective implementation of the Florida Continuous Improvement Mode (FCIM). FCIM is based on the idea that student and teacher success must be a continuous effort. Analyzing data, developing timelines, quality instruction and frequently assessing students for understanding

are all key parts to this highly proven model.

The Florida Continuous Improvement Model is derived from the 8-Step Instructional Process which was developed by Mary Lehman Barksdale, while teaching third grade at the Brazosport Independent School District (Texas).

Based on Barksdale's model, teachers and administrators must

1. Raise expectations for all students;
2. Create a vision to guide reform; and
3. Develop measurable objectives with time frames for accomplishing them.

The steps of the Florida Continuous Improvement Model break into four parts of an instructional cycle called Plan-Do-Check-Act (Deming):

1. Plan
 - a. **Data Disaggregation:** In this step the School will disaggregate and analyze the state standards assessment and/or standardized test data to identify both students' and teachers' strengths and weaknesses and to improve teacher instruction and student learning. Focusing on specific student weaknesses, the School will create a plan for student improvement. Identifying teachers' strengths and weaknesses enables administrators to provide effective quality staff development to improve instruction and student learning.
 - b. **Instructional Calendar Development:** Based on the students' strengths and weaknesses, the School will build an instructional calendar that includes all the state standards, benchmarks, and/or skills to be assessed. The calendar will provide additional time for areas where students are having trouble and be flexible enough to allow for adjustments.
2. Do
 - a. **Direct the Instructional Focus:** Based on the instructional calendar, the School will ensure that teachers teach the targeted skill(s). This will ensure quality instruction by teachers and mastery by students. The School will ensure that classroom activities are focused and conducive to learning by
 - Providing a warm-up;
 - Highlighting the day's focus;
 - Focusing on new content;
 - Reinforcing new concepts; and
 - Surveying student understanding.

Effective teaching strategies for instruction have at their core consistently high-level expectations for students. Additionally, quality instruction includes

- Modeling thinking processes (i.e. think-alouds);
- Providing essential vocabulary for subject area;
- Applying learning to the real world;
- Using cooperative learning techniques;
- Using skill reinforcing drills;
- Teaching test-taking strategies; and
- Celebrating mastery of skills and knowledge.

3. Check

- a. **Assessment:** After teaching the targeted skill, the School, through teachers, will administer a short assessment to check for student understanding. These assessments will be integrated into the curriculum and instruction. The assessments will mimic the format of the FCAT 2.0 and EOC state assessments. Teacher teams will meet frequently to review assessment results.
- b. **Maintenance:** The School will ensure that its teachers continuously work to reinforce skills and knowledge until they become part of the student's knowledge base.
- c. **Monitoring:** The school leader and members of the leadership team will assume the primary responsibility for monitoring program success. Monitoring practices will include regularly unscheduled classroom visits, one-on-one meetings with students and teachers to review test scores, celebrating successes, using surveys to assess the process, the school climate, and stakeholder satisfaction.

4. Act

- a. **Tutorials and Enrichment:** Based on assessment results, the School will ensure that its teachers provide continuing quality instruction to either build on success or provide additional instruction. Teaching teams will work together to review progress. Extensions will be considered as important as tutorial work and provided for both mastery and non-mastery students. Additional assessments will be given to check mastery.

In addition to the implementation of FCIM as a key foundation of its educational program, the School will use a variety of instructional methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or the family's socioeconomic background and give the students the ability to transfer these skills to new applications. Furthermore, the school will use the recommendations of the National Council of Teachers of Mathematics and the National Science Foundation Standards regarding those innovative ideas, research findings, and research-based instructional approaches to be utilized in the teaching and learning of those fields. Most important, the School will employ an instructional model that will allow students to develop and apply the skills needed for success in the 21st century.

The School will enhance the instruction in all disciplines by effectively executing one or more research-based and proven instructional approaches that shown to improve the overall process and quality of teaching and learning.

The school will be supported through professional development to be able to successfully apply the instructional methods, including but not limited to those listed below:

Instructional Method	Description
Gradual Release of Responsibility	Teaching method by which the teacher introduces the concept, the class practices the concept in small groups or as a class, and then students have time to practice independently in class to solidify the concept.
Flexible Grouping	Instructional grouping method by which students are placed in ability grouping that change throughout the year based on mastery of different standards taught.
Literacy Across the Curriculum	All teachers will focus on reading and writing along with speaking, listening, and observation skills. This will support and reinforce the importance of literacy.
Differentiated Instruction	Teaching method whereby teachers craft lessons to meet students' readiness, interests, and learning profiles through differentiating the content selected, processes taught, and the product received.
Reader's Workshop	In grades K-4, teachers will use this approach to teach students how to be good readers through the use of State- and District-adopted texts. Students learn to be interactive with the text they are reading by questioning and making connection with prior knowledge and previously read texts. In grades 5-8, teachers will use a more independent approach through the use of Literature Circles, which is solely guided by the students.
Writer's Workshop	In grades K-2, teachers will use the practice of Interactive Writing to help emerging writers engage in the craft of writing both collaboratively and independently. In grades 3-8, students will be engaged in the process of writing through the use of the workshop approach. The teacher and the students are engaged in the writing process first independently and then as each other's peers to provide feedback

Gradual Release of Responsibility for Learning

All teachers will structure their lessons such that the teacher will introduce new material directly, students will practice the material in small groups or as a class, and then, with the continued support and facility of the teacher, students will have independent practice on the material at the end of class and again through extended and home learning activities. This will allow students to gradually become more independent and responsible for their own learning of the content. The Gradual Release of Responsibility for Learning model and approach help students attain mastery of concepts taught by scaffolding. Scaffolding is the “systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning.” This will allow for the teacher to see where student learning is breaking down in order to provide more support. This will also prevent students from being required to demonstrate independent thinking and learning before they have had enough practice and feedback to be successful. This model is often referred to as the “I Do-We Do-You Do” model whereby “I”, the teacher, presents the information by modeling the strategy to be used; “We”, the entire class, collaborates to work through the strategy together; and “You”, the student, applies the strategy independently to demonstrate mastery and understanding.

Flexible Grouping

When ability grouping is utilized in a flexible manner with appropriate curricular adjustments and consistent expectations and assessments across groupings, significant achievement gains can be realized. All students will be placed into flexible ability groups based on the baseline data generated from the testing during the student orientation period. All groups will be held accountable for the same concepts and skills and will be required to take the same internal and external assessments regardless of their grouping. The School believes that flexible ability grouping is the most effective way to differentiate instruction for students at different academic levels, most particularly because it will allow the teacher to modify pacing of instruction within the individual class hour and thus, address the academic needs of his/her students. The class will be presented the same content but the degree of depth will vary according to the ability levels of the group. As students develop skills and master content, they will be able to transfer to different ability level groupings throughout the year. The model of frequent assessments will be the same for all groups; teachers will be able to monitor student progress across ability groups and make appropriate curriculum and grouping decisions based on concrete data. This will allow teachers and school leaders to quickly identify students who are struggling and need to transfer to another group to solidify their foundation of a particular concept or skill. The flexibility of class groups will minimize student distractions and low achievement due to boredom and/or lack of challenging material.

Literacy Across the Curriculum

The School further knows and believes that literacy is the key to academic success and to closing the achievement gap. Therefore, all teachers will focus on literacy in all content areas in addition to the school's reading curriculum. The School believes that not only is it important to develop proficient readers with strong comprehension skills, but it is also equally important to develop writers who can effectively articulate their thoughts on paper. The use of reading across the curriculum will provide students with additional time to develop their reading comprehension skills and good habits for reading, researching, and learning. In addition, students will become familiar with a variety of genres and types of text and will be able to relate ideas and themes from one subject area to another. Students will be required to write in all content areas, including mathematics and science. Students must be held to the same high expectations and standards for writing regardless of the discipline. For example, students may be required to write formal laboratory reports in science, and explain the process of theorems or proofs in mathematics class. Students will become fluid, proficient readers and will be exposed to a variety of writing styles. In addition,

students will develop their speaking, listening, and observation skills through the use of multiple mediums and the requirement for teachers to integrate student oral presentations into their classrooms.

Differentiated Instruction

The School will act on the belief that teaching to the middle, or the “one size fits all” approach does not support a successful teacher-learner experience. Differentiated instruction is an instructional theory and practice that allows teachers to meet all types of learners and helps them address the variety of learning styles, interests, and abilities found within a classroom. Teachers implement instructional strategies based on the content, process and product. These strategies ensure all learners are being targeted in all given lessons.

Readers Workshop

Making sure that all students are reading at grade level or above will be the mission and a priority goal of the School. The Readers Workshop format gives students tools for selecting and comprehending literature. Students who were once reluctant to read now find themselves with the skills needed to be successful readers. Over the course of the year, students are encouraged to read many books to explore different genres, authors, and texts. This format allows teachers to work with students in small groups to target skills that students are deficient in while stretching those skills in which they are proficient.

Writers Workshop

The Writers Workshop approach for writing is an interdisciplinary approach which helps to build student’s fluency in writing through continuous, repeated exposure to the process of writing. Writing is an essential skill for future academic and professional success. The earlier those students are engaged in the writing process the sooner they will learn to appreciate and become more effective in it.

Although not listed in the table above, the Florida Continuous Improvement Model (FCIM) will be effective as the driving force of the School’s educational program. This model will be posted throughout the school and be part of the school-wide professional development program to ensure that it becomes an integral part of the school’s daily procedures.

The FCIM is based on the FOCUS Process:

- F = Formulate plan; disaggregate student performance data
- O = Optimize time by preparing and following a timeline; plan the instructional calendar
- C = Concentrate on teaching standards and collaborate with the instructional team; teach the instructional focus in the classroom
- U = Utilize assessments at short, frequent intervals; conduct frequent student assessments, maintain and monitor the teaching and learning process
- S = Sustain learning with tutorial, enrichment, and maintenance activities; provide tutorials for re-teaching or enrichment for objectives that have been mastered.

C. Describe the research base for the educational program.

The School will employ research-based instructional practices with students. These research-based instructional strategies will help guide teachers in maximizing the overall student learning experience. Teachers will consider individual, small group, and whole class learning goals and objectives in deciding the best lesson strategy.

Each element of the school design and instructional methodology will be standards driven and based on research and the best practices of high performing schools that successfully serve a similar population of students. Schools such as AcadeMir Charter School West in Miami-Dade County, as well as District schools such Hollywood Hills Elementary, Driftwood Middle, Cooper City Elementary, Nova Middle, and Nova Blanche Forman Elementary School which have all earned consecutive “A” ratings for the past several years. These and other schools have shown tremendous success by using similar methods and techniques.

In addition to many of the practices being used effectively in highly effective schools, the School has also cited research regarding each instructional method that informed its decision to adopt. All of these methods align with the school’s mission/vision to ensure that every student is successful and accesses a rigorous instructional program that will help him/her close the achievement gap and put them on the path to college and life-long success.

Instructional Method	Description
Gradual Release of Responsibility	Adams, Gary L. and Engelmann, Siegfried (1996). “Research on Direct Instruction: 25 Years beyond Distar.” <i>Seattle: Educational Achievement Systems</i> .
Flexible Grouping	Tieso, Carol L. (2003). “Ability Grouping is not Just Tracking Anymore”. <i>Roeper Review Vol. 26</i>
Literacy Across the Curriculum	Cramer, R. (2003). <i>The language arts: A balanced approach to teaching reading, writing, listening, talking, and thinking</i> . Boston: Pearson
Differentiated Instruction	Tomlinson, C. & Kalbfleisch, L. (1998). Teach me, teach my brain: A call for differentiated classrooms. <i>Educational Leadership</i> , 52-55.
Reader’s Workshop	M. Pierce (Eds.), Talking about books: Creating literate communities (pp. 17-31). Portsmouth, NH: Heinemann.
Writer’s Workshop	Craig, Sharon A. (October/November/December 2003). The effects of an adapted interactive writing intervention on kindergarten children’s phonological awareness, spelling, and early reading development. <i>Reading Research Quarterly</i> , 38 (4), 438-440.

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

The School’s mission is designed to improve student learning and achievement through a rigorous instructional program with an emphasis on mathematics and science. The educational program will use mathematics and science and use innovative reform based instructional methods in a stimulating environment to foster maximum student achievement. Through the educational program, students will become literate in mathematics and science, and better prepared to critically evaluate information and confidently engage in discussions and decision-making involving mathematics and science. To accomplish the goals outlined in the mission, The School will utilize McTighe & Wiggins’ Understanding by Design (UbD) as a framework for designing curricular units, assessments, and instruction. UbD is a framework that many popular school districts and charter schools use to enable teachers to “plan backwards” to design a curriculum and lessons that are tied to state standards. This approach will be supported by the use of the Next Generation Sunshine State Standards, Common Core State Standards, and nation norm reference tests to clearly identify the content and skills that students should master in each grade level.

The educational mission of the School is further aligned as reflected below:

MISSION FOCUSED AREA	EDUCATIONAL PROGRAM
Challenging Educational Program	<ul style="list-style-type: none"> • Strong academic foundation • Highly qualified teachers and school leaders • Alignment to the NGSS and CCSS • Research-based instructional strategies • Focus on Reading and Literacy • Integrated curriculum • Differentiated Instruction • Cooperative Learning • Response to Intervention and Tutoring
Emphasis on Science and Technology	<ul style="list-style-type: none"> • Focus matter, energy, systems and interactions, structure and function, sustainability and stewardship, and change and continuity. • Emphasis on exploration, examination, and explanation. • Opportunity for application of learning.
Standards Focus	<ul style="list-style-type: none"> • Problem Solving: Engage in tasks for which the solution method is not known in advance. • Reasoning and Proof: Think analytically. • Communication: Share ideas and clarify understanding. • Representation: Understand ways in which mathematical ideas are represented. • Connections: Understand how mathematical ideas interconnect and build on one another.

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

The School will offer services to ensure that our students will successfully attain the Next Generation Sunshine State Standards and Common Core State Standards. Using the objective insights yielded by a frequent assessment system, we will use these specific structures to intervene, arrest, and reverse student academic failure:

- **General Instructional/Whole School Intervention:** Skills and content are not learned until student can prove objectively that they have mastered them. Therefore, content or skill that 35% or more of a given class has failed to master on a progress monitoring assessment is retaught to the entire class. If less than 35% failed to master the material, support will be provided through small group and individual tutoring, provided on a mandatory basis as part of our daily schedule.
- **Daily Tutoring:** As part of the extended day program offered Monday through Thursday, teachers in a small group or one-on-one setting will provide those students who have been identified as needing supplemental support with additional targeted instructional time. Students attend daily tutoring at the discretion of subject teachers. Any core subject teacher may retain a student in the daily tutoring program, provided that they share their rationale with administration and upon the consultation with any other pertinent subject-based teacher of said student. Tutoring can take three forms: individual tutoring focused on addressing a specific skill deficit, small group tutoring to reteach material recently assessed on a progress monitoring assessment, and acceleration tutoring to spur higher ordered and creative thinking as appropriate for students at all levels.

Section 4: Curriculum Plan

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

The objectives and goals in the School's curriculum will be built upon the Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards as required and applicable. The School's curriculum will focus on clear and measurable expectations for student learning and will include the main subject areas of Reading/Language Arts, Mathematics, Social Studies, Science, Foreign Language, Music, Art, Life Skills, Character, and Computer Education. The curriculum will continuously reflect high quality instruction and implement research based strategies, innovations and activities that facilitate high levels of learning and achievement for all students.

The School will have the following processes in place to support the delivery of the curriculum:

- Continuous review of curriculum to ensure a year's worth of learning of all state benchmarks;
- Research-based instructional practices (i.e., Marzano's High Yield Teaching Strategies, FCIM's Eight-Step Instructional Process, and Coalition of Essential School's Principles);
- School Leader evaluation through weekly classroom walkthroughs (school leader is expected to have strong awareness that all teachers are utilizing the best practices and implementing the instructional initiatives with fidelity);
- School Improvement Plan (SIP) will be used as a quality assurance tool to ensure that the curriculum goals are being accomplished;
- Assessment data to make instructional decisions and plan interventions;
- Weekly grade level and monthly staff meetings;
- Ongoing professional development workshops;
- After school tutoring for remediation and acceleration;
- Targeted interventions for struggling readers and students performing below grade level;
- Integration of long-term thematic projects across the curriculum;
- Multiple ESOL and ESE strategies across the curriculum;
- Focus on differentiated instruction for learning styles; and
- Integration of technology across all major disciplines.

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

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

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

- **Direct Instruction (lecturing/modeling):** this methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the NGSSS/CCSS. This instruction is structured and based on mastery learning. Frequent Curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.
- **Scaffolding:** Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous.
- **Cooperative Learning:** Teachers will guide small-group learning, to increase communication and team-building skills. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. Some Cooperative learning activities will include Jigsaw II, STAD-Student Teams, or Group Investigation.
- **Inquiry-Based Learning:** Based on the scientific method, this student-centered strategy will require students to conduct investigations independently from the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.
- **Information Processing Strategies:** Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.

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

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

Accountability - Teachers at the School are required to document instruction of the Florida Next Generation Sunshine State Standards and Common Core State Standards (including ESOL and ESE strategies) by completing daily lesson plans, as well as records of weekly and monthly thematic unit plans. Lesson plans identify specific objectives taught and benchmarks met as listed in the curriculum. The School leader will check lesson plans weekly and conduct a daily walk through classrooms to ensure that curricular objectives are being documented in each teacher's lesson plan book and taught accordingly.

Academic Model

As part of the School's academic model, all students will take the required core courses: Reading/Language Arts, Mathematics, Science, and Social Studies. The School will provide for appropriate instruction based upon the state curriculum frameworks, course descriptions, Common Core and Next Generation Sunshine State Standards prescribed by the Florida Department of Education, and Florida's System of School Improvement and Accountability goals and standards, as required in 1002.33 and 1003.F.S. and will include direct instruction, practice and application activities, embedded assessment, and formal assessment. Lessons and activities will provide interactive learning, rich media through print and technological modes, opportunities for collaborative learning, and opportunities for reflection and metacognition.

The School will employ proven curricula across all core content areas, assess students regularly using appropriate and based internal and external measures, and use this data to inform ongoing instruction and student supports. Teachers will work closely with all students to master all of the Common Core and Next Generation Sunshine State Standards, which will be at the center of the School's curriculum. Teachers will not simply "cover" material; rather work toward real and measurable student understanding, learning, and mastery by consistently tracking and assessing student progress, making sure students are academically strong at their grade level, academically competitive with other students globally, and academically prepared for high school and beyond.

Reading/Language Arts (Reading Curriculum is described in detail in question C below) The School will implement the Sponsor's state-approved Comprehensive Research-Based Reading Plan (CRRP), as established by the FL-DOE. The School will use the state-approved *Houghton Mifflin Harcourt - Houghton Mifflin Harcourt Florida Journeys Common Core* or other State/Sponsor approved text as the Comprehensive Core Reading and Language Arts program for grades K - 8. The School's text selection will be modified as per the Sponsor's text adoption and modification to the CRRP throughout the duration of the charter.

The School's Language Arts program includes strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. The program emphasizes critical and creative thinking skills through instruction aligned to the New Generation Sunshine State Standards and Common Core State Standards. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy.

The Language Arts Department will promote a new book every month that we will celebrate as Book of the Month. The title of the Book of the Month will be posted in the school office and serve as a vehicle for cross-curricular educational projects.

Reading/Language Arts courses in grades 6-8 will implement the Sponsor's state-approved Comprehensive Research-based Reading Plan (CRRP), as established by the FL-DOE. The School will use one of the state-approved textbooks up for adoption 2013-2014 as the Comprehensive Core Reading and Language Arts program for these grade levels.

Comprehensively, our ELA program builds a solid foundation in the six components of strong reading as outlined by the Federal government: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading instruction focused on fluency and comprehension of fiction and non-fiction texts. Students practice fluency through guided group and individual reading of a variety of texts and genres. This includes systematic and explicit phonics instruction. Phonics is not typically focused on in later grades; however, we expect that a majority of students will have a weak literacy foundation, and will not have had exposure to or mastery of an in-depth phonics program, fundamental for future academic success. Students' reading progress is closely monitored to ensure success in this critical and foundational skill. Regular teacher/student conferences help teachers to assess students' reading progress.

The Writing Process: All students will be required to write on a daily basis across the curriculum (i.e. Informative, Expository, Persuasive, and Creative Writing). Each class will be responsible for an ongoing writing project that is appropriate to each grade level beginning in Kindergarten. The ongoing writing strategies such as Prewriting (LA.5.3.1), Drafting (LA.5.3.2), Revising (LA.5.3.3), Editing for Language Conventions (LA.5.3.4) and Publishing (LA.5.3.5.1) will help develop effective writers and enhance student performance on District and State writing assessments. Writing will also be stressed throughout the curriculum through projects such as daily journal entries and a school newspaper. The use of technology in the writing process further enhances the program, as students

publish their work. Writing before, during, and after the main story selection from the state adopted text will provide systematic, explicit writing instruction and ample practice in spelling, grammar usage, and mechanics skills daily.

Writing class for elementary students will include instruction in ideas, organization, voice, word choice, fluency, and conventions. Middle grade students will focus on grammatical foundations, all steps of the writing process, writing essays in a variety of genres, and all elements of the research and research writing process. At both levels (K-5, 6-8), instruction will include a strong focus on vocabulary development. The School will establish a strong focus on writing development to reach the goal of achieving 100% proficiency in writing as measured by the State Accountability Assessment.

Students will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Students will practice writing with strong emphasis on proper sentence and paragraph and essay organization; they will also learn to prepare memos, business letters, and newspaper reports. The writing of research papers and essays that discuss and rely extensively on sources will be required throughout the curriculum; students will learn how to identify appropriate sources, form a bibliography, organize the paper, and acknowledge sources properly.

Students will also have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).

Middle School students will develop the ability to prepare and deliver formal oral presentations and to participate in group discussions, using appropriate diction and tone. Students will demonstrate intermediate level word processing skills, including the ability to write and format essays on the computer with appropriate charts, tables, and graphs.

The ELA program builds students who are active, purposeful readers and clear, articulate writers. Teachers introduce increasingly difficult texts and assignments using supplemental materials and programs offered by the Great Books Foundation. The Great Books Program is a research-proven curriculum and program addressing many dimensions of ELA development, including literal and abstract reading comprehension, critical thinking and higher-level thinking, and expository writing. Research indicates that the more reading materials children are exposed to, the easier it is for them to develop strong writing and comprehension skills. The diversity of texts supports development of students' reading skills through many contexts.

Both Reading and Writing courses will be aligned to Common Core State Standards by dividing the ELA standards appropriately in to reading and writing. At the completion of the year, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/CCSS for Reading and Language Arts. The school will also include a strong language arts component with teachers using oral book lectures, poetry readings, roundtable discussions of novels, and creative and individualized writing instruction. Components of Dance, Art and Theater will be incorporated into Language Arts activities.

Mathematics

Informed by the Common Core State Standards, to meet the academic needs of our students and to reach the School's mission, a similar intense and strategic approach will be taken in the selection of mathematics curriculum. The mathematics program will focus on building a strong foundation in the mathematics computation and mathematics application for all students. The School believes that all students must be expected to do advanced math work, and the advancement is dependent upon a solid and comprehensive foundation that ensures strong number sense and strong computation skills. The School will use the state-approved *Houghton Mifflin/Harcourt Go*

Math!, *Florida* or other state-adopted text in the instruction of Mathematics for grades K-5. The School's text selection will be modified as per the Sponsor's text adoption and modifications throughout the duration of the charter. In grades 6-8, students will utilize College Board's Springboard® as the Mathematics core curriculum. The Mathematics curriculum will be aligned with NCTM Principles and Next Generation Sunshine State Standards/Common Core State Standards for Mathematics by grade level (Big Ideas and Supporting Ideas). Furthermore, teachers at the School will focus on how the following five (5) standards that describe how content is taught:

- Problem Solving: Engage in tasks for which the solution method is not known in advance.
- Reasoning and Proof: Think analytically.
- Communication: Share ideas and clarify understanding.
- Representation: Understand ways in which mathematical ideas are represented.
- Connections: Understand how mathematical ideas interconnect and build on one another.

Additional resources may include *Common Core Coach*, *Measuring Up for FCAT Preparation* and *Carnegie Cognitive Tutor* will help supplement lessons. Mathematics activities will also include mental math, math stories, math games, and competitions. At the completion of the year, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/CCSS for Mathematics.

Science

Science classes at the School will be aligned to the Next Generation Sunshine State Standards for Science. Science classes will include lots of hands-on activities to help reinforce content. The School's science program develops mastery of core vocabulary and conceptual knowledge, supplemented with application of scientific principles in laboratory settings.

The elementary science curriculum will introduce students to all aspects of natural science, including chemistry, physics, biology, astronomy, meteorology, and geology. Students will gain acquaintance with the properties of the elements. They will study at grade-appropriate level changes of states of matter, electricity, magnetism, machines and mechanics, and the properties of light and sound. The curriculum will include study of the stars, solar system, planets, and the physical formation and structure of the earth, including the study of minerals and fossils and geological change. Students will gain an understanding of seasons, climate, and weather phenomena.

Along with standards-driven curriculum, we draw from the FOSS program. Research shows that "the best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. FOSS engages students in these processes as they explore the natural world and has had strong results with students in diverse, underserved communities. It guides students through intensive reading and hands-on interaction with scientific ideas and concepts. Where there are gaps in the FOSS program, teachers will supplement the curriculum as appropriate.

The School will use the state-approved *Houghton Mifflin Harcourt Florida Science Series*, alongside their digital software and multimedia, or other state-adopted text in the instruction of Science for grades K-5. For grades 6-8, one or more of the state-adopted texts will be used alongside previously mentioned resources. The Science curriculum will prepare students to achieve the NGSSS/CCSS by incorporating an inquiry based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. In addition, supplemental materials such as *Science Weekly* and/or other comparable scientific magazines may be used. Teachers will utilize the NGSSS, while incorporating FCAT test item specifications in their daily lesson plans. Moreover, students will participate in weekly hands-on science investigations, exposing students to the scientific process and scientific thinking. In grades 4-8, students will be

encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method. Students will further engage in mathematics and science related learning and skills reinforcement through the use of technology-based interventions such as STEM Builder. This technology-based instructional-based program, which is also aligned with the USDOE National STEM Initiative, provides for the seamless integration of science, technology, engineering, and mathematics instruction and skills development through differentiated and interactive focused instruction for teachers and students.

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

- Quantitative and qualitative observations
- Investigation of thoughtful questions
- Design and conduct experiments and other types of investigations
- Collect and organize data
- Make logical predictions and offer reasonable explanations
- Explore possible conclusions
- Communicate their understanding

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

- Florida Association of Science Teachers
- Science FCAT Resources
- National Institute for Science Education
- National Science Teachers Association
- Technology: Including but not limited to, Safari Montage, STEM Builder, GIZMOS, and BrainPop (computer-based programs) will assist students visually in understanding science concepts.

At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards for Science.

Social Studies

Using the Next Generation Sunshine State Standards to guide instruction, social studies teachers will provide students with the concept, content, and skills they need to become knowledgeable and informed citizens in a diverse community and increasingly interdependent world. To meet the academic needs of our students, social studies teachers will not only follow the state standards to ensure student mastery of social studies content, but will be used to continue to enhance student mastery of reading. Social Studies teachers will collaborate closely with Language Arts teachers to reinforce literacy standards using content-specific materials and activities. Literacy standards that will also be addressed in history classes include:

- Non-Fiction Text Features
- Content area comprehension skills
- Study skills, such as research and note-taking
- A variety of writing activities

The School will use state-approved texts for Social Studies instruction. The Social Studies curriculum includes the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.

Thematic units have been designed that integrate the various subjects and address key areas of social studies in alignment with NGSSS/CCSS. Character Education components (respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation) will be emphasized individually through thematic lessons and group projects.

Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its component disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive social studies program will:

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

At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/CCSS literacy standards for integration into Social Studies.

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

The School will select and use curricula along with related materials from well-established publishers with proven track records of success in improving learning. Their products have been developed using a solid research base.

Florida Journeys Common Core

With leading-edge digital tools and a proven, results-driven core curriculum, the Journeys Common Core reading and literacy program helps students soar like never before. Journeys Common Core integrates the Common Core State Standards (CCSS) into every lesson, helping educators plan, engage, teach and assess students effectively and efficiently. What makes Journeys Common Core stand out? Thought-provoking, text-based questions engage students in classroom discussions. Write-In Readers offer personalized intervention for emergent, reluctant, or struggling readers. Furthermore, all Journeys Common Core tools are designed to teach, practice, and apply the CCSS through student and teacher collaboration. And finally, in addition to addressing the Common Core, Journeys Common Core assessments tools will evolve to align with PARCC and SBAC assessments to ensure seamless CCSS implementation. When final test formats are released, updated assessments and test preparation will help prepare your students to excel on national exams. Teacher and student resources are available in print, online and mobile, providing the kind of anytime/anywhere access to resources that today's teaching environment demands. No other comprehensive reading and literacy program empowers students to develop the core skills they need like Journeys Common Core does, helping kids not just learn, but soar.

Jamestown

Jamestown Reading Navigator is a research-based, field-tested program developed specifically to raise reading competencies and test scores of struggling middle-school and high-school students. This highly innovative program is targeted at middle school and high school students reading at least two levels below grade level. The program is designed to be used by all teachers, regardless of their training.

Critical Reading, a perennial favorite for middle school and high school students of all ability levels, fascinates with astounding and intriguing stories of real-life adventure. Comprehension questions reinforce literal understanding, while critical-thinking questions encourage students to consider the author's purpose, make inferences, identify cause and effect, and make predictions. The selections in the *Critical Reading* series are at the highest level of readability in our series offerings which also include *The Outer Edge*, *The Wild Side* and *Above and Beyond*. All four series follow the same format with each covering a different range of reading levels. The entire series is designed to reinforce state reading standards.

Reading Drills helps students prepare for standardized tests. Students build their reading stamina, practicing reading longer passages in a timed setting. They also improve both their literal and critical-thinking skills and have additional opportunities for longer personal responses. Like a standardized test, both fiction and nonfiction selections are presented.

Reading Fluency is the first published series aimed at increasing adolescent oral reading fluency by capturing the power of paired oral reading. Students work in pairs and, at comfortable reading levels, practice reading narrative fiction and nonfiction passages aloud from the non-consumable *Reader*. The partner uses the consumable *Reader's Record*, marking errors and scoring the oral reading. This process increases accountability and ownership for learning, builds confidence, and promotes collaboration between students. Students are able to support one another on the way to reading success, which builds a sense of community in the classroom. Audio CDs in MP3 format accompany the series and model fluent oral reading for all selections. Teacher Notes include research background, implementation techniques, and direction on placement and assessment.

Great Books Program

Great Books K-12 programs are proven to increase student achievement. With consistent program use, you'll see student gains in reading comprehension, critical thinking, and writing. Whether students are gifted, at-risk, or somewhere in the middle, Great Books K-12 programs bring measurable results to your class.

Houghton Mifflin Science Fusion

Science Fusion gives students a meaningful way to interact with science. Every click, every page turn, every lab and activity is an opportunity for students to ask questions, think critically, and make informed decisions. In any direction a student turns, they will be asked to inquire, think, predict, analyze, and apply. These skills are the foundation for success in science, in school, and in life. With Science Fusion, students do much more than read about science concepts. At every moment, they use their curiosity, as well as their reasoning skills, to discover, interact, and apply what they've learned. Traditional science programs fail to connect the learning that occurs when a student uses a textbook, goes online, or performs a lab. Students learn content, but are unable to apply what they have learned. This is where Science Fusion breaks the mold and delivers a holistic science experience, based on inquiry and application across print, digital, and hands-on resources. Designed for the Next Generation Science Fusion is a comprehensive, state-of-the-art K-8 science program. The print, hands-on, and digital curriculum provide student-centered options for all students, in any learning environment (home or school, traditional or paperless), and aligns to the Next Generation Science Framework.

FOSS (Full Option Science System)

FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. The FOSS project began over 20 years ago during a time of growing concern that our nation was not providing young students with an adequate science education. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn.

Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world.

GO Math!

GO Math! is a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. The author team for “GO Math!” consists of mathematics educators and school district personnel and includes representation from the leadership of NCTM. The team’s balance between state and national perspectives as well as the team’s research expertise and practical experience makes GO Math! both accessible and mathematically sound. GO Math! was specifically written to provide thorough coverage of the CCSS with an emphasis on depth of instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum. These efforts are apparent in the ways lessons begin with context-based situations and progress toward more abstract problems. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teachers Editions. The program is designed so that teachers can easily create the environments necessary for teaching the Common Core State Standards for Mathematics with depth without having to develop new materials.

Cognitive Tutor

An adaptive curriculum, Cognitive Tutor software, is based on over 20 years of research into how students think and learn. The software was developed around an artificial intelligence model that identifies weaknesses in each individual student's mastery of mathematical concepts. It then customizes prompts to focus on areas where the student is struggling, and sends the student to new problems that address those specific concepts. The result is a powerful learning tool with the most precise method of differentiating instruction available.

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

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

Effective strategies such as tutoring will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning. Additionally, high expectations will be set for all members of the School, creating a culture that encourages success. The curriculum of the School will meet and in some cases exceed the requirements to be considered a rigorous program.

The School will also implement hands on learning, inquiry-based research projects, science experimentation, hands-on technology that is integrated and problem driven, CRISS (Creating Independence through Student-owned Strategies), Reciprocal Teaching, and the small learning communities' philosophy. Additionally, the School has utilized a great deal of research conducted on learning a second language, which points to heightened success for students who engage in its study.

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

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

The School intends to implement a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research as stated in 1002.33(6)(a)(4) and (7)(a)(2), F.S. It will also support Broward's County Public Schools reading initiative to boost literacy among elementary and middle school students by increasing literacy and engaging students in reading at these critical levels. The School will ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level.

Reading is a critical portion of Florida's education system and the law requires it be a "primary focus" of all school curricula. To assist in efficiently using the time dedicated to making reading the primary focus of the curriculum, the following objectives from Florida's Reading Program Specifications will be practices implemented at the School:

- 3.2.1. Significant instructional time is dedicated to reading instruction.
- 3.2.2. Explicit systemic approach to instruction through skill scaffolding and monitoring of student learning gains.
- 3.2.3. Students actively engage in learning during instructional time.
- 3.3.3 Progress monitoring of skill acquisition will be periodically administered throughout the school year to detect and steer reading progress

The School will adopt the district's comprehensive research-based reading curriculum and all appropriate materials to support the program. All teachers will be supported by a highly-qualified Literacy Specialist who will model lessons, analyze data, and provide professional development in research-based literacy. Instructional content in reading will be based on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language, and the use of authentic literature and nonfiction texts. The framework for teaching reading and language arts will include the use of explicit instruction, whole group instruction, small group data-driven differentiated instruction, higher-order questioning strategies, and research-based literacy strategies.

The School will support the Just Read, Florida! initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the Broward County Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction. The School's text selection

will be modified as per the Sponsor's selection of state-adopted texts and modifications for 2014 and throughout the duration of the charter.

Students will progress through a reading curriculum that emphasizes phonemic awareness and decoding skills in its early stages and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum will guide students through basic phonics skills starting with identification of syllables and phonemes, blending, and decoding to the ability to sound out unfamiliar multisyllabic words to recognition of irregularly spelled words and fluent reading and strong comprehension skills. Acquisition of an extensive and advanced vocabulary will be emphasized at every level.

The School will incorporate literacy instruction into ALL subject areas to extend and build discussion of text in order to deepen understanding. Approved content area informational text may be used to instruction and reinforce reading strategies. Science and Social Studies core curriculums will include appropriate materials. Utilizing overheads, diagrams, big books, etc. from content area text and materials, the teacher can assist students in making connections. Using these texts, the teacher will focus reading skills, such as, reference and research, cause and effect during guided reading or whole group instruction.

The School will follow the Comprehensive Research Reading Program (CRRP) and implement these specifications to ensure that the reading program described herein has all of the core elements in place for an effective reading program that will propel students to meet the Common Core standards.

The CRRP established a framework that supports high quality reading instruction and creates opportunity for secondary students to learn to read well. The School will embrace this framework completely as it implements its reading program thus ensuring a dynamic system that generates success for all students. The four strands critical to an effective reading program are:

1. Professional Development
 - 1.1 Comprehensive Initial Professional Development
 - 1.2 Professional Development for Everyone
 - 1.3 Frequent and Continuous Professional Development
 - 1.4 Professional Development to Impact Change
 - 1.5 Professional Development Led by School-site expertise
2. Administrative Practices in Support of Reading
 - 2.1 Reading as a School-wide Priority
 - 2.2 In-service and Evaluation Processes Focus on Reading
 - 2.3 Resource Focus on Reading Achievement
3. High Quality Reading Instruction is a Dynamic System
 - 3.1 Propels Student Learning in Essential Reading Components
 - 3.2 Expends Efficient Use of Instructional Time
 - 3.3 Contains Systematic Set of Assessment Practices
 - 3.4 Differentiated Instruction
4. Reading Text Materials and Resources
 - 4.1 Materials Align with Student Reading Levels
 - 4.2 Comprehensive Instructional Materials
 - 4.3 Wide Assortment of Diverse Text
 - 4.4 Flexible Use of text

4.5 Appropriate Use of Technology

These factors were used in evaluating the selection of materials and text series described herein. All school adopted materials and texts will be aligned with the Next Generation Sunshine State Standards and the research-based findings found in *Just Read, Florida*.

According to the guidelines of the CRRP, Reading will be taught across the curriculum. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts. Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual subject area. Students must learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students must be able to:

- Understand the organization of their textbooks, including bold-faced type, icons, italics, etc; recognize organizational patterns in text;
- Understand how pictures and other graphic representations contain information that is important to
- Understanding the text;
- understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
- Know which reading strategies are appropriate to use with a particular text;
- Use a variety of study and note-taking skills;
- Understand vocabulary context clues provided by the author; and
- Use word attack skills.

To support students' efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Reading coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas.

The reading program will cover Florida's Formula for Reading Success 6 + 4 + ii + iii:

6 Areas of Reading - Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

4 Assessments – Screening, Progress Monitoring, Diagnosis, Outcome measures

ii: Initial Instruction –

- ◆ Minimum 90-minute reading block
- ◆ Incorporates 6 instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
 - use assessment data to plan for and provide instruction including
 - Explicit instructional strategies
 - Coordinated instructional sequences
 - Print-rich instruction
 - Whole group/small group/ one to one
 - All students, using differentiated instruction

iii: Immediate Intensive Intervention of the 90-minute reading block

- Small group or one-on-one
- Students with reading deficiencies
- Minimum of 30 minutes/day until deficiency is remedied

Print Rich Environment - Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and

nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to, reading materials during literacy center time within the daily reading block.

Word Walls - Teachers will create interesting and effective word walls that consist of high frequency words, skill based vocabulary words, thematic vocabulary words, family word patterns or other phonics based elements. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately. In addition, students will use word walls independently to enhance their verbal communication skills as well as being able to use vocabulary words in their creative writing.

Reading Stations - Reading stations will be set up throughout the room in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.

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

Comprehensive Core Reading Program (CCRP)

The School will use the *Houghton Mifflin Harcourt - Houghton Mifflin Harcourt Florida Journeys Common Core* program for Instruction in grades K-5 to instruct students on grade level and provide initial and differentiated reading instruction based on NGSSS/CCSS. For grades 6-8, *Holt Elements of Literature* will be used. The School's text selection will be modified as per the Sponsor's selection of state-adopted texts and modifications throughout the duration of the charter.

This core program is delivered in a combination of whole group and small group instructional settings using Tier 1, 2 and 3 instruction. Implementation of research-based strategies is included in this component of the program and is clearly outlined and defined on the reading PMP strategies document using the RtI problem solving approach.

Supplemental Intervention Reading Programs (SIRP)

SIRP's will provide instruction that primarily focuses on one single essential component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension) intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP). The School may use the following approved research-based programs:

- *Plugged Into Reading* provides the opportunity to grapple with text and create meaning through teacher scaffolding and questioning and then reinforced through independent practice.
- *Jamestown Goodman Five Star Readers* are leveled literacy text featuring independent practice activities.
- *In a Word* is a morphological approach to combining etymological method of word study with context synonym/antonym and mnemonics.
- *Jamestown Contemporary Readers* are leveled informational texts with skill-based practice activities.

These supplemental materials provide teachers with tools to meet individual student learning needs during initial instruction and immediate intensive intervention and for Response to Intervention (RtI) based on results of assessments such as the FAIR (as applicable).

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

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

The school may use the following programs in providing targeted differentiated intervention support to meet the specific needs of struggling readers:

- Voyager Journeys—the major tools used in Intensive Reading classes for K-5
- SOAR to Success—a supplemental reading program for students in grades 6-8 who are reading below grade level.
- Ladders to Success—a program that caters specifically to the needs of Level 1, 2, and even Level 3 students who struggle with on-grade work.
- River Deep—Destination Reading Course I focuses on emergent literacy and phonemic awareness for grades PreK-1. Destination Reading Course II focuses on building fluency and comprehension to effectively guide students from second to third grade. Destination Reading Course III makes reading relevant for upper elementary students by focusing on vocabulary and comprehension strategies. Destination Reading Course IV for middle school focuses on advanced vocabulary and comprehension.

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

Embodied in each tier are four steps:

Step 1-Identify the problem.

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

Step3-Establish a performance goal for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.

Step4-Use research-based data, collected during the progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, the RtI team will determine if additional intervention is needed adjustments will be made to support student progress.

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

- **Tier 1: Core, Universal Instruction & Supports:** General academic instruction and support is provided to all students in all settings.

- **Tier 2: Targeted, Supplemental Interventions & Supports.** More targeted instruction/intervention in addition to supplemental support, in addition to differentiated/small group instruction. Identified students will receive a minimum of 30 additional minutes of a research based intervention program in to provide instructional support.
- **Tier 3: Intensive, Individualized Interventions & Supports.** The most intense instruction and intervention based upon individual student need. During this stage, intervention frequency is increased and one to one support is provided as needed.

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

The Reading Leadership Team may be comprised of the School Leader (s), Reading Coordinator, ESE Teacher, ESOL Coordinator, Testing Chair, Department Chairs \and/or Reading Teachers. The administrative team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. Reading coordinators will support teachers needing assistance. In addition, all faculty members must address strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies must be constantly updated based on the results and analysis of progress monitoring in reading.

The Reading Leadership Team will meet on a regular basis to:

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

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

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

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

Progress Monitoring: Students will be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR).The School will use the progress monitoring tools designated by the Sponsor's CRRP for 2012.

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

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

Outcome Measures: PARCC, FCAT 2.0, SAT 10 and FAIR

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

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

3.3.5. Collaborative and coordinated efforts within the school and between the school and home

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

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

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

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

Elementary students will utilize the Houghton Mifflin Comprehensive Core Reading Program correlates to all Reading and Language Arts Sunshine State Standards and addresses the six areas of reading. The core reading program is a portion of the allocated, protected, uninterrupted 90-minute block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional need of advanced, gifted, or struggling readers.

The goal of a middle grades program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading for students who are reading on or above grade level and enrolled in reading courses, which may be transferred to content courses across the curriculum. The skills and strategies taught will align with Common Core State Standards for Reading at the appropriate grade level.

All middle school students attending the School will enroll in a Reading/Literature class based on student need. A variety of materials will be utilized to ensure that students' needs at different levels—remediation and advanced—are being met.

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

The School will effectively address the needs of students who need remediation of core skills necessary for academic success. Students identified as needing additional support and intervention will complete remedial coursework in reading, writing, and mathematics to develop the skills needed for accessing grade level curriculum. The School will provide individualized instruction, mentoring, and tutoring as they move through the courses.

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

The use of highly qualified and skill teachers at the School will be essential in addressing the learning and developmental needs of students who enter school below grade level. To support them, the School will provide training to assist teachers in understanding instructional assessments and major components of reading. The School will provide for focused training and ongoing professional development geared toward meeting the needs of all students, including those that enter school below grade level.

All students at the School will be engaged in and benefit from the curriculum, including exceptional students (ESE) and/or students who enter the school below grade level. The results of the most recent FCAT 2.0/SAT 10/PARCC, teacher-made tests, and screenings through the various core programs will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

To ensure that students who enter the school below grade level benefit from the curriculum, the School will employ Instructional strategies will include, but are not limited to, the use of direct instruction, guided reading instruction, independent reading practice, instruction and practice on vocabulary and comprehension skills, and the use of technology-based intervention and supports to reinforce and practice reading techniques. Strengthening these skills will result in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar—all of which are necessary skills for becoming an effective reader at the secondary level.

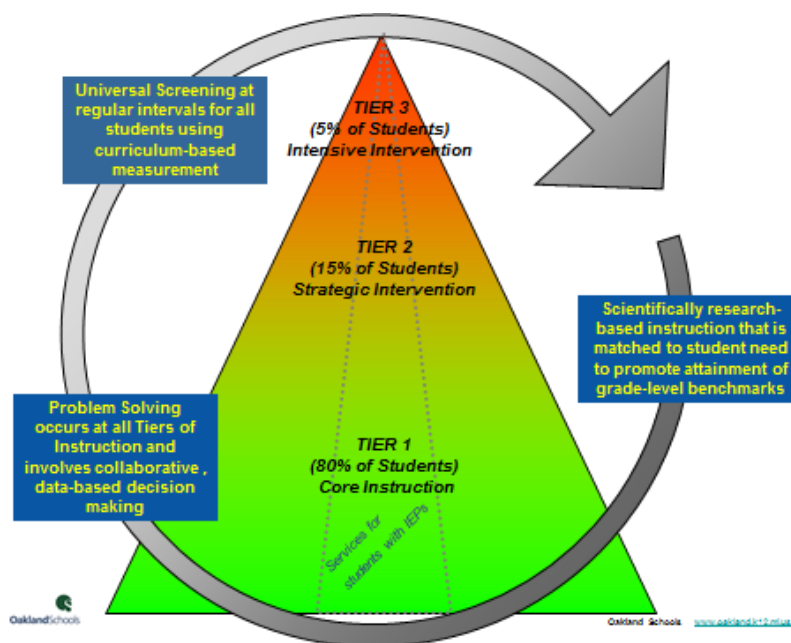
Apart from providing the specific services listed in a student's IEP, EP, and/or ESOL/LEP plan as applicable, the School's faculty will differentiate instruction as necessary and will offer tutoring services or other such assistance to ensure all students remain successful. Student performance will be continuously assessed as described in the Section 5 below. Students not making adequate progress towards the Next Generation Sunshine State Standards/Common Core State Standards will be identified and the following measures will be instituted:

- Student classes and course schedules will be reviewed to ensure increased instructional time which focuses on key areas of academic deficiencies. This will be preceded by a careful review and analysis of both recent formative and summative data.
- Each class will attend group sessions in the media center at least once a week wherein technology resources and supplements obtained at professional development workshops will be utilized.
- Super Saturday, and may be required for those students consistently demonstrating non-mastery.

- All students not meeting standards will be placed on a Progress Monitoring Plan (PMP) and specific strategies to remediate any learning deficiencies will be implemented.
- Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes
- Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention

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

Also, the School will implement Response to Intervention (RTI) to further address and support the needs of students who are performing below grade level. RTI has been broadly described as a process in which students are provided quality instruction, their progress is monitored, those who do not respond appropriately are provided additional instruction and their progress is monitored, and those who continue to not respond appropriately are considered for special education services (Fuchs, Mock, Morgan, & Young, 2003, p. 159). Proponents of RTI believe that a successful model for making special education decisions should be based on structured, data-based problem solving, flexible service delivery, regular monitoring of student progress on socially valid outcome measures, and a focus on the natural classroom contexts. The basic RTI model has been conceptualized as a three-tiered prevention model, with primary intervention consisting of the general education program; secondary intervention involving fixed duration, targeted, evidence-based small group interventions; and tertiary intervention involving individualized and intensive services that may or may not be similar to traditional special education services. The Rtl model is a three-tiered approach to interventions in the areas of academics and behavior. According to "Response to Intervention Policy Considerations and Implementation" by the National Association of State Directors of Special Education, Inc., the academic and behavioral tiers are as shown in the exhibit below:



Rtl will be implemented based on the recommendations and technical assistance information provided by the Florida Department of Education. Using the RTI process, the School will ensure that students who are performing below grade level do not fall between the educational cracks. Throughout the process, student progress will be assessed, analyzed, and reviewed by the Rtl School Based Leadership Team. This team will be comprised of the student's teacher, school leader, ESE teacher, and other student services personnel as appropriate. Team will meet weekly to discuss students' progress with the Ongoing Progress Monitoring (OPM) to determine whether there is progress or the student needs to move to the next tier.

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

In addition to the required core courses, the School will offer students the opportunity to take electives/specials. Each of the courses listed below will also be aligned to the Next Generation State Standards as required.

- Art: Elementary and Middle School students will have the opportunity to participate in Art classes. Art activities will reinforce the exploration of various cultures and provide students an opportunity to explore their own cultural heritage as well as others.
- Music: Elementary and Middle School students will have the opportunity to participate in music classes. The courses that may be offered include band, chorus, and audio engineering. Students will have the opportunity to learn a diverse genre of music as well as music appreciation.
- Physical Education: The physical education program will follow the Next Generation Sunshine State Standards each semester for middle school students. The program will include many components including team sports, health education and instruction regarding appropriate dietary habits.
- Foreign Language: The foreign language program will offer students to learn a unique language. Each student will be introduced to Spanish in elementary school and continue to throughout middle school. The foreign language program will allow students not only to learn a new language but also introduced to diverse cultures around the world, in particular the culture of the language being studied.

Other appropriate courses can and will be added at the discretion of the school leader.

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

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

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

The School will also use qualitative data to evaluate its effectiveness. It will seek evaluative feedback from stakeholders to identify program strengths and opportunities for improvement through meetings, surveys, and school feedback forums.

Additionally, the School will seek accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI), also serves as a means to evaluate not only the effectiveness of the curriculum but also the entire school program. The School will continuously: validate compliance with numerous SACS/CASI learning standards; demonstrate engagement in Continuous Improvement, including the development and implementation of foundations for continuous improvement; provide for quality assurance; and participate in a peer review process.

Section 5: Student Performance, Assessment and Evaluation

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

The School recognizes and embraces the value and importance of measuring annual progress. As a result, the School has identified educational goals and objectives for improving student achievement as follows:

GOAL	OBJECTIVE	METRIC	RESULTS
Student Achievement	Ninety percent of students will show academic growth in reading, mathematics, and science.	State Assessments FCAT 2.0 EOC's	Students will demonstrate annual growth in reading, mathematics, and science.
Reading Achievement	Reading proficiency will improve by 5% annually.	State Assessments SAT 10 FCAT 2.0 EOC's	Students will meet or exceed the state and district averages for reading proficiency for comparable student populations.
Math Achievement	Math proficiency will improve by 5% annually.	State Assessments SAT 10 FCAT 2.0 EOC's	Students will meet or exceed the state and district averages for math proficiency for comparable student populations.
Writing Achievement	Writing proficiency will improve by 5% annually.	State Assessments FCAT 2.0 Writing	Students will meet or exceed the state and district averages for writing proficiency for comparable student populations.
Science Achievement	Science proficiency will improve by 5% annually.	State Assessments FCAT 2.0 EOC's	Students will meet or exceed the state and district averages for science proficiency for comparable student populations.

In addition to the assessments and measures listed above, the School is also committed to college readiness for all students and is aware of upcoming common K-12 assessments in English and math via the Partnership for Assessment of Readiness for College and Careers. The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 22 states plus the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress

toward this goal and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be administered in Florida, replacing FCAT 2.0, during the 2014-15 school year.

The anticipated proficiency levels for PARCC have not been released to-date; as a result specific goals cannot be set at this time. However, the School will prepare its faculty and staff as additional information regarding assessment design becomes available

The priority purposes of PARCC Assessments are:

1. Determine whether students are college- and career-ready or on track
2. Assess the full range of the Common Core Standards, including standards that are difficult to measure
3. Measure the full range of student performance, including the performance high- and low-performing students
4. Provide data during the academic year to inform instruction, interventions and professional development
5. Provide data for accountability, including measures of growth
6. Incorporate innovative approaches throughout the assessment system

To address the priority purposes, PARCC will develop an assessment system comprised of multiple components. Each component will be computer-delivered and will use technology to incorporate innovations.

- Two summative, **required** assessment components designed to:
 - Make “college- and career-readiness” and “on-track” determinations,
 - Measure the full range of standards and full performance continuum, and
 - Provide data for accountability uses, including measures of growth.
- Two non-summative, **optional** assessment components designed to:
 - Generate timely information for informing instruction, interventions, and professional development during the school year.
- In English language arts/literacy, an additional non-summative component will assess students’ speaking and listening skills. This component is required, but the score is not included in the summative score. This component will be locally scored.

PARCC will also use technology throughout the design and implementation of the assessment system. The overall assessment system design will include a mix of constructed response items, performance-based tasks, and computer-enhanced, computer-scored items. The PARCC assessments will be administered via computer, and a combination of automated scoring and human scoring will be employed.

Below is a chart comparing FCAT 2.0 to PARCC:

Comparison of Testing Times - PARCC and FCAT Comparison of FCAT 2.0 Reading and Writing and PARCC ELA/ Literacy Assessment Administration Times							
FCAT 2.0 Reading/ Writing and Mathematics			PARCC ELA/ Literacy and Mathematics Assessments		Net Increase in Testing*		
Grade	Number of Sessions	Total Testing Time	Days of Testing	Number of Sessions	Estimated Testing Time*		Days of Testing*
3	4	4 hrs., 40 min	3	9	8 hrs	6-9	3 hrs, 20 min
4	5	5 hrs, 40 min	4	9	9 hrs, 20 min	6-9	3 hrs, 40 min
(includes FCAT Writing)							
5	4	4 hrs., 40 min	3	9	9 hrs, 20 min	6-9	4 hrs, 40 min
6	4	4 hrs., 40 min	3	9	9 hrs, 25 min	6-9	4 hrs, 45 min
7	4	4 hrs., 40 min	3	9	9 hrs, 25 min	6-9	4 hrs, 45 min
8	5	5 hrs, 40 min	4	9	9 hrs, 25 min	6-9	3 hrs, 45 min
(includes FCAT Writing)							
9	2	2 hrs, 20 min	3	5	5 hrs, 55 min	3-5	3 hrs, 35 min
10	3	3 hrs, 20 min	4	5	5 hrs, 55 min	3-5	2 hrs, 35 min
(includes FCAT Writing)							
11	NA	NA	NA	5	5 hrs, 55 min	3-5	5 hrs, 55 min
Algebra EOC	1	2 hrs, 40 min	1	4	3 hrs, 50 min	3-5	1 hr, 10 min
Geometry EOC	1	2 hrs, 40 min	1	4	3 hrs, 50 min	3-5	1 hr, 10 min
Algebra EOC	2	NA	NA	4	4 hrs	3-5	4 hrs

PARCC assessments require more testing time than the FCAT assessments Florida has been administering for several reasons.

- The PARCC assessments are designed to measure whether students have mastered the full range of the Common Core State Standards, which are deeper than Florida's previous standards.
- The PARCC assessments are designed to measure the full range of student performance in ways not seen on traditional assessments. This results in more reliable scores for all students and more useful information for parents, educators, and schools.
- PARCC assessments consist of not only multiple-choice items, but also ask students to apply their knowledge much like is done in the classroom. For example, writing will be assessed at every grade and will require students to analyze text and use that information to craft a written response. These assessments are designed to provide more information about student performance than traditional writing assessment.

Student Performance Standards and Performance Levels, Grades K-8:

Kindergarten: FAIR 3rd administration score of .25 higher per the FAIR Probability of Reading Success. FAIR Score PRS and FSP of 85% or higher is considered on grade level.

Reading Grades 1-2: Stanford Achievement Test (SAT) reading Comprehension percentile score at or above the 25th percentile (grades 1-2 as available) or FAIR 3rd administration score of .25 or higher per the FAIR Probability of Reading Success. FAIR Score PRS and FSP of 85% or higher is considered on grade level.

Reading Grade 3: Determined Proficiency standards set for Grade 3 PARCC ELA/Literacy Achievement Level; or Mastery of benchmarks on the *Grade 3 Reading Student Portfolio* (mastery consists of 5 acceptable demonstrations on each of the 8 benchmarks); or Passing score on a Florida Board Education approved alternative assessment: ITBS (at or above the 50th percentile) or SAT-10 (at or above the 45th percentile).

Reading Grade 4-5: Determined Proficiency standards set for PARCC ELA/Literacy or FAIR 3rd administration (Only Students with FCAT LEVEL 1 or 2) score of .25 or higher per the FAIR FCAT Success Probability

Writing Portfolio from K-5th grades: Students will achieve a 4.0 or higher by the time they are in fourth grade. In 5th grade persuasive writing will be introduced.

Mathematics Grades 1-5: Stanford Achievement Test, -10th Edition (SAT-10) Mathematics Problem Solving percentile score at or above the 25th percentile (grade 2, as available) or FCAT 2.0 Mathematics Achievement Level 2 or higher (grades 3-5) Science Grade 5: FCAT 2.0 Science Achievement Level 2 or higher (grade 5 only). Determined Proficiency standards set for PARCC Mathematics

Grade 6-8: Determined proficiency standards set for PARCC ELA/Literacy (which includes FCAT Writing for 8th Grade) or FAIR 3rd administration score of .25 or higher per the FAIR FCAT Success Probability; Determined Proficiency standards set for PARCC Mathematics; EOC Algebra and Geometry Achievement Level 3 or higher

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

The School will comply and adhere to all district and state procedures and guidelines for the enrollment, placement, and promotion of students. See Appendix E

School's Student Placement and Promotion Standards

Age of Mandatory Attendance: All children who will have attained the age of six years by February 1st of any school year, or who are older than six years of age but who have not attained the age of sixteen years, are required to attend school regularly during the entire school term. Students that enroll from out-of-state or out-of-country shall present a transcript or documented evidence of credit at time of enrollment. If such documentation is not available, students will be admitted on a provisions basis until such time that documentation verifying appropriate grade placement is provided. Once documentation is received, if a student has been erroneously placed, the student will be placed in the appropriate grade and parents will be notified. For students from other countries eligible for ESOL services, appropriate procedures for ESOL students will be implemented to address unique academic matters, such as students who are overage.

Health Examination / Immunizations: All children are required to present tangible immunization and health examination documentation prior to admittance to any Florida public school for the first time.

Kindergarten Entrance: Children who will attain the age of five years on or before September 1st of the school year shall be eligible for admission to public kindergarten during that school year. Entering kindergarten students are to participate in the Florida Kindergarten Readiness Screener (FLKRS) to assess their readiness for school.

Grade 1 Entrance: Any child who will attain the age of six years on or before September 1st of the school year shall be admitted to grade 1 at any time during the school year if the child has successfully completed the kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The completion of kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which Broward County Schools accepts transfer of credit. A report card, transcript, or other written record from the out-of-state/country school, non-public school, or home education program, indicating that the student has been promoted to grade 1 or has satisfactorily completed kindergarten, must be submitted at the time of registration.

Kindergarten/Grade 1 Promotion: The assignment of a student to a higher grade should be made on the basis of the student's achievement and/or evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effect of the decision should also be considered. At the time of registration, a report card, transcript, or other written record from the out of state/country school, non-public

school, or home education program, indicating that the student has satisfactorily completed kindergarten and has been promoted to grade 1 must be submitted.

Student promotion at the School will be based, in part, on proficiency in reading, writing, mathematics, and science. The evaluation of each student's achievement in terms of appropriate instructional goals is set forth in the Pacing Guide. The basis for making the determination will reflect teacher judgment based on the following:

- progress tests;
- classroom assignments;
- daily observation;
- standardized tests, state assessments, and other objective data.

The primary responsibility for determining each student's level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal.

Pupil Progression Plan:

The School will adhere to the Student's Progression Plan for promotion. Consideration must be given to academic progress and to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity; work habits and attitudes from one grade to another must be based, in part, upon proficiency in reading, writing, science, and mathematics. A student who does not meet these levels will receive remediation or be retained as per the District's Pupil Progression Plan and ESOL students not meeting state or district student performing levels in language arts and math and have been in the program for 2 years or more consecutively must have a Progress Monitoring Plan (PMP). For students with disabilities, the IEP will constitute involvement in the school-wide PMP process.

Progress Monitoring Plan (PMP)

According to the A++ Plan, provisions have been set forth for the development of Progress Monitoring Plans (PMP) for students that fail to meet state and district performance levels, including scoring on the PARCC Reading or Mathematics. In order to meet this requirement, the following Progress Monitoring Process has been designed for implementation in all schools:

At the beginning of the school year, teachers must identify all students who are not meeting district or state performance standards in reading and/or mathematics as determined by the following criteria:

- Students in grades K-2 having a Probability of Reading Success (PRS) score of 44% or below on the Florida Assessment for Instruction in Reading (FAIR);
- Students in grade 3 scoring in the lowest quartile on the Stanford Achievement Test (SAT) in the prior year in reading and/or mathematics;
- Retained third graders scoring at Level 1 or 2 on the FCAT in reading and/or mathematics;
- Any other at-risk student based on teacher judgment.

Students with disabilities may be identified as not meeting district or state performance standards in reading and/or mathematics through the above criteria as well. The performance levels and needs must be documented on the IEP.

ESOL students will be provided the opportunity to acquire some basic English language proficiency before inclusion in the PMP. ESOL students will:

- Participate in the assessments for monitoring progress;
- Participate in the ESOL program for less than two years are not to be included in the PMP progress;
- ESOL students who have participated in the ESOL program for more than two consecutive years and are not making any progress should follow the same guidelines for ESOL progress monitoring as general curriculum students;

- Home Language Arts is an appropriate intervention for all ESOL students. If ESOL students are having academic difficulties in either ESOL or HLA and do not seem to respond to change in strategies or program should be referred to ESOL Committee or School Support Team (SST).

Promotion: Promotion standards will be followed from the District Student Progression Plan. Consideration will be given to academic progress and to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes. Most importantly, consideration must be given to the student's potential to overcome with special assistance during the remainder of the year and in the next higher grade, those deficits which have tended to inhibit the desired progress. The promotion is based in part on proficiency in reading, writing, mathematics and science. The evaluation of each student's achievement in terms of appropriate instructional goals is set forth in the Pacing Guide. The basis for making the determination will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observations, standardized tests, state assessments and other objective data.

Promotion for ESOL students and ESOL students with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English.

Retention: In compliance with 1008.25 F.S., if the student reading deficiency is not remediated by 3rd grade, and the student achieves an FCAT Reading level 1, the student must be retain unless good cause is determined. If a student is retained, the retain strategies must be provided.

Good Cause #1 ESOL students who have less than two years of instruction in an ESOL program.

Good Cause #2 ESE students who's IEP indicate that participation in FCAT is not appropriate

Good Cause #3 Students who show acceptable levels of performance in an alternative assessment by the Florida Department of Education.

Good Cause #4 Students who show in a portfolio that is reading on grade level as evidenced by demonstrating of mastery of the NGSSS in reading equal to level 2.

Good Cause #5 Students with disabilities who participate on the FCAT and who have an IEP or 504 Plan that reflects that the student has received remediation in reading for more than 2 years and was previously retain in K-3.

Good Cause #6 Students who have intensive remediation in reading for 2 years or more but still demonstrate deficiency in reading and were previously retain in K-3 for a total of 2 years.

Kindergarten Grading and Reporting: A student's developmental progress should reflect the teacher's most object assessments of the student's social, emotional and academic achievement.

<u>Grade Value</u>	<u>Numerical Value</u>	<u>Verbal Interpretation</u>	<u>Grade Point</u>
E	90-100%	Outstanding	4
G	80-89%	Above Average	3
S	70-79%	Average	2
M	60-69%	Lowest Acceptable	1
U	0-59%	Failure	0

1st through 5th grades:

Academic and Conduct

E = Excellent 100% - 90%, G= Good 80% – 89%, S = Satisfactory 70% - 79%, M = Minimum Progress 60% - 69%, U= Unsatisfactory 59% and lower

Effort grades will be added with comments from the teacher.

Academic Grades:

Grade	Numerical Value (%)	Verbal Interpretation	Grade Point
A	90-100	Outstanding	4
B	80-89	Good Progress	3
C	70-79	Average	2
D	60-69	Lowest Progress	1
F	0-59	Failure	0
I	0	Incomplete	0

Effort Grades: 1 Outstanding 2 Satisfactory 3 Need Improvement

The Grade Point Average (GPA) may be used for eligibility to participate in extracurricular activities, academic recognition to include Honor Roll, Principal Honor roll, and Awards.

- C. If the school will serve high school students, *describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in section 1003.43, F.S., and any proposed additional requirements.*

Not Applicable

- D. Describe how baseline achievement data will be established, collected, and used.

The School will identify and/or collect and analyze baseline data to make determinations about student learning and performance levels early in the year. The collection of such data is critical in identifying the strengths and needs of students early on and gauging their growth and progress over time. Ongoing assessments of student learning will be administered throughout the school year. District required assessments will also be used for pre and post testing to measure quarterly and annual gains. Data and reports from previous school records will be collected and used as baseline to measure progress in the first three years. This will be an important part of the planning for instructional strategies. Baseline data will include:

- Standardized test scores (FCAT and FCAT 2.0, where applicable)
- Report Cards/Previous School Grades
- Attendance Reports
- Behavior Records
- IEP / EP
- ESOL Plans
- CELLA, where applicable
- Baseline and Interim Benchmarking Assessments (FAIR data, where applicable)
- Portfolio assessments (when applicable)

1. Florida Comprehensive Assessment Test (FCAT 2.0)

Where available, the School will review and use prior FCAT 2.0 data as a baseline is established for each student. Instructional staff and school leaders will analyze each student's "equivalent score" in reading and math, along with their achievement in the specific content areas tested within reading and math. Performance in the specific content areas will help begin to identify areas of strength and need. Comparing individual achievement in the content areas to the total possible points and the state mean will help identify students who begin the year below grade level, on grade level, or above grade level.

2. Florida Assessment for Instruction in Reading (FAIR)

The School will utilize FAIR to assist teachers in screening, progress monitoring, and diagnostics that are essential to guiding reading instruction. The Broad Screen will be used to identify students most likely to be on or above grade level in reading by the end of the school year. The Screening tasks include an adaptive reading comprehension measure. This Reading Comprehension Screen will predict student success on the FCAT 2.0 and will also provide a Lexile score for each

student. Students with low performance on the Broad Screening measures will be further assessed using the Targeted Diagnostic Inventory. This Inventory includes Maze and Word Analysis. Progress monitoring tools are available to assess student progress between administrations of the Broad Screening measures in Letter Sounds, Word Analysis, Word Building, and Oral Reading Fluency. Teachers may also use the formative assessments in the Diagnostic Toolkit such as Phonics and Sight Word Inventory, a Comprehension Strategy Inventory, and Teacher Guides for Scaffolding Comprehension in order to probe for deeper understanding of the passage. All progress monitoring assessment data will be automatically reported to the Progress Monitoring Reporting Network (PMRN). Results from progress monitoring assessments will be reported three times per year (Fall, Winter, and Spring).

3. The School will use data collected from baseline and interim assessments to identify strengths and weaknesses in the beginning and throughout the school year. This will assist teachers in planning and providing for tiered, targeted instruction for their students.

In addition, the data collected (state and district requirements, report cards, testing scores, past performance) will be compared to current data at the end of each school year. Ongoing internal monitoring (interim reports, report cards, FAIR assessments, pre / post and end of year assessments) will be utilized as reflective and as a guide for placement. The data will be collected and used through the Florida's Progress Monitoring and Reporting Network (PMRN) and the Edusoft software. These tools are a reliable form to provide information about student progress in learning. Student performance data will also be used for professional development, instructional focus calendar development, and target lesson planning.

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

The School understands that when teachers and school leaders systematically assess student learning and collect and analyze various types of data it contributes to overall effectiveness of the school and improvement of student achievement. Data from such assessments will be used to guide a range of decisions to help improve the learning of students and success of the school. It will also assist the school staff with a number of activities and decisions that will be undertaken at the school such as screening students for placement; using progress monitoring or formative assessments to determine curricular changes; and interpreting annual performance data to identify areas of weakness for future educational focus. The School will use to measure and monitor student performance:

Formative Assessments

Formative Assessments will be used by the School on an ongoing basis throughout the school year. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work; and
- Help faculty recognize where students are struggling and address problems immediately.

Formative Assessments that will be used by the School will include FAIR and District Interim Assessments, as well as quizzes, tests, and classroom-based assessments to inform and improve instruction, and provide students with feedback to help them reflect on their current standing and needs to meet the expected goals. These will be developed by the teachers and aligned to the themes, projects, and inquiries selected to unify the standards and instruction.

Summative Assessments

The School will also use Summative Assessments to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The School will use a variety of summative evaluation techniques and instruments including state assessments, such as FCAT 2.0 and EOCs; and end-of-chapter and end-of-unit tests in Reading, Math, Science, Social Studies, and Writing.

Assessment Program 2013-2014 Schedule

***2014-2015 TBA

Partnership for Assessment of Readiness for College and Careers (PARCC)
ELA/Literacy and Mathematics - Dates TBA (Grades 3-8)

Florida Comprehensive Assessment Test (FCAT) / FCAT 2.0 Next Generation SSS
FCAT 2.0 Science – April (Grade 5)

End of Course (EOC)
Civics- April/May (7th grade)
Algebra 1, Geometry - November/December and May (Grade 6-8 if any are enrolled)

Florida Kindergarten Readiness Screening (FLKRS) August – October (Kindergarten)

Florida Assessment for Instruction in Reading (FAIR) August - October (K-8th)
November – December (K-8), and April – May (K-8)

Early Childhood Observation System (ECHOS) August – October (Kindergarten)

Comprehensive English Language Learning Assessment (CELLA) March – April

National Assessment of Educational Progress (NAEP)
If selected Grades 4 & 8 – January-March

District Assessments:

- District Benchmark Assessment – August/September & December (Grades 3-8)
- District Writing Prompt – November (Grades 4 & 8)
- CogAT (Cognitive Abilities Test) – March/April (Grade 2)

Other Assessments:

- Weekly teacher-generated quizzes
- Monthly teacher-generated chapter tests
- Quarterly Service Learning Presentations
- Ongoing Writing and Service Learning Portfolios
- November: Grade 3 Promotion, January: Grade 3 Student Portfolio
- May: Stanford Achievement Test (SAT-10): Grades 3 for Alternative for Promotion

Tests Given on an as-needed basis:

- APRENDA: Grades K-5 Placement for Gifted and Spanish-Speaking ESOL students
- The Iowa Test: Grades K-5 Placement for Gifted Program
- Broward County Oral Language Proficiency Scale Revised (Grade K): Placement decisions for ESOL, Exit ESOL Program
- Online CELLA: (Grades 1-5) Placement Decisions for ESOL and Extension of services for ESOL Program

Note: The School will follow the State Assessment Schedule for the school year 2014-2015 and the entire charter contract years.

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

The School will use the assessment program to evaluate and inform instruction as well as inform all stakeholders (students, parents and teachers) about where the students are succeeding and what areas need strengthening. The data from assessments will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Information about individual progress is also essential in helping teachers provide timely and appropriate interventions and differentiated activities for students. For example, the results of the baseline assessments will be used to formulate the instructional focus calendar which identifies targeted goals throughout the year and may be adjusted based on interim assessment data. During mid-year testing, results will be used to update a Benchmark/Focus Calendar that addresses the areas of weakness for each student that must be addressed with increased intensity before the Spring FCAT. This process will keep parents and students on track on each respective standard and it will let them know the progress made to specific learning objectives.

The School will establish a School Improvement Plan (SIP) that will ensure a school-wide student assessment performance data that will be shared with all stakeholders. The Educational Excellence School Advisory Council (EESAC Committee) will develop the plan to ensure input from all stakeholders including teachers, students and parent representatives. The Board of Directors will approve the SIP plan each year. The School's Annual Report will include supporting documentations and specific learning objectives. This report will be available to all stakeholders on an annual basis.

Moreover, the School will develop and utilize a Response to Intervention model that integrates assessment and intervention within a multi-level prevention system.

Problem Solving and Response to Intervention

Tier I: *Core*

Goal: 100% of students achieving at high levels

Tier I: Implementing well researched programs and practice demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core Instruction.

Questions to Consider: What exactly do we expect from our students? How will we know if and when they've learned it? How will we respond when some student do not learn? How will we respond when some students have already learned? How will we challenge students performing above grade level?

Tier II: Supplemental

Goal: For approximately 15% of students core plus supplemental

Tier II: Effective if at least 70% - 80% of students improve performance and the gap is closing towards benchmark.

Questions to consider: Where are the students performing now? Where do we want them to be? How long do we have to get them there? How much do they have to grow per year/month to get there? What resources will move them at that rate?

Tier III: Intensive / Individualized

For approximately 5% of students core plus supplemental plus intensive individual instruction to achieve benchmarks

Tier III: Effective if at least 70%-80% of students improve performance towards benchmarks.

Questions to consider: Where are the students performing now? Where do we want them to be? How long do we have to get them there? How much do they have to grow per year/month to get there? What resources will move them at that rate?

The Problem Solving has 4 steps to consider:

What's the problem? This is where the problem is identified and collection of data.

- Benchmark level of performance
- Student level of performance
- Peer level of performance

Problem Analysis: Why is it occurring? The assessments are then conducted to gather information to determine which are most / least likely

Intervention Design: What are we going to do?

- Effective teaching strategies consider both what to teach and how to teach it.
- Making good decisions with increase student progress.
- It is critical that the instruction be matched to the problem.

Evaluation the effectiveness of the intervention

- Gap is closing

The RTI Framework will be a comprehensive support to students. It will serve as prevention oriented approach to linking assessment and instruction. This will allow teachers to plan accordingly and have best practices with their students. The goal is to minimize the risk for long-term negative learning outcomes.

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

The School will ensure that student assessment and performance information is shared with students and parents. At the end of each nine week evaluation period, students and parents will receive a written report, which will detail specific information with regard to the student's progress toward meeting critical content on their assigned grade level. The areas of focus indicated in the report will be the child's progress in reading, mathematics, writing, and science. The report will be based upon the student's class work portfolio, documented observations, formal testing, student's self-evaluations, and formal assessments. The chart below indicates a list of formal reports that will be shared with students and parents through conferences, open house and written communication. These written communications will be available in English, Spanish and Haitian Creole.

Type of Documentation	Month/Season Evaluated	Purpose for Evaluation
Report Card	Quarterly; All Grades	Report for parents documenting the level of performance during a nine- week period as well as indicates possibility of promotion or retention.
Interim Report	Quarterly; All grades, mid-way through each report card period.	Report for parents documenting progress during current grading period.
SAT 10	Annually, Grades K-2	Report for parents indicating reading and math performance levels.
FCAT 2.0	Annually, Grades 3-8	Report for parents indicating student performance and proficiency levels in reading, writing, math, and science.
PARCC	Spring; Grades 3-8	To demonstrate school-wide as well as individual achievements in reading, writing, math, and science.

Other Notices Provided to Parents include but are not limited to:

1. Possible Retention / Failing Notices

2. School Newsletter on a monthly basis
3. Notifications of Board Meetings
4. Open House / Parent Conferences
5. Field trips / Events throughout the school year
6. Attendance and school – wide policies
7. Accountability Report School Grade Information / AYP
8. LEP Committee Meetings
9. ESE Meetings
10. Parental Surveys
11. Volunteer Opportunities

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 eligible for services in the Exceptional Student Education (ESE) program whose needs can be met in regular classroom and resource room combination (between 40%-80% of instruction occurring with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations. All services and programming will be implemented in accordance with applicable state and federal policy, in particular, the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, including all reauthorizations and additional applicable regulations.

Philosophy

- Each student with a disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible.
- Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living.
- Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction.
- Specially designed instruction may employ universal design for learning, assistive technology, accommodations, and/or modifications.

Curriculum

- To maximize accessibility to the curriculum, students will access the State standards/Access Points through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principals. The Common Core State Standards will be implemented in the future.

Instructional Support

- Students receive instructional support through specially designed instruction and related services as determined through the individual educational plan (IEP) process.
- Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.
- Teachers are provided with administrative support to assure reasonable class size/workload, adequate for materials, and professional development.
- Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent

functioning, social/emotional behavior, use of assistive technology, and communication. The School will provide professional development for teachers.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The School will not discriminate on the basis of race, religion, national/ethnic origin, or *disability* in the admission of students. The School and its Governing Board will not violate the anti-discrimination provisions of the Florida Statutes. The School will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 that states no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. The Board of Directors will adopt a resolution assuring that Free Appropriate Public Education (FAPE) is available to all students with disabilities residing in Broward County including: students with disabilities who have been suspended or expelled from school; and students with disabilities who attend public charter schools. FAPE is also available to students identified as gifted in kindergarten through grade 8.

During the initial year, the School will hold conduct an open enrollment period of thirty (30) days. Parents and students will be able to apply in person or online. In the event that the number of applications exceeds the number of available spaces, the online system will randomly select students until all spaces are filled and randomly assign additional students to a waiting list. A selected student will be given ten (10) days from notice of acceptance to confirm their attendance. If a student declines enrollment or fails to respond within the given time frame, the enrollment will be offered to the next student on the waiting list until all student stations are filled.

The School will further provide currently enrolled families the opportunity to reenroll for the following school year. This shall take place no later than March of each year. At that time, families will also be allowed to apply for additional students who qualify for preferential enrollment under sibling preference. After the School has confirmed the number of available spaces for the upcoming academic year, it will hold an open enrollment period of at least thirty (30) days. The School will conduct a lottery to address applications which exceed available space. A student will have been determined to have accepted enrollment when he/she has returned the acceptance letter with the appropriate parent/guardian signature and the signed family contract.

The family contract shall include the following:

- Agreement to the academic standards of the School
- Agreement to the discipline procedures and student code of conduct
- Statement of understanding of requirements for promotion to middle or high school
- Parent/Guardian agreement to volunteer at least ten (10) hours each year**
- Acknowledgement of the safety procedures of the School

** Active parental participation will be required at the school. Parent participation is key to the success of the overall program and will be solicited for the development of school goals and objectives. Parents must sign a contract agreeing to volunteer. However, the School recognizes that each family may have a unique set of circumstances and will work cooperatively with parents in fulfilling the terms of their volunteer agreement.

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.

The School plans to work closely with the sponsor's district ESE liaison assigned to the School to ensure compliance with applicable state and federal guidelines regarding ESE services. The School recognizes that sponsor will serve as the Local Education Agency (LEA), and that will fully support the district in that role. The School will ensure that staff regularly attends ESE meetings and training held by the sponsor.

In addition, the School shall make a continuum of placements available to students with disabilities. Students with disabilities enrolled in the School shall be provided, at the School's expense, with programs implemented in accordance with federal, state and local policies and procedures, (or other State approved procedures) and, specifically, the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act of 1973, 1000.05, 1003.57, 1001.42(4)(I), and 1002.33, Florida Statutes, Chapter 6A-6 of the State Board of Education Administrative Rule, and Florida Department of Education's *Special Programs and Procedures for Exceptional Students* and the Sponsor's Policy 6000.4. The School will be responsible, at its expense, for the delivery of all educational and related services indicated on the student's Individual Education Plan (IEP). Related services will be offered (e.g., speech/language therapy, occupational therapy). Gifted students shall be provided with programs implemented in accordance with state and local policies and procedures, federal and state laws, and Chapter 6A-6 of the Administrative Rules adopted by the Florida Board of Education. The School will be responsible for the delivery of all educational services indicated on a student's educational plan.

IEP Meetings: An individual educational plan (IEP) is a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Rule 6A-6.03028, F.A.C. The School will utilize a technology-based system in documenting services for students with disabilities when working on the IEPs, updating, conferencing, providing classroom accommodation, placement, assurances, transportation, presenting levels and goals, supplemental aids and services etc. Parents are partners with schools in developing, reviewing, and revising the IEP. The procedures for the development of IEPs for students with disabilities are as follows:

Procedures

The role of the parents in developing IEPs includes, but is not limited to:

- Providing critical information regarding the strengths of their student;
- Expressing their concerns for enhancing the education of their child so that he/she can receive a free and appropriate public education (FAPE);
- Participating in discussions about the student's need for special education and related services;
- Participating in deciding how the student will be involved and progress in the general curriculum, including participation in state and district assessments;
- Participating in the determination of what services the School will provide to their child and in what setting.

Parent participation in IEP team meetings:

Parents of each student with a disability must be members of any group that makes decisions regarding the educational placement of their child. In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting:

- Parents are notified of the meeting early enough to ensure that they have an opportunity to attend the meeting as scheduled at a mutually agreed upon time and place;
- A written notice to the parent indicates the purpose, time, location of the meeting, who, by title or position, will be in attendance, and includes a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child.
- Parents may also request that a Part C service coordinator or other representative of the parent is invited to attend the initial IEP team meeting for a child previously receiving early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA).
- If neither parent can attend, the School will use other methods to ensure parent participation, including individual or conference telephone calls.
- A meeting may be conducted without a parent in attendance if the School is unable to obtain the attendance of the parent. In this case, the School maintains a record of its attempts to arrange a mutually agreed upon time and place. These records include such items as:
 - Detailed records of telephone calls made or attempted, and the results of those calls

- Copies of correspondence sent to the parents and any responses received.
- The School will provide the parent with a copy of the IEP at no cost to the parent.

IEP team participants:

The IEP team, with a reasonable number of participants, shall include:

- The parents of the student;
- At least one regular education teacher of the student. At least one special education teacher;
- A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the district.
- In the case of a student who was previously served and received early intervention services under Part C of the IDEA, the Part C service coordinator or other representatives of the Part C system must be invited to the initial IEP team meeting, at the request of the parent, to assist with the smooth transition of services.

The School will invite the Sponsor to participate in all initial IEP meetings (including initial staffing and annual IEP review meetings) at the School and will provide the Sponsor at least two (2) weeks prior notice of such meetings accompanied by a copy of the Notification of Meeting, by mail or given in person. The Sponsor will provide a Staffing Specialist to serve as the Local Education Agency (LEA) when the IEP meeting is considering an initial placement, a change in placement, a dismissal from a program or a change in personnel assignments or reassignments. The Sponsor will be responsible for the review of the Matrix of Services form following the completion or revision of an IEP. The Sponsor will make final determinations of the Matrix of Services scores. If it is determined by an IEP committee that the needs of a student with disabilities cannot be met at the School, the School will take steps to secure another placement for the student in accordance with federal and state mandates. The School's staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. The School's staff will work closely and as early as possible in the planning/development stages, with Sponsor staff to discuss the services needed by the School's students with disabilities.

Least Restrictive Environment: Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. As it is the School's goal to place students in an environment where they can best flourish, those students whose needs cannot be adequately addressed at the School will be appropriately referred; and the School's staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. However, it is the School's obligation, and not that of the Sponsor or student's boundary school, to provide all appropriate services to ESE students.

Procedural Measures: As early as possible in the planning/development stages, the School's staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the School's students with disabilities. Parents of students with disabilities will be afforded procedural safeguards in their native language, which safeguards will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents.

504 Students: The School will provide reasonable accommodations to students with a physical or mental impairment which substantially limits a major life activity, if and to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers. The School shall prepare a 504 Accommodation Plan for all such students who do not have an IEP, in accordance with Section 504 of the Rehabilitation Act and its implementing regulations.

Due Process Hearings: The School shall be liable for all damages, costs and attorney's fees incurred by the Sponsor in any actions related to a violation by the School of federal and state laws related to the education of students with disabilities. In the event there is a Due Process hearing, mediation, or court action, in accordance with Section 615 of the

Individuals with Disabilities Education Improvement Act or Section 504 of the Rehabilitation Act of 1973 involving the provision of education and related services to a student with disabilities at the School, the School shall bear all the costs of the hearing, mediation, or court action including legal representation. The School will assist the Sponsor in any legal or quasi-legal activity regarding the educational program or placement afforded an ESE student attending or admitted to the School, such as a due process hearing request or formal complaint. All expenses, costs and attorney's fees incurred by the Sponsor in the defense of a due process hearing request of formal complaint pertaining to the education of an exceptional student enrolled at the School shall be reimbursed by the School within thirty (30) days of the submission of a written invoice to School by the Sponsor. Selection of counsel shall be accomplished in consultation with the Sponsor. The School shall be responsible for all expenses, costs, attorney's fees and compensatory services awarded in a due process hearing, civil suit or appellate proceeding pertaining to the education of an exceptional student enrolled at the School.

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

The School will ensure that the regular school facility will be accessible to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The School will ensure that:

Accessibility standards included in the Americans with Disabilities Act (ADA) specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. Students should be able to use all parts of the building, including classrooms, restrooms, cafeteria, and media center and access rooms or space on the school grounds. These requirements will be met.

The School will provide:

- *Accessible workstations* to include desks and tables that are adjustable for students who use mobility aids, such as a wheelchair. These workstations provide needed support or allow the student to change positions.
- *Preferential seating* involving locating the student's desk in a place where he or she is best able to see or hear the teacher and complete assignments. The specific location will depend on the needs of the student and the typical activities used in the classroom, such as sitting near the front of the classroom so the student can see materials displayed for the class or using a study carrel to screen out distractions.
- *Specialized lighting* or light filters which may be needed by a student who experiences unusual eyestrain or fatigue. The student may need a natural light source or alternative lighting.

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

The School will evaluate the effectiveness of services to Students with Disabilities based on standards developed by the Council for Exceptional Children. The School will be committed to the application of professional expertise to ensure the provision of quality education for all students with exceptionalities. Effectiveness of services will be evident based on the following:

1. Instructional Responsibilities

- a. Identification and use of instructional methods and curricula that are appropriate and effective in meeting students' individual needs.
- b. Participation in the selection and use of appropriate instructional materials, equipment, supplies, and other resources.
- c. Creation of safe and effective learning environments, which contribute to fulfillment of student needs, stimulation of learning, and self-concept.
- d. Maintenance of class size and caseloads that is conducive to meeting students' instructional needs.
- e. Use of assessment instruments and procedures that do not discriminate against exceptional students on

- the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
- f. Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.
- g. Provision of accurate program data to administrators, colleagues, and parents based on efficient and objective record keeping practices for the purpose of decision making.
- h. Maintenance of confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

2. Management of Behavior

- a. Application of only those disciplinary methods and behavioral procedures, which do not undermine the dignity of the student or basic human rights, such as corporal punishment.
- b. Clearly stated goals and objectives for behavior management practices in the student's individualized education program, as appropriate.
- c. Compliance with policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. Use of adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to students with disabilities.

3. Parent Relationships

- a. Development of effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.
- b. Use of parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for students with disabilities.
- c. Maintenance of communications between parents and professionals with appropriate respect for privacy and confidentiality.
- d. Extend opportunities for parent education utilizing accurate information and professional methods.
- e. Inform parents of the educational rights of their children and of any proposed or actual practices, which violate those rights.
- f. Recognition of and respect for cultural diversities which exist in some families with students with disabilities.
- g. Recognition that the relationship of home and school conditions affects the behavior and outlook of students with disabilities.

The school's effectiveness in serving Students with Disabilities will also be evaluated in the development of an evaluation team that will consist of three professional personnel: one school leader; an ESE teacher; and disability general education teacher. The evaluation team and the Board of Directors will ensure that the needs of Students with Disabilities are met and that services provided are effective.

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

The School's academic model will be designed to engage students in ways that ensure their preparation and acquisition of skills required of the Next Generation Sunshine State Standards and the Common Core State Standards. The programs will also be built around the expectation that the target population will be a diverse group of students. The following approaches will be incorporated to address the needs of all students, particularly those below grade level, and students with disabilities would benefit greatly as well:

- Differentiated instruction will be used to tier material based on student readiness, interest, and learning modality.
- Flexible/Ability-based grouping as a facet of Differentiated Instruction will support peer instruction as well as help the teacher better individualize interventions

- Literacy and mathematics courses will be provided twice daily with literacy being the primary focus.
- Inquiry-based learning will be the crux of the instructional model
- Research-based curriculum and literacy programming that assists in addressing the varying readability levels and diverse needs

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

Using available district ESE prevalence data, the School is able to make projections regarding the demographics of the students who will be applying to the School. In addition to the available data, we applied a few general assumptions in developing our projections. First, the School will assume that the percentages of students with disabilities will be higher at younger grades due to the prevalence of speech and language needs of younger students. Also, as students progress through the program the School will be able to successfully dismiss students from special education services as a result of the intensive support that we will provide students as part of its typical curriculum.

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

The School will employ highly qualified special education professionals based on its targeted roster and enrollment. At a minimum, the School will employ ESE staff that meets the following minimum qualifications:

- Bachelor's Degree in Elementary Education or similar
- Appropriate Certifications and endorsements
- Experience serving students with disabilities
- Positive work history

As the need arises, the School will add additional Speech/ Language, Occupational Therapist, Counselor and other highly qualified resource teachers and/or paraprofessionals.

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

The School will address the needs of gifted and talented students as outlined in the Educational Plan (EP) for each student. Gifted courses will be based on the needs of the student population. The EP includes:

- A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results
- A statement of goals, including benchmarks or short-term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be measured and reported to the parents;
- The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services.

The EP team considers the following during development, review, and revision of the EP:

- The strengths of the student and the needs resulting from the student's giftedness;
- The results of recent evaluations, including class work and state or district assessments;
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

Timelines for development of the EP include the following:

- An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program;

- An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services;
- Meetings are held to develop and revise the EP at least once every three years for students in grades K–5;
- EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school.

EP participants include:

- The parents, whose role includes providing strengths of the student, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting;
- At least one teacher of the gifted program;
- One regular education teacher;
- An individual who can interpret the instructional implications of the evaluation results. This individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above;
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (Note: The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the EP meeting);
- Whenever appropriate, the student.

The school's gifted plan will be as follows:

- Equitable identification and referrals
- Equitable services
- Uniform standards consistently implemented
- Effectiveness of the teachers and programs
- Engaged parents

The School will implement a referral process for gifted students that will follow the Broward County Public School's guidelines. The screening process begins when the student's teacher, parent or other qualified personnel observe outstanding academic, creative or other superior abilities when compared with other students of the same age group. Students may also be identified by their test scores on tests like the FCAT. The reporting of these observations initiates the process of collecting necessary data to determine eligibility.

Students who are gifted have learning needs beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This can be accomplished by offering opportunities for students to:

- Pursue topics of study in greater depth or to a greater level of cognitive challenge;
- Tackle a wider range of authentic and complex academic tasks that require doing real-world work;
- Advance through activities at a faster pace;
- Develop a sense of self and the possibilities that the world has to offer.

The Gifted Endorsed Teacher will work together with the administration to develop a master gifted program. This Teacher will assist with the co-teaching and instruction within the classrooms (inclusion).

Strategies focused in the classroom:

- Gifted students will be able to think creatively and critically to identify and solve real-world problems.

- Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.
- Analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective problem solutions.
- Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.
- Gifted students will be able to create, adapt, and assess multi-faceted questions in a variety of fields / disciplines.
- Identify significant questions within and across disciplines.
- Generate significant questions within and across disciplines.
- Evaluate and refine significant questions within and across disciplines.
- Identify leadership traits and qualities as they appear in different individuals and situations.
- Manifest significant leadership skills and organize group(s) to achieve project goals.

Assessment and Placement:

- Teachers can make recommendations based on classroom performance, and diagnostic tests.
- Consultation with gifted teacher.
- Teacher will complete a nomination form.
- Students needing a special program.
- A majority of characteristics defined as gifted according to a standard scale or checklist
- An intelligence quotient of two (2) standard deviations or more above the mean.

Section 7: English for Speakers of Other Languages

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

The School's academic model will be designed to engage students in ways that ensure their preparation and acquisition of skills required of the Next Generation Sunshine State Standards and the Common Core Standards. The programs will also be built around the expectation that the target population will be a diverse group of students. This will include English Language Learners (ELL). The goal of the ELL Program will be to ensure that all students entering the School with varying levels of limited English proficiency will receive comparable and comprehensible instruction. This instruction will help these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards. English Language Learners will be required to have the same instructional time as non-ESOL for language arts/reading.

Identification and Procedure for Entry:

All students upon registration will fill out the home language survey. The following ELL tests will be provided on an as-needed basis:

- Broward County Oral Language Proficiency Scale Revised (Grade K): Placement decisions for ELL, Exit ESOL Program;
- Online CELLA: (Grades 1-5) Placement Decisions for ESOL and Extension of services for ESOL Program.

The content of the curriculum will be established by the Next Generation Sunshine State Standards and working towards the Common Core State Standards. ELL strategies, supplementary materials, and native language assistance will be used to ensure that comprehensible instruction is being provided to every ESOL.

The School will provide ELL services in accordance with Florida Department of Education guidelines to meet the needs of qualifying students. ELL on-line records will be kept current in ISIS and W-LEP. The student's W-LEP will be printed, signed and dated. All these documents will be kept in the ELL program records inside the cumulative folders.

Support Services:

- Communication to parents/guardian will be translated to home language;
- All teachers will provide ELL strategies and it will be written into their lesson plans;
- All FCAT levels 1 and 2 ELL students in grades 3-8 will be with more than two years in the program will participate in the FAIR testing, Response to Intervention program, and Progress Monitoring;
- The Language Arts / Reading /ELL 90 consecutive minutes uninterrupted schedule in ISIS;
- The student's schedule reflects: CCHL, ELL in ISIS;
- Student is provided with test accommodations;
- Native Language Assistance;
- Approved Translation Dictionary;
- ELL Curriculum / Support Materials are used with fidelity.

Other support services:

- Cooperative Learning Groups: Group projects, language experience, shared reading and writing
- Nonlinguistic Representations: Pictures, manipulative, maps, concept maps, student's drawing, visuals
- Home Learning- Reflective journals, sharing objectives with parents, activities, projects
- Service Learning Projects: Team projects, shared experiences, shared reading and writing, self reflection, apply different learning styles

Testing Accommodations:

- **Flexible Setting:** Limited English Proficient (LEP) students may be offered the opportunity to be tested in a separate room with the English Language Learners (ELL) or heritage language teacher acting as a test administrator. Parent will be informed of this option for the students and shall be given the opportunity to select the preferred method of test administration.
- **Flexible Scheduling:** LEP students may take a session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.
- **Additional Time:** LEP students may be provided additional time; however, a session must be completed within one school day.
- **Assistance in Heritage Language:** For the mathematics and science tests and the multiple-choice portion of the writing test, LEP students may be provided limited assistance by an ELL or heritage language teacher using the student's heritage language. A student's question will not be answered in a way that would lead the student to infer the correct answer to an item. For the reading test, the ELL or heritage language teacher may answer student questions about the general test directions in a way that the student would not be led to infer the correct answer to any item. The teacher is prohibited from reading words to the student from the passage, test items and performance tasks.
- **Approved Dictionary:** LEP students must have access to an English-to-heritage language translation dictionary. However, a dictionary providing definitions will not be permitted.

ELL Committee:

The LEP Committee main function will be resolve any issue that affects the instructional program of a LEP student. The committee will consist of an administrator, ELL teacher, ESE teacher, General Education Teacher, Parent, other. The parent(s)/guardian(s) are invited to attend the LEP Committee meeting and schools will keep a copy of parent's/guardian's invitation letter in the LEP student folder. The school leader will take whatever action is necessary to ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for

parent(s)/guardian(s) whose home language is other than English. The LEP Committee takes the preference of the parent(s)/guardian(s) into account in making its decision. However, final determination of LEP status is the responsibility of the educational professionals of the LEP Committee.

Post Program Review/Monitoring Requirements:

The School will monitor post program progress of students who have been exited from the ELL program. This review is to ensure that once the students have been exited they continue to achieve adequate progress in the regular English curriculum.

General Assurances:

The School is committed to assure the ELL Programs and Services will help ELL Students achieve the Next Generation Sunshine State Standards and working towards the Common Core Standards.

The School will make sure that:

- Comprehensive instruction is provided for ELL students through bilingual assistance, the use of ELL strategies, and the use of supplementary materials;
- ELL strategies will be documented in the teacher's plan book;
- Students will be offered many opportunities to listen, speak, read and write;
- Lessons will be aligned with Next Generation Sunshine State Standards and documented as required by the state;
- Any ELL student who does not meet specific levels of performance in reading, writing, science and mathematics will be provided with an PMP to assist the student in meeting state and district expectations for proficiency;
- A LEP folder will be generated for each ELL student enrolled in the ELL program;
- ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments;
- An ELL committee will be formed and meet to resolve any issue that affects the instructional program of a ELL student. Parents will be invited to attend the ELL meeting;
- All efforts will be made to inform and orient parents through the use of materials translated into the three predominant languages: Haitian-Creole; Portuguese, and Spanish;
- The School will not deny English Language Learner students access to any curriculum being offered to non ELL students;
- Abide by the Student Progress Plan, including provisions for ELL students.

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

Every teacher who serves ELL students must be ESOL endorsed. Classroom teachers will be required to receive training in the unique skills needed for the preparation to teach language minority students. ESOL endorsement training will be required, as it is state mandated due to the 1990 META Consent Decree that all teachers in the State of Florida must start their ESOL endorsement training once they are first responsible for the instruction of an ELL student.

The School will ensure that experienced and ESOL certified teachers, as appropriate, will be hired to serve the School's English for Speakers of Other Language Program, based on students' proficiency levels. The number of teachers will be based on the number of students identified upon student enrollment with results from home language surveys and/or ESOL levels. Additionally, the school is committed to ensuring that all core curriculum personnel instructing ELL students, have the appropriate training (ESOL endorsement/required coursework including ESOL Issues and Strategies -18 or 60 MPP) documentation. The Principal/Staffing Committee will identify each teacher's training status or requirement.

Additionally, in accordance with Rule 6A-6.0904, FAC., once the School has 15 or more ELL students who speak the same language, the School will employ a bilingual paraprofessional or teacher, as required. Teachers and/or paraprofessionals assigned to this program will be expected to assist ELL students using their home language in the core subject areas providing instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students.

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

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

Further, the school is committed to ensuring that all core curriculum personnel instructing ELL students will have the appropriate training (ESOL endorsement/required coursework) documentation. Staff members will be provided with training and opportunities for ESOL endorsement. All instructional members will be expected to appropriately identify any ELL students and their ESOL levels in their grade books and use ESOL strategies when instructing ELL students. The school will identify an ELL 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.

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

The School's academic model is built around the expectation that the target population will be a diverse group of students. The following approaches will be incorporated to address the needs of all students, particularly those below grade level:

- Differentiated instruction will be used to tier material based on student readiness, interest, and learning modality.
- Flexible/Ability-based grouping as a facet of Differentiated Instruction will support peer instruction as well as help the teacher better individualize interventions
- Literacy and mathematics courses will be provided twice daily with literacy being the primary focus.
- Inquiry-based learning will be the crux of the instructional model
- An academic enrichment period will be provided as an extended-day period that will allow instructors to deepen, challenge and enhance students understanding of concepts
- The extended day and year will allow struggling students that perform below grade level the time they need to "catch up". This will center on mastery of concepts and skills.
- Research-based curriculum and literacy programming that assists in addressing the varying readability levels and diverse needs

Section 8: School Climate and Discipline

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

The School's approach to classroom management will be a consistent behavior management system that will maximize instruction and learning. The School will adopt a proactive and positive approach to classroom management.

The Schools' process to establish this approach will include:

- Self-Reflection – If student behavior is irresponsible, the school staff will reflect on what they can do to help the student.
- Utilization of Data – Objective information about behavior is important in planning and making decisions about behavior.
- Structuring for Success – All school settings should be organized to promote successful behavior from students.

- Collaboration – Helping student behave responsibly is a shared responsibility of all school staff members.

The Schools' Belief includes:

- All students must be treated with dignity and respect.
- Students should be taught the skills and behaviors necessary for success.
- Staff members should encourage motivation through positive interactions and building relationships with students.
- Student misbehavior provides a teaching opportunity.

The planned approach for classroom management will have seven tasks:

Task 1: Teachers will establish major goals (instructional and behavioral) that they would want to be accomplished by the end of each academic year.

Task 2: The development and plan to actively share with the students that describe basic attitudes, traits and behaviors that will help students be successful in the classroom and throughout their lives.

Task 3: High positive expectations will be expected for the success of all students.

Task 4: The School will build positive relationships with the students' families (parents, guardian, and grandparents) by making initial contact with them at the beginning of the school year and maintain regular contact throughout the school year.

Tasks 5: Demonstrate professionalism at all times.

Tasks 6: Develop an understanding of fundamental behavior management principles so that effective decisions and appropriate actions help the students learn to behave responsibly.

Tasks 7: Classroom management plan that includes structure.

Student Behavior and Corrective Strategies:

Level I Behavior affects the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Model student behavior creates a safe learning environment and reduces disruption of the educational process.

Level I Disruptive Behaviors:

- Unauthorized location
- Confrontation with another student
- Cutting class
- Disruptive behavior (including behavior on the school bus and at the school bus stop)
- Failure to comply with class and/or school rules
- Possession of items or materials that are inappropriate for an educational setting *
- Inappropriate public display of affection
- Repeated use of profane or crude language (general, not directed at someone)
- Unauthorized use of electronic devices
- Violation of dress code

Level I Corrective Strategies:

Parent/guardian contact

- Parent / Guardian Contact

- Reprimand
- Student, parents/guardians/staff conference
- Peer mediation
- Revocation of the right to participate in social and/or extracurricular activities
- Confiscation of wireless communication devices
- Detention or other Board-approved in-school program
- Temporary assignment from class where the infraction occurred
- Student contract
- School Center for Special Instruction (SCSI) ***
- Temporary loss of bus privileges (if appropriate)
- Participation in an informal counseling session related to the infraction
- Behavior Plan

Level II Behaviors are more serious than Level I because they significantly interfere with learning and/or the wellbeing of others. Model student behavior creates a safe learning environment and reduces disruption of the educational process.

Level II Disruptive Behavior:

- Cheating/Misrepresentation
- Confrontation with a staff member
- Defiance of school personnel
- Distribution of items or materials that are inappropriate for an educational setting *
- Failure to comply with previously prescribed corrective strategies
- False accusation
- Fighting (minor)
- Harassment (non-sexual or isolated)
- Instigative behavior
- Leaving school grounds without permission
- Joining clubs or groups not approved by the School Board
- Libel
- Petty theft (under \$300.00)
- Use of profane or provocative language directed at someone
- Prohibited sales on school grounds (other than controlled substances)
- Possession and/or use of tobacco products
- Slander
- Vandalism (minor)

Level II Corrective Strategies:

The school leader or designee must select at least one of the following strategies from PLAN II. The use of appropriate strategies from previous PLAN may be used in conjunction with this PLAN. Principals may authorize the use of PLAN III for repeated, serious or habitual Level II infractions.

- Parent/guardian contact
- School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior
- Suspension from school for one to five days***
- Diversion Center

LEVEL III Behaviors are more serious than Level II because they endanger health and safety, damage property and/or cause serious disruptions to the learning environment. Model student behavior creates a safe learning environment and reduces disruption of the educational process.

Level III Disruptive Behavior (Offensive/Harmful):

- Assault/Threat against a non-staff member
- Breaking and Entering/Burglary
- Bullying (repeated harassment)*
- Disruption on campus/Disorderly conduct
- Fighting (serious)
- Harassment (Civil Rights)**
- Hazing (misdemeanor)
- Possession or use of alcohol and/or controlled substances
- Possession of simulated weapons
- Sexual harassment**
- Trespassing
- Vandalism (major)

Level III Corrective Strategies:

- Parent/guardian contact
- Suspension from school for one to ten days
- Permanent removal from class (review committee decision required)
- Diversion Center
- Recommendation for alternative educational setting
- Recommendation for expulsion

LEVEL IV Behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property. These infractions are crimes requiring police involvement.

Level IV Behavior (Dangerous and Violent):

- Battery against a non-staff
- Grand theft (over \$300.00)
- Hate crime
- Hazing (felony)
- Motor vehicle theft
- Other major crimes/incidents
- Sale and/or distribution of alcohol and controlled substances
- Sex offenses (other) (including possession and/or distribution of obscene or lewd materials)

Level IV Corrective Strategies:

- Parent/guardian contact
- Suspension from school for one to ten days
- Recommendation for alternative educational setting
- Recommendation for expulsion.

LEVEL V Behaviors are the most serious acts of misconduct and violent actions that threaten life. These infractions are crimes requiring police involvement.

Level V Behaviors (Most Serious, Dangerous or Violent Behaviors):

- Aggravated assault
- Aggravated battery against a non-staff member
- Armed robbery

- Arson
- Assault/Threat against Broward County Public Schools employees or persons conducting official business
- Battery or Aggravated battery against Broward County Public Schools employees or persons conducting official business
- Homicide
- Kidnapping/Abduction
- Making a false report/threat against the school
- Sexual battery
- Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons.

Level V Corrective Strategies:

- Parent/guardian contact
- Suspension from school for ten days
- Recommendation for expulsion

All Level III, IV, and V infractions require Administrators to contact appropriate law enforcement.

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

The School will follow the Broward County Public School's Code of Student Conduct.

The rules of the School will be founded upon a program providing a simple and concrete listing of expected behaviors and consequences when certain behaviors are exhibited by students. This system encourages students to take responsibility for their own actions, including attendance and academic performance. Emphasis is placed on the importance of each student working towards his/her potential. The program allows all students to make mistakes without cumulative, punitive action. It provides time for thought and direction. Effort is expected, rewarded, and there will be frequent positive feedback. The foundation of the program is that all students are capable of success and that making appropriate choices in school will generate student success. Each parent/guardian of a student and each student enrolled in the School must sign and return a Student Code of Conduct Acknowledgement page that acknowledges receipt of the Code of Student Conduct.

The following school-wide procedures regarding inappropriate behaviors will be followed:

- Verbal and Written Reprimand / Referral / Student Case Management Form (SCAM)
- Contact parents
- Loss of Privileges
- Detention
- In-school / Outdoor Suspension

****Weapon and drug/alcohol infractions will follow the suspension/expulsion policy and procedures outlined in the Broward County Code of Student Conduct.**

Suspension:

The School will adhere to school board policy 5006, sections I-VII following the rules and procedures regarding suspension and expulsion. Additional procedures for IDEA-eligible and Section 504- eligible students are included in policies 5006.1 and 5006.3 respectively.

Outdoor Suspension:

A school leader may suspend a student from school for one (1) to ten (10) days for persistent disobedience and/or serious misconduct. Principals take this action when they have exhausted informal corrective strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Outdoor suspension is appropriate under the following conditions:
The student's presence in school presents a physical danger to the student or others;

A suspended student has the right to request and obtain make-up assignments for the time he or she was suspended from school. It is the responsibility of the student to request make-up assignments.

A suspended student is entitled to be notified of the reason for suspension and an opportunity to be heard. Parents/Guardians must be provided notice within 24 hours by U.S. mail.

Individuals with Disabilities in Education ACT (IDEA); Students with a 504 PLAN

Behavior modification interventions that are used to address actions committed by students who meet the guidelines established by the Individuals with Disabilities in Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973 must adhere to federal law, Florida Statutes, Florida Board of Education Rules, and Broward County School Board rules. Suspensions and expulsions for more than ten (10) consecutive days and/or repeated suspensions and expulsions that exceed ten (10) days in a school year may be considered "changes in placement" for students with disabilities who have a Section 504 Plan or who are enrolled in exceptional education placement under IDEA. When the student is removed from his/her educational placement for more than ten (10) days, a manifestation determination must be conducted and the student must be provided appropriate educational services in order to provide a free appropriate education. Discipline guidelines for IDEA students with disabilities are specified in the District's *Special Programs and Procedures for Exceptional Students* document. Discipline guidelines for Section 504 students with disabilities are outlined in the District's *Section 504 Procedures for Students with Disabilities* document.

Recommendation for Expulsion:

A school leader may request that the Superintendent recommend to the School Board that a student be expelled. Principals may take this action when they have exhausted less severe administrative corrective strategies, or when they have considered those alternatives and rejected them as inappropriate in the given situation. When a student who is currently enrolled in an exceptional student education program or who has a Section 504 Plan commits a disruptive act of sufficient severity that warrants a recommendation for expulsion, the student must be referred immediately to the Regional Center Assistant Superintendent and the Regional Center Exceptional Student Placement Committee. Only the School Board can approve an expulsion. The maximum period of time for an expulsion may not exceed the remainder of the term or school year, the summer session, plus one additional school year of attendance. An expelled student is entitled to due process, including a hearing.

Wireless Communication Devices:

Wireless communication devices include two-way communication devices, including cellular phones, mobile phones, beepers, pagers, portable computers, personal organizers, and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student should not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device. The following rules must be followed regarding the possession, use, and display of wireless communication devices:

- Students may possess, display and use wireless communication devices before or after the instructional day;
- Students shall avoid classroom disruptions, by not displaying, using, or activating wireless communication devices during the instructional day. This includes during class, in the library, during lunch breaks, during class changes and during any other structured activity;
- Students must ensure that devices are turned off during the instructional day;
- Students shall not use wireless communication devices while being transported on a school bus;
- Students must conceal wireless communication devices in a backpack, pocket, purse or other container during the instructional day;
- The school is not responsible if a student's wireless communication device is lost or stolen.

The sole possession of a cellular telephone is not a violation of the Code of Student Conduct. However, the possession of a cellular telephone that disrupts the educational process, the use of the cellular telephone during school hours, use of a cellular phone to commit a crime, and the possession or use of a cellular telephone that disrupts or interferes with the safety-to-life issue for students being transported on Broward County Public Schools transportation.

Corporal Punishment:

The use of corporal punishment is prohibited in Broward County Public Schools.

This prohibition extends to parents/guardians on school grounds.

II. ORGANIZATIONAL PLAN

Section 9: Governance

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

The School will be organized and operated as a non-profit organization and will provide the Sponsor required documentation pertaining thereto such as Articles of Incorporation, 501(c)(3) documentation, as well as financial forms required by the Internal Revenue Service which will be prepared by a Certified Public Accountant. The Florida Not For Profit Corporation Act governs the formation, operation and dissolution of nonprofit corporations in the State of Florida. The nonprofit corporation will attain its separate legal status through the filing and approval by the Department of State of the State of Florida, Division of Corporations. The articles of incorporation, in essence is the contract between the state and the nonprofit corporation in which the State of Florida grants individual legal status to the corporation in exchange for the corporation's commitment to follow its rules. The School's nonprofit corporation will be managed by its Board of Directors and operated by its officers.

The Board of Directors will be the governing authority and the policymaker for the School. The Directors will be responsible for developing and carrying out the mission of the corporation, which includes determining the organization's vision and direction as well as ensuring the availability of resources. In carrying out their duties, the Directors will fulfill their duty to ensure that the corporation act within the authorized powers of the corporation.

Mission and Strategic Planning

The Board of Directors will be the governing authority and the policymaker for the School. The Board of Directors will be responsible for developing and carrying out the mission of the corporation, which includes determining the organization's vision and direction as well as ensuring the availability of resources. The organization's mission statement and organizational goals must be consistent with the law and within the corporation's authorized powers. In carrying out their duties, the Board of Directors will fulfill their duty to ensure that the corporation act within the authorized powers of the corporation. The Board of Directors will undertake a periodic review of the corporation's mission and strategic plan to ensure that they are compatible with the organization's vision, direction, and resources, as well as in compliance with the law.

Organizational Structure

The Board of Directors will develop an appropriate structure for the organization that will enable it to achieve its vision. A three to seven member Board of Directors will govern the School in accordance with the charter contract, by-laws, articles of incorporation, Board Policy manual and the state statutes. In order for the structure of an organization to be effective, the Board of Directors must develop proper and legal procedures for Board of Directors' and members' meetings. The Directors will ensure the proper and legal approval of resolutions and approvals, e.g. proper incorporation. The Board officers will consist of a President, Vice President, Treasurer, and Secretary. The membership will consist of a highly talented group of

individuals with relevant professional experience and a demonstrated commitment to action. The Board of Directors will ideally consist of an odd number of individuals, numbering between three (3) and seven (7), each serving a term of three (3) years. The Board of Directors will hold monthly meetings and will be available for special meetings as necessary.

The Role of the Board

In addition to understanding the corporation's goals, structure, and activities, Board of Directors will understand the role of the Board and their duties as Board of Directors. The Charter School's Governing Body's foundation will be supported by written policies and procedures reviewed and modified at the Board's annual meeting. The Board of Directors will develop a Board Governance Policy Manual and a Code of Conduct for Board members to give the Board of Directors guidance for how to proceed under various circumstances that might arise and ways in which the Board of Directors may discharge their duties.

The Board of Directors will develop a Conflict of Interest policy to assist the Board of Directors to discharge their duty to avoid conflict of interests so that expectations of Directors in the event of conflict of interest are clear both to the directors themselves, to members or other stakeholders, or to the public.

The Board of Directors will establish periodic review and audit procedures for the corporation's policies and assessment and control systems will enable a pro-active approach to emerging issues and challenges or to changes in the legislative or operating environment of the corporation.

The Board of Directors needs to ensure their continuous education with regard to the activities of the corporation, relevant legislation, and the industry within which the organization operates. The Board of Directors will receive governance training in accordance with the Florida Department of Education governance training rule (6A-6.0784) providing a core base of knowledge about the Board's roles and responsibilities and Florida charter school law. Governing statutory obligations, legal liabilities, organizational documents, policies and procedures, financial responsibilities, government law, Florida Sunshine Law, public records law, conflicts of interest and ethics and running effective meetings are training subject matters. Through training, the Board of Directors will maintain a keen awareness of the latest charter school developments and local laws, making them well suited to serve as community advocates for the School.

Fiscal Responsibility

Fiscal responsibility is a very important part of ensuring that a corporation can meet its goals and objectives. Even if management runs the day-to-day affairs of the corporation, the Directors are ultimately responsible for establishing and maintaining fiscal responsibility in order that the Board of Directors may discharge their duty to manage and protect the assets of the organization. The Board of Directors will establish a budget, monitor and control expenditures, and maintain proper accounting books and records. Directors must exercise proper management of the assets of the corporation, investing them appropriately if necessary.

The Board of Directors will be charged with maintaining sound fiscal management and continuously evaluating the School's financial position. In accordance with the Florida law, the Board of Directors will contract with an independent entity to conduct an annual audit to ensure that financial resources are properly managed. The Board of Directors will also contract with a Certified Public Accountant to ensure that all financial records are maintained in accordance with the state's accounting manual "Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook)" or in accordance with the generally accepted accounting standards for not-for-profit organizations using state prescribed accounting codes. All transactions will be posted to the general ledger and supporting documentation will be properly filed and retained. As the authorized signatories, the Board of Directors consider if expenditures are proper and reasonable and evaluate whether budget estimates are accurate or need to be adjusted throughout the school year. All expenditures will require approval by the Board.

Transparency and Communication

The Board of Directors is responsible for communicating to members, stakeholders and the public about the affairs of the corporation. In order to ensure effective communication, the Board of Directors will meet regularly, establish a complaint and grievance procedure, keep proper minutes and corporate records, and respond appropriately to requests for information in accordance with the Board's policy.

Effective communication from the Board of Directors to its members, stakeholders and the public and the establishment of appropriate means for the latter to be heard will ensure the ability of the Board of Directors to respond appropriately to issues that may arise and to evaluate the corporation's mission and goals. The parents and general public will receive notice of each routine public meeting and the information being discussed and are encouraged to participate.

Educational Program Assessment

The Board of Directors will evaluate the School's viability including but not limited: to implementation of policies and procedures, financial accounting, curriculum, school success indicators, adequate yearly progress, enrollment, retention, attendance, behavior, credits earned, and parent/student satisfaction, withdrawals, suspensions, and dismissals. In addition, the Board of Directors will review the school leadership team as necessary and monitor professional development, school calendars and master scheduling.

The Board of Directors will determine the effectiveness of instructional programs and class offerings and monitor implementation of Florida's Continuous Improvement Model. The Board of Directors will continually assess the School, analyzing student and school performance data and make data-driven decisions on behalf of the students.

Planning for the Succession

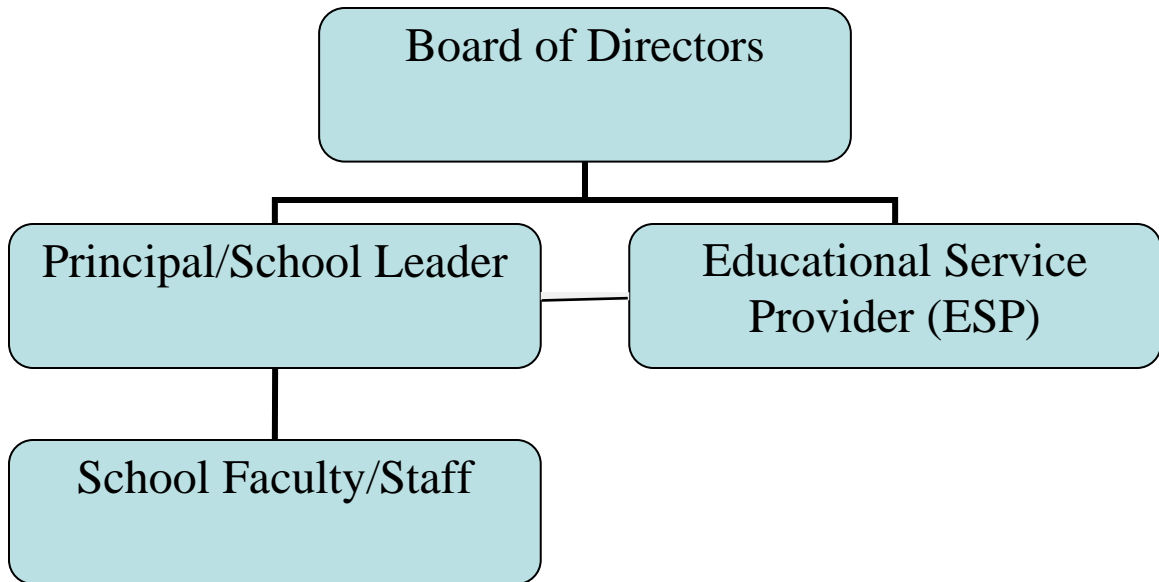
The Board of Directors will also be charged with planning for the succession and diversity of the Board of Directors. One of the main benefits of incorporation is longevity; a corporation is not contingent on the availability or capacity of its members. In appointing new Directors, it will be important to ensure the diversity of the board, making sure that the Directors bring a variety of useful and relevant expertise to the operations of the corporation. New Directors need to be given appropriate orientation to the organization and its governing documents, structure, and activities, as well as the duties of Directors. Existing directors need to be continually reminded of their duties, as well as to keep up-to-date with changes in the law that is relevant to the operations and governance of the organization.

- 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.**

Below is a sample organizational chart reflecting the proposed relationships between the governing board and the School staff. The Board of Directors has had and shall continue to have the responsibility for setting the mission, vision, and values of the School as well as determining or approving School policies.

The day-to-day operations of the School will be in the hands of the Principal, an individual hired by the governing board or its designee with experiences that make him/her qualified to assume the duties as an instructional leader and school manager. The Principal will interview and hire staff, serve as the building-level leader, and will supervise all staff employed at the School site. The Board of Directors or its designee will evaluate the administrator at minimum on an annual basis.

ACADEMIR CHARTER SCHOOL OF BROWARD
ORGANIZATIONAL CHART



Roles and Responsibilities

The relationship between the Board of Directors of the school and its School leader will be vitally important to the wellbeing and effective functioning of the school. The working relationship developed between the School leader and Board of Directors will be central to building a cohesive leadership within the school. Emphasis on the importance of building a positive partnership within clearly identified structures and processes and the need to provide support to the School leader in his/her role will be paramount.

The effectiveness of this partnership is dependent upon a positive, trusting and strong relationship which is mutually supportive, critically honest and challenging. The Board of Directors has the ultimate responsibility for the establishment of policies of a strategic nature and must ensure that it acts to protect the ethos of the school.

In meeting this responsibility, the Board of Directors must address the following:

- The provision of the resources needed for the school to function efficiently and effectively;
- Planning for the future of the school
- Monitoring the progress of the school; and
- Evaluating the performance of the Principal.

The Board of Directors therefore, is the policy maker and delegates to the School leader the responsibility of running the school. It is good practice to ensure that these delegations are clearly articulated and documented to protect both the Board of Directors and the Principal. Relationships between Board members, the Chair and School leader are dependent upon the various parties being well acquainted with policies that clearly outline their roles.

Reporting Structure to the Board of Directors

The Board of Directors is responsible for setting policies for its staff members. The Board of Directors employs the School leader, to whom it delegates responsibility for the administration of the school. The Principal of the school manages the staff, using policies approved by the Board.

Staff members are accountable to the Principal of the school, through whom all communication to the Board of Directors will be channeled.

The Board of Directors is responsible for setting employment policies for its staff members. The Board of Directors maintains an Employment Handbook (See Appendix C) and revises as needed. This handbook is given to each new employee at date of hire.

The Role of the Board of Directors in Relation to the School Leader

The Board of Directors has a number of key roles in relation to the Principal, including the following:

Selecting the new school leader

This requires the Board of Directors to provide appropriate brief detailing the personal qualities and qualifications to best fit the school culture and the skills and experiences required to meet the current and future expectations of the school community.

Evaluation of the School Leader's Performance

Performance appraisal is a useful way for the school leader to demonstrate his/her abilities to achieve the directions jointly set with the Board. Appraisal can be used to provide feedback on the performance of the school leader; identification of further professional development needs and whether the employment contract of the school leader will be renewed. The termination of a school leader's employment is a difficult decision; however on limited occasions it may need to occur in the interest of the school. This evaluation may be undertaken by a variety of methods including the use of an external

consultant, the Chair, or a small group of the Board of Directors. The school leader will be evaluated annually based on the requirements of SB 736 which ultimately links evaluation rating to student learning and academic growth.

The School Leader as Lead Educator

The School leader is the leader of the school and has responsibility for the on-going management and delivery of the educational offering of the school within the context set by the Board. The Board can delegate to the School leader freedom of operation in the discharge of these responsibilities and this is balanced by an obligation on the school leader's part to share with members of the Board all that they should know about the state of the school. The school leader should always work within the parameters of the policies set by the Board. If the school leader considers that a change of policy should occur, then this matter can be brought to the Board for discussion and resolution.

Building a Co-operative Relationship

In the leadership of an organization as complex as an independent school, there must be elements of collaboration and co-operation between the Board, Chair and Principal. The success of this approach depends very much on building a professional relationship between the Chair of the Board and the Principal. This can be achieved without compromising the discrete responsibilities of governance and management. Both the Chair and the School leader need to understand each role and to realize that operating in isolation will be counterproductive to enhancing a productive relationship. Setting strategic direction is an example of an area where members of the Board and the School leader should work closely together. This involves working together to develop, monitor and modify the school's long term strategic plan and to ensure that the school's financial and infrastructure planning reflects the overall plan.

The School leader bears the major load of responsibility within the school as its educational leader and no doubt will also appreciate the confidence, support, and encouragement of members of the Board. A receptive and supportive Board can provide a readily available resource for the Principal. At the same time the Board has a responsibility to ensure the School leader is fulfilling the delegated responsibilities; on some occasions this could involve discussion of possible changes in approaches by the School leader or in some limited circumstances the future employment of the School leader with the school.

Reporting to the Board by the Principal

The Board will convey to the School leader the requirements for reporting to the Board (topics, schedule, format etc). These reports will be frank and honest and relate predominantly to the functions of the Board. The Board should be alerted to any issues that may have significant implications for the school. The School leader will be a valuable source of information and advice about the context in which the school operates and in setting future directions for the school.

The School leader and Board of Directors are key sources of leadership within a school. A positive and professional relationship between the Board and Principal will be critical in developing a cohesive approach to the leadership of the school. The challenge is to establish and maintain a relationship between the parties that facilitates achieving the strategic directions identified for the school and when required to openly discuss any barriers or issues to achieving those objectives.

The Board's Relationship with the School Leader and Staff

BOARD OF DIRECTORS	SCHOOL LEADER
<ul style="list-style-type: none"> ➤ Sets and reviews personnel policies. ➤ Hires and supports the charter school Administrator. ➤ Evaluates the principal's performance. 	<ul style="list-style-type: none"> ➤ Implements personnel policies. ➤ Recommends changes in personnel policies to the Board. ➤ Hires and evaluates all other staff.

Strategic Planning

BOARD OF DIRECTORS	SCHOOL LEADER
<ul style="list-style-type: none"> ➤ Establishes vision, mission, core values, and major goals for school. ➤ Relies on school leader to create work plan for achieving organizational goals. ➤ Assesses compliance / progress in achieving educational goals and other outcomes delineated in strategic plan and charter contract. 	<ul style="list-style-type: none"> ➤ Participates in establishing strategic direction. Develops organizational work plan based on the strategic direction as determined by board and the educational outcomes outlined in charter contract. ➤ Develops reporting system to track progress towards achieving organizational goals.

Resource Development

BOARD OF DIRECTORS	SCHOOL LEADER
<ul style="list-style-type: none"> ➤ Assures long-range commitments of resources; establishes a fund development plan. ➤ Reviews and approves all major grant proposals. ➤ Supports all fund raising efforts. 	<ul style="list-style-type: none"> ➤ Assists in fund development efforts. ➤ Collaborates with the Finance Manager in developing grants and other funding applications; plans and supports fund-raising events

Fiduciary Oversight

BOARD OF DIRECTORS	SCHOOL LEADER
<ul style="list-style-type: none"> ➤ Approves annual budget. ➤ Reviews financial reports (balance sheet, income statement, etc.). ➤ Ensures that proper internal controls are in place. ➤ Develops risk management policies and ensures their enforcement. ➤ Insures that adequate insurance is in place. 	<ul style="list-style-type: none"> ➤ Provides input to the Finance Manager/ Certified Public Accountant in developing the annual budget with input from staff. ➤ Implements proper financial controls in the school.

Control procedures will be established to strengthen the school's internal control structure and thus safeguard the entities assets. They will be divided into the following:

- Segregation of Duties: No one person should control all the key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other.
- In general, the transaction approval function, the accounting/reconciliation Function and the asset custody function should be separated among individuals whenever possible.

Programmatic Oversight

BOARD OF DIRECTORS	PRINCIPAL
<ul style="list-style-type: none"> ➤ Ensures that educational programs are consistent with the school's mission and charter. ➤ Reviews strategic work plan and progress towards achieving goals. ➤ Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract. 	<ul style="list-style-type: none"> ➤ Develops specific programs, objectives and tasks based on mission and vision. ➤ Develops and implements program evaluation. ➤ Informs Board on progress towards achievement of goals.

- 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 powers of the Board of Directors will be set forth as set forth in its Bylaws which are included in the Appendix D. The School's governing body will oversee the direction of the Principal, supervise audits and business practices, and be responsible for handling complaints concerning the operation of the School. Under no circumstances shall the governing body delegate these responsibilities to any private, for-profit entities.

Adoption of Annual Budget

The Board of Directors will adopt an annual budget during the Board's annual meeting that is aligned with the charter school's vision and goals and enables the charter school to meet its fiscal obligations. The school's budget should be balanced and suitably account for program needs. The school's Finance Manager will submit a budget and cash flow projection and revised budgets to the Board of Directors annually and when a material change in the school's program occurs (e.g. enrollment increase/decrease, change in facility). The Board will review each budget submission and assesses the overall reasonableness of the assumptions. The budget establishes the school's spending priorities and the spending authority needed to operate the school.

It is rare that a budget does not require some adjustment during the school year. At a minimum, a school is expected to make adjustments to its budget when material variances become known. Material changes to the overall spending level, either increases or decreases should be approved by the school's board of trustees. With the exception of material changes to the school's program, the school is not required to separately submit revised budgets to the Board.

The need for a cash flow projection is needed to be sure that outflows do not exceed inflows during the year. An effective budget is one that is both based on reasonable assumptions and perhaps more importantly, realistically anticipates the timing of actual cash inflows and outflows.

The major assumptions that each school's budget is built upon are the following: projected enrollment and student needs, staffing, the level of wages and benefits, and facility costs. The rest of the budget must account for essentials and the program priorities of the school. The budget will represent trade-offs between what is needed and what can be afforded. The Board of Directors must prioritize to make the budget meet the needs of the school program. The budget development procedures will ensure input is received from all key stakeholders and results in a full consideration and timely approval by the Board of Directors.

Operating pursuant to a long-range financial plan is critical since the financial decisions made today also impact the future of the school. The Board of Directors will not require multi-year budgets annually, however it will certainly be in the school's best interest to maintain and update a rolling fiscal plan that extends at least through the term of the charter.

As a result, review of the annual budget and cash flow projection by the Board of Directors is limited to the following: timeliness, accuracy and reasonableness. Failure to prepare and approve the budget in a timely manner is a red flag and a possible indicator of significant management deficiencies.

Mathematical accuracy is a bare minimum requirement and one that all schools should achieve without question. The issue of reasonableness is more complex and is best determined at the school level. However, the Board's analysis is intended to identify possible significant erroneous or unreasonable assumptions that may put the school's financial health in peril. This analysis tends to focus on the following areas with an eye toward consistency with the school's program and history:

- Enrollment is reviewed for consistency with the charter and reported requirement efforts;
- Types and amounts of revenues are reviewed for historical consistency, other known information; and
- A vertical analysis of expenses will be conducted that focuses on salaries and employee benefits, occupancy, insurance, professional services, materials and capital expenses.

The requirement for a cash flow projection is one that is unfortunately often misunderstood and as a result, some schools do not make a determined effort to provide an accurate estimate of its inflows and outflows. Failure to estimate cash inflows and outflows is the equivalent of living paycheck to paycheck - an irresponsible way to run a school. For schools with strong cash reserve positions, the need for the cash flow projection may be limited to assisting the school in timing when cash will be needed versus when it can be invested to maximize interest income. However, the primary use of the statement by the Board of Directors is to get a sense whether the school will remain solvent through the year. The review of the cash flow projection is focused on the monthly net inflows and outflows and looks particularly for significant deficits and whether such shortfalls can be covered by previously accumulated and available (in the form of cash) net assets or access to a line of credit. The timing of specific items of revenue and expense are scrutinized for reasonableness. The following will be included:

- 5% administrative fee to school district
- Salary/benefits
- Facility costs
- Renovations to facility
- Utilities (electric/phone, initial service and ongoing monthly fees)
- Insurance (professional liability, general property and fire)
- Textbooks/curriculum materials

- Computers
- Transportation
- Food service
- Contracted services (counseling, special needs, computer repair, etc.)
- Accounting services
- Legal Services
- Educational Service Provider
- Audited financial report
- Custodial services
- Printing – brochures, student handbooks, etc.
- Advertising
- Supplies (office/classroom)

The Board of Directors expects sound fiscal management from the administration. The School leader will administer the adopted budget in accordance with Board policies and accepted business practices. The Board of Directors shall monitor financial operations so as to ensure the charter school's fiscal integrity and accountability. The Finance Manager will complete all required financial reports, facilitate the independent audit process, recommend financial plans for meeting program needs, and keep the Board informed about the charter school's fiscal operations at monthly board meetings.

Whenever revenues and expenditures change significantly throughout the year, the Finance Manager will recommend budget amendments to ensure accurate projections of the charter school's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the state budget is adopted, charter school income declines, increased revenues or unanticipated savings are made available to the charter school, program proposals are significantly different from those approved during budget adoption, and/or other significant changes occur that impact budget projections.

The Board of Directors recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the charter schools vision, goals, and priorities. The charter school budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the charter school. The Board of Directors will establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law.

The Board of Directors is committed to developing and maintaining finance policies and procedures that ensure sound internal controls, finance responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP); adherence to the Governmental Accounting Standards Board (GASB) rules and regulations; adherence to applicable State and Federal rules and regulations; and use of the uniform chart of accounts for Florida schools, known as the Red Book, incorporated by reference in Rule 6A-1001, Florida Administrative Code, pursuant to the requirements of Sections 237.01-.02 F.S. As a not-for-profit organization, the Board is entrusted with funds granted by government agencies, private foundations and individual contributors and must adhere to the highest of standards of accounting. At a minimum, the Board will adhere to the financial policies and procedures outline herein.

Continuing Oversight Over Charter School Operations

The Board of Directors recognizes its ongoing responsibility to ensure that the charter school is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the school. Continuous oversight by the Board of Directors will be necessary to ensure the charter school is in compliance with all applicable laws, regulations and charter provisions.

	Governing Board Oversight
Governance	<p><u>Organization:</u> The Board of Directors will be duly constituted (e.g., as a non-profit corporation) in accordance with its charter.</p> <p><u>Governing Board Establishment:</u> The Board of Directors will be established and maintained in accordance with law and with the charter (to the extent the charter does not conflict with law).</p> <p><u>Board of Directors Meetings:</u> The Board of Directors will meet regularly and the meetings shall be held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken.</p> <p><u>Board of Directors Activities:</u> The Board of Directors will maintain active and effective control of the charter school.</p> <p><u>Administration:</u> The Board of Directors shall employ necessary administrative staff and vest those staff with the authority necessary to operate the school in accordance with the charter.</p>
Educational Program	<p><u>Curricular and Instructional Plan(s):</u> The Board of Directors shall adopt a curricular and instructional plan that is consistent with the charter and provides necessary guidance regarding what is to be taught, how it is to be taught, and the degree of latitude faculty and staff have in delivering the specified curricula.</p> <p><u>Instructional Materials and Tools and Professional Development:</u> The School shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan.</p> <p><u>Special Education:</u> The School shall actively identify students who may have exceptional needs, assess them promptly, and develop (or facilitate the development of) individualized education programs (IEPs), as necessary, in a timely manner. The charter school shall provide special education programs and services for students with exceptional needs in accordance with their IEP to ensure that special education programs and services are properly delivered.</p> <p><u>Other Specialized Instruction</u> To the extent that specialized programs and services (such as programs and services for students who are achieving significantly above or below grade level or students who are English learners) are provided, the charter school's Board of Directors shall approve policies and directives that make it clear how students will be identified for these programs and services and what the nature of the programs and services will be. The governing board's policies and directives shall reflect any applicable laws.</p>

Students and Families	<p><u>Student Selection:</u> School shall follow the provisions of the charter, applicable law, and the policies and directives of the charter school's Board of Directors consistent therewith relating to the application, selection, enrollment, and admission of students.</p> <p><u>Student Achievement:</u> The School's students shall participate in the standardized testing in accordance with law, and shall measure student achievement in accordance with other means as may be consistent with the charter, required by law, and in keeping with the policies and directives of the charter school's governing board.</p> <p><u>Outreach to Parents (Guardians).</u> The School shall have effective outreach efforts to parents (guardians) to inform them of legal rights, the charter school's policies affecting students and families, and to enhance their involvement in the students' education.</p> <p><u>Survey:</u> The School shall annually survey parents (guardians) regarding the charter school's educational program involvement in the students' education.</p>
Faculty and Staff	<p><u>Qualifications:</u> All faculty and staff shall be credentialed or otherwise qualified for the positions for which they have been employed in accordance with the charter, any applicable provisions of law, and the policies and directives of the charter school's governing board.</p> <p><u>Clearances:</u> All faculty and staff shall have received any clearances necessary for the positions for which they have been employed in accordance with applicable provisions of law (e.g., fingerprint clearance).</p> <p><u>Training:</u> All faculty and staff shall have received any specific training required by law or by the policies and directives of the charter school's governing board.</p> <p><u>Qualifications:</u> All faculty and staff shall be credentialed or otherwise qualified for the positions for which they have been employed in accordance with the charter, any applicable provisions of law, and the policies and directives of the charter school's governing board.</p> <p><u>Professional Development:</u> All faculty and staff shall have received any specific training required by law or by the policies and directives of the charter school's governing board.</p>
Facilities	<p><u>Sufficiency of Facilities:</u> The School shall acquire and maintain facilities sufficient to accommodate its operations consistent with the Charter.</p> <p><u>Adequacy of Facilities:</u> The School shall ensure that its facilities have received all necessary clearances from applicable local government agencies (e.g., certificate of occupancy and fire marshal clearance) for operation as a school. The facilities shall be clean, safe, and well maintained.</p> <p><u>Structural Soundness of Facilities:</u> The School shall ensure that its facilities are sufficiently structurally sound to be used in keeping with applicable provisions of law for</p>

	the operation of a school.
Finance	<p><u>Budget:</u> The Board of Directors will adopt a preliminary budget for the year that is based upon reasonable revenue and expenditure projections, is consistent with the charter, reflects any provisions of applicable law, and contains a prudent reserve. The Board of Directors shall amend the budget as necessary during the year, endeavoring to maintain a prudent reserve. A prudent reserve shall be regarded generally as the reserve required by law, recognizing that it may take a reasonable period of time for the charter school to build up and then maintain that level of reserve on a continuing basis.</p> <p><u>Audits:</u> The School shall arrange for audits to be conducted in accordance with applicable provisions of law. The charter school shall promptly address auditors' comments, as appropriate, and take action to resolve audit exceptions, as necessary.</p>
Business Management	<p><u>Business Management:</u> The School shall have reasonable plans and systems to manage its business affairs efficiently and effectively (including, but not limited to, payroll, purchasing, grants, contributions, and other financial transactions; inventory; and other personnel-related matters. The charter school's plans and systems shall include both reasonable internal controls to ensure sound financial practices and clear delineations of responsibility for the various aspects of the charter school's business affairs.</p> <p><u>Insurance:</u> The School shall obtain and maintain insurance for all purposes (e.g., fire, theft, liability, errors and omissions, workers' compensation) consistent with the district requirements.</p>
Support Services	<p><u>Support Services:</u> The School shall provide support services consistent with the charter, applicable requirements of law, and the policies and directives of the charter school's governing board.</p>

- 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. See Appendix D.

The powers of the Board of Directors will be set forth as set forth in its Bylaws which are included in the appendix. The School's governing body will oversee the direction of the Principal, supervise audits and business practices, and be responsible for handling complaints concerning the operation of the School. Under no circumstances shall the governing body delegate these responsibilities to any private, for-profit entities.

The Board of Directors has had and shall continue to have the responsibility for setting the mission, vision, and values of the School as well as determining or approving School policies. The School's governing body will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing body shall provide for a balanced general operating fund.

The governing body shall review the School's monthly financial statements and the performance of school administration at regular intervals. It shall be the governing body's responsibility for ensuring retention of a CPA or auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, and monitoring a financial recovery plan in order to ensure compliance.

The Board of Directors also may assess the School, the educational program's successes, and areas in need of improvement. The Board may be involved in analyzing alternatives and additions to the program by analyzing student and school performance data, thereby making data-driven decisions on behalf of the students. By incorporating such scrutiny, the Board will ensure that the School will continue to consistently and effectively serve our student population.

All board members shall provide to the Sponsor proof of background clearance in compliance with the Jessica Lunsford Act. No members of the School's Governing Board will receive financial benefit from the School's operations, and all members and employees shall comply with the provisions outlined in Part III, Chapter 112 of the Florida statutes. No employee of the School or of the management company operating the School will be a member of the School's Governing Board.

Board Policy Manual and Bylaws will be included in Appendix D.

- 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.)
Not Applicable.
- F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

The Board of Directors will ideally consist of an odd number of individuals, numbering between three (3) and seven (7), each serving a term of three (3) years. As positions become available, the following profile will be considered to appoint new members. The ideal board candidate will: (1) be a resident of the school's greater geographical area and/or be conscious of the population and community from which the student body will be composed – in other words, he or she must offer some form of community association; (2) show a genuine concern (passion) for the education of today's young adults, especially those that comprise the school's targeted student population; (3) add to the variety of professions/occupations represented by the existing board composition, broadening the expertise of the group corporately; and (4) create a cross-section of diverse professions/occupations representative of the community.

The expectations of the board will be clearly articulated to potential recruits to provide in an effort to provide an opportunity for them to determine whether they should make the commitment. If he or she consents, the new member should be selected (by vote) or appointed to the board according to the bylaws. Providing new board members with the information they need to perform effectively will be a critical step in developing a strong board of directors for the charter school. Once on the board, new members receive a current copy of the Board Policy manual and corporate documents including:

- The school's strategic plan;
- A list of the year's scheduled board meetings;
- Board minutes;
- A roster of all board members and their contact information;
- The current year's operating budget;
- Previous meeting's minutes;

- Financial statements,
- Board bylaws;
- Board director description;
- Board of director's agreement;
- Code of ethics/conflict of interest policy;
- Conflict of interest disclosure;
- Attendance policy;
- Travel policy; and
- Other important documents.

To maintain a level of continuity, institutional memory, and expertise, it will be important to stagger the terms of the first board. For example, a founding board could have two members with a four-year term limit, two members with a three-year term limit, and three members with a two year term limit. As the original board members retire, replacement board members serve three-year terms.

The establishment of a nominating committee will become an especially influential instrument, one designed to analyze the board's needs for new kinds of members and to develop strategies for recruiting energetic people who will revitalize and strengthen the organization.

The Board of Directors, pursuant to its Bylaws, will implement procedures for replacing retiring board members. The process begins by developing a profile of the present board and determining the types of expertise needed at the stage of school development.

The committee then recruits individuals who can commit sufficient time to serve and who are internally motivated, reliable, and dedicated to the school and its mission and vision.

The development of an effective recruitment and nominations process will take the following course:

- Establish a board development or nominating committee;
- Prepare for active board recruitment;
- Develop a profile of the current charter school board;
- Determine strategies to build board diversity;
- Develop an initial list of prospective board members;
- Contact top recruiting prospects;
- Schedule and conduct orientation sessions with prospective board members; and
- Select new members to the board.

Since the board members are likely to come to their positions with very different perspectives on their roles and responsibilities, as well as the mission, vision, major goals, and strategies of the charter school, it will be important to develop a timely and thorough orientation strategy that supports the board members from the recruitment stage, through the first three months, and beyond.

In addition to the required governance training, on-going training, such as providing mini-seminars on special interest topics and easy access to publications and conference attendance will be made available. Providing board members with training throughout their board membership experience will increase productivity and the sense of personal satisfaction.

Lastly, all board members shall provide to the Sponsor proof of background clearance in compliance with the Jessica Lunsford Act. No members of the School's Governing Board will receive financial benefit from the School's operations,

and all members and employees shall comply with the provisions outlined in Part III, Chapter 112 of the Florida statutes. No employee of the School or of the management company operating the School will be a member of the School's Governing Board.

- 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.

The School is actively recruiting qualified potential board members to aid in its mission to provide an academic environment and educational program that encourages students to reach their full potential as productive, responsible members of today's global and highly technological society.

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

Complaint Policy and Procedure

The Board of Directors believes that complaints from parents or other members of the community should be addressed thoroughly and completely. The people involved should treat one another with the highest level of respect and dignity. Complaints are best resolved where the issue originated, typically with the teacher.

Initially, complaints shall be addressed formally or informally with the school teacher. Complaints must be made in a civil/respectful manner in order to be considered by school personnel. Where appropriate, the complaint should be in writing on a form developed by the School leader and should contain a statement of the facts and the specific outcome desired by the parent/guardian or other person making the Complaint ("Complainant"). The Complainant may sign the Complaint and should be given a copy. The teacher should work with the Complainant to resolve the issue in a timely, professional, and courteous manner. The efforts used to resolve the Complaint and the outcome should be noted on the form. Allegations involving illegalities should be reported immediately to the Principal, who will advise the Board's designated representative and the Board's legal counsel.

Complaints unresolved through a parent/teacher communication or complaints involving teachers or staff members should be in writing as noted in above, and directed to the Principal. The School leader shall investigate and attempt to resolve the issue in a fair and timely manner. The outcome should be noted on the form and further documented by letter or email as appropriate under the circumstances. If the School leader cannot resolve the issue, the complaint (with documented history or preceding steps) is forwarded in written form to the Board's designated representative.

The Board's designated representative shall conduct an independent investigation by contacting appropriate persons involved. The outcome of the investigation should be noted on the form and further documented by letter or email as appropriate under the circumstances. If the Board's designated representative cannot resolve the issue, the complaint (with documented history of preceding steps) shall be forwarded to the Sponsor Representative assigned to the school and the Board's attorney. The Sponsor Representative shall conduct an investigation by contacting all parties involved and report the results to the Board and the Sponsor. The Board shall inform the complainant, and any other necessary parties about the results of its investigation. The complainant may address the Board during the Public Comment period at a Board meeting. Where appropriate, it should also be slated as an item for report on the Board's next meeting agenda and handled in accordance with all confidentiality restrictions.

The resolution of any complaint reaching the Board of Directors shall be filed as part of the Board's records.

Complaints received directly by the Board of Directors, the Sponsor or the District shall be handled in accordance with the Board's Complaint Policy and Procedure and should go through steps 1 and 2 when possible. Upon receipt of a Complaint, the Sponsor shall forward it to the School leader to address the Complaint at the local level first. Upon receipt of a Complaint from the Sponsor, the School leader shall forward a copy of this Complaint Policy and Procedure to the Complainant and request that the Complainant complete the designated Complaint form. The Sponsor shall facilitate the Complaint by:

Directing the complaint to the appropriate school official first; notifying the appropriate Board designated representative of the complaint; investigating the complaint if warranted or if requested by school officials; and, reporting the resolution of the complaint to the Sponsor so that the complaint may be tracked and closed.

Upon closure of a complaint, the School leader will issue a letter to the complainant of one of the following:

Compliance – (findings were unsubstantiated and school has complied); or

Non-Compliance – (Noting the areas of non-compliance, recommending possible changes/technical assistance and statement that the school will respond to complainant with a corrective action(s) plan letter)

All documentation of the complaint, findings and any corrective action(s) plan will be placed in the appropriately marked complaint file for closure.

Section 10: Management

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

The School shall operate in accordance with its Charter and shall comply with all applicable federal guidelines, Florida Statutes, and State Board of Education Rules, including, but not limited to s.1002.33 and 1013.62, Florida Statutes; any regulations adopted by the State Board of Education or other state agency, or amendments thereto, relating to charter schools; the applicable provisions of Chapter 119, Florida Statutes, relating to public records; s. 286.011, Florida Statutes, relating to public meetings; and applicable federal, state and local health, welfare, safety, and civil rights requirements.

The general operation of the charter school will be under the guidance of the School's Principal. He/She will be supported and assisted by Superior Management Services, the Board's Educational Service Provider. They will provide educational and administrative services" including, but not limited to curriculum and instructional support, professional development, payroll, bookkeeping, financial reporting, purchasing, contract management and marketing. The administrator shall implement only those policies which have been approved by the governing board. The Board of Directors will also have a qualified Florida attorney or representative to review all school policies and negotiate any contracts and/or lease agreements. The governing board will develop, review, or approve all policies related to the operation of the School. The School's Principal will provide operations and financial update reports on a regular and consistent basis to the Board, shall provide comprehensive updates to the Board at every board meeting, and respond and address all board member questions and concerns raised at the Board meetings.

Year 1 is expected to include the following: School Principal, 23 teachers, ESOL/ESE Teacher/Facilitator, 2 school assistants, 1 custodian, 1 cafeteria staff, and 2 office staff employees.

The Principal/School leader will be responsible for providing day-to-day instructional leadership and operational management to the school and its students, staff, and stakeholders. The School leader will lead the school and its work by developing and executing a shared vision and mission for promoting high levels of learning and student achievement.

Duties for the position of the School Leader will include but not be limited to the development and implementation short and long range plans in all areas of the instructional program; directing the implementation of the use of curricula through classroom observations, conferences, and test data to improve instruction; and developing, implementing, and monitoring strategies that drive successful student recruitment and retention.

Office Staff

The Office Staff will be responsible for supporting the day-to-day management and operation of the school. The Office Staff will report to and work directly with the School leader to support the execution of strategies and approaches that ensure the effective and efficient operation of the school.

Duties for the position of Office Staff will include but not be limited to managing requisitions and purchases within budget allocations; keeping financial records necessary for the proper accounting of monies collected in the operation of the school and the implementation of all district, state, and federal grants; preparing and submitting reports, including those required by the Sponsoring District, in accordance with administrative directives and government guidelines; coordinating registration and enrollment procedures; and facilitating employee hiring and payroll procedures.

Teacher/Facilitator

The Teacher/Facilitator will be responsible for the coordination of school-wide curriculum frameworks and instructional approaches that support high levels of student learning and achievement and may focus on key content areas such as Reading, Math, ESOL, and/or ESE. This position will report to and work directly with the School leader in developing strategies that promote and support highly effective teaching and learning.

Duties for the position of Teacher/Facilitator will include but not be limited to assessing and monitoring all areas of the instructional program to ensure coordination and implementation of effective strategies; ensuring the effective use of curricula through classroom observations, conferences, and test data to improve instruction; analyzing student performance and related data to gauge the progress of student learning; and providing and promoting professional development. The Teacher/Facilitator will also work with the counselor, teachers and other school staff on student academic issues, Classroom Management of the RTI process and support the Special Education Programs, Services, and Supports.

Teacher

The position of Teacher is responsible for the planning, organizing, and implementing an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.

Duties related to the position of Teacher include but are not limited to developing schemes of work and lesson plans; establishing and communicating clear objectives for all learning activities; preparing classroom for class activities; providing a variety of learning materials and resources for use in educational activities; and identifying and selecting different instructional resources and methods to meet students' varying needs.

Teacher Assistant

The position of Teacher Assistant is responsible for assisting and supporting the teacher in the delivery of an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.

Duties related to the position include but are not limited to helping to develop schemes of work and lesson plans; assisting in establishing and communicating clear objectives for all learning activities; helping to prepare classroom for class activities; helping provide a variety of learning materials and resources for use in educational activities; and identifying and selecting different instructional resources and methods to meet students' varying needs.

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

The Board of Directors will ensure the provision of highly effective instructional leadership by recruiting and retaining an exemplary School Leader that is resourceful, able to craft a culture of high expectations and standards, and models great leadership on a daily basis. The School is committed and will focus on recruiting and hiring a highly qualified instructional leader that is both certified and experienced in Instructional Leadership. He/She will be an effective academic and organizational leader who understands that great schools require great school leadership and will bring a proven, documented track record of improving and sustaining high levels of student learning and achievement. The School is the administering agency, and will be governed the school through its Board of Directors. The School Leader will be hired by the Board of Directors, based on him/her meeting the predetermined academic, professional, and certification requirements and will report to the Board of Directors. As the school administrator, the School Leader manages the on-site operations of the school on a daily basis. At staff meetings, the staff, faculty and employees may offer suggestions for educational program improvement, overall school improvement, learning environment and improvements, and improvements for student achievement welfare.

The School leader reports these and other items of interest to the Governing Board. The School leader will have at least a Master's Degree in Administration or Management or a related field. The individual will have a strong background in administrative management and leadership, will be knowledgeable of administrative practices, and will be able to work effectively with people of diverse backgrounds and ethnicities.

The Principal's performance will be evaluated by the Governing Board, pursuant to the requirements of SB 736 which requires that 50% of teachers' and school leaders' evaluation performance to student growth as measured by annual statewide assessments. The Board of Directors will present their findings and recommendations regarding his/her performance to the Board of Directors. The basis of the Principal's performance will be aligned with the schools overall achievements, FCAT 2.0 results, AYP reports, student yearly progress, and parent and community support.

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

Provided below is the staffing plan for each year of the five-year charter term. The staffing plan will include: a highly qualified School Principal, highly qualified staff members, certified and highly qualified teachers, and qualified employees. The school's teacher-to-student ratio will meet and or exceed the Class Size Reduction Act, as it applies to public charter schools. According to conservative estimates the staffing plan will eventually include approximately 35 teachers and 4 teacher assistants hired over the five-year term of the charter to accommodate projected student enrollment of 640 K-5 students. All staff and teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by Broward County Public Schools district.

Year 1 maximum student enrollment of 414 in grades K-8. Staffing in year one is expected to include the following: School Principal, 23 teachers, ESOL/ESE Teacher/Facilitator, 2 school assistants, 1 custodian, 1 cafeteria staff, and 2 office staff employees.

Year 2 projected maximum student enrollment of 498 students in grades K-8. Staffing in year two is expected to include the following: School Principal, 27 teachers, Reading Coach, 1 ESOL/ESE Teacher/Facilitator, 2 school assistants, 1 custodian, 1 cafeteria staff, and 2 office staff employees.

Years 3 projected maximum student enrollment of 582 students in grades K-8. Staffing in year three is expected to include the following: School Principal, 1 Assistant Principal, 31 teachers, 1 ESOL/ESE Teacher/Facilitator, 2 school assistant(s), 1 custodian, 1 cafeteria staff person, and 2 office staff employees.

Year 4 projected maximum student enrollment of 600 students in grades K-8. Staffing in year four is expected to include the following: School Principal, 1 Assistant Principal, 32 teachers, ESOL/ESE Teacher/Facilitator, 2 school assistants, 1 custodian, 1 cafeteria staff person, and 2 office staff employees.

Year 5 projected maximum student enrollment of 640 students in grades K-8. Staffing in year five is expected to include the following: School Principal, 1 Assistant Principal, 34 teachers, 1 ESOL/ESE Teacher/Facilitator, 2 school assistant(s), 1 custodian, 1 cafeteria staff person, and 2 office staff employees.

The plan will be adjusted in accordance with actual student enrollment figures. If the school determines the need to implement additional educational programs to enhance student achievement and performance, the school may decide to hire additional instructional staff members.

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

Highly competent teachers will be key to the success of our educational programs. To ensure that students are provided the opportunity to excel academically, the school will maintain a cadre of highly competent faculty members. Teacher salaries, benefits, and working conditions, will be competitive in order to attract highly sought after teachers. All teachers will be provided incentives to continue their professional development and achieve National Board Certification. Teachers will be provided objective performance based evaluations targeted at ensuring teacher performance is in line with the school's mission and supports the needs of our students. Provided below is the plan for recruitment, selection, development and evaluation of staff:

Recruitment

To ensure the School recruits the best possible candidates that will fit our school's needs, we will first establish a clear definition of the jobs that we will need to recruit candidates to fill. This will include: principal, teachers, paraprofessional, clerical workers, etc. We will also define a list of the responsibilities that are commensurate with the positions. We will then post specific job opening announcements advertising the open positions. The job announcement will state that we are a charter school and will include a description of the type of candidate we are seeking; one who is committed to excellence. The job announcement will provide a competitive pay range for the positions advertised, which will be comparable to the pay range for the type of position as outlined in the Broward County Public Schools' salary schedule. Applicants will be informed that they will be required to provide proof of any relevant experiences or appropriate certifications such as proof of their State Teacher Certification.

Selection

A large percentage of our selection of qualified applicants will be based upon the following: their responses to the information contained in the application; the references that the applicant provides; and a personal interview of the applicant. Selection criteria will also include: characteristics of the applicant; applicant's accomplishments; applicant's competence in the chosen areas of the school's need; applicant's appearance and presentation; curricula and ex-curricula training of the applicant. Additionally, we will strongly give consideration to an applicant's general intelligence; an applicant's verbal facility and ability to express his/herself; and evidence of the applicant's moral and personal prerequisites such as patience, emotional stability, good judgment, and maturity.

Specific to teachers, our selection criteria will be based on the following: National Teacher Certification; State of Florida Certification; must be in the area in which you are teaching; successful background check; positive and commendable references; interpersonal skills; leadership skills; knowledge of scope and sequence of the subject; teaching competence; willingness to be a team player; personal commitment to teach children; and willing to provide children the opportunity to excel.

Professional Development

All employees will be provided valuable opportunities for professional development. Professional development will consist of programs that support the school's mission and curriculum goals, and meet the needs of all teachers.

All teachers will be required to attend 5-10 days of professional development prior to the teacher report date on the Broward County Public Schools' 2014-2015 calendar. Initial training will be in the Comprehensive Research-Based Reading Plan, Classroom Management and Set Up, implementing science into the curriculum, and the implementation of the Houghton Mifflin Reading Series. A needs assessment survey will be completed by all teachers so that appropriate professional development can be provided. Professional development will be ongoing throughout the school year and will include but is not limited to the following: Comprehensive Research-based Math/Science Plan, the implementation of the Scott Foresman Science series, the implementation of the Harcourt Mathematics series, Creating Independence through Student-owned Strategies (CRISS), creating a positive school culture, creating a professional/small learning communities, and examining student work. School facilitators such as the on-site reading coach will re-enforce training through classroom support and coaching.

The School will support employees' efforts to join professional educational organizations and attend educational workshops and conferences to stay abreast of current trends in education. Teachers will also be encouraged to obtain National Board Certification and further their own education through an advanced degree.

In addition to the above, we believe that teachers are a major link in the overall success of high performing schools. Therefore, we will implement a team teaching approach at the school which will encourage collaboration among teachers. Teachers will also participate in best practices where they share with each other strategies that have been successful in their classroom. Collaboration and team teaching provides opportunities for teachers to: support one another through the training and the subject implementation process, coach and "cheer" each other, develop partnerships, disseminate new material, set goals, problem solve, and provide supportive forums for discussion around new instructional strategies and best practices.

Evaluation

Instructional Performance Evaluation and Growth System (IPEGS) will be the evaluation tool for teachers. The administration will be trained in IPEGS before evaluating teachers. This method of evaluation not only addresses the teacher's performance but it identifies teacher's weaknesses those weaknesses will be used as a tool for professional growth. IPEGS incorporates eight standards to evaluate teachers as follow: knowledge of learners, instructional planning, instructional delivery, and engagement, assessment, learner progress, communication, professionalism, and the learning environment. Instructional support and student services personnel will be evaluated by seven performance standards that are specific to their job responsibilities.

IPEGS offers a balanced approach in evaluating teachers which includes setting goals for learners and programs so that teachers can identify strengths and weaknesses, classroom observations, parental input collected through surveys and documentation logs which will support the demonstration of performance standards and learning gains.

- The School will also determine employee effectiveness through analyzing outcomes. Specifically, teacher effectiveness will be determined by analyzing student assessment data on a quarterly and annual basis through benchmark assessment tests, District Assessment Tests, SAT 10, and FCAT 2.0 performance results. Other support staff, such as clerical staff and teacher assistants will also receive feedback on their performance via an in-house assessment tool and individual conferences. All performance appraisal evaluations will serve as opportunities for growth to ensure that continuous improvement goals are met.

Section 11: Education Service Providers

The School intends to enter into agreements with several service providers who specialize in areas critical to the success of the School and for which the School cannot provide the same depth of expertise and same level of service internally. The primary Education Service Providers and their services are outlined below:

Superior Charter School Services – an education services provider firm that is committed to providing knowledge, support, and services required to develop, implement, and sustain a viable, effective school. It has quickly established a proven track record in its school model which emphasizes high expectations for student learning, rigor, and achievement. The Board's of Directors' relationship with Superior Charter School Services has produced a school that has earned consecutive A grades from the Florida Department of Education. In addition, they have also demonstrated the use of effective, efficient, and sound business practices that have ensured the School's compliance and fiscal viability. A draft of the proposed management agreement is included in Appendix E.

The intended services to be provided include but are not limited to:

Providing accurate financial reports and accounting files for budgeting and accounting purposes, assist when necessary with accounts payable services including reviewing and auditing of vendor invoices, preparing check requests, monitoring financial activities, aligning monthly spending with budgets, and maintaining vendor files, prepare financial reporting, directly interface with client for inquiries and information gathering, review and audit general ledger entries for accuracy, prepare information requested by year-end auditors, perform attendance accounting function, understand and be able to discuss the financial condition of the School, assist in other business services related activities such as insurance renewals, compliance reporting, human resources, and educational services.

ESP Selection and Due Diligence

Critical to the selection of this Educational Service Provider is the proven track record of performance in the area of student performance and sound, effective, and efficient fiscal practices. Superior Charter School Services has a deep understanding of the Board's educational vision, mission, and strategic direction and has successfully achieved related goals and objectives of the governing board. They clearly have the team, expertise and skills to support the Board in creating and managing a successful school.

Due diligence has been conducted in the following areas:

- The board has interviewed Superior Charter School Services team members and leadership.
- The board has reviewed the academic performance data from AcadeMir Charter School West.
- The board as reviewed the audit reports from AcadeMir Charter School West.

It is the opinion of the Board that Superior Charter School Services is unique in both is service and size, as well as understanding, if not exclusive, providers of the specific services requested.

Ultimately, the School's governing board may terminate the agreements with any or all service providers with appropriate notice as outlined in each respective service agreement.

Section 12: Human Resources and Employment

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

Staff will be privately employed. The Board of Directors shall be the employer of all school staff. As such, the board shall strive to ensure that all instructional and administrative (and other) staff will be compensated at all levels similar to

the local public school district as appropriate whenever possible. Guidelines for the anticipated salaries are set forth in the financial projections for the school. Staff will be hired on a year-to-year basis with contract extensions recommended on an annual basis. All employees will be hired initially on a 90-day provisional contract. All first year teachers will be paired with more experienced teachers who will act as mentors and facilitate expected outcomes. All teachers will meet all Broward County training requirements including participating in training for professional growth and development as well as instructions for mentor pairing as required by Broward County district at a minimum, and will include training for reading and ESOL endorsement, and any other requirements deemed necessary by state and local mandates.

As required by law, employees of the School will be informed of their rights to collective bargaining and joining unions.

Staffing –The School will utilize organizational charts, job descriptions, and staffing level requirements to aid in the hiring and organizing of new employees.

Policies and procedures – The School will receive complete personnel policies and procedures handbooks prepared by leading professionals in the employment law field. These handbooks will help the School comply with the very latest state and federal laws, and are specifically tailored to meet the needs of today's modern educational environment. The staff handbook will include the personnel policies and procedures for staff. However, the school will adopt all policies and procedures that are required in the future by the state, local, and federal lawmakers.

At present we are working on a policy and procedure manual for teachers and staff and will include but not be limited to the practices outlined above.

A draft of the prepared policy and procedure manual will be submitted to the Board of Directors for review in February 2014. Suggested amendments will be revised in February 2014. The final draft will be submitted to the board in March 2014 for adoption.

Staff will be advised that part of their contractual agreement will be to participate in a professional development plan to maintain and be up to date in new teaching methods, techniques and curriculum enhancement as well as training in the operation of the school. The School will assist full-time employees with obtaining the necessary training to update their skills.

All instructional personnel will be considered 12-month employees and will begin work at least one week prior to the start of the school for in-house training and development. The instructional staff will work 200 days during the school year.

Benefits – The School will offer a competitive and comprehensive benefits package to all of its employees, which will include performance, service, and perfect attendance bonuses. Medical benefits include major medical, prescription drug plan, dental and vision coverage. Additional benefits that enhance the compensation package include retirement, short-term disability, supplemental life insurance, scheduled in-services, opportunities for promotions, paid jury duty, military leave, and a safe and clean work environment.

As of the date of this application, no teachers have been hired. The Board of Directors and the Education Service Provider (ESP) will work together to hire a School Principal approximately four (4) months prior to opening the Center. An intensive administrator training program will be conducted to ensure he/she is prepared to manage the daily operations of the School. As part of the training, the administrator will attend training sessions on topics such as team building, classroom management, building respect and rapport with students, student/parent orientation, curriculum and associated software, special education policy and procedures, and student due process. In addition, the administrator will receive on-the-job training involving mentoring and training.

All instructional and non-instructional personnel will undergo background screening, drug testing, and fingerprinting as necessary in compliance with Florida Statutes. The School shall employ or contract with employees who have been fingerprinted as provided in *s. 1012.32*. Members of the Board of Directors of the charter school shall also be fingerprinted in a manner similar to that provided in *s. 1012.32*.

Once located and hired, the School's employees will undergo several weeks of training in their respective positions which training will continue throughout the year through various in-services, continuing education and mentorship programs.

A specifically tailored Professional Staff Development program will be implemented utilizing the highest rated variables from the respondents' surveys. The methods of delivering the programs will include, but not be limited to large groups, small groups, individuals, and electronic functions such as development and training through computerized programs, video conferencing and web-based delivery. The timeline would be to schedule staff development meetings at preschool start-up times and then periodically throughout the school year. Staff would attend, as directed, per their position/perceived need.

Additionally, throughout the year, a Local Professional Development Committee can serve as the vehicle to implement regulations to assist staff in maintaining their certificates/licenses and receive additional training and development in areas of need. The School will arrange articulation agreements with colleges/university(s) personnel in order to provide and strongly encourage academic updates and upgrades.

Lastly, to ensure that the previously mentioned staff development techniques are working, employees are reviewed twice per year in a wide array of areas we believe that an employee needs to be successful, such as quality, quantity, job knowledge, communication, initiative, adaptability, planning and organization, cooperation, judgment, dependability and innovation. Depending on the individual staff member's review and the results thereof, an employee will be assisted in the areas that need improvement through such means as in-house, in-service development presentations, tuition reimbursement for courses at local colleges and universities, third-party seminars, and mentoring programs with some of our more seasoned employees in that individual's area of concentration.

The School has a defined policy for all areas regarding recruitment, employment, and termination of staff members. The following is a summary of these policies.

Recruitment and Selection of Staff

The School will develop, implement, and monitor a strategic, targeted plan to recruit, retain, and develop highly qualified school staff and teachers. This process will involve working with local colleges and universities; conducting job fairs; and networking with local community groups and agencies.

Specifically, the process for recruiting, selecting, and hiring staff will begin with determining school staffing needs. Such needs will be based on both student enrollment and curricular needs at the school. Once both staffing needs and positions have been established and positions properly advertised, applicants will be screened and reviewed through various sources of information that include but are not limited to application forms, licenses and certificates, transcripts, references, test scores, background checks and interviews.

The School will provide sustained, targeted, and connected professional development to staff and teachers. Professional development and training will focus on the areas of teaching and learning; safe learning environment; and effective business and operational practices. Additionally, a well-conceived and articulated orientation and induction program will commence with hiring and engage all newly hired faculty and staff.

Summary Proposed Personnel and Related Descriptions

School Leader/Principal

The Principal/School leader will be responsible for providing day-to-day instructional leadership and operational management to the school and its students, staff, and stakeholders. The School leader will lead the school and its work by developing and executing a shared vision and mission for promoting high levels of learning and student achievement.

Duties for the position of the School Leader will include but not be limited to the development and implementation short and long range plans in all areas of the instructional program; directing the implementation of the use of curricula through classroom observations, conferences, and test data to improve instruction; and developing, implementing, and monitoring strategies that drive successful student retention and recruitment strategies and approaches.

Office Manager

The Office Manager will be responsible for supporting the day-to-day management and operation of the school. The Office Manager will report to and work directly with the School leader to support the execution of strategies and approaches that ensure the effective and efficient operation of the school.

Duties for the position of Office Manager will include but not be limited to managing requisitions and purchases within budget allocations; keeping financial records necessary for the proper accounting of monies collected in the operation of the school and the implementation of all district, state, and federal grants; preparing and submitting reports, including those required by the Sponsoring District, in accordance with administrative directives and government guidelines; coordinating registration and enrollment procedures; and facilitating employee hiring and payroll procedures.

Teacher/Facilitator(Example of potential positions)

The Teacher/Facilitator will be responsible for the coordination of school-wide curriculum frameworks and instructional approaches that support high levels of student learning and achievement and may focus on key content areas such as Reading, Math, ESOL, and/or ESE. This position will report to and work directly with the School leader in developing strategies that promote and support highly effective teaching and learning.

Duties for the position of Teacher/Facilitator will include but not be limited to assessing and monitoring all areas of the instructional program to ensure coordination and implementation of effective strategies; ensuring the effective use of curricula through classroom observations, conferences, and test data to improve instruction; analyzing student performance and related data to gauge the progress of student learning; and providing and promoting professional development. The Teacher/Facilitator will also work with the counselor, teachers and other school staff on student academic issues, Classroom Management of the RTI process and support the Special Education Programs, Services, and Supports.

School Safety Support Specialist

The School Safety Support Specialist will be responsible for providing day-to-day monitoring of the school environment. This position will report to and work directly with the School leader to ensure the implementation and monitoring of effective strategies and approaches that support a safe and orderly learning environment.

Teacher

The position of Teacher is responsible for the planning, organizing, and implementing an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.

Duties related to the position of Teacher include but are not limited to developing schemes of work and lesson plans; establishing and communicating clear objectives for all learning activities; preparing classroom for class activities;

providing a variety of learning materials and resources for use in educational activities; and identifying and selecting different instructional resources and methods to meet students' varying needs

Salaries

Staff salaries are determined by conducting a salary survey of the local market. Salaries of both traditional school employees and charter school employees within each geographic area are evaluated as well as those for schools of similar size. Salary ranges are then developed for each position based upon these findings. This research is conducted for every position in the school: administrators, teachers, aides, secretaries, custodians, etc. In this way, the School's salaries remain competitive with those of Broward County and surrounding school districts, and the School is able to recruit and retain highly qualified teachers and educational staff. Staff may be eligible for performance bonuses upon successfully meeting established goals. The teaching salary range is based on relevant experience, educational background and overall fit for the position. Teachers also may be eligible for a performance bonus based on the school's enrollment, attendance, and graduation goals being met. Teaching areas considered in critical shortage may provide additional incentives such as sign-on bonus at the time of hiring.

Employment Agreements

Employment Agreements will be issued to all full-time employees of a school after a thorough hiring process has been completed (described in the following section). These Employment Agreements stipulate the employee's position, annual salary, per-pay amount, start date, scholastic requirements, employment-at-will information, hours of operation, and other miscellaneous employment provisions. The School is an employment-at-will employer where provided by law, and reserves the right to terminate an employee with or without cause; conversely, an employee may voluntarily terminate the agreement at any time. Both the employee and the Administrator sign the employment agreement, and the original is kept as part of the employee's personnel file.

Recruiting & Hiring

A diverse pool of applicants is proactively sought out to ensure that only the most qualified and dedicated staff is hired to work with our students. Applicants are pooled from a variety of sources, including newspaper ads, college recruiting, employee referrals, Internet recruiting, temporary agencies, and other referral sources (urban leagues, special education centers, etc.). Applicants will be able to apply on-site, and their resumes are then forwarded to the Administrator. Applicants selected to interview will meet with two interviewers in this process. Three references are required for each candidate being considered for employment. Upon completion of the interview process and reference checks, the applicant's materials are faxed to the human resources department for final approval. Once reviewed and approved, the Administrator is notified to make the offer of employment. If the candidate accepts, a notification is sent to human resources, and an Employment Agreement is issued to the new employee.

Termination

Termination policies include stipulations for employees that are voluntarily terminated and for those that are involuntarily terminated. For voluntary terminations (resignations), employees are asked to give a two-week notice as well as write and sign a resignation letter.

For involuntary terminations (firings), the Administrator is required to provide written documentation to the human resources department for approval prior to terminating the employee. The documentation must support the request for termination. Certain inappropriate actions may result in immediate termination. Most termination documentation will indicate a progressive attempt by the School to redirect an employee's inappropriate actions or poor job performance. Once the documentation has been reviewed, and the decision to terminate has been approved, the Administrator then terminates the employee.

Benefits

The School will offer a competitive and comprehensive benefits package to all of its employees, which will include performance, service, and perfect attendance bonuses. Medical benefits include major medical, prescription drug plan, dental and vision coverage. Additional benefits that enhance the compensation package include retirement, short-term disability, supplemental life insurance, scheduled in-services, opportunities for promotions, paid jury duty, military leave, and a safe and clean work environment.

The School will be a private employer. Therefore, participation in the Florida Retirement Program is not allowable at this time. The School will make other options available for retirement savings, such as a traditional 401K plan.

Professional Development: The School's staff will be required to participate in a comprehensive professional development program throughout the school year. The School's professional development program includes local, state and federal mandated required training. Additionally, the staff will participate in professional development sessions that address curriculum, assessment, technology and other areas necessary to provide the staff with tools for support in their job related functions.

Notification to Parents on Teacher Qualifications

Pursuant to FS 1002.33 (12)(f), teacher qualifications and certification records will be available to parents/guardians for viewing upon request from the School's office. Teachers will submit a vita to be included in a published document available in the School office, and parents will be encouraged to review these qualifications. An Annual Report will be sent home to parents, which will also include the ongoing qualifications and certifications of the teachers. Teachers will comply with the "highly qualified" requirements of *No Child Left Behind*.

Section 13: Student Recruitment and Enrollment

Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

Students and families will be recruited via the following marketing strategies that will reach the School's 's targeted population and those that might otherwise not have easy access to information on available educational options.

- Direct mail to families residing in the Broward County Schools District with children in the age range and grade levels of the targeted student population
- Radio ads directed toward the target families' demographic
- Neighborhood newspapers and parent magazines
- Flier distribution in local business, churches, libraries, universities, health care facilities, community-based organizations, and elsewhere
- Public service announcements
- Website
- Representation/booths at local fairs, festivals, and community events
- Quarterly newsletters
- Parent informational meetings

The marketing materials will be available in the languages English, Haitian Creole, Spanish, other languages if deem necessary.

As noted above, the School will hold periodic Parental Informational Meetings starting in February 2014.

The dates and locations of these meetings will be advertised by the above mentioned marketing campaign strategies, including radio, newspaper, direct mail and fliers. This strategy has proven very effective in other operating schools. These meetings will help to encourage local support and excitement about the School. Enrollment packets, sample uniforms, sample curriculum, teachers, and other important information will be provided to parents and the community during the meetings. The meetings will be held in several different locations in neighborhoods to ensure access for parents and families who might otherwise not be able to easily obtain information about the school and school choice options available to them locally.

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.

In order to reach the students who represent the racial and ethnic diversity of the community, the school will provide information about its educational opportunities to all segments of the population. Communication to ESOL parents and students will be conducted in languages that represent the targeted student population. Enrollment preference will be provided to the children of the community in accordance with section 1002.33 (10) of the Florida Statutes, in as much as the school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or disability in the admission of students. In order to achieve and maintain a racial, ethnic and socioeconomic balance, The School will mount an extensive public information campaign that will provide widespread notification of the opening of the school throughout all segments of the community. The recruitment strategy will include the following:

- The development of promotional and informational material that will reach the various racial and ethnic and socioeconomic categories represented in the community.
- Communicate in the appropriate language to reach the families of potential students who have limited English proficiency.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the community.

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.

The School will accept students residing in the Broward County Public School district in accordance with Florida State statutes and the charter contract. Enrollment open to all eligible students as described by law, and without bias of race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental emotional or learning disability. When enrollment capacity is reached, the School will accept students on a lottery basis. The lottery mechanism will follow Florida's Charter School Legislation to ensure that all applicants will have an equal opportunity to enroll in the school. All students in the lottery will be assigned a waiting list number will be accepted should seats become available or capacity increases. All applicants will be treated the same way and in accordance with local, state and federal law. Please reference "Lottery Process" in the Exhibits.

Enrollment Timeline:

January-March: Initial student registration period begins.

March 30: Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, an admission lottery will be conducted on the second Wednesday of April.

April 1 – May 31: Second registration period begins. If the number of applicants exceeds capacity, an admission lottery will be conducted the first Wednesday in June.

Other applicant will be accepted after the second lottery on a first come, first serve basis.

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

The success of the School will depend on the level of parental involvement in the operations of the school. In order to optimize its potential for success the school will require all parents to sign a contract agreeing to provide volunteer hours each academic year. The exact number of hours will be determined by the School Advisory Council at the beginning of each year. The School Advisory Council will also determine to what incentives (if any) students will receive for their parents volunteer involvement in the operation of the school. The school will establish appropriate mechanism by which parents can track the incentives that they accrue.

Active parental participation will be required at the school. Parent participation is key to the success of the overall program and will be solicited for the development of school goals and objectives. Parents must sign a contract agreeing to volunteer. However, the School recognizes that each family may have a unique set of circumstances and will work cooperatively with parents in fulfilling the terms of their volunteer agreement.

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

Not applicable.

III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

- A. Describe the proposed facility, including location, size and layout of space.
- 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.
- C. Describe how the facility will meet the school's capacity needs for students to be served.
- 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.*
- 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?*

If the site is not acquired:

- F. Explain the school's facility needs, including desired location, size, and layout of space.
- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.
 - *The financial plan for the proposed school should align with the facilities-related costs described.*
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.
- I. Describe the back-up facilities plan.
- J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

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

The facility, before occupancy, will meet Chapter 553, Florida Statute and state fire protection codes, pursuant to Section 663.025 Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. The facility selected will at a minimum, have sufficient square feet to meet the needs of 414 students with a possible expansion to at least 582 students during the first three years. The location should have space for 23 or more classrooms and capacity to hold audience for at least 600 people. It should have space that can be designated for eating purposes and allow for extracurricular activities. Currently the Board of Directors is looking at several possible sites that would be easily accessible to children within the "targeted recruitment area", a site that is surrounded by a community of diverse backgrounds and that is accessible to major roads. Careful consideration will be given to the selected site. Possible sites are being negotiated in Broward County.

In sum, The School will utilize a facility that meets the following requirements:

- Meets or exceeds all local building and fire/safety codes as outlined in chapter 533 Florida Building Code and chapter 633 Florida Fire Prevention Code
- Has appropriate space for classrooms, specialty rooms, a media center, a multi-purpose room, and administrative areas
- Has adequate parking for staff, students, and visitors
- Is accessible to persons with disabilities
- Has at least one (1) flushable toilet per twenty (20) occupants
- Has at least one (1) sink per forty (40) occupants
- Has a monitored fire/burglary system

Although locating, securing, and renovating an appropriate facility in Florida can be challenging; managed appropriately, excellent facilities can be secured and renovated within a 120-150 day timeline. The School will have more than adequate time to open the School for the start of the 2014-15 school year.

This site would provide enough space availability to meet the needs of over 640 students, sufficient to meet the student growth of the first three years with adequate space to house the needs of maintaining records in fireproof and waterproof storage as stated in FS119.021 (1)(b).

As soon as a site has been selected, every effort will be made to provide the sponsor with floor plans that would show the classroom space to meet the needs of, at least initially, those that will be enrolled in the first year the school is in operation. A Certificate of Occupancy will be issued by the appropriate agency no later than 4 weeks prior to the school start.

The School shall use facilities which comply with the Florida Building Code pursuant to Chapter 553, Florida Statutes. The School may also comply with the following: State Requirements for Educational Facilities of the Florida Building Code, adopted pursuant to §1013.37; the State Uniform Building Code for Public Education Facilities Construction, adopted pursuant to §1013.37, Florida Statutes; applicable state minimum building codes pursuant to Chapter 553, Florida Statutes; or state minimum fire protection codes, pursuant to §633.025, Florida Statutes, as adopted by the local authority in whose jurisdiction the facility is located.

The facilities will also comply with the Florida Fire Prevention Code, pursuant to chapter 633. The School will work closely with local officials to see that the School is in complete compliance with all zoning regulations, building and renovation permits, safety codes, occupancy permits and all other applicable federal, state and

local laws and regulations. The school will pay particular attention to compliance in the following areas: fire exits, parking, traffic, sprinkler systems, alarm systems, and keeping inspections current.

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.*

The rental cost for the anticipated facility has been estimated at \$900 per student. This cost was derived by using an estimate of the current rent that Charter Schools in Broward County pays.

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

The Board of Directors is currently working towards selecting from several site options to accommodate 640 students, for the first year of operations with the availability of space and extended lease for the total of 640 students. The facility will meet all applicable code and rules affecting charter school facilities. Depending on the site chosen, an architectural firm and builder that will undertake the project will be announced. The firms will have extensive experience designing and building educational facilities. The school will minimally include sufficient space for a lunchroom, labs, media center, classrooms for regular use, pull-outs and for individualized and small group instructions, restrooms as required by statute or law, administrative offices, professional meeting rooms and storage.

Once a contract with the Broward County School Board has been executed, the School will finalize a lease and financial arrangements for the facility. By that time, plans/drawings will have been prepared and ready for submissions in order to procure a building permit. Renovations will commence immediately upon approval (no later than February 1, 2014), and be completed, with a final Certificate of Occupancy in place no later than 4 weeks prior to the start of the 2014-2015 school year.

Describe the back-up facilities plan.

The School has every expectation that it will be able to open on time. However, it also understands that unforeseen circumstances can occur. If the School opening is delayed to the point where it will not be able to open on-schedule, the School will do the following:

1. Define the specifics of the delay and determine a realistic opening schedule.
2. Coordinate and communicate this information with school district personnel.
3. Determine whether the School can open on a delayed schedule.

Depending on the outcome of the above items, the School will proceed as follows:

Option 1

If the School can open on a delayed schedule, School staff will relay all relevant information to the school district, parents, and students.

Option 2 - If the School cannot open on a delayed schedule:

The School will temporarily lease and utilize appropriate space from a school or other educational institution such as a Community College, Private Technical College, Charter School, etc. Contingency plans for temporary space and short-term leases will be in-place by January 2015.

Option 3

If the construction schedule is such that the School opening is delayed seven (7) or more months, the School will (as a last resort) request from the school district a one-year deferral for opening.

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

"The Quality Education Act" establishes limits on the number of students in core curriculum classes by grade level. Annually, compliance with the Act's standards progressively ratchet up through 2010-11 when full compliance is mandated. All school districts have been notified of how they will be expected to ensure compliance, and as student subscription rates vary from district to district, charter school applicants should consult with their respective district officials regarding how best to design their plan for compliance with the Act.

The School will comply with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002. The School's initial staff will consist of one full-time Principal, Student Dean, Student Counselor, Office Manager, and such teachers as are necessary to maintain a student to teacher ratio that complies with the amendment, and with the requirements for the school's opening and subsequent years.

Section 15: Transportation Service

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.¹

Since the School will be a community based school it is expected that parents will provide the majority of students with transportation. The school will facilitate this assumption by working with parents to encourage care pooling and alternate means of transportation. However, the School will include a transportation survey with its registration materials to determine the number of children requiring school bus transportation. If enrolled students will require school bus transportation then the School will contract with a vendor, approved by the Sponsor, for the transportation of students. A copy of the contract between the Board and the Vendor will be provided to the Sponsor as part of the documentation required in the Final Documentation.

Charter Schools are permitted under State Statute 1002.33 10(E)(4), to limit the enrollment process to target certain student populations including those living within a reasonable distance of the charter school as long as the resulting racial/ethnic balance is reflective of the community served by the school or within the racial/ethnic range of other public schools in the same district. The School is proposing that reasonable distance for charter school transportation is generally accepted as an area that is between two and four miles distance from the school.

The school recognizes that transportation funding is usually less than the cost of providing that service and it will make accommodations in its budget as necessary to affect this policy. ESE students will be provided transportation according to their IEP.

Section 16: Food Service

The School will contract with a private provider (caterer) to prepare school breakfast and lunch meals. The School will provide appropriate food service equipment including warming ovens, hand wash sinks, triple sinks (for equipment &

utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health and the Florida Department of Education.

Vendors for the School's National School Lunch Program (NSLP) application process will be selected by an open, competitive bid process as prescribed by the US Department of Agriculture and the Florida Department of Education. An RFP announcement will be advertised at least 14 days prior to the distribution of bid specifications. Interested vendors will be invited to request a bid specification packet. The bidding process will provide vendors with an equal period of time to respond to the bid within no less than 14 days. A committee will review the submitted bids as prescribed by FLDOE's bidding procedures and vendors will be ranked according to experience, price, etc. Vendors will be required to submit evidence of Florida Department of Education approval as a food service vendor for the National School Lunch Program and not have any serious health violations resulting from Health Department Inspection for the six month period prior to submitting a bid. The winning bidder will be notified and asked to execute a Food Service Agreement with the Board. If the selected vendor fails to respond the board will move to the next bidder in accordance with the ranking established by the Committee. After an Agreement has been executed between the Board and the Vendor all remaining vendors will be informed of the Committee's decision.

Student meal counts and records of student participation in the National School Lunch Program will be maintained at the school. The Board, as "School Food Authority (SFA)" of the local food service program will file reimbursement reports directly with the Florida Department of Education. The Board will require the vendor to supply a monthly menu meeting the requirements of the National School Lunch Program and the Florida Department of Education. Menus will be published monthly and presented to parents and students. A copy of the menus will be kept with the record(s) of student participation. The vendor will be required to submit evidence of proper meal balance and portion size for its students served. As the school Food authority (SFA), the school will ensure that its point-of-sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement. The School will adopt the sanitation and reporting requirements prescribed by the Broward County Health Department.

The local health department will be notified of the school's existence and intent to provide food service to public school students as described herein. The school submit the necessary paperwork to obtain a "permit to operate" and maintain the proper certification/licensure to ensure compliance.

The School will follow these procedures when distributing and processing Free and Reduced Meal Applications. Procedures:

- The School will distribute a Free and Reduced Meal Application (as found on the FLDOE website) to all of its students within the first five days of the opening of school.

Applications will be available in multiple languages.

- Returned applications will be evaluated by the School's Office Manager on the basis of the current table for income and number of persons in the household to determine free or reduced price status.
- A response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C 1751(b)(2)(c)), a confidential list is then compiled and forwarded to the cafeteria manager
- Meal benefits begin on the day the application is approved at the school site and continue through the school year in which the application is approved and for approximately the first

- twenty days of the next school year. All students approved for free or reduced price lunch are entitled to receive a breakfast in the same category.
- Applications will be retained for 3 years beyond the current eligibility year.
 - Edit checks will be completed to compare the number of free and reduced price meals claimed to the number of approved active applications.
 - Applications will be kept confidential per USDA requirements.
 - The School will collaborate with the District to process as many students as possible via a Direct Certification Method utilizing data provided the District by the Florida Department of Education.
 - Records will be kept regarding how applications were selected, for: verification, and how each application was verified; the date notices were sent; notes on contacts made; the results; the reasons for any changes in eligibility; and the signature of the official.
 - Appropriate nondiscrimination notices will be made including the prominent posting to the USDA nondiscrimination power.

Section 17: Budget

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

See Appendix A.

B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

See Appendix A.

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

See Appendix A for a detailed narrative.

The school's budget forecast has been developed using an accounting database that has the statistical revenue and expense data for several successfully operating South Florida charter schools. The revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district. The revenue forecast is conservative and does not include fundraising dollars, aftercare revenue, or grants. Although not included in the forecast, the school expects to receive additional revenue from the USDA in years 3 – 5 because it expects to qualify for the “severe need” reimbursements.

Expenses are forecast using the method explained previously which relies on a continuously updated database. Costs for educational staff and administrators are forecast using an average of South Florida teacher salaries as a baseline for teachers with one to seven years of verifiable experience.

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

The management company that the governing board hires will be responsible to secure an accounting firm that will prepare monthly financial statements and present it to the Treasurer of the board. The Board's Treasurer will be responsible for reviewing the monthly budget to actual Statement of Revenues, Expenditures, and Changes in Fund Balance that is prepared by the accounting firm. (Section 18 A details the selection process that will be used to hire the accounting firm.) The firm will also present a financial report that will include a budgetary analysis at the quarterly meeting of the Board of Directors of the charter school.

Should there be a revenue shortfall due to lower than expected enrollment, the charter school will seek to reduce its expenses by laying off staff and reducing other expenses as necessary.

E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See Appendix A .

F. Describe the school's fundraising plan. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

Fundraising will serve as a catalyst to further service the School's needs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation grants. Specific grant sources will be determined based on appropriateness and feasibility by the school administration and Governing Board.

Additionally, the School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. Furthermore, parents will be encouraged to shop at stores who offer a percentage rebate on total of goods purchased. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and material donations that will promote the educational program from the benefit of the community.

Note: the School did not project any revenue in the operating budget for fundraising.

Section 18: Financial Management and Oversight

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

The School is committed to developing and maintaining finance policies and procedures that ensure sound internal controls, finance responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP); adherence to the Governmental Accounting Standards Board (GASB) rules and regulations; adherence to applicable State and Federal rules and regulations; and use of the uniform chart of accounts for Florida schools, known as the Red Book, incorporated by reference in Rule 6A-1001, Florida Administrative Code, pursuant to the requirements of Sections 237.01-.02 F.S. As a not-for-profit organization, the school is entrusted with funds granted by government agencies, private foundations and individual contributors and must adhere to the highest of

standards of accounting. At a minimum, the Board will adhere to the financial policies and procedures outline herein, under section

Benchmarks for Fiscal Soundness

The school's fiscal soundness will be managed and the proper use of financial resources ensured by meeting a set of fiscal benchmarks requiring:

- Board oversight of the school's finances;
- Budgeting and long range planning;
- Appropriate internal controls;
- Accurate and timely financial reporting; and
- Timely responses to the school's financial condition.

Board Oversight

The day-to-day fiscal responsibilities of the School are assigned to its designated fiscal staff; however, ultimate responsibility for fiscal control of the organization rests with the Board of Directors who shall provide effective financial oversight, and will make financial decisions that further the school's mission, program and goals. The Board of Directors will approve the annual budget, and require regular and timely financial reporting to the Board of Directors. The Board Treasurer serves as the Board's key financial contact. The Board will establish and maintain a Finance Committee chaired by the Treasurer. The Finance Committee reviews in detail the monthly financial reports by the 20th day of the next month. Financial reports are described in the Financial Reporting Section.

Insurance Coverage for Fraud and Crime

The School will maintain fraud and crime coverage for the school's staff and its agents in an amount that is at least the sponsor's minimum requirement, or 3 times average monthly receipts of the school, whichever is greater. With these policy limits and with its internal and review controls, the school can insure that it would detect fraud that had occurred within a timely manner, and that it would be covered by insurance in an amount that well exceeds the cash available to the school through its bank account. Furthermore, the Board will confirm cash receipts both reported and expected against the bank reconciliation, to ensure that no funds intended for deposit have been diverted to any other account. Whenever possible, it will be the policy of the Board to request from the Sponsor direct deposit into the school's authorized bank account.

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

Internal Control Systems

The internal control structure consists of policies and procedures that have been established to achieve the school's objectives. The control structure is represented by policies and procedures that affect the organization's processing, recording, summarizing, and reporting of financial information. The school will maintain appropriate internal controls to detect and prevent loss of school assets; and to ensure that transactions have been accurately recorded and appropriately documented in accordance with management's direction and laws, regulations, grants and contracts; and that the school can ensure that funds are being received, spent and recorded as intended by the school. This structure is established and maintained to reduce the potential unauthorized use of the school's assets or misstatement of account balances, and the ensure that the school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditors, State Department of Education.

The internal control structure is composed of the following basic elements: (1) the control environment; (2) the accounting system; (3) control procedures; and (4) the accounting cycle.

The Control Environment

The control environment reflects the importance the school places on internal controls as part of its day-to-day activities. Factors that influence the control environment can include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, methods of management and control, personnel policies and practices, protection of informants of improper activities, and external influences such as significant funder expectations.

The Accounting System

The accounting system comprises the methods, accounting software, and records used to identify, assemble, classify, record, and report accounting transactions. At a minimum, it is set up to:

- Identify and record all of the school transactions;
- Describe the transactions in enough detail to allow classification for financial reporting; and
- Indicate the time period in which transactions occurred in order to record them in the proper accounting period.
- Handle Fund Accounting

Control Procedures

Control procedures are the procedures set up to strengthen the School's internal control structure and thus safeguard the agency assets. They are divided into the following:

- Segregation of Duties: No one person should control all the key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other.
- In general, the *transaction approval function*, the *accounting/reconciliation Function* and the *asset custody function* should be separated among employees whenever possible.
- When these functions are not or cannot be separated, then a *detailed supervisory review* of related activities should be undertaken by managers or officials as a *compensatory control*.
- Restricted Access: Physical access to valuable and movable assets is restricted to authorized personnel. Systems access to make changes in accounting records is restricted to authorized personnel. This access is limited to the Accountant and the Administrator.
- Processing Control: This is designed to catch errors before they are posted to the general ledger. Common processing controls are the following: batch controls; source document matching; clerical accuracy of documents; and general ledger account code checking.

FINANCIAL REPORTING

The Accounting Cycle

The overall purpose of an accounting system is to accurately process, record, summarize, and report transactions of the school. The component bookkeeping cycles fall into one of four primary functions:

1. Revenue, accounts receivable, and cash receipts.
2. Purchases, accounts payable, and cash disbursements.
3. Payroll
4. General Ledger and Financial Statements

The monthly financial statements will be provided to the Board of Directors and the Sponsor by the 20th of the following month and will include:

- Balance sheet (with an explanatory description of account detail)
- Revenue, expense and change in fund balance with actual to budget reports by line item, (with reports on variance over a limit to be Board determined)
- Bank activity, check register, bank reconciliation, and a copy of all checks cleared or voided
- Adjusting journal entries signed by Administrator
- Cash-flow summary (statement of cash flow) and cash projections updated to at least a 12 month forward projection
- Other financial reports that may be required by the Board or the sponsor

During their monthly review the finance committee will confirm the accuracy of the Bank Statement by receiving independently and comparing an electronic bank-issued version to the hard copy version presented in the statements. This will be done to ensure that the bank statements have not been altered in any way. This finance committee will confirm that these versions are in agreement every month as part of the review. Any discrepancies must be resolved within 1 business day, and if not resolved, all Board members and the School's Sponsor shall be immediately notified in writing and by email. In such an event, a Board meeting will be called with 2 business days' notice in order from them to address any such discrepancy. The purpose of this provision is to ensure the integrity of the financial processes and internal controls that pertain to the financial reports accuracy.

Financial Reporting

Financial reporting begins with the accounting procedures and accounting cycle. The Board shall monitor, according to a schedule formally adopted annually by the Board, that the school has faithfully adhered to the school's financial reporting requirements, and such reports have been completed followed generally accepted accounting principles, as required. The following statements/reports/budgets will be completed accurately and filed timely:

- Annual financial statement and audit reports
- Annual budget and projected cash flow statements
- Un-audited monthly reports of income and expense
- Balance sheet (with an explanatory description of account detail)
- Actual to budget reports by line item, (with reports on variance over a limit to be Board determined)
- Bank activity, bank reconciliation, and a copy of all checks cleared or voided;
- Adjusting journal entries signed by Administrator
- Cash-flow summary (statement of cash flow) and cash projections updated to at least a 12 month forward projection
- Other financial reports that may be required by the Board or the sponsor
- Grant expenditure reports, as required.

Monthly Financial Statement Review

During their monthly review the finance committee will confirm the accuracy of the Bank Statement by receiving independently and comparing an electronic bank-issued version to the hard copy version presented in the statements. This will be done to ensure that the bank statements have not been altered in any way. This finance committee will confirm that these versions are in agreement every month as part of the review. Any discrepancies must be resolved within 1 business day, and if not resolved, all Board members and the school's sponsor shall be immediately notified in writing and by email. In such an event, a Board meeting will be called with 2 business days' notice in order from them to address any such discrepancy. The purpose of this provision is to ensure the integrity of the financial processes and internal controls that pertain to the financial reports accuracy.

The fiscal management of the school involves the following positions:

- Board of Directors, Finance/Audit Committee & Treasurer
- Fiscal Administrator /Accountant
- Principal
- Office Manager
- Office administrative assistant (office assistant)

The Fiscal Administrator reporting to the Board of Directors is responsible for fiscal management of the school. Segregation of duties is achieved by separating financial functions between the financial staff and the nonfinancial staff (i.e. Principal, office manager, and receptionist) for receipt of mail and goods; and review, oversight and authorization levels assigned to

the staff. In addition the Fiscal Administrator regularly monitors the assignment of financial duties and responsibilities for their impact upon the segregation of duties.

FISCAL YEAR

The School's fiscal year is July 1 to June 30.

Accrual Accounting

The school uses the accrual basis of accounting when preparing its financial statements.

This daily operational management will include, but not be limited to, staffing, payroll administration, professional training and development, contract administration, curriculum and testing, budgeting, accounting, cash management and financial reporting, insurance, management information systems, transportation services, cafeteria management services, marketing and recruitment, parent/student/community activities, public relations, and fundraising activities.

In the selection process for management and administrative support, the Board of Directors will require to clearly define the fiscal management and internal accounting processes and procedures to be implemented that will ensure daily fiscal accountability with clearly defined procedures for receipt of funds, writing checks, making payments, purchasing, record keeping, and all other fiscal matters. All such functions will be in accordance with Generally Accepted Accounting Principles (GAAP), the provisions of the charter and all applicable federal and state laws.

The School leader and the Governing Board, with assistance by the selected management team will be responsible for establishing and maintaining a system of internal control that will be provide reasonable assurance that the School's assets are safeguarded against loss from unauthorized use or disposition, and that all transactions are executed in accordance with management's authorization and recorded properly in the financial records. As part of the process to engage, partner and/or contract with a qualified management team for the provision of financial services, the Board will authorize the leadership team to establish strict controls in the following areas:

- Payroll
- Revenues, accounts receivable, and cash receipts
- Budgeting and financial reporting
- Expenditures, accounts payable, and cash disbursements
- School inventory
- Risk management.

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances would include:

- General Accounting - utilization of accepted state codification of accounts pursuant to the
- Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.
- Wire Transfers (In) - Copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the banking account(s) along with supporting documentation shall be maintained and recorded in the general ledger by journal entry.
- Wire Transfer (Out) – in order to maintain adequate control over the school's funds wire transfers out of the account will not be allowed; except that EFT for IRS payments and State taxes shall be authorized as required by law.
- Internal Revenue Collection - Any funds collected at the school (i.e., lunch monies, fundraisers, and field trips) may be initially collected by the teaching staff. These funds along with supporting documents are submitted to the School leader (or Assistant school leader/Office Manager) whose responsibility is to recount monies and provide the teacher, or other authorized funds collecting staff member, with a signed per-numbered receipt, verify collection and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the bank and the copy

remains intact in the deposit book. A copy of the bank-validated receipt along with supporting documentation will be maintained.

- Capital Expenditures - Purchase orders are required for all capital expenditures and must be approved in advance by the School leader(or Assistant Principal/Business Manager). These purchase orders will be prepared in triplicate with one going to the vendor, one to the Management Entity (if applicable), and the other remaining at the school on file with the Principal.
- Checking Accounts - Two, checking accounts will be used to pay vendors,
- School Operating Account and the Principal's Account. All expenses related to the operations of the school are paid from the School. Operating Account. Emergency and small purchases may be paid from the Principal's Account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures.
- Authorized Check Signers - Authorized signers on School accounts will be limited to certain specified individuals.
- Payroll - Payroll activities will be recorded through a Payroll Account and all payroll files, tax returns and W2's will be maintained.
- Data Security - Financial data will be maintained on a secured system/network, with appropriate file backups and physical records to be maintained in a secure, fireproof environment.

Financial statements will be made available to the Board of Directors on at least a quarterly basis. The financial statements will include a balance sheet and a statement of revenues and expenditures prepared in accordance with GAAP. The School will provide the school district with annual financial reports as of June 30th each year, in accordance with the timelines set forth in the Charter (currently, Unaudited Statements by August 1" and Audited Statements by September 20th). These reports shall include a complete set of annual financial statements and notes thereto, prepared in accordance with GAAP and reflecting the detail of revenue sources and expenditures by function and object. The financial statements will be presented in the format required by Governmental Accounting Standards Board (GASB) Statement 34, applicable for state and local governments and their component units.

The annual budget for the School will be approved by the Board of Directors and submitted to the school district each year, in accordance with the terms and conditions of the Charter. This budget shall include projected sources of revenue, both public and private, and planned expenditures covering the entire school year.

The School shall obtain an annual financial audit performed by a licensed Certified Public Accountant. The audit shall be performed in accordance with Generally Acceptable Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and the Rules of the Auditor General, State of Florida. The School will provide the School district with annual financial reports as of June 30's each year, in accordance with the timelines set forth in the Charter (currently, Unaudited Statements by August 1" and Audited Statements by September 20th). These reports shall include a complete set of annual financial statements and notes thereto, prepared in accordance with GAAP and reflecting the detail of revenue sources and expenditures by function and object.

The financial statements will be presented in the format required by Governmental Accounting Standards Board (GASB) Statement 34, applicable for state and local governments and their component units.

Describe the method by which accounting records will be maintained.

The school shall maintain accounting records according to the "Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in F.S. 1002.33(9)(h), as described in the Florida Red Book. The school's Financial Policy and Procedures Manual describes how financial documents such cash and check receipts, purchase orders, receipts for goods or services, invoices, disbursements, batch methods of payments, posting

summaries for batch payments, and more, are maintained, in order to preserve an adequate record of the entire set of accounting actives that convey receipt of funds and expenditures.

Describe how the school will store student and financial records.

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

Financial records will be securely maintained in the administrative offices of the school. Access will be limited to designated employees of the School. In addition, all records of funds receipts and payments will be scanned as a part of the regular accounting cycle, and these scanned records with be labeled by the same control number system assigned to the original documents. The documents will be electronically approved and archived for permanent storage and safekeeping.

Should the Sponsor or any duly authorized State or Federal agency request or require an examination of financial records, The School will either accommodate the District at its administrative offices for review of original records, or will arrange to bring copies of requested documentation to the authorized agency for review.

Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and directors' and officers' liability coverage.

The school will comply with all requirements specified by the district, or applicable state statutes regarding insurance and liability coverage. These include:

- Errors and Omissions Insurance
- Fiduciary Liability Insurance
- Officers and Directors Liability Insurance
- Fidelity Crime Coverage
- Commercial General Liability Insurance
- Automobile Liability Insurance
- Employees Liability Insurance
- Property Insurance
- Employee Health Insurance (single coverage)
- Worker's Compensation Insurance
- Unemployment Compensation Insurance
- Business Interruption

The insurance companies that provide coverage will have an A. M. Best (a national insurance rating company) rating of "A" or better. The following reflects the slate of insurance coverage that will be implemented at THE SCHOOL

Commercial, General Liability	Up to: Each Occurrence General Aggregate	\$1,000,000 \$3,000,000
Automobile	Each Accident Bodily Injury Property Damage	Combined Single Limit \$1,000,000
Professional Liability (Errors and Omissions)	Each Occurrence Aggregate	\$1,000,000 \$2,000,000
Officers and Directors Liability	Each Loss Each Policy Period	\$1,000,000 \$1,000,000
Property Insurance		Based on value of property
Fidelity Bond	Covering Employees and agents of the school	\$1,000,000
Workers' Compensation Employer's Liability	EL Each Accident EL Disease Occurrence EL Disease Limit	Statutory Limits \$500,000 \$500,000 \$500,00
Student Accident Insurance	Basic Each Occurrence Catastrophic	Reimburses Out-of-Pocket Expense 100% after \$25,000
Excess Liability	Each Occurrence General Aggregate	\$3,000,000

Section 19: Action Plan

A. Present a timetable for the school's start-up.

August 2013:

- Submission of charter school application proposal to the Broward County Public Schools

November 2013 - January 2014:

- Expected Approval of contract by Broward County Schools
- Initiate Student Marketing and Recruitment Plans
- Begin recruiting master teachers and school Administration
- Lease negotiations (facility)
- Jurisdictional applications for use of site

March 2014 - April 2014

- Continue active recruitment of potential students, targeting high-needs populations
- Implement marketing strategies
- Board of Directors approves contracts with outside providers
- Selection and Hiring of staff (as per staffing plan)
- Begin ordering classroom materials
- Facility Renovations
- Begin Purchasing equipment
- Initial Student Registration Period (April- June)

May 2014 - June 2014

- Student Enrollment (May 31, 2014) - Conduct Lottery if necessary
- Selection and Hiring of staff (as per staffing plan)
- Continue student recruiting and necessary master teacher recruiting
- Continue Ordering Instructional materials
- Final Preparation of Facilities (inspections/permits)

June 15, 2014 - August 1, 2014:

- Second Registration Period Begins (Conduct lottery if number of applicants exceeds capacity)
- Final Hiring of all teachers and required staff
- Create website

July 2014:

- Contract with food provider and transportation services
- Finalize contract with Educational Services and Support Provider
- Establish All financial systems (payroll/accounts payables/receivables)
- Finalize all Parent, Student and Staff Handbooks
- Analyze student records to target deficiencies and implement special program schedules
- Finalize Master schedule
- Conduct Property Inventory and prepare location for school opening

August 2014:

- Student and parent orientation
- Staff orientation and preparation for opening.
- Conduct Final Safety Walk-Through (facilities)
- All teachers report for in-service training
- School opens

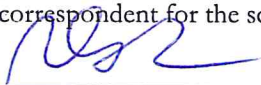
IV. STATEMENT OF ASSURANCES

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 Academir C.S. 10006 is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school: ACADEMIR CHARTER SCHOOL BROWARD (K-8)

- 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 Alexander Casas (name), Board Chair (title) to sign as the legal correspondent for the school.



Signature

Alexander Casas

Printed Name

July 25, 2013

Date

ACADEMIR CHARTER SCHOOL OF BROWARD

March 22, 2013

Jody Perry, Director
Charter Schools Support
Broward County Public Schools
600 S.E. 3rd Avenue, 12th floor
Fort Lauderdale, FL 33301
Jody.perry@browardschools.com

Dear Ms. Perry:

Please accept this Letter of Intent for the submission of a charter school application to the Broward County Public School District on or before August 1, 2013. Academir Charter School of Broward proposes to offer an innovative and challenging academic program that will serve students in grades K-8. The school will distinguish itself as an innovative, academically rigorous program with an emphasis on Science and Technology. Our primary goal is to provide high quality educational and experiential learning opportunities that will cultivate our students to become keen decision-makers, productive citizens and globally thinking leaders.

The student enrollment breakdown by year will be as follows:

Year 1:	2014-2015	Grades <u>K</u> to <u>8</u> up to <u>650</u> students.
Year 2:	2015-2016	Grades <u>K</u> to <u>8</u> up to <u>650</u> students.
Year 3:	2016-2017	Grades <u>K</u> to <u>8</u> up to <u>650</u> students.
Year 4:	2017-2018	Grades <u>K</u> to <u>8</u> up to <u>650</u> students.
Year 5:	2018-2019	Grades <u>K</u> to <u>8</u> up to <u>650</u> students.

The Governing Board is diligently exploring a location that will be most suitable to accommodate the needs of the program model. The Governing Board will adhere to all federal, state, and district rules and regulations.

The contact person information for this charter school is as follows:

Kastevia G. Martin
12866 S.W. 51st Street
Miramar, Florida 33027
561-907-2226
Academir_2013@yahoo.com

If additional information is needed, please advise. Your support and assistance are appreciated.

Sincerely,



Alexander Casas
Board Chairperson

APPENDIX A:

PROJECTED BUDGET

REVENUE WORKSHEET

BUDGET NARRATIVE

CASH FLOW PROJECTION

ACADEMIR CHARTER SCHOOL of BROWARD
OPERATING BUDGET
FISCAL YEARS 2015 - 19

	<u>Start-Up</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
ENROLLMENT	-	414	498	582	600	640
FUND BALANCE, BEGINNING	<u>-</u>	<u>(0)</u>	<u>46,742</u>	<u>90,065</u>	<u>106,213</u>	<u>148,259</u>
REVENUES						
FEFP	-	2,600,684	3,159,643	3,729,520	3,883,315	4,183,625
Start Up Funding - Loan	25,000	-	-	-	-	-
Title One funding		25,000	29,250	33,638	34,647	37,418
Capital Outlay	-	-	-	-	300,000	320,000
Food Service Revenue	-	184,689	353,563	413,200	425,979	454,378
TOTAL REVENUES	<u>25,000</u>	<u>2,810,373</u>	<u>3,542,455</u>	<u>4,176,357</u>	<u>4,643,941</u>	<u>4,995,421</u>
EXPENDITURES						
INSTRUCTION						
Classroom Teachers/Instructional Support	-	900,750	1,154,178	1,412,583	1,522,785	1,654,560
Elective Teachers	-	120,000	121,200	183,618	288,484	291,369
Teacher Performance Pay	-	-	47,000	35,500	46,000	52,000
Total Instruction Salaries	<u>-</u>	<u>1,020,750</u>	<u>1,322,378</u>	<u>1,631,701</u>	<u>1,857,269</u>	<u>1,997,929</u>
Payroll Taxes	-	84,169	109,309	135,382	154,015	165,694
Health Insurance	-	84,800	114,736	150,159	171,442	186,476
Workers Compensation	-	10,208	13,224	16,317	18,573	19,979
Total Instruction Benefits	<u>-</u>	<u>179,177</u>	<u>237,269</u>	<u>301,858</u>	<u>344,030</u>	<u>372,149</u>
Contracted Services	-	8,000	30,000	32,000	34,000	36,000
Travel	-	1,000	20,000	25,000	30,000	30,000
Supplies	-	20,700	25,149	29,685	30,909	33,299
Textbooks	-	70,380	35,330	39,572	32,482	37,168
AV Materials and Computer Hardware	-	25,000	72,750	50,000	45,000	45,000
Furniture and Equipment	-	51,750	10,500	10,500	2,250	5,000
Software	-	33,125	33,709	43,227	44,374	45,905
Substitutes	-	21,200	28,684	37,540	42,861	46,619
Total Instruction Other	<u>-</u>	<u>231,155</u>	<u>256,122</u>	<u>267,523</u>	<u>261,876</u>	<u>278,991</u>
Total Instruction	<u>-</u>	<u>1,431,082</u>	<u>1,815,768</u>	<u>2,201,083</u>	<u>2,463,175</u>	<u>2,649,070</u>
BOARD						
Legal Fees	-	2,000	2,000	2,000	15,000	30,000
Contracted Services - Audit	-	8,000	10,000	10,100	13,000	15,000
Travel	-	1,000	2,500	2,525	2,550	2,576
District Fee	-	78,523	79,308	80,101	80,902	81,711
Management Fees		252,216	308,033	364,942	380,241	410,191
Contingency	-	25,222	61,607	72,988	114,072	123,057
Total Board	<u>-</u>	<u>366,961</u>	<u>463,448</u>	<u>532,657</u>	<u>605,766</u>	<u>662,536</u>

ACADEMIR CHARTER SCHOOL of BROWARD
OPERATING BUDGET
FISCAL YEARS 2015 - 19

	<u>Start-Up</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
SCHOOL ADMINISTRATION						
Principal/Assistant Principal	7,083	85,000	85,850	147,915	149,394	150,888
Admin Support	2,500	52,000	103,020	104,050	105,091	106,142
Performance Pay	-	-	2,500	2,525	4,050	5,616
Total Administration Salaries	9,583	137,000	191,370	254,490	258,535	262,645
Payroll Taxes	992	11,169	15,558	20,616	20,925	21,240
Health Insurance	533	9,600	12,928	16,322	16,485	16,650
Workers Compensation	96	1,370	1,914	2,545	2,585	2,626
Total Administration Benefits	1,621	22,139	30,400	39,482	39,996	40,516
Travel	-	5,000	5,050	5,101	10,000	10,000
Equipment Rental	850	10,200	10,302	10,405	10,509	10,614
Postage	500	600	606	612	1,000	1,000
Advertising	5,000	2,000	5,000	5,050	5,101	5,152
Supplies	2,500	18,000	18,180	18,362	23,000	23,230
Equipment	500	6,600	6,666	6,733	6,800	6,868
Software	-	2,250	1,212	1,377	3,000	3,000
Total Administration Other	9,350	44,650	47,016	47,639	59,410	59,864
Total School Administration	20,554	203,789	268,786	341,611	357,940	363,025
FACILITIES ACQUISITION						
Rents	-	372,600	448,200	523,800	540,000	576,000
FFE	-	16,500	3,333	8,416	60,000	75,000
Total Facilities Acquisition	-	389,100	451,533	532,216	600,000	651,000
FOOD SERVICE						
Food Service Workers	-	27,816	42,141	42,563	42,988	43,418
Total Food Service Salaries	-	27,816	42,141	42,563	42,988	43,418
Payroll Taxes	-	2,587	3,912	3,945	3,977	4,010
Health Insurance	-	5,333	8,080	8,161	8,242	8,325
Workers Compensation	-	278	421	426	430	434
Total Food Service Benefits	-	8,198	12,414	12,531	12,649	12,769
Contracted Services	-	234,738	282,366	329,994	340,200	362,880
Total Food Service Other	-	234,738	282,366	329,994	340,200	362,880
Total Food Service	-	270,752	336,921	385,088	395,838	419,067
TRANSPORTATION						
Contracted Services	-	-	-	-	-	-

ACADEMIR CHARTER SCHOOL of BROWARD
OPERATING BUDGET
FISCAL YEARS 2015 - 19

	<u>Start-Up</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
PLANT OPERATIONS						
Custodial	-	12,444	58,467	59,052	59,642	60,238
Total Plant Operations Salaries	-	12,444	58,467	59,052	59,642	60,238
Payroll Taxes	-	1,181	5,161	5,206	5,251	5,297
Health Insurance	-	3,200	9,696	9,793	9,891	9,990
Workers Compensation	-	124	585	591	596	602
Total Plant Operations Benefits	-	4,506	15,442	15,589	15,738	15,889
Contracted Services	-	20,000	20,200	20,402	25,000	25,250
Insurance	-	11,000	11,110	11,221	15,000	18,000
Telephone	350	4,200	4,242	4,284	4,327	4,371
Utilities	2,500	30,000	33,330	37,030	37,400	37,774
Supplies	1,596	6,000	6,060	6,121	6,182	6,244
Equipment	-	5,000	5,000	5,000	7,000	10,000
Total Plant Operations Other	4,446	76,200	79,942	84,058	94,909	101,638
Total Plant Operations	4,446	93,150	153,851	158,699	170,289	177,765
PLANT MAINTENANCE						
Contracted Services	-	3,000	3,030	3,060	3,091	6,000
Total Plant Maintenance	-	3,000	3,030	3,060	3,091	6,000
DEBT SERVICE						
Principal & Interest	-	5,796	5,796	5,796	5,796	5,796
Total Debt Service	-	5,796	5,796	5,796	5,796	5,796
TOTAL EXPENDITURES	25,000	2,763,630	3,499,133	4,160,209	4,601,895	4,934,259
EXCESS REVENUES OVER EXPENDITURES	(0)	46,743	43,323	16,148	42,046	61,162
FUND BALANCE, ENDING	(0)	46,742	90,065	106,213	148,259	209,421

**ACADEMIR CHARTER SCHOOL of BROWARD
START-UP BUDGET**

	<u>Jun</u>
CASH, BEGINNING	<u>-</u>
REVENUES	
Start Up Funding	<u>25,000</u>
TOTAL REVENUES	<u>25,000</u>
EXPENDITURES	
SCHOOL ADMINISTRATION	
Principal	7,083
Admin Support	<u>2,500</u>
Total Administration Salaries	<u>9,583</u>
Payroll Taxes	992
Health Insurance	533
Workers Compensation	<u>96</u>
Total Administration Benefits	<u>1,621</u>
Equipment Rental	850
Postage	500
Advertising	5,000
Supplies	2,500
Equipment	<u>500</u>
Total Administration Other	<u>9,350</u>
Total School Administration	<u>20,554</u>
 PLANT OPERATIONS	
Telephone	350
Utilities	2,500
Supplies	<u>1,596</u>
Total Plant Operations Other	<u>4,446</u>
Total Plant Operations	<u>4,446</u>
 TOTAL EXPENDITURES	<u>25,000</u>
 EXCESS REVENUES OVER EXP	<u>(0)</u>
 CASH, ENDING	<u><u>(0)</u></u>

ACADEMIR CHARTER SCHOOL of BROWARD
BUDGET NARRATIVE
FISCAL YEARS 2015 - 19

REVENUES	
FEFP	Per Worksheet attached. Subsequent years reflect a 1% increase per year.
Start Up Funding	Short Term Loan, \$25,000, 5yr @ 6%
Capital Outlay	\$500 / student, with eligibility commencing in 4th year.
Food Service Revenue	Assumes 90% participation. Of the 90%, 25% full pay, 35% reduced, and 40% free. School expects to be fully participating in the NSLP by December of year 1. USDA reimbursement rates for breakfast: \$0.27 full pay, \$1.25 reduced, \$1.55 free. Lunch rates: \$0.33 full pay, \$2.52 reduced, \$2.92 free. School charges \$1.50 for breakfast and \$3.00 for lunch to full pay students.
EXPENDITURES	
INSTRUCTION	
Classroom Teachers/Instructional Spt	See staffing schedule
Elective Teachers	See staffing schedule
Teacher Performance Pay	Estimated @ \$1,000 per instructional/instructional support/elective teacher each year
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$8,500 per employee
Health Insurance	\$400 per month per employee / 67% participation
Workers Compensation	1% of gross salaries
Contracted Services	Includes Speech&Language as well as \$20,000 estimated for Consultants to conduct Staff Development Training, Curriculum & Development support, and Instructional Training for Teachers in year 2 -5.
Travel	Estimated amount for teachers to travel to conferences
Supplies	Estimated at \$50 per student
Textbooks	\$170 / new student and \$50 per returning student in years 1 and 2.
Av materials and Computer Hardware	Estimated amount
Furniture and Equipment	Estimated @ \$125 per new student
Software	Estimated amount
Substitutes	\$100 / 8 days / teacher

ACADEMIR CHARTER SCHOOL of BROWARD
BUDGET NARRATIVE
FISCAL YEARS 2015 - 19

BOARD	
Legal Fees	Estimated amount
Contracted Services - Audit	Estimated amount
Travel	Estimated amount
District Fee	5% of FEFP on first 250 students
Management Fees	10% of net FEFP
Contingency	1% of net FEFP in year 1, growing in subsequent years to 3%
SCHOOL ADMINISTRATION	
Principal/Assistant Principal	See Staffing Schedule
Admin Support	See Staffing Schedule
Performance Pay	Estimated @ \$2,500 in year 2 with a 1% increase each year thereafter for Principal, and \$1,500 in years 4 and 5 for Assistant Principal
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$8,500 per employee
Health Insurance	\$400 per month per employee / 67% participation
Workers Compensation	1% of gross salaries
Travel	Estimated amount
Equipment Rental	\$550 / month
Postage	Estimated amount
Advertising	Estimated amount
Supplies	\$1500 / month (more in later years)
Equipment	\$2000 / new admin employee and \$400 per returning admin employee in yr 1 -3, then it increases
Software	\$750 / new admin employee and \$150 per returning admin employee in yr 1 - 3, then increases
FACILITIES ACQUISITION	
Rents	Estimated @ \$900 per student
FFE	\$2750 / new non-instructional staff and \$550 per returning non-instructional staff. In years 4 and 5, additional funds are allocated to purchase athletic equipment.
FOOD SERVICE	
Food Service Workers	See Staffing Schedule
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Health Insurance	\$400 per month per employee over 10 months /67% participation
Workers Compensation	1% of gross salaries
Contracted Services	Assumes 90% participation. Estimated cost is \$1.00 for breakfast and \$2.50 for lunch.
TRANSPORTATION	
Contracted Services	As is the case with the other Academir Schools, this school will be a community based school, thus we expect that the children who attend will live within the 2 mile radius. However, there will be enough funds set aside as contingency, along with a large enough fund balance should this school need to contract with a vendor for bus service.
PLANT OPERATIONS	
Custodial	See Staffing Schedule
Payroll Taxes	FICA: 7.65% - SUTA 2.7%
Health Insurance	\$400 per month per employee / 67% participation
Workers Compensation	1% of gross salaries
Contracted Services	Estimated \$2000 / month for 10 months in years 1 -3, then increases to \$2,500 per month.
Insurance	Estimated amount
Telephone	Estimated @ \$350 per month
Utilities	Estimated @ \$2500 per month
Supplies	Estimated @ \$500 per month
Equipment	Estimated amount
PLANT MAINTENANCE	
Contracted Services	Estimated @ \$250 / month
DEBT SERVICE	
Principal & Interest	\$25,000 Loan, 6% interest, 5 years

**ACADEMIR CHARTER SCHOOL of BROWARD
STAFFING PLAN**

		Start-Up			FY15		
	Position	Expected Salary	Months	Salary	Expected Salary	FTE	Salary
TBA	Teachers	38,000	-	-	38,000	21	798,000
TBA	Reading Specialist	45,000	-	-	45,000	1	45,000
TBA	Paraprofessionals	18,000	-	-	18,000	-	-
TBA	ESE Specialist	40,000	-	-	38,500	1	38,500
TBA	ESOL Specialist	40,000	-	-	38,500	0.5	19,250
Instructional/Instructional Support			-	-	23.5		900,750
TBA	Music	40,000	-	-	40,000	1	40,000
TBA	Art	40,000	-	-	40,000	1	40,000
TBA	Phys. Ed.	40,000	-	-	40,000	1	40,000
TBA	Spanish	40,000	-	-	40,000	-	-
Electives			-	-	3		120,000
TBA	Principal	85,000	1	7,083	85,000	1	85,000
TBA	Assistant Principal	60,000	-	-	60,000	-	-
Administrator			1	7,083	1		85,000
TBA	Exec.Secretary/Registrar	30,000	1	2,500	30,000	1	30,000
TBA	Receptionist	22,000	-	-	22,000	1	22,000
TBA	IT Specialist	50,000	-	-	50,000	-	-
Admin Support			1	2,500	2		52,000
TBA	Food Svc Worker	13,908	-	-	13,908	2	27,816
Food Service			-	-	2		27,816
TBA	Custodian	12,444	-	-	12,444	1	12,444
TBA	SRO Officer	33,000	-	-	33,000	-	-
Custodial/Security			-	-	1		12,444
Total			<u>2</u>	<u>9,583</u>	<u>32.5</u>		<u>1,198,010</u>

ACADEMIR CHARTER SCHOOL of BR
STAFFING PLAN

		FY16			FY17		
	Position	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Teachers	38,380	25	959,500	38,764	29	1,124,150
TBA	Reading Specialist	45,450	1	45,450	45,905	1	45,905
TBA	Paraprofessionals	18,180	5	90,900	18,362	10	183,618
TBA	ESE Specialist	38,885	1	38,885	39,274	1	39,274
TBA	ESOL Specialist	38,885	0.5	19,443	39,274	0.5	19,637
Instructional/Instructional Support			32.5	1,154,178		41.5	1,412,583
TBA	Music	40,400	1	40,400	40,804	1	40,804
TBA	Art	40,400	1	40,400	40,804	1	40,804
TBA	Phys. Ed.	40,400	1	40,400	40,804	1.5	61,206
TBA	Spanish	40,400	-	-	40,804	1	40,804
Electives			3.0	121,200		4.5	183,618
TBA	Principal	85,850	1	85,850	86,709	1	86,709
TBA	Assistant Principal	60,600	-	-	61,206	1	61,206
Administrator			1	85,850		2	147,915
TBA	Exec.Secretary/Registrar	30,300	1	30,300	30,603	1	30,603
TBA	Receptionist	22,220	1	22,220	22,442	1	22,442
TBA	IT Specialist	50,500	1	50,500	51,005	1	51,005
Admin Support			3	103,020		3	104,050
TBA	Food Svc Worker	14,047	3	42,141	14,188	3	42,563
Food Service			3	42,141		3	42,563
TBA	Custodian	12,568	2	25,137	12,694	2	25,388
TBA	SRO Officer	33,330	1	33,330	33,663	1	33,663
Custodial/Security			3	58,467		3	59,052
Total			<u>45.5</u>	<u>1,564,856</u>		<u>57.0</u>	<u>1,949,780</u>

ACADEMIR CHARTER SCHOOL of BR
STAFFING PLAN

		FY18			FY19		
	Position	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Teachers	39,151	30	1,174,543	39,543	32	1,265,374
TBA	Reading Specialist	46,364	1	46,364	46,827	1	46,827
TBA	Paraprofessionals	18,545	12	222,545	18,731	14	262,232
TBA	ESE Specialist	39,667	1	39,667	40,063	1	40,063
TBA	ESOL Specialist	39,667	1	39,667	40,063	1	40,063
Instructional/Instructional Support			45	1,522,785		49	1,654,560
TBA	Music	41,212	2	82,424	41,624	2	83,248
TBA	Art	41,212	2	82,424	41,624	2	83,248
TBA	Phys. Ed.	41,212	2	82,424	41,624	2	83,248
TBA	Spanish	41,212	1	41,212	41,624	1	41,624
Electives			7	288,484		7	291,369
TBA	Principal	87,576	1	87,576	88,451	1	88,451
TBA	Assistant Principal	61,818	1	61,818	62,436	1	62,436
Administrator			2	149,394		2	150,888
TBA	Exec.Secretary/Registrar	30,909	1	30,909	31,218	1	31,218
TBA	Receptionist	22,667	1	22,667	22,893	1	22,893
TBA	IT Specialist	51,515	1	51,515	52,030	1	52,030
Admin Support			3	105,091		3	106,142
TBA	Food Svc Worker	14,329	3	42,988	14,473	3	43,418
Food Service			3	42,988		3	43,418
TBA	Custodian	12,821	2	25,642	12,949	2	25,899
TBA	SRO Officer	34,000	1	34,000	34,340	1	34,340
Custodial/Security			3	59,642		3	60,238
Total			<u>63.0</u>	<u>2,168,384</u>		<u>67.0</u>	<u>2,306,615</u>

**ACADEMIR CHARTER SCHOOL of BROWARD
PROJECTED CASH FLOWS
FISCAL YEAR 2015**

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
CASH, BEGINNING	-	(0)	41,552	85,978	77,915	69,515	64,248	58,982	81,076	103,198	125,389	147,586	170,699	199,285	100,954
REVENUES															
FEFP	-	216,724	216,724	216,724	216,724	216,724	216,724	216,724	216,724	216,724	216,724	216,724	216,724	-	-
Title One	-	-	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-
Food Service Revenue	-	-	9,234	18,469	18,469	18,469	18,469	18,469	18,469	18,469	18,469	18,469	9,234	-	-
Start Up Funding - Loan	25,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	25,000	216,724	228,041	237,276	237,276	237,276	237,276	237,276	237,276	237,276	237,276	237,276	228,041	2,083	-
EXPENDITURES															
INSTRUCTION															
Classroom Teachers	-	-	37,531	75,063	75,063	75,063	75,063	75,063	75,063	75,063	75,063	75,063	75,063	75,063	37,531
Elective Teachers	-	-	5,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	5,000
Total Instruction Salaries	-	-	42,531	85,063	85,063	85,063	85,063	85,063	85,063	85,063	85,063	85,063	85,063	85,063	42,531
Payroll Taxes	-	-	4,402	8,804	9,141	6,507	6,507	6,507	6,507	6,507	6,507	6,507	6,507	6,507	3,257
Health Insurance	-	-	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	-
Workers Compensation	-	-	425	851	851	851	851	851	851	851	851	851	851	851	425
Total Instruction Benefits	-	-	11,894	16,721	17,059	14,425	14,425	14,425	14,425	14,425	14,425	14,425	14,425	14,425	3,682
Contracted Services	-	-	400	800	800	800	800	800	800	800	800	800	800	400	-
Travel	-	83	83	83	83	83	83	83	83	83	83	83	83	-	-
Supplies	-	6,893	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	1,255	-	-
Textbooks	-	23,437	9,389	9,389	9,389	9,389	9,389	-	-	-	-	-	-	-	-
AV Materials	-	8,325	1,516	1,516	1,516	1,516	1,516	1,516	1,516	1,516	1,516	1,516	1,516	-	-
Furniture and Equipment	-	17,233	6,903	6,903	6,903	6,903	6,903	-	-	-	-	-	-	-	-
Software	-	11,031	4,419	4,419	4,419	4,419	4,419	-	-	-	-	-	-	-	-
Substitutes	-	-	1,060	2,120	2,120	2,120	2,120	2,120	2,120	2,120	2,120	2,120	1,060	-	-
Total Instruction Other	-	67,001	25,025	26,485	26,485	26,485	26,485	5,774	5,774	5,774	5,774	5,774	4,314	-	-
Total Instruction	-	67,001	79,451	128,269	128,607	125,973	125,973	105,261	105,261	105,261	105,261	105,261	103,801	99,487	46,213
BOARD															
Legal Fees	-	500	500	500	500	-	-	-	-	-	-	-	-	-	-
Contracted Services - Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,000
Travel	-	83	83	83	83	83	83	83	83	83	83	83	83	-	-
Management Fees	-	21,018	21,018	21,018	21,018	21,018	21,018	21,018	21,018	21,018	21,018	21,018	21,018	-	-
District Fee	-	6,544	6,544	6,544	6,544	6,544	6,544	6,544	6,544	6,544	6,544	6,544	6,544	-	-
Contingency	-	2,102	2,102	2,102	2,102	2,102	2,102	2,102	2,102	2,102	2,102	2,102	2,102	-	-
Total Board	-	30,247	30,247	30,247	30,247	29,747	29,747	29,747	29,747	29,747	29,747	29,747	29,747	-	8,000
SCHOOL ADMINISTRATION															
Principal	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-	-
Admin Support	2,500	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	-	-
Total Administration Salaries	9,583	11,417	11,417	11,417	11,417	11,417	11,417	11,417	11,417	11,417	11,417	11,417	11,417	-	-
Payroll Taxes	992	1,182	1,254	873	873	873	873	873	873	873	873	873	873	-	-
Health Insurance	533	800	800	800	800	800	800	800	800	800	800	800	800	-	-
Workers Compensation	96	114	114	114	114	114	114	114	114	114	114	114	114	-	-
Total Administration Benefits	1,621	2,096	2,168	1,788	1,788	1,788	1,788	1,788	1,788	1,788	1,788	1,788	1,788	-	-
Travel	-	417	417	417	417	417	417	417	417	417	417	417	417	-	-
Equipment Rental	850	850	850	850	850	850	850	850	850	850	850	850	850	-	-
Postage	500	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Advertising	5,000	1,000	200	200	200	200	200	-	-	-	-	-	-	-	-
Supplies	2,500	9,000	1,800	1,800	1,800	1,800	1,800	-	-	-	-	-	-	-	-
Equipment	500	2,198	880	880	880	880	880	-	-	-	-	-	-	-	-
Software	-	749	300	300	300	300	300	-	-	-	-	-	-	-	-
Total Administration Other	9,350	14,264	4,497	4,497	4,497	4,497	4,497	1,317	1,317	1,317	1,317	1,317	1,317	-	-
Total School Administration	20,554	27,776	18,082	17,701	17,701	17,701	17,701	14,521	14,521	14,521	14,521	14,521	14,521	-	-

ACADEMIR CHARTER SCHOOL of BROWARD
PROJECTED CASH FLOWS
FISCAL YEAR 2015

	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
FACILITIES ACQUISITION															
Rents	-	31,050	31,050	31,050	31,050	31,050	31,050	31,050	31,050	31,050	31,050	31,050	31,050	-	-
FFE	-	5,495	2,201	2,201	2,201	2,201	2,201	-	-	-	-	-	-	-	-
Total Facilities Acquisition	-	36,545	33,251	33,251	33,251	33,251	33,251	31,050	31,050	31,050	31,050	31,050	31,050	-	-
FOOD SERVICE															
Food Service Workers	-	-	1,391	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	1,391	-	-
Total Food Service Salaries	-	-	1,391	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	2,782	1,391	-	-
Payroll Taxes	-	-	144	288	288	288	288	288	259	213	213	213	106	-	-
Health Insurance	-	-	444	444	444	444	444	444	444	444	444	444	444	444	-
Workers Compensation	-	-	14	28	28	28	28	28	28	28	28	28	14	-	-
Total Food Service Benefits	-	-	602	760	760	760	760	760	731	685	685	685	565	444	-
Contracted Services	-	-	11,737	23,474	23,474	23,474	23,474	23,474	23,474	23,474	23,474	23,474	11,737	-	-
Total Food Service Other	-	-	11,737	23,474	23,474	23,474	23,474	23,474	23,474	23,474	23,474	23,474	11,737	-	-
Total Food Service	-	-	13,730	27,016	27,016	27,016	27,016	27,016	26,987	26,940	26,940	26,940	13,692	444	-
TRANSPORTATION															
Contracted Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PLANT OPERATIONS															
Custodial	-	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	-	-
Total Plant Operations Salaries	-	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	1,037	-	-
Payroll Taxes	-	107	107	107	107	107	107	107	107	85	79	79	79	-	-
Health Insurance	-	267	267	267	267	267	267	267	267	267	267	267	267	-	-
Workers Compensation	-	10	10	10	10	10	10	10	10	10	10	10	10	-	-
Total Plant Operations Benefits	-	384	384	384	384	384	384	384	384	362	356	356	356	-	-
Contracted Services	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,668	-	-
Insurance	-	2,750	917	917	917	917	917	917	917	917	917	-	-	-	-
Telephone	350	350	350	350	350	350	350	350	350	350	350	350	350	-	-
Utilities	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	-
Supplies	1,596	3,000	600	600	600	600	600	-	-	-	-	-	-	-	-
Equipment	-	1,665	667	667	667	667	667	-	-	-	-	-	-	-	-
Total Plant Operations Other	4,446	11,932	6,700	6,700	6,700	6,700	6,700	5,433	5,433	5,433	5,433	4,517	4,518	-	-
Total Plant Operations	4,446	13,353	8,122	8,122	8,122	8,122	8,122	6,855	6,855	6,833	6,827	5,910	5,911	-	-
PLANT MAINTENANCE															
Contracted Services	-	250	250	250	250	250	250	250	250	250	250	250	250	-	-
Total Plant Maintenance	-	250	250	250	250	250	250	250	250	250	250	250	250	-	-
DEBT SERVICE															
Principal & Interest	-	483	483	483	483	483	483	483	483	483	483	483	483	483	-
Total Debt Service	-	483	483	483	483	483	483	483	483	483	483	483	483	483	-
TOTAL EXPENDITURES	25,000	175,172	183,615	245,339	245,676	242,542	242,542	215,182	215,153	215,085	215,079	214,162	199,455	100,415	54,213
EXCESS REVENUES OVER EXP	(0)	41,552	44,426	(8,063)	(8,400)	(5,266)	(5,266)	22,094	22,123	22,191	22,197	23,113	28,586	(98,331)	(54,213)
CASH, ENDING	(0)	41,552	85,978	77,915	69,515	64,248	58,982	81,076	103,198	125,389	147,586	170,699	199,285	100,954	46,741

Revenue Estimate Worksheet for ACADEMIR CHARTER SCHOOL of BROWARD
Based on the First Calculation of the FEFP 2013-14

School District: **Broward**

1. 2013-14 FEFP State and Local Funding

Base Student Allocation \$3,752.30 District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	173.00	1.125	194.6250	\$ 747,453
111 Basic K-3 with ESE Services	22.00	1.125	24.7500	\$ 95,052
102 Basic 4-8	159.00	1.000	159.0000	\$ 610,636
112 Basic 4-8 with ESE Services	20.00	1.000	20.0000	\$ 76,810
103 Basic 9-12		1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	21.00	1.145	24.0450	\$ 92,344
130 ESOL (Grade Level 4-8)	19.00	1.145	21.7550	\$ 83,550
130 ESOL (Grade Level 9-12)		1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -
Totals	414.00		444.1750	\$ 1,705,845

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE		PK-3	251	\$ 1,058 \$ -
Guaranteed Allocation. Enter the FTE		PK-3	252	\$ 3,418 \$ -
from 111,112, & 113 by grade and		PK-3	253	\$ 6,974 \$ -
matrix level. Students who do not have	20.00	4-8	251	\$ 1,187 \$ 23,740
a matrix level should be considered 251.		4-8	252	\$ 3,546 \$ -
This total should equal all FTE from		4-8	253	\$ 7,102 \$ -
programs 111, 112 & 113 above.		9-12	251	\$ 845 \$ -
		9-12	252	\$ 3,204 \$ -
		9-12	253	\$ 6,760 \$ -
Total FTE with ESE Services	20.00			Total from ESE Guarantee \$ 23,740

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 53,067,950	Per Student
divided by district FTE	257,637.67	\$ 206 \$ 85,284
(with eligible services)		

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 1,814,869

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	243.4200		1.0235	1320.15	= 328,903
4-8	200.7550		1.0235	900.48	= 185,024
9-12	0.0000		1.0235	902.65	= 0
Total *	444.1750			Total Class Size Reduction Funds	\$ 513,927

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>444.1750</u>	by district's WFTE:	<u>280,213.62</u>		
to obtain school's WFTE share.					0.1585%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>414.00</u>	by district's UFTE:	<u>257,637.67</u>		
to obtain school's UFTE share.					0.1607%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	0.1585%	<u>\$ 9,725</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		6,135,390			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	<u>98,260,848</u>	x	0.1585%	<u>\$ 155,743</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.1607%	<u>\$ -</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.1585%	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.1585%	<u>\$ -</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	0.1607%	<u>\$ 31,955</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>0.00</u>	x	347	<u>\$ -</u>
Enter ESE Student Riders		<u>0.00</u>	x	1,332	<u>\$ -</u>
14. Teacher Salary Allocation (WFTE share)	(j)	<u>46,981,326</u>	x	0.1585%	<u>\$ 74,465</u>
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
				Total	<u><u>\$ 2,600,684</u></u>

18. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)	
If you have more than a 75% ESE student population please place a 1 in the following box:		<u>\$ -</u>

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.
- (j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

APPENDIX B:

ASC EMERGENCY AND SAFETY PROCEDURES

ACS STUDENT HANDBOOK

ACS PARENT CONTRACT

Academir Charter School West

Safety and Emergency Procedures

If there is an emergency that requires medical assistance, notify the principal or assistant principal immediately. Only the principal or assistant principal will make the decision to call 9-1-1.

It is imperative that every student in every homeroom has a completed **EMERGENCY CONTACT CARD** on file in the Main Office. All members of the school staff are expected to study the following procedures that will be used in case of an emergency.

When a classroom teacher, or person in charge, believes a child is seriously ill or injured, the following procedures/steps must be taken:

1. The teacher will immediately use an emergency call button to notify the principal and/or assistant principal.
2. In case of a serious illness, make the child as comfortable as possible under the circumstances – do not attempt to move the child.
3. In case of an accident, take First Aid measures depending on the nature of the accident. (Each staff member needs to have a basic working knowledge of First Aid.)
4. If there is an accident involving blood or other bodily secretions, teacher or teachers assistants must wear rubber gloves for safety against communicable diseases.
5. The Main Office will notify the parent and/or relative, neighbor, physician, etc., listed on the Emergency Contact Card.
6. In cases where the parent and others listed on the Emergency Contact Card cannot be reached and immediate professional help is needed, the administrator in charge shall contact the police for the purpose of summoning assistance.
7. All accidents are to be reported to the Main Office by the teacher in charge of the group or activity in writing an accident report form immediately.

ALL ACCIDENTS (regardless of severity) MUST BE DOCUMENTED ON AN ACCIDENT FORM. One Accident Form should be kept on file in the office and one accident form should be kept with the teacher's records.

Fire Drill Procedures

Teachers and teacher assistants shall:

1. Assist and cooperate with the principal in the development and use of fire exit or emergency evacuation drills.
2. Bring with them a copy of the class roster and gradebook during a fire drill.
3. Lead a prompt and orderly evacuation of the class by having full control of all students.
4. Account for all students upon reaching the point of evacuation or drill and report any discrepancy to the school official in charge immediately.
5. Be acquainted with the use of fire alarms, fire department notification, exit facilities and fire extinguishers.

6. Acquaint each student with procedures to be followed in the event exit routes are not usable, the proper use of fire alarms, and the subsequent procedures of notifying the administration.
7. Teachers who are not directly supervising students (planning) must also evacuate the building and provide assistance as needed.

Tornado Drill Procedures

Tornado drills must be conducted on a regular basis so that in an emergency we can get into the safest possible position. Teachers will be informed when the drills will be scheduled to take place. The following rules must be complied with:

1. Teachers and assistants should guide students to the nearest secured area (classroom).
2. Everyone must remain in their spot in safety position (hands over head, heads between legs, bottoms up – under a heavy table or desk if deemed safest).
3. Students should stay as far away from windows and doors as possible.
4. Students should stay in position until they are notified that it is safe to move.

Lockdown Procedures

Code Yellow: Potential known threat to student and staff safety exists within the community

- School administrator (or designee) will announce "Lockdown, Code Yellow. Lockdown, Code Yellow".
- Staff and students located in open areas should immediately report to the nearest secured area (any classroom, gym, media center, or cafeteria) with staff supervision.
- Students located in the bathrooms will be directed to the nearest supervised classroom.
- All teachers should stand outside their door and direct students, staff, and visitors to the nearest secured area. Teachers who are not supervising students should report to the location of their homeroom class (cafeteria, special areas, etc..) to provide assistance
- Assistants who are not supervising or assisting with supervision of students, should report to the main office.
- Critical Incidence Response Team members should report to the main office for briefing once their designated area is cleared.
- Classroom doors should be closed and locked, open windows should be closed and shades drawn.
- Turn off all audio-visual equipment.
- Cellular phones use will be limited to the reporting of emergency information.
- Teachers should continue with regular classroom activity.
- Follow directions of emergency personnel and school administrators during the emergency period.
- Lockdown update announcements will be made as needed.
- All students, staff, and visitors should remain in Lockdown, Code Yellow Mode until "All Clear" announcement is made.
- Once "All Clear" announcement has been delivered, regular school activity may resume
- The school administrator will conduct a debriefing meeting with the members of the School Critical Incidence Response Team, in order to assess the effectiveness of the lockdown.

Code Red: Imminent, proximal threat to student and staff exists on campus

- School administrator (or designee) will announce "Lockdown, Code Red. Lockdown, Code Red".
- Staff and students located in open areas should immediately report to the nearest secured area (any classroom, gym, media center or cafeteria) with staff supervision.
- Teachers should stand outside their door and direct students, staff, and visitors to the nearest secured area. Teachers who are not supervising students should report to the nearest secured area.
- Students located in the bathrooms will be directed to the nearest supervised classroom.
- Assistants who are not supervising or assisting with supervision of students, should report to the nearest secured area.
- Critical Incidence Response Team members should report to the main office for briefing
- Classroom doors should be closed and locked: open windows should be closed and shades drawn.
- Turn off all audio-visual equipment.
- Cellular phones use will be limited to the reporting of emergency information
- Students should quietly remain in their seats.
- Follow directions of emergency personnel and school administrators during the emergency period.
- Lockdown update announcements will be made as needed.
- All students, staff, and visitors should remain in Lockdown, Code Red Mode until "All Clear" announcement is made.

- Once “All Clear” announcement has been delivered, regular school activity may resume.
- School administrator will conduct a debriefing meeting with the members of the School Critical Incidence Response Team, in order to assess the effectiveness of the lockdown.

Critical Incidence Response Team (CIRT) Members and Responsibilities

Principal (or Assistant Principal)

- announce “Lockdown, Code _____”
- secure main office
- contact 911 and the School Police
- supervise CIRT members
- announce updates and “All Clear”

Assistant Principal / Lead Teacher

- assist in securing the main office and surrounding area
- assist in supervising CIRT members

Office Staff

- direct students in the first floor students bathroom to the nearest kindergarten classroom
- secure front entrance of school
- secure back entrance of school
- manage phones
- supervise any students or visitors in the main office
- manage phones

Security

- sweep all first floor hallways and stairwells
- direct students to the nearest secured and supervised area

Maintenance

- sweep all second floor hallways and stairwells
- direct students to the nearest secured and supervised area
- secure south entrance and campus perimeter as best possible

Office Staff

- supervise any students or visitors in the main office
- manage phones

Maintenance

- secure all entrances and campus perimeter as best possible

All CIRT members should communicate through radio. Once your area is clear please radio back your location and all clear status to the main office.



AcadeMir Charter School West
Student Contract
2013-2014

Whereas, I have made a personal decision to enroll as a student at ACADEMIR CHARTER SCHOOL WEST in order to experience a unique educational opportunity; and

Whereas, I recognize that ACADEMIR CHARTER SCHOOL WEST is a public charter school of choice, not entitlement;

Therefore, as a student at ACADEMIR CHARTER SCHOOL WEST, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

- A. I understand that my behavior is a direct reflection of both my family and the School. As such, I will strive to honor both by exhibiting exemplary behavior at all times, in all places.
- B. I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.
- C. I am responsible to deliver any and all announcements, messages, and reports to and from school.
- D. I am responsible for completing and turning in all class assignments and homework.
- E. I am responsible for taking care of all books and materials loaned to me by the school. I will replace anything that is misused or lost.
- F. I will demonstrate proper courtesy to faculty, staff and other students at all times.
- G. I understand that I am a student with the Miami-Dade School System and I will abide by the rules contained in the Miami-Dade District's Code of Student Conduct and the current edition of the school's Parent/Student Handbook.
- H. I will speak courteously to everyone I come in contact with.
- I. I will refrain from fighting and using inappropriate language.
- J. I will refrain from intimidating, harassing, or threatening others.
- K. I will exhibit the principles of good sportsmanship.

I understand that by not fulfilling my contractual obligations to ACADEMIR CHARTER SCHOOL WEST, this may result in my being suspended or withdrawn and referred to a regular district school or private school of my parent's choice. This policy is approved by the AcadeMir Charter Schools, Inc. Board of Directors.

Signature of Student _____ Date _____
Signature of Parent/Guardian _____ Date _____
Acknowledged by _____ Date _____
Principal/Director

Before and After school Care



AcadeMir Charter School West has established before and after school care. This is an optional service that parents can utilize. For further information, please see our office manager.

Registration Fee:	\$50.00	} Varies depending on the number of days in the month
Before School Care	7:00 a.m. – 8:10 a.m.	
After Care	2:30 p.m. – 6:00 a.m. (K-1 st)	
After Care	3:30 p.m. – 6:00 a.m. (2 nd -5 th)	
Before and After Care		

Sibling Discount:

- Registration 50% off each sibling
- After Care \$20.00 off each sibling
- Before and after care \$20.00 off each sibling

School Calendar

www.dadeschools.net/calendars

Absences

When a student returns to school after an absence, a note MUST be brought from home, otherwise, the absence will be considered unexcused. Acceptable excuses for students' absences are: illness, a death in the family, a school-sponsored event or activity that has been previously approved or a religious holiday.

Students who exceed 10 unexcused absences will jeopardize the students' continuous enrollment by being placed on the waiting list.

Cafeteria Program



Breakfast: \$2.00 Daily

Lunch \$ 3.00 Daily (includes milk)

All parents must pay for lunch on a "monthly" basis.

Payment for the month is made only the **Wednesday** before the new month begins. Payment must be made in cash or check.

Breakfast and lunch will be served in the cafeteria. If a child forgets their lunch he/she will be provided with lunch that day. Students will not be permitted to call home. NO LUNCH CHARGES can be made since public funds do not allow schools to extend credit. Students are not allowed to bring sodas, candy or gum to school.

Since we are trying to promote healthy eating habits, we request that fast food not be brought to school. Parents are not allowed to drop off lunch in the middle of the day. Students are required to bring in their lunch in the morning or purchase lunch from the cafeteria.

Free and Reduced Lunch Program

The National School Lunch and School Breakfast Programs provide free and reduced priced meals for children unable to pay the full price. Applications must be filled on a yearly basis. Once the application is approved, meal benefits begin and will continue throughout the school year in which the application is approved, and extends for approximately the first two weeks the following year.

Conduct in the Cafeteria



Students should eat in an atmosphere that is pleasant and conducive to good habits. It is recommended that parents discuss good cafeteria manners with your child. We promote the following during meals: use low voices, raising their hand if they need something, and remain seated during the lunch period at the assigned table.

Communication



Communication is absolutely essential for success in any human endeavor. The Administration and staff recognize this and will strive to facilitate open and frequent communications with parents at all times.

We ask that you make us aware of any of the following in writing:

- Excessive absences from school due to an illness
- A change in the emergency contact information or authorization to release form
- Notification of any change in transportation

Parent-teacher conferences are an important part of our program. We encourage getting to know your child's teacher and Principal.

Please make appointments for conferences by telephoning the office or writing a note to the teacher. If you have any additional questions or concerns, please make an appointment with the Principal. Parent/teacher conference may set up before or after school. We ask that you refrain from calling teachers during class time, holding a conference in the parking lot or at a social event, and or conversing during class time. There are two (2) conferences per year in grades Kindergarten – 1st grade. One is mid-year and one is near the end of the school year.

Emergency Contact Information

Student Data/ Emergency Contact Cards are expected to be carefully completed and then returned. The information provided on the Student Data/Emergency Contact Card will enable school staff to contact the parent/guardian immediately in the case of an emergency. Students may only be released from school to the persons listed on the emergency contact card after presenting picture identification. No persons, other than school staff, will have access to the information submitted.

Family Rights and Privacy

The revised Family Rights and Privacy Act became a Federal law in November, 1974. The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interest will have access to your child's records.



Accidents

Parents will be notified immediately in case of illness or an accident. In case you cannot be located, the school will use the name and telephone number of your emergency contact. It is imperative that the emergency contact is accurate.

911 will be called for critical injuries that require the type of care that school personnel cannot offer the student, and the parent or emergency contact will be notified. An accident report will be completed and filed for everyday accidents. You are requested to notify the office of any accident or injury, your child has had before returning to school. Please notify the office of any accident or injury going from school, or during school hours if you have not been informed by his/her teacher. An accident report will be filed by the classroom teacher or other personnel witnessing the accident.

Medication



Miami-Dade County School Board policy prohibits school personnel from administering any prescribed medication without parental consent and a medication authorization form signed by the child's physician and parent(s).

Students may not keep medication in their book bags. Teachers are not authorized to administer medication in the classroom. All medication must be administered in the office by trained personnel and only after an *Authorization for Medication Form* has been submitted. This form is available in the office and must be kept on record. This form must be filled out by the pediatrician or family doctor.

Medication must be brought to school in the original container with a label that clearly displays the following information: the child's name; dosage; name of the drug; physician's name; and the name and phone number of the pharmacy that filled the prescription.

Emergency Evacuation



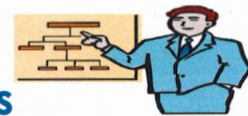
Your child's safety is one of our major concerns; therefore we need to be prepared for the unexpected. We hold monthly fire drills, quarterly lockdowns, and extreme weather procedures to prepare us for the possibility. Under extreme circumstances we would need to evacuate the building. Depending on the situation, the local police will determine the location. **Under no circumstances will parents be allowed to pick up their child at school during an evacuation period.** Our goal is to evacuate the entire building safely. Please wait patiently for a phone call from our office staff telling you the location and procedure for picking up your child. The media is always helpful with disseminating information regarding evacuations and procedures as well. **Students will only be released to the people identified on the emergency contact form. Please bring proper**

identification (a picture ID) when picking up your child. Keeping this in mind, please notify the office immediately when there is a change in home/cell phone numbers.

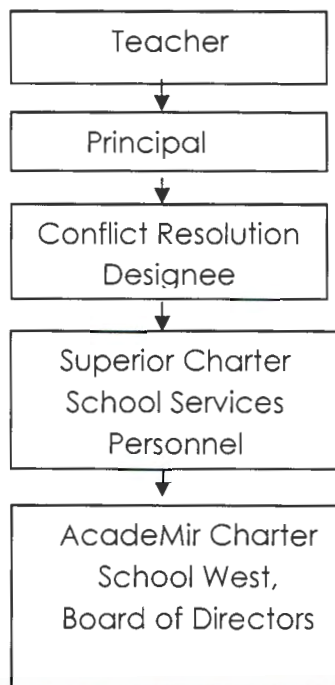
Closing of School:

The emergency closing of a school for any cause, such as weather is only at the discretion of the Superintendent of Schools.

Organizational Chart for Addressing Concerns



For issues involving an individual teacher or class, parents address their concerns to the following individuals in the order below. Anonymous letters will not be acknowledged



Discipline Behavior



We believe that all children can learn and succeed in school provided they have access to a nurturing, safe and structured environment, a challenging and interesting curriculum and qualified teachers who genuinely care about a child's performance and wellbeing. We achieve this criteria of a safe environment through the school wide adoption of a consistent, fair, and equitable discipline plan that we call 3R's – Respect, Responsibility, and Ready to Learn.

Disciplinary actions are listed below:

- 1st offense: A verbal warning issued
- 2nd offense: A behavior notification form will be sent home to the parents
- 3rd offense: Parent/Teacher conference
- 4th offense: Administration reserves the right to issue disciplinary action based on the severity of the violation.

Items not permitted in school

Candy, gum, pets, toys, large amounts of money, gum, candy, IPODs/MP3 Players, roller skate sneakers, weapons, any electronic game, or devise, playing cards, personal cameras or video recorders. The school will confiscate any items not permitted in school until the end of the school year. Please check your children's book bags to assure compliance. **The school is not responsible for any lost or stolen items of value. BEEPERS AND CELLULAR PHONES ARE NOT TO BE USED DURING THE SCHOOL DAY AND IF SEEN, THEY WILL BE CONFISCATED.** Confiscation of a cell phone or beeper will automatically result in disciplinary action. A cell phone or beeper will be confiscated and returned to parents for first time offenders and until the end of the school year for second time offenders. The school is not responsible for any inconvenience this may cause parents.

Student's Rights

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time out, exclusion from participation in class activities, fieldtrips, suspension, or other disciplinary action. **Parents who have a conflict with a student other than their own child and/or parent are requested to speak to the administration. At no time may parents approach any student/parent directly.** All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence, harassment or other verbal or physical conduct against a student or employee will NOT be tolerated.



Internet Use Policy

Access and use of the Internet is a privilege, not a right, and its use must support the educational objectives of the school. Students must always get permission from their teachers prior to using the internet. In addition, the school prohibits the transmission of materials such as copyright material, threatening or obscene material or material protected by trade secret, which violates local, state, and federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political

campaigning or solicitation during school hours. Although the school has filters in place to block inappropriate or questionable websites or images, if any student encounters any of these websites or images, they are to notify a teacher or administrator immediately and should **NOT** share or access the content any further.

Additionally, students are not allowed to post images or videos of other individuals without authorization. For safety reasons the school reserves the right to request the removal of any image or video that depicts the school in a derogatory sense. Any damage to property (laptops, computers, iPads) caused intentionally or by negligence will result in restitution.



Curriculum

As a school of choice, AcadeMir Charter School West believes its focus on the special methods of teaching mathematics, science, and reading will appeal to those students and parents interested in the School's mission: to provide students with a well-rounded elementary school education, through a challenging program focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement. AcadeMir Charter School West also believes that the curriculum must be well-rounded to encompass the social and cultural development of each student.

AcadeMir Charter School West's curriculum is based on Common Core/NGSS Standards.

Standards and encompasses the core subject areas of Math, Reading, Writing and Language Arts, Science, and Social Studies, as well as, special area classes of Technology, Foreign Language, Art, and Physical Education.



Grading and Reporting of Student Progress

AcadeMir Charter School West believes that parents must be informed regularly regarding their child's performance at school. Parents can become a school's greatest ally in helping to insure academic success for students.

Academic Grades: Academic grades are to reflect the student's academic progress. The grade must provide for both students and parents a clear indication of each

student's academic performance as compared with norms that would be appropriate for the grade or subject.

Kindergarten	Verbal understanding	Value
Academic Letter Grade		
E	Excellent	100% - 90%
G	Good	89% - 80%
S	Satisfactory	79% - 70%
M	Minimal Progress	69% - 60%
U	Failure	59% - 50%

1st grade – 5 th grade	Verbal Understanding	Value
Academic Letter Grade		
A	Excellent	100% - 90%
B	Good	89% - 80%
C	Satisfactory	79% - 70%
D	Needs Improvement	69% - 60%
F	Failure	59% - 50%

Conduct Grades for Kindergarten

Kindergarten	Verbal Understanding
E	Excellent
S	Good
N	Not Satisfactory

Honor Roll

	Principal Honor Roll	Honor Roll
Academic grades	Kindergarten-All E's	Kindergarten – E's and S's
Conduct	Kindergarten – All E's	Kindergarten – E's and S's

	Principal Honor Roll	Honor Roll
Academic grades	1 st – 5 th - All A's	1 st – 5 th – A's and B's
Conduct	1 st – 5 th - All A's	1 st – 5 th – A's and B's



Home Learning

Home Learning Assignments are a very important part of learning. Developing the habit of nightly study requires parental help and guidance. This is another way to reinforce what was learned in the classroom and a means of allowing the parents to be a part of our curriculum goals.

Teachers use the following time schedule as a guide when assigning home learning:

Grade K:	30 minutes
Grade 1:	30 minutes
Grade 2:	45 minutes
Grade 3:	45 minutes
Grade 4:	60 minutes
Grade 5:	60 minutes

These times are a guide and are based on the average child's ability and concentration. Some home learning assignments may take less time and others may take a little more time. A child who does not complete class work in class may have to complete class work in addition to home learning.



Uniform Policy

A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. AcadeMir Charter School West reserves the right to interpret these guidelines and/or

Make changes during the school year. Students are expected to follow these guidelines with support from their parents/guardians. All students shall wear a school uniform daily.

Parents of students not wearing a uniform will be contacted and will need to bring the official uniform. Please remember that uniforms are for the safety of our students. After the third infraction, students will be **issued a referral. After three referrals of any kind, the students' continuous enrollment may be jeopardized by being placed on the waiting list.**

Hair: Hair must be neat, clean, and away from the face. No hats, bandanas or headbands may be worn. Boys' haircuts must be above the collar and above the ears. Hair styling or color arrangements which are disruptive or distracting are not permissible. Boys' haircuts must be monitored. Girls may wear permitted hair accessories in yellow, white, or royal blue. Please do not wait for a teacher to contact you to trim your child's hair. Students not complying with this policy will be issued a school referral after two days from the time of the warning. However, the school will honor certain hairstyles due to religious beliefs.

Our policy clearly states that any dress or grooming which is disruptive or distracting to the educational process is not acceptable.

Jewelry: Girls with pierced ears may wear modest simple earrings. More than one set of earrings on girls, large hoops, large necklaces with charms, wristbands, earrings on boys or visible piercing of other body parts are **unacceptable** and will not be permitted.

Make-up: Make-up, tattoos, colored nail polish/acrylic nails, or glitter will not be permitted (**at any age**).

Dress Code

All uniforms are available for purchase at the uniform company. No other uniform is allowed.

Shoes:

Must be black closed toe shoes with white, navy blue, or yellow socks.

Cold Days:

1. Jackets and sweaters are available for purchase at the uniform store.
Please write student's name on all clothing tags.

Parent/guardian's cooperation regarding dress code is appreciated. Students should have enough uniforms where laundry issues should not interfere with the uniform policy. Parents will be required to drop off uniforms if they are not dressed appropriately and a referral form will be placed in the student's permanent file if parents do not comply with the uniform policy.



Field Trips

As a learning experience, planned field trips may be scheduled throughout the school year. Parents may be asked to assist the teacher as chaperones. Chaperones may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours. Please note that all chaperones will need to be cleared through MDCPS. If you have not been cleared through MDCPS and wish to attend school functions, please follow the MDCPS chaperone clearing procedures as soon as possible. **All parent chaperones must have a background check and cleared through Miami Dade County Public Schools prior to the field trip.** Participation in field trips is a privilege. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip. Written

parental permission and fee prior to the field trip, or the student will not be permitted to take part in the field trip. Students not paying by the designated deadline will not be permitted to attend the field trip. Students not wearing AcadeMir Charter School West uniform will be required to remain at school. All field trip applications must be fully completed.

Service Hours



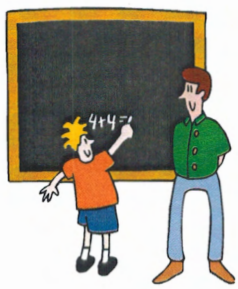
Parents have many opportunities to volunteer their time at school. Volunteer sign-ups will be available throughout the school year. **Parents are required to volunteer a minimum of 20 service hours per family each school year.** If you have more than one child enrolled in the school, you need to divide the 20 hours per child and volunteer to each child's class equally.

Due to mandates from Miami-Dade County Public Schools, **all parents wishing to volunteer within the school must participate in the *School Volunteer Registration Program* and must be cleared through Miami-Dade County Public Schools before permission to volunteer is granted.**

Most parents/guardians are busy; therefore, please find below a list that details a variety of ways in which volunteer hours can be completed.

1. Assist in classroom
2. Assist in Book Fair
3. Donate resource items to school
4. Work on landscaping day
5. Donation to classroom/school supplies
6. Work in the lunchroom
7. Donation of snacks
8. Assist with picture day
9. Work on fundraising projects
10. Chaperone on a school fieldtrip

This volunteer requirement must be completed by the last day of school two weeks prior to the end of the school year (10 hours before winter recess and the remainder two weeks before school end). A final reminder of non-compliance will be sent home. If the requirement is not completed by the last day of school, your child will be placed on the waiting list for the following school year. **NO EXCEPTIONS!**



Visitors

Visitors, including parents are **NOT** permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid Florida Driver's License and be cleared by MDCPS. Parents must also sign in and out, state whom they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. Cooperation will enable the school to provide a safe and orderly learning environment for all students.



Returned Checks

Returned checks to AcadeMir Charter School West are charged a \$30.00 returned check fee. Payment for the returned check and the \$30.00 fee must be made within 7 days of notification from the school. **After one returned check to the school, a family may not pay by check for anything.** Students whose families do not submit payment in a timely manner for returned checks will lose privileges to field trips and special events.



Text Books

All textbooks needed by students for school and homework assignments are furnished by the school. The school is also able to provide the materials and equipment requested by teachers for classroom instruction. Books must not be written in or on. **Charges will be made for damaged or lost books and/or materials.**

Lost and Found



Each year many articles of clothing are lost and remain unclaimed. When these items are turned in they are placed in the Lost and Found area in the school. Please place *your child's name* on everything he/she brings to school. This will minimize the amount of items in our Lost and Found. All items are placed in the cafeteria and students are given an opportunity to look through and claim their

own articles. Items that are not claimed by the end of every month will be donated.



AcadeMir Charter School West

Student Incident Report

Student Name: _____

Gender: _____ Male _____ Female

Grade: _____

Teacher: _____

Date of Accident: _____

Time of Accident: _____

Location: _____

Witnesses: _____

Description of incident (including activity, equipment involved, others involved and cause):

Body Part Injured: _____

Possible type of Injury (sprain, laceration, bruise, dislocation, fracture, concussion, etc.):

Initial First Aid (ice applied, cut cleaned, etc.): _____

Was EMS Called? ☐ YES ☐ NO

Did EMS Transport: ☐ YES ☐ NO

If YES, where? _____

Was Parent Notified? ☐ YES ☐ NO

Signature of person reporting: _____

Date: _____

Parent's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____



AcadeMir Charter School West

ACCIDENT REPORT

Name of injured: _____ Grade: _____ Teacher: _____

Date of Accident: _____ Date of report: _____ Time of Accident: _____

Injured is a: Student _____ Staff Member _____ Other _____

If other, reason for visit: _____

Name of Parent: _____ Parent Notified: Yes / No Time of Notification: _____

Result of Parent Contact: _____

Name of employee present when injury occurred: _____
(print name)

Did accident occur on school property: Yes / No

If no, address of location where the accident occurred: _____

.....
CIRCLE THE APPROPRIATE DESCRIPTION:

<u>LOCATION</u>	<u>ANATOMICAL LOCATION</u>		<u>NATURE OF INJURY</u>
Playground	Abdomen	Foot	Abrasion
Hallway	Ankle	Hand	Bruise
Classroom	Arm	Head	Burn
Field	Back	Knee	Bite-animal
Bathroom	Chest	Mouth	Bite-insect
School Bus	Ear	Neck	Bite-human
Pedestrian	Elbow	Nose	Sprain
Parking lot	Eye	Shoulder	Break
Field Trip	Face	Teeth	Other _____
Other _____	Finger	Wrist	
	Other _____		

.....

First Aid Treatment _____ Sent to Office _____ Sent Home _____

Describe the accident and how it occurred: _____

Witness(es): _____

Will accident cause absence from school? Yes / No

If so, expected number of days _____ weeks _____ of anticipated absence.

Homeroom Teacher's signature

Signature of employee completing form

Administrator's signature

Parent Signature



AcadeMir Charter School East
Parent Contract

Students Name: _____ Grade: _____

- . Parents are to ensure that their child arrives on time. Students must be in their seats by the start of class as published in the Student Handbook. Any student arriving after this time will be issued a tardy slip. Students accumulating ten (10) unexcused tardies per school year will receive a referral for excessive tardiness. Continued tardiness may result in the student's loss of enrollment preference for the following school year or recommendation to attend a school that is more flexible.
- . Parents are to contact the school office if their son/daughter (the students) is going to be absent. On the day the student returns to school, he/she must bring a note from the parent (s) explaining the reason for the absence, otherwise, the absence will be considered unexcused.
- . The School believes that parents play an integral role in their child's educational and social life. For this reason, the school asks that a parent/guardian personally transport their child to and from school. Carpooling is permitted, as it too, positively contributes to the child's socio-educational life. If due to a verified hardship, a parent is unable to meet this requirement, the school will provide transportation according to the school's transportation plan.
- . Parents are to ensure that their child is wearing the proper attire as stated in the Student Handbook. Students who arrive at school without the proper attire will be disciplined, as stated in the Student Handbook. Hoodies are not permitted at any time, unless provided by the school.
- . Parents are expected to provide lunch each day for their child. The student may bring their lunch from home or purchase a lunch from the school. Qualifying students may receive free or reduced lunch per National School Lunch provisions.

- . A student's parent/guardian must agree to volunteer a minimum of ten (20) hours per school year. All volunteer hours must be completed prior to the end of the school year.
- . Parents agree to read and use the information sent home from the school so that they are informed of activities and academic opportunities provided y the school.
- . Parents and students are required to read the Student Handbook. The Handbook details the responsibilities that staff members, students, and parents are expected to fulfill. If parents and students do not meet these obligations, it will be recommended that the student attend another school. If necessary, the school will pursue the withdrawal of transfer of the student via the administrative procedures, as set forth by the School's Charter, and as provided for by opinion of the Florida Department of Education's General Counsel.

I (We) understand that by not fulfilling my (our) contractual obligations to AcadeMir Charter School West, this may result in the student being suspended, losing the opportunity to recommit for placement for the following school year or referral of my child to a regular district or private school of the parent's choice. This policy is approved by the AcadeMir Charter Schools, Inc. Board of Directors. I understand that my child is a student with Miami-Dade School System.

Signature of Parent/Guardian_____ Date_____

Signature of Parent/Guardian_____ Date_____

Acknowledged by school_____ Date_____

Academir Charter School West

Safety and Emergency Procedures

If there is an emergency that requires medical assistance, notify the principal or assistant principal immediately. Only the principal or assistant principal will make the decision to call 9-1-1.

It is imperative that every student in every homeroom has a completed **EMERGENCY CONTACT CARD** on file in the Main Office. All members of the school staff are expected to study the following procedures that will be used in case of an emergency.

When a classroom teacher, or person in charge, believes a child is seriously ill or injured, the following procedures/steps must be taken:

1. The teacher will immediately use an emergency call button to notify the principal and/or assistant principal.
2. In case of a serious illness, make the child as comfortable as possible under the circumstances – do not attempt to move the child.
3. In case of an accident, take First Aid measures depending on the nature of the accident. (Each staff member needs to have a basic working knowledge of First Aid.)
4. If there is an accident involving blood or other bodily secretions, teacher or teachers assistants must wear rubber gloves for safety against communicable diseases.
5. The Main Office will notify the parent and/or relative, neighbor, physician, etc., listed on the Emergency Contact Card.
6. In cases where the parent and others listed on the Emergency Contact Card cannot be reached and immediate professional help is needed, the administrator in charge shall contact the police for the purpose of summoning assistance.
7. All accidents are to be reported to the Main Office by the teacher in charge of the group or activity in writing an accident report form immediately.

ALL ACCIDENTS (regardless of severity) MUST BE DOCUMENTED ON AN ACCIDENT FORM. One Accident Form should be kept on file in the office and one accident form should be kept with the teacher's records.

Fire Drill Procedures

Teachers and teacher assistants shall:

1. Assist and cooperate with the principal in the development and use of fire exit or emergency evacuation drills.
2. Bring with them a copy of the class roster and gradebook during a fire drill.
3. Lead a prompt and orderly evacuation of the class by having full control of all students.
4. Account for all students upon reaching the point of evacuation or drill and report any discrepancy to the school official in charge immediately.
5. Be acquainted with the use of fire alarms, fire department notification, exit facilities and fire extinguishers.

6. Acquaint each student with procedures to be followed in the event exit routes are not usable, the proper use of fire alarms, and the subsequent procedures of notifying the administration.
7. Teachers who are not directly supervising students (planning) must also evacuate the building and provide assistance as needed.

Tornado Drill Procedures

Tornado drills must be conducted on a regular basis so that in an emergency we can get into the safest possible position. Teachers will be informed when the drills will be scheduled to take place. The following rules must be complied with:

1. Teachers and assistants should guide students to the nearest secured area (classroom).
2. Everyone must remain in their spot in safety position (hands over head, heads between legs, bottoms up – under a heavy table or desk if deemed safest).
3. Students should stay as far away from windows and doors as possible.
4. Students should stay in position until they are notified that it is safe to move.

Lockdown Procedures

Code Yellow: Potential known threat to student and staff safety exists within the community

- School administrator (or designee) will announce "Lockdown, Code Yellow. Lockdown, Code Yellow".
- Staff and students located in open areas should immediately report to the nearest secured area (any classroom, gym, media center, or cafeteria) with staff supervision.
- Students located in the bathrooms will be directed to the nearest supervised classroom.
- All teachers should stand outside their door and direct students, staff, and visitors to the nearest secured area. Teachers who are not supervising students should report to the location of their homeroom class (cafeteria, special areas, etc..) to provide assistance
- Assistants who are not supervising or assisting with supervision of students, should report to the main office.
- Critical Incidence Response Team members should report to the main office for briefing once their designated area is cleared.
- Classroom doors should be closed and locked, open windows should be closed and shades drawn.
- Turn off all audio-visual equipment.
- Cellular phones use will be limited to the reporting of emergency information.
- Teachers should continue with regular classroom activity.
- Follow directions of emergency personnel and school administrators during the emergency period.
- Lockdown update announcements will be made as needed.
- All students, staff, and visitors should remain in Lockdown, Code Yellow Mode until "All Clear" announcement is made.
- Once "All Clear" announcement has been delivered, regular school activity may resume
- The school administrator will conduct a debriefing meeting with the members of the School Critical Incidence Response Team, in order to assess the effectiveness of the lockdown.

Code Red: Imminent, proximal threat to student and staff exists on campus

- School administrator (or designee) will announce "Lockdown, Code Red. Lockdown, Code Red".
- Staff and students located in open areas should immediately report to the nearest secured area (any classroom, gym, media center or cafeteria) with staff supervision.
- Teachers should stand outside their door and direct students, staff, and visitors to the nearest secured area. Teachers who are not supervising students should report to the nearest secured area.
- Students located in the bathrooms will be directed to the nearest supervised classroom.
- Assistants who are not supervising or assisting with supervision of students, should report to the nearest secured area.
- Critical Incidence Response Team members should report to the main office for briefing
- Classroom doors should be closed and locked: open windows should be closed and shades drawn.
- Turn off all audio-visual equipment.
- Cellular phones use will be limited to the reporting of emergency information
- Students should quietly remain in their seats.
- Follow directions of emergency personnel and school administrators during the emergency period.
- Lockdown update announcements will be made as needed.
- All students, staff, and visitors should remain in Lockdown, Code Red Mode until "All Clear" announcement is made.

- Once “All Clear” announcement has been delivered, regular school activity may resume.
- School administrator will conduct a debriefing meeting with the members of the School Critical Incidence Response Team, in order to assess the effectiveness of the lockdown.

Critical Incidence Response Team (CIRT) Members and Responsibilities

Principal (or Assistant Principal)

- announce “Lockdown, Code _____”
- secure main office
- contact 911 and the School Police
- supervise CIRT members
- announce updates and “All Clear”

Assistant Principal / Lead Teacher

- assist in securing the main office and surrounding area
- assist in supervising CIRT members

Office Staff

- direct students in the first floor students bathroom to the nearest kindergarten classroom
- secure front entrance of school
- secure back entrance of school
- manage phones
- supervise any students or visitors in the main office
- manage phones

Security

- sweep all first floor hallways and stairwells
- direct students to the nearest secured and supervised area

Maintenance

- sweep all second floor hallways and stairwells
- direct students to the nearest secured and supervised area
- secure south entrance and campus perimeter as best possible

Office Staff

- supervise any students or visitors in the main office
- manage phones

Maintenance

- secure all entrances and campus perimeter as best possible

All CIRT members should communicate through radio. Once your area is clear please radio back your location and all clear status to the main office.



AcadeMir Charter School West
Student Contract
2013-2014

Whereas, I have made a personal decision to enroll as a student at ACADEMIR CHARTER SCHOOL WEST in order to experience a unique educational opportunity; and

Whereas, I recognize that ACADEMIR CHARTER SCHOOL WEST is a public charter school of choice, not entitlement;

Therefore, as a student at ACADEMIR CHARTER SCHOOL WEST, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

- A. I understand that my behavior is a direct reflection of both my family and the School. As such, I will strive to honor both by exhibiting exemplary behavior at all times, in all places.
- B. I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.
- C. I am responsible to deliver any and all announcements, messages, and reports to and from school.
- D. I am responsible for completing and turning in all class assignments and homework.
- E. I am responsible for taking care of all books and materials loaned to me by the school. I will replace anything that is misused or lost.
- F. I will demonstrate proper courtesy to faculty, staff and other students at all times.
- G. I understand that I am a student with the Miami-Dade School System and I will abide by the rules contained in the Miami-Dade District's Code of Student Conduct and the current edition of the school's Parent/Student Handbook.
- H. I will speak courteously to everyone I come in contact with.
- I. I will refrain from fighting and using inappropriate language.
- J. I will refrain from intimidating, harassing, or threatening others.
- K. I will exhibit the principles of good sportsmanship.

I understand that by not fulfilling my contractual obligations to ACADEMIR CHARTER SCHOOL WEST, this may result in my being suspended or withdrawn and referred to a regular district school or private school of my parent's choice. This policy is approved by the AcadeMir Charter Schools, Inc. Board of Directors.

Signature of Student _____ Date _____
Signature of Parent/Guardian _____ Date _____
Acknowledged by _____ Date _____
Principal/Director

Before and After school Care



AcadeMir Charter School West has established before and after school care. This is an optional service that parents can utilize. For further information, please see our office manager.

Registration Fee:	\$50.00	} Varies depending on the number of days in the month
Before School Care	7:00 a.m. – 8:10 a.m.	
After Care	2:30 p.m. – 6:00 a.m. (K-1 st)	
After Care	3:30 p.m. – 6:00 a.m. (2 nd -5 th)	
Before and After Care		

Sibling Discount:

- Registration 50% off each sibling
- After Care \$20.00 off each sibling
- Before and after care \$20.00 off each sibling

School Calendar

www.dadeschools.net/calendars

Absences

When a student returns to school after an absence, a note MUST be brought from home, otherwise, the absence will be considered unexcused. Acceptable excuses for students' absences are: illness, a death in the family, a school-sponsored event or activity that has been previously approved or a religious holiday.

Students who exceed 10 unexcused absences will jeopardize the students' continuous enrollment by being placed on the waiting list.

Cafeteria Program



Breakfast: \$2.00 Daily

Lunch \$ 3.00 Daily (includes milk)

All parents must pay for lunch on a "monthly" basis.

Payment for the month is made only the **Wednesday** before the new month begins. Payment must be made in cash or check.

Breakfast and lunch will be served in the cafeteria. If a child forgets their lunch he/she will be provided with lunch that day. Students will not be permitted to call home. NO LUNCH CHARGES can be made since public funds do not allow schools to extend credit. Students are not allowed to bring sodas, candy or gum to school.

Since we are trying to promote healthy eating habits, we request that fast food not be brought to school. Parents are not allowed to drop off lunch in the middle of the day. Students are required to bring in their lunch in the morning or purchase lunch from the cafeteria.

Free and Reduced Lunch Program

The National School Lunch and School Breakfast Programs provide free and reduced priced meals for children unable to pay the full price. Applications must be filled on a yearly basis. Once the application is approved, meal benefits begin and will continue throughout the school year in which the application is approved, and extends for approximately the first two weeks the following year.

Conduct in the Cafeteria



Students should eat in an atmosphere that is pleasant and conducive to good habits. It is recommended that parents discuss good cafeteria manners with your child. We promote the following during meals: use low voices, raising their hand if they need something, and remain seated during the lunch period at the assigned table.

Communication



Communication is absolutely essential for success in any human endeavor. The Administration and staff recognize this and will strive to facilitate open and frequent communications with parents at all times.

We ask that you make us aware of any of the following in writing:

- Excessive absences from school due to an illness
- A change in the emergency contact information or authorization to release form
- Notification of any change in transportation

Parent-teacher conferences are an important part of our program. We encourage getting to know your child's teacher and Principal.

Please make appointments for conferences by telephoning the office or writing a note to the teacher. If you have any additional questions or concerns, please make an appointment with the Principal. Parent/teacher conference may set up before or after school. We ask that you refrain from calling teachers during class time, holding a conference in the parking lot or at a social event, and or conversing during class time. There are two (2) conferences per year in grades Kindergarten – 1st grade. One is mid-year and one is near the end of the school year.

Emergency Contact Information

Student Data/ Emergency Contact Cards are expected to be carefully completed and then returned. The information provided on the Student Data/Emergency Contact Card will enable school staff to contact the parent/guardian immediately in the case of an emergency. Students may only be released from school to the persons listed on the emergency contact card after presenting picture identification. No persons, other than school staff, will have access to the information submitted.

Family Rights and Privacy

The revised Family Rights and Privacy Act became a Federal law in November, 1974. The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interest will have access to your child's records.



Accidents

Parents will be notified immediately in case of illness or an accident. In case you cannot be located, the school will use the name and telephone number of your emergency contact. It is imperative that the emergency contact is accurate.

911 will be called for critical injuries that require the type of care that school personnel cannot offer the student, and the parent or emergency contact will be notified. An accident report will be completed and filed for everyday accidents. You are requested to notify the office of any accident or injury, your child has had before returning to school. Please notify the office of any accident or injury going from school, or during school hours if you have not been informed by his/her teacher. An accident report will be filed by the classroom teacher or other personnel witnessing the accident.

Medication



Miami-Dade County School Board policy prohibits school personnel from administering any prescribed medication without parental consent and a medication authorization form signed by the child's physician and parent(s).

Students may not keep medication in their book bags. Teachers are not authorized to administer medication in the classroom. All medication must be administered in the office by trained personnel and only after an *Authorization for Medication Form* has been submitted. This form is available in the office and must be kept on record. This form must be filled out by the pediatrician or family doctor.

Medication must be brought to school in the original container with a label that clearly displays the following information: the child's name; dosage; name of the drug; physician's name; and the name and phone number of the pharmacy that filled the prescription.

Emergency Evacuation



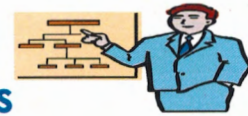
Your child's safety is one of our major concerns; therefore we need to be prepared for the unexpected. We hold monthly fire drills, quarterly lockdowns, and extreme weather procedures to prepare us for the possibility. Under extreme circumstances we would need to evacuate the building. Depending on the situation, the local police will determine the location. **Under no circumstances will parents be allowed to pick up their child at school during an evacuation period.** Our goal is to evacuate the entire building safely. Please wait patiently for a phone call from our office staff telling you the location and procedure for picking up your child. The media is always helpful with disseminating information regarding evacuations and procedures as well. **Students will only be released to the people identified on the emergency contact form. Please bring proper**

identification (a picture ID) when picking up your child. Keeping this in mind, please notify the office immediately when there is a change in home/cell phone numbers.

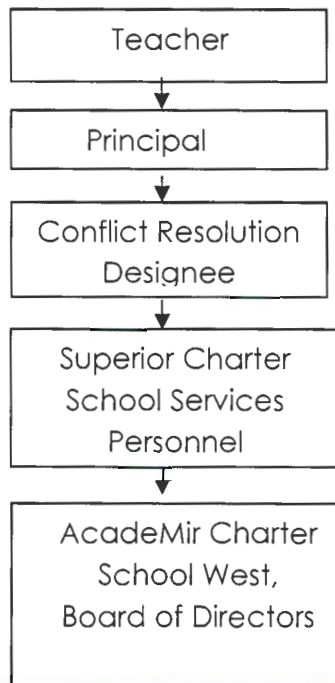
Closing of School:

The emergency closing of a school for any cause, such as weather is only at the discretion of the Superintendent of Schools.

Organizational Chart for Addressing Concerns



For issues involving an individual teacher or class, parents address their concerns to the following individuals in the order below. Anonymous letters will not be acknowledged



Discipline Behavior



We believe that all children can learn and succeed in school provided they have access to a nurturing, safe and structured environment, a challenging and interesting curriculum and qualified teachers who genuinely care about a child's performance and wellbeing. We achieve this criteria of a safe environment through the school wide adoption of a consistent, fair, and equitable discipline plan that we call 3R's – Respect, Responsibility, and Ready to Learn.

Disciplinary actions are listed below:

- 1st offense: A verbal warning issued
- 2nd offense: A behavior notification form will be sent home to the parents
- 3rd offense: Parent/Teacher conference
- 4th offense: Administration reserves the right to issue disciplinary action based on the severity of the violation.

Items not permitted in school

Candy, gum, pets, toys, large amounts of money, gum, candy, IPODs/MP3 Players, roller skate sneakers, weapons, any electronic game, or devise, playing cards, personal cameras or video recorders. The school will confiscate any items not permitted in school until the end of the school year. Please check your children's book bags to assure compliance. **The school is not responsible for any lost or stolen items of value. BEEPERS AND CELLULAR PHONES ARE NOT TO BE USED DURING THE SCHOOL DAY AND IF SEEN, THEY WILL BE CONFISCATED.** Confiscation of a cell phone or beeper will automatically result in disciplinary action. A cell phone or beeper will be confiscated and returned to parents for first time offenders and until the end of the school year for second time offenders. The school is not responsible for any inconvenience this may cause parents.

Student's Rights

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time out, exclusion from participation in class activities, fieldtrips, suspension, or other disciplinary action. **Parents who have a conflict with a student other than their own child and/or parent are requested to speak to the administration. At no time may parents approach any student/parent directly.** All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence, harassment or other verbal or physical conduct against a student or employee will NOT be tolerated.



Internet Use Policy

Access and use of the Internet is a privilege, not a right, and its use must support the educational objectives of the school. Students must always get permission from their teachers prior to using the internet. In addition, the school prohibits the transmission of materials such as copyright material, threatening or obscene material or material protected by trade secret, which violates local, state, and federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political

campaigning or solicitation during school hours. Although the school has filters in place to block inappropriate or questionable websites or images, if any student encounters any of these websites or images, they are to notify a teacher or administrator immediately and should **NOT** share or access the content any further.

Additionally, students are not allowed to post images or videos of other individuals without authorization. For safety reasons the school reserves the right to request the removal of any image or video that depicts the school in a derogatory sense. Any damage to property (laptops, computers, iPads) caused intentionally or by negligence will result in restitution.



Curriculum

As a school of choice, AcadeMir Charter School West believes its focus on the special methods of teaching mathematics, science, and reading will appeal to those students and parents interested in the School's mission: to provide students with a well-rounded elementary school education, through a challenging program focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement. AcadeMir Charter School West also believes that the curriculum must be well-rounded to encompass the social and cultural development of each student.

AcadeMir Charter School West's curriculum is based on Common Core/NGSS Standards.

Standards and encompasses the core subject areas of Math, Reading, Writing and Language Arts, Science, and Social Studies, as well as, special area classes of Technology, Foreign Language, Art, and Physical Education.



Grading and Reporting of Student Progress

AcadeMir Charter School West believes that parents must be informed regularly regarding their child's performance at school. Parents can become a school's greatest ally in helping to insure academic success for students.

Academic Grades: Academic grades are to reflect the student's academic progress. The grade must provide for both students and parents a clear indication of each

student's academic performance as compared with norms that would be appropriate for the grade or subject.

Kindergarten	Verbal understanding	Value
Academic Letter Grade		
E	Excellent	100% - 90%
G	Good	89% - 80%
S	Satisfactory	79% - 70%
M	Minimal Progress	69% - 60%
U	Failure	59% - 50%

1st grade – 5 th grade	Verbal Understanding	Value
Academic Letter Grade		
A	Excellent	100% - 90%
B	Good	89% - 80%
C	Satisfactory	79% - 70%
D	Needs Improvement	69% - 60%
F	Failure	59% - 50%

Conduct Grades for Kindergarten

Kindergarten	Verbal Understanding
E	Excellent
S	Good
N	Not Satisfactory

Honor Roll

	Principal Honor Roll	Honor Roll
Academic grades	Kindergarten-All E's	Kindergarten – E's and S's
Conduct	Kindergarten – All E's	Kindergarten – E's and S's

	Principal Honor Roll	Honor Roll
Academic grades	1st – 5th- All A's	1st – 5th – A's and B's
Conduct	1st – 5th- All A's	1st – 5th – A's and B's



Home Learning

Home Learning Assignments are a very important part of learning. Developing the habit of nightly study requires parental help and guidance. This is another way to reinforce what was learned in the classroom and a means of allowing the parents to be a part of our curriculum goals.

Teachers use the following time schedule as a guide when assigning home learning:

Grade K:	30 minutes
Grade 1:	30 minutes
Grade 2:	45 minutes
Grade 3:	45 minutes
Grade 4:	60 minutes
Grade 5:	60 minutes

These times are a guide and are based on the average child's ability and concentration. Some home learning assignments may take less time and others may take a little more time. A child who does not complete class work in class may have to complete class work in addition to home learning.



Uniform Policy

A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. AcadeMir Charter School West reserves the right to interpret these guidelines and/or

Make changes during the school year. Students are expected to follow these guidelines with support from their parents/guardians. All students shall wear a school uniform daily.

Parents of students not wearing a uniform will be contacted and will need to bring the official uniform. Please remember that uniforms are for the safety of our students. After the third infraction, students will be **issued a referral. After three referrals of any kind, the students' continuous enrollment may be jeopardized by being placed on the waiting list.**

Hair: Hair must be neat, clean, and away from the face. No hats, bandanas or headbands may be worn. Boys' haircuts must be above the collar and above the ears. Hair styling or color arrangements which are disruptive or distracting are not permissible. Boys' haircuts must be monitored. Girls may wear permitted hair accessories in yellow, white, or royal blue. Please do not wait for a teacher to contact you to trim your child's hair. Students not complying with this policy will be issued a school referral after two days from the time of the warning. However, the school will honor certain hairstyles due to religious beliefs.

Our policy clearly states that any dress or grooming which is disruptive or distracting to the educational process is not acceptable.

Jewelry: Girls with pierced ears may wear modest simple earrings. More than one set of earrings on girls, large hoops, large necklaces with charms, wristbands, earrings on boys or visible piercing of other body parts are **unacceptable** and will not be permitted.

Make-up: Make-up, tattoos, colored nail polish/acrylic nails, or glitter will not be permitted (**at any age**).

Dress Code

All uniforms are available for purchase at the uniform company. No other uniform is allowed.

Shoes:

Must be black closed toe shoes with white, navy blue, or yellow socks.

Cold Days:

1. Jackets and sweaters are available for purchase at the uniform store.
Please write student's name on all clothing tags.

Parent/guardian's cooperation regarding dress code is appreciated. Students should have enough uniforms where laundry issues should not interfere with the uniform policy. Parents will be required to drop off uniforms if they are not dressed appropriately and a referral form will be placed in the student's permanent file if parents do not comply with the uniform policy.



Field Trips

As a learning experience, planned field trips may be scheduled throughout the school year. Parents may be asked to assist the teacher as chaperones. Chaperones may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours. Please note that all chaperones will need to be cleared through MDCPS. If you have not been cleared through MDCPS and wish to attend school functions, please follow the MDCPS chaperone clearing procedures as soon as possible. **All parent chaperones must have a background check and cleared through Miami Dade County Public Schools prior to the field trip.** Participation in field trips is a privilege. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip. Written

parental permission and fee prior to the field trip, or the student will not be permitted to take part in the field trip. Students not paying by the designated deadline will not be permitted to attend the field trip. Students not wearing AcadeMir Charter School West uniform will be required to remain at school. All field trip applications must be fully completed.

Service Hours



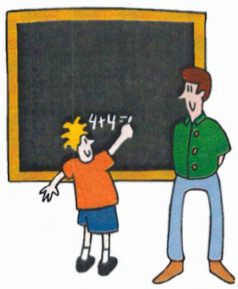
Parents have many opportunities to volunteer their time at school. Volunteer sign-ups will be available throughout the school year. **Parents are required to volunteer a minimum of 20 service hours per family each school year.** If you have more than one child enrolled in the school, you need to divide the 20 hours per child and volunteer to each child's class equally.

Due to mandates from Miami-Dade County Public Schools, **all parents wishing to volunteer within the school must participate in the *School Volunteer Registration Program* and must be cleared through Miami-Dade County Public Schools before permission to volunteer is granted.**

Most parents/guardians are busy; therefore, please find below a list that details a variety of ways in which volunteer hours can be completed.

1. Assist in classroom
2. Assist in Book Fair
3. Donate resource items to school
4. Work on landscaping day
5. Donation to classroom/school supplies
6. Work in the lunchroom
7. Donation of snacks
8. Assist with picture day
9. Work on fundraising projects
10. Chaperone on a school fieldtrip

This volunteer requirement must be completed by the last day of school two weeks prior to the end of the school year (10 hours before winter recess and the remainder two weeks before school end). A final reminder of non-compliance will be sent home. If the requirement is not completed by the last day of school, your child will be placed on the waiting list for the following school year. **NO EXCEPTIONS!**



Visitors

Visitors, including parents are **NOT** permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid Florida Driver's License and be cleared by MDCPS. Parents must also sign in and out, state whom they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. Cooperation will enable the school to provide a safe and orderly learning environment for all students.



Returned Checks

Returned checks to Academir Charter School West are charged a \$30.00 returned check fee. Payment for the returned check and the \$30.00 fee must be made within 7 days of notification from the school. **After one returned check to the school, a family may not pay by check for anything.** Students whose families do not submit payment in a timely manner for returned checks will lose privileges to field trips and special events.



Text Books

All textbooks needed by students for school and homework assignments are furnished by the school. The school is also able to provide the materials and equipment requested by teachers for classroom instruction. Books must not be written in or on. **Charges will be made for damaged or lost books and/or materials.**

Lost and Found



Each year many articles of clothing are lost and remain unclaimed. When these items are turned in they are placed in the Lost and Found area in the school. Please place *your child's name* on everything he/she brings to school. This will minimize the amount of items in our Lost and Found. All items are placed in the cafeteria and students are given an opportunity to look through and claim their

own articles. Items that are not claimed by the end of every month will be donated.



AcadeMir Charter School West

Student Incident Report

Student Name: _____

Gender: _____ Male _____ Female

Grade: _____

Teacher: _____

Date of Accident: _____

Time of Accident: _____

Location: _____

Witnesses: _____

Description of incident (including activity, equipment involved, others involved and cause):

Body Part Injured: _____

Possible type of Injury (sprain, laceration, bruise, dislocation, fracture, concussion, etc.):

Initial First Aid (ice applied, cut cleaned, etc.): _____

Was EMS Called? ☐ YES ☐ NO

Did EMS Transport: ☐ YES ☐ NO

If YES, where? _____

Was Parent Notified? ☐ YES ☐ NO

Signature of person reporting: _____

Date: _____

Parent's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____



AcadeMir Charter School West

ACCIDENT REPORT

Name of injured: _____ Grade: _____ Teacher: _____

Date of Accident: _____ Date of report: _____ Time of Accident: _____

Injured is a: Student _____ Staff Member _____ Other _____

If other, reason for visit: _____

Name of Parent: _____ Parent Notified: Yes / No Time of Notification: _____

Result of Parent Contact: _____

Name of employee present when injury occurred: _____
(print name)

Did accident occur on school property: Yes / No

If no, address of location where the accident occurred: _____

.....
CIRCLE THE APPROPRIATE DESCRIPTION:

<u>LOCATION</u>	<u>ANATOMICAL LOCATION</u>		<u>NATURE OF INJURY</u>
Playground	Abdomen	Foot	Abrasion
Hallway	Ankle	Hand	Bruise
Classroom	Arm	Head	Burn
Field	Back	Knee	Bite-animal
Bathroom	Chest	Mouth	Bite-insect
School Bus	Ear	Neck	Bite-human
Pedestrian	Elbow	Nose	Sprain
Parking lot	Eye	Shoulder	Break
Field Trip	Face	Teeth	Other _____
Other _____	Finger	Wrist	
	Other _____		

.....

First Aid Treatment _____ Sent to Office _____ Sent Home _____

Describe the accident and how it occurred: _____

Witness(es): _____

Will accident cause absence from school? Yes / No

If so, expected number of days _____ weeks _____ of anticipated absence.

Homeroom Teacher's signature

Signature of employee completing form

Administrator's signature

Parent Signature



AcadeMir Charter School East
Parent Contract

Students Name: _____ Grade: _____

- . Parents are to ensure that their child arrives on time. Students must be in their seats by the start of class as published in the Student Handbook. Any student arriving after this time will be issued a tardy slip. Students accumulating ten (10) unexcused tardies per school year will receive a referral for excessive tardiness. Continued tardiness may result in the student's loss of enrollment preference for the following school year or recommendation to attend a school that is more flexible.
- . Parents are to contact the school office if their son/daughter (the students) is going to be absent. On the day the student returns to school, he/she must bring a note from the parent (s) explaining the reason for the absence, otherwise, the absence will be considered unexcused.
- . The School believes that parents play an integral role in their child's educational and social life. For this reason, the school asks that a parent/guardian personally transport their child to and from school. Carpooling is permitted, as it too, positively contributes to the child's socio-educational life. If due to a verified hardship, a parent is unable to meet this requirement, the school will provide transportation according to the school's transportation plan.
- . Parents are to ensure that their child is wearing the proper attire as stated in the Student Handbook. Students who arrive at school without the proper attire will be disciplined, as stated in the Student Handbook. Hoodies are not permitted at any time, unless provided by the school.
- . Parents are expected to provide lunch each day for their child. The student may bring their lunch from home or purchase a lunch from the school. Qualifying students may receive free or reduced lunch per National School Lunch provisions.

- . A student's parent/guardian must agree to volunteer a minimum of ten (20) hours per school year. All volunteer hours must be completed prior to the end of the school year.
- . Parents agree to read and use the information sent home from the school so that they are informed of activities and academic opportunities provided by the school.
- . Parents and students are required to read the Student Handbook. The Handbook details the responsibilities that staff members, students, and parents are expected to fulfill. If parents and students do not meet these obligations, it will be recommended that the student attend another school. If necessary, the school will pursue the withdrawal or transfer of the student via the administrative procedures, as set forth by the School's Charter, and as provided for by opinion of the Florida Department of Education's General Counsel.

I (We) understand that by not fulfilling my (our) contractual obligations to AcadeMir Charter School West, this may result in the student being suspended, losing the opportunity to recommit for placement for the following school year or referral of my child to a regular district or private school of the parent's choice. This policy is approved by the AcadeMir Charter Schools, Inc. Board of Directors. I understand that my child is a student with Miami-Dade School System.

Signature of Parent/Guardian _____ Date _____

Signature of Parent/Guardian _____ Date _____

Acknowledged by school _____ Date _____

APPENDIX C:

ASC EMPLOYEE HANDBOOK

SAFETY AND HEALTH HANDBOOK

AcadeMir Charter School West

EMPLOYEE HANDBOOK

Empowering Tomorrow

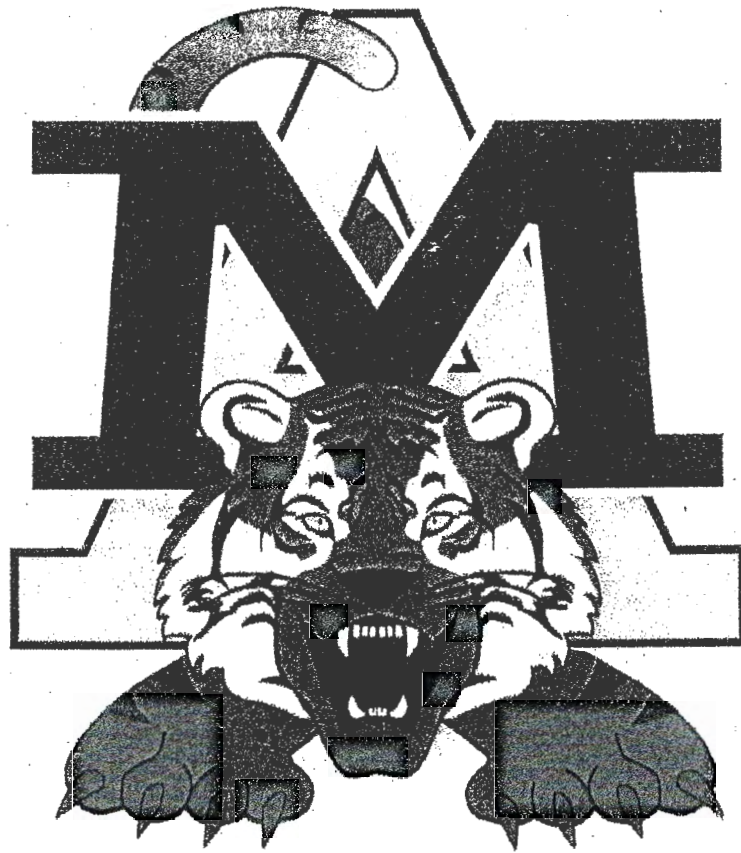


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	Final				

Our Mission

The mission of AcadeMir Charter School West is to provide students with a well-rounded elementary education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Our Purpose

The purpose of AcadeMir Charter School West is to prepare students to reach their maximum potential in all subjects with special emphasis on mathematics, science and reading using reform-based exemplary curricula and enhancement programs. The school will prepare its students to be productive and responsible citizens through these exemplary programs.

Our Vision

The vision of AcadeMir Charter School West is to provide students with a challenging and rigorous curricula enabling students to be well prepared high school and life through adherence to an unwavering mission, shared purpose, and clearly articulated goals.

Students will experience a cross curricula instructional approach using the Next Generation Sunshine Standards and benchmarks.

Educational Philosophy

AcadeMir Charter School West's philosophy is to prepare students to carry the torch of knowledge through its proven curricula, as well as the freedom and prosperity that is passed from generation to generation in this great country. Encouraging the use innovative learning methods is a vital part of providing an educational program that truly meets the needs of all children. All learners possess areas of strength and areas of weakness and therefore, they express and receive knowledge in many ways. Effective teachers understand the need to differentiate instruction for all students in order for learning to occur. Understanding a student's area of intelligence, learning style, and/or learning preference is one way teachers can positively impact a student's ability to learn. The role of the teacher is to observe what their students are doing, figure out why they are doing it that way, and to give them the right kind and amount of information and feedback so they may solidify learning and perform what they have been taught. Students must be able to make sense of what is taught if they are going to apply their learning in other situations.

(1) Welcome Message

Dear Employee,

Welcome to AcadeMir Charter School West (ACSW)

We are excited to have you as part of our school. ACSW is committed to excellence in all aspects of our business.

We value our employees and encourage them to make productive suggestions. We want you to succeed at what you do.

This Employee Manual, inclusive of an Acknowledgement Form, sets forth the general administrative policies, goals, and benefits of ACSW and replaces and supersedes any prior manual(s). **This Manual remains the property of ACSW and must be returned upon request.**

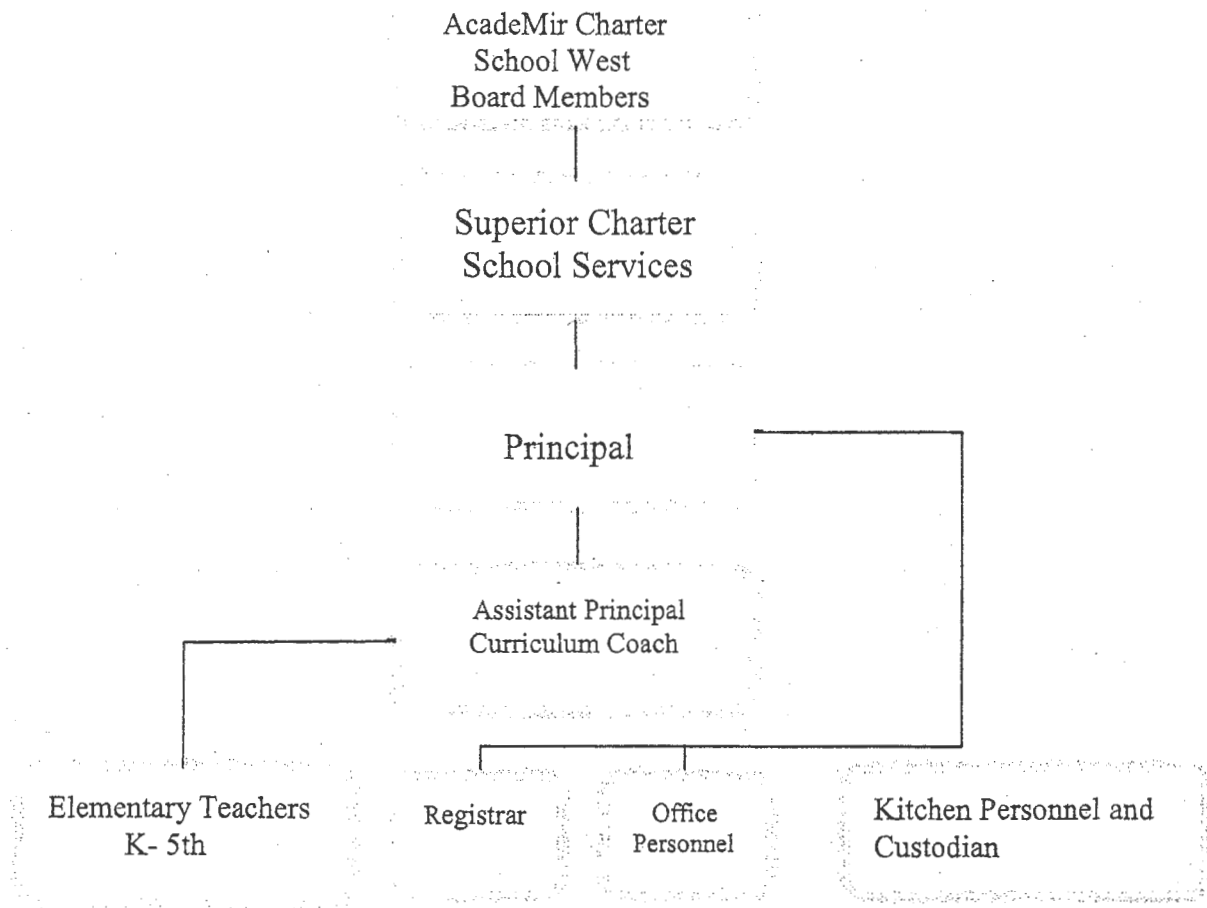
You should use this Manual as a reference as you pursue your career with us. Each of the policies are dated and is current as of that date, but may be unilaterally amended by AcadeMir at any time, with or without notice, and we shall also reserve the right to deviate from the policies herein in our sole discretion. When there is a change in a policy we will update this Manual as soon as possible. Feel free to discuss with us any questions you may have about this Manual or about your employment with us.

Sincerely,

AcadeMir Charter School West
Dr. Carolina Claro
Principal

(2) School Operations

The organization chart of AcadeMir Charter School West can be seen below.



(3) Equal Opportunity; Immigration Law

3.1. Equal Opportunity Statement

ACSW is an equal employment opportunity employer and does not discriminate against employees or job applicants on the basis of race, religion, color, sex, age, national origin, mental or physical disability, veteran or family status, or any other status or condition protected by applicable federal, state, or local laws, except where a bona fide occupational qualification applies.

This policy extends to all aspects of the employment relationship, including, but not limited to, recruiting, interviewing, job assignments, training, compensation, benefits, discipline, use of facilities, participation in School-sponsored activities, termination, and all other terms, conditions, and privileges of employment.

3.2. Immigration Law Compliance

In accordance with the Immigration Reform and Control Act of 1986 (IRCA), ACSW only employs individuals who are legally authorized to work in the United States. Furthermore, ACSW does not continue to employ any individual whose legal right to work in the United States has been terminated.

3.3 Americans with Disabilities Act Compliance

ACSW adheres to the Americans with Disabilities Act (ADA) and makes every effort to ensure that qualified individuals with a disability are not discriminated against in any terms, conditions, or privileges of employment. The ADA requires employers to provide a reasonable accommodation to qualified individuals with known disabilities in all aspects of employment, unless the accommodation would cause an undue hardship to the employer.

An individual with a disability is a person who:

- (1) Has a physical or mental impairment substantially limiting one or more major life activities; or
- (2) Has a record of such impairment; or
- (3) Is regarded as having such impairment.

A qualified individual is a person with a disability who meets the skill, education, experience, training, and other job-related requirements of position, and who, with or without a reasonable accommodation, can perform the essential functions of the position. We are committed to providing a reasonable accommodation to the known physical or mental limitations of such individuals so they can perform the essential functions of a job, unless the accommodation would create an undue hardship.

If you need an accommodation under the ADA, you should immediately notify the School.

(4) Policies and Rules

4.1. Employment – Classification

As an employee of ACSW you are an “employee at will”. This means that either you or ACSW may choose to terminate the employment relationship at any time, with or without cause, and with or without advance notice.

Any information outlined in this Manual does not modify the employment at will policy and should not be interpreted to mean that termination will occur only for “just cause”. These documents do not create an express or implied contract of employment for a definite and specific period of time between you and ACSW or otherwise create express or implied legally enforceable contractual obligations on the part of ACSW concerning any terms, conditions, or privileges of employment. Any documents or statements, written or oral, prior, current, or future that conflict with the employment at will policy are void.

Salaried 10 month Teachers- Teachers who are scheduled to work a 10 month school year.

Regular Year-round Full-Time is an employee who is regularly scheduled to work (forty) 40 or more hours per week. Regular full-time employees may be either non-exempt (hourly) or exempt (salaried) employees and work year-round.

Regular Part-Time is an employee who is scheduled to work (ten) 10 or more hours, but less than (forty) 40 hours per week. A part-time employee will not receive any benefits, paid holidays or vacation pay.

Temporary Employee is an employee who is hired for a certain length of time and who is paid only for their hours worked. A temporary employee will not receive any benefits, holiday, or vacation pay.

Provisional Employee is an employee who has not yet completed the ninety (90) -day provisional period after first being hired.

4.2 Job Descriptions

Each job description depicts a list of the general tasks, or functions, and responsibilities of each position. It also includes to whom the position reports to and specifications such as the qualifications needed by the person in the job. (Please see attached)

4.3. How to Report Abuse and Neglect

Anyone who knows or has a reasonable cause to suspect child abuse or neglect is required to report that abuse or neglect. Florida law protects that reporting child abuse by providing immunity from liability and confidentiality.

The report must be made to:

The Florida Protective Services (1800-96-ABUSE) (1-800-962-2873). The form with the following information is to be completed and a copy placed in the student's file.

Child's Name

Address

Parent's/Guardian/or other responsible for their welfare

Age

Race

Sex

Sibling name (s)

Nature/extent of abuse or neglect

Abuse, if known

Reporter's name, address, phone number

Any other pertinent information

After the report is made, the principal and the Dept. of Children and Families are to be notified..

4.4. Personal Information

It is important that your personal record be accurate at all times. In order to avoid problems with your benefit eligibility, tax liability, or our ability to communicate with you regarding shift changes and the like, ACSW requires that you will promptly notify your supervisor of any change in your name, home address, telephone number, number of dependents, or any other information pertinent to your employment with ACSW.

4.5. Attendance and Punctuality

ACSW believes that a good record of attendance and punctuality is an essential component of good work performance. You are expected to arrive at work before you are scheduled to start your day and be at your workplace by your scheduled start time. If, for any reason, you are unable to report for work on time, or unable to remain at work until the end of the day, you must notify the principal directly before your regular starting time. Tardiness will be noted in the teacher's personnel file.

All time off must be requested two weeks in advance and should be submitted in writing as outlined in the appropriate categories, except for sick leave (See Sick Leave and other categories for specific details outlined below.). Excessive absences (10 within a year period) may result in disciplinary action, up to and including termination.

4.6. Dress Code

As an employee of ACSW, you must maintain a clean, safe, and professional appearance. Your attire should be consistent with the type of work you are performing as well as being appropriate for the position you hold and the image ACSW seeks to project. Uniform must be neat and

clean. Good personal grooming and hygiene are also essential and should contribute to a professional appearance.

Uniform must be purchased at Sunshine Uniforms exclusively. You will be required to wear and pay for your own uniform. Closed shoes are to be worn (NO FLIP FLOPS/THONGS)

Staff members may wear appropriate jeans, sneakers, and/or sandals (no flip flops/thongs) on designated days by the administration.

The following items are not considered appropriate dress during special events, such as parent meeting: halter tops, midriff tops, sweatshirts, skirts length more than 1 inch above the knee, jeans, shorts, leggings, sweat pants, flip fops, sandals, or sneakers.

If you have further questions about your expected attire, please discuss these questions with you principal (**only approved uniform can be worn**).

4.7. Work Hours

Please see your offer letter for work hours.

4.8. Sign In-Out

Where applicable, you must sign in at the start of your work day, out for lunch, in from lunch and out at the end of the day. **You are not allowed to sign for another employee.** The principal must approve all time sheets that have any adjustments.

Any absence should be specifically noted on the time sheet for days on which they occur.

4.9A. Staff Meeting

All staff is required to attend weekly staff meeting, emergency meetings, and any event that requires staff participation (re: Christmas Show, Graduation/Year-End Show, etc.)

4.9B. Lunch Period

Non salaried employees are allowed a daily 30-minute unpaid lunch break. Any other breaks during the work day must be approved in advance by the principal and shall also not be paid.

4.10A. Safety /Procedure for Emergency

Safety is a priority at ACSW. ACSW strives to provide a clean, hazard-free, and safe environment in accordance with the Occupational Safety and Health Act of 1970.

- Follow directions of emergency personnel and school administration throughout emergency period.

NOTE: A Code Red during break would require school personnel to direct students to nearest available room

If you hear, “**CODE YELLOW**” via the intercom system

- School administrator (or designee) will announce “Lockdown: Code Yellow.....Lockdown Code Yellow”
- Staff and students located in open areas should immediately report to the nearest secured area.
- Teachers should stand outside their door and direct students, staff and visitors to the nearest secured area.
- Disregard bell system.
- Secure school perimeter, if necessary.
- Classroom doors should be closed and locked; open windows should be closed.
- Turn off all audio-visual equipment.
- Cellular phone use will be limited to the reporting of emergency information.
- Teachers should continue with regular classroom activity.
- Follow directions of emergency personnel and school administrators during the period.
- Lockdown update announcements should be made every 15 minutes, or sooner if indicated.
- All students, staff and visitors should remain in Lockdown, Code Yellow Mode until the “All Clear” announcement is made.
- Once the “All Clear announcement has been delivered, regular school activity may resume.

4.10B. Hurricane

During hurricane season, it is necessary to abide by the rules listed below:

When we are faced with a situation of natural disaster, ACSW will govern itself by Miami Dade County Public School policies and procedures

4.11. Medication Procedure

In order for ACSW to accept and administer medication to a child, it is necessary to have a “Medication Form” completed and signed by the child’s parent/guardian.

ACSW will only administer 1 medication per day and it must have its original label. No medication is to be accepted if the original label is missing. If parent/guardian’s instructions for medication differ from those on the label, medication will not be administered and the child’s parent/guardian will be notified. **Medication needs to be placed in the medicine cabinet. Medication can NEVER be left inside the book bag, in children’s reach, or unattended.**

As an employee, you are expected to take part in maintaining this environment. It is your responsibility to learn the location of all safety and emergency equipment, as well as the safety and/or emergency phone numbers.

- Fire-
- In case of fire emergency, all teachers must abide by the following:
 - All teachers must have their class book binder with daily attendance record
 - Teachers must carefully exit building with their class to their assigned area
 - All students in the attendance record MUST be accounted for
- Accident:
- In case of an accident where a child is injured, staff must abide by the following:
- Advise principal immediately of accident
 - Designated personnel is to call 911 depending on the nature of the injury (any head injury open wound, broken bones, dizziness, fatigue, fever, vomiting, unconsciousness, etc, require emergency medical care 911)
 - Designated staff is to call child's parents/guardian regardless of the nature of injury.
 - If injury requires medical care and assigned personnel is unable to reach parents/guardian, a call must be placed to those persons listed as authorized to pick up child.
 - If an injured child needs to be transported to the hospital and the parents/guardian have not arrived to school, the principal or designee must accompany the child and take the child's file with them.
 - Accident/Incident report must be completed and signed by teacher, principal and parent/guardian of child.
- Incident:
- In case of an incident, all staff must abide by the following:
- Advise the principal of any incident that may occur with any child in your class
 - Accident/Incident report must be completed and signed by teacher, principal and parent/guardian of child.
- Lockdown:
- If you hear, "**LOCKDOWN**" over the intercom or an administrator announces the lockdown in person, the following are "lock down" procedures that are to be implemented
- An administrator will announced "CODE RED" via the intercom system.
 - School and local police will be called by the administration.
 - Teachers should request that students move away from windows, and if necessary sit in a crouched position away from source of danger.
 - Staff and students located in open areas should immediately report to nearest secured area.
 - Staff and students in bathroom facilities should move to nearest secured area.
 - All staff and students remain in lock down mode until "ALL CLEAR" announcements are made.

If provided, Internet access is likewise strictly for business purposes only and is not for personal use. ACSW reserves the unilateral right to review, monitor, access, audit, intercept, and disclose an employee's use of the Internet at any time, with or without notice, and with or without an employee's permission. You should have no expectation of privacy or confidentiality with respect to any use of the Internet at work.

Any employee that engages in any inappropriate behavior via internet (ex: facebook, twitter, my space), directly or indirectly with ACSW's schools, staff, students, parents, or family may face disciplinary action, up to and including termination.

4.15. Code of Ethic

Each staff member serves as a moral leader following ethical practices. Each staff member will treat students, parents, fellow workers, and the administrator with respect and dignity. Confidentiality is to be kept at all times. Comments from one teacher to another are not allowed. Negative comments/discrimination about children will not be allowed. Each staff member demonstrates self-control in stressful situations. Staff members do not fight, agitate a fight, attempt bodily harm to another person. Dishonesty is treated decisively with appropriate consequences.

4.15.1 Substance Abuse Policy

Our goal is to provide a healthy and pleasant work environment for all employees. ACSW prohibits any form of tobacco use on premises.

ACSW takes seriously the problem of drug and alcohol abuse and is committed to providing a work-place free of such substances. This policy applies to all employees of ACSW.

No employee is allowed to consume, possess, sell, or purchase any alcoholic beverage on any property owned by ACSW, or in any vehicle owned or leased by Company. No employee may use, possess, sell, transfer, or purchase any drug or other controlled substance that may alter an individual's mental or physical capacity while working for Company. The exceptions are over-the-counter pain relievers and the like, used as intended and directed, and any other drugs that have been prescribed to you, and which are being used as prescribed by your doctor.

ACSW will not tolerate employees that are impaired by or under the influence of alcohol or drugs while working.

In cases where the use of alcohol or drugs poses a threat to the safety of other people or property, you must report the violation. Employees who violate our Substance Abuse Policy will be subject to disciplinary action, up to and including termination.

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4.19. Reporting Absences

All leave requests and approvals should be made in writing by completing the "Leave Request Form".

If a teacher is called for jury duty, a copy of the summons must be given to the Principal.

After three (3) days of unauthorized absence, and lack of communication with the principal of ACSW, we will assume that you have resigned.

5.0 Benefits and Services

Except where required by applicable state or federal law, the benefits provided to employees by ACSW are subject to change at any time.

5.1 Holidays

ACSW follows Miami-Dade County Public School calendar.

5.2. Vacation

Please see your offer letter.

5.3. Sick Leave

Please see offer letter.

5.4. Leave of Absence

Employees who work for at least one year for 1250 hours over a previous 12 months period, are allowed up to twelve (12) weeks of unpaid leave.

5.5. Worker's Compensation

ACSW is committed to meeting its obligations under applicable workers' compensation acts which provide medical, rehabilitation, and wage-replacement benefits to individuals who sustain work-related injuries or illnesses while working. All work-related accidents, injuries, and illnesses must be reported immediately. The failure to promptly report an accident, injury, or illness may result in the loss of coverage under workers' compensation insurance.

4.16. Harassment and Discrimination Policy

ACSW is proud of its work environment in which all employees are treated with respect and dignity. It is our policy that all employees have the right to work in an environment free from any type of illegal discrimination or harassment, including racial and sexual harassment. Any employee found to have engaged in any form of discrimination or harassment, whether verbal, physical, or arising out of the work environment, and whether in the work place, at work assignments off-site, at school-sponsored social functions, or elsewhere, is unacceptable and will not be tolerated.

ACSW's general harassment policy is designed to ensure that all individuals can work in an environment that promotes equal opportunities and prohibits discrimination and harassment on the basis of race, religion, color, sex, age, national origin, mental or physical disability, veteran or family status, or any other status or condition protected by applicable federal, state, or local laws.

4.17. Provisional Period

Each employee will be given written job description that details the requirements and expectations of each position. Performance reviews will normally be conducted on a yearly basis.

During the ninety (90) day provisional period upon first being hired, employee will not be considered a regular employee until they have satisfactorily completed this required provisional period of employment, as determined by ACSW's management. The purpose of the provisional period of employment is to determine job satisfaction and to allow ACSW to evaluate job performance. In the event that job performance is evaluated as being unsatisfactory, the provisional employee may be terminated without prejudice at any time for any reason during the provisional period.

4.18. Payroll

You will be paid for your work on the regularly-scheduled payday (please see offer letter).

If there is an error in your pay check, notify your supervisor immediately. Every effort will be made to remedy the discrepancy as quickly as possible. If your pay check is lost or stolen, notify your supervisor immediately. A new pay check will be issued after payment has been stopped on the original check. ACSW will not be obligated to indemnify an employee for any monetary loss suffered as a result of a lost pay check if we are unable to stop payment on the original check.

ACSW will deduct Federal Social Security and Income Tax and all other legally required deductions from your payroll check each pay period.

6.0. Layoff And Recall

There may be occasions when it becomes necessary for management to reduce staff at ACSW, due to certain business conditions or for other reasons. On such occasions, ACSW will make decisions on the basis of the School's needs related to employee job functions and their performance. The principal will speak to you personally about your employment status as needed.

6.1. Employee at Will

Beginning with the first day of work through the end-date of this agreement as an employee of ACSW, you are an "employee at will". This means that either you or ACSW may choose to terminate the employment relationship at any time, with or without cause.

6.2. Automatic Dismissal

The commission of any offense considered serious enough by, ACSW without limitation to those outlined below, will, except in extraordinary circumstances in the sole discretion of, ACSW be followed by the immediate dismissal of that employee:

- * Making false statements or omitting pertinent facts on an employment application or in an employment interview;
- * Threatening, assaulting, fighting with, or harassing another employee or anyone else encountered during the course of business;
- * Stealing or deliberately damaging the company's or other employees' property;
- * Possessing a weapon at work;
- * Reporting to work under the influence of alcohol, narcotics, or other drugs
- * Falsifying or destroying company documents or computer files;
- * Conviction of a felony offense and/or imprisonment;
- * Taking unauthorized leave or failing to show up at work for more than three (3) consecutive days without notifying a supervisor.

6.3. Exit Interview

Upon termination of employment, voluntary (by the employee) or involuntary (by the employer), with or without cause in both cases, the Management or Board Members of ACSW may choose to have an exit interview with the departing employee.

During such interview, if any, you will be informed whether you are entitled to certain post-termination benefits such as credits that may be due, full or pro-rated vacation pay, and other post-employment related matters.

Any employee who terminates his or her employment, or is terminated by ACSW shall return all files of any kind, keys, tools, and any other materials whatsoever that is the property of ACSW.

2

Unless otherwise prohibited by applicable state or federal law, final settlement of your pay will not be made until all property owned by ACSW is returned in satisfactory condition. The cost of replacing any items not returned will be deducted from your final paycheck, or, if this is not possible, due to legal restrictions or otherwise, legal action may be taken to recover any property or monies due to ACSW.

7.0. Communication Policy

Any questions with respect to any of the provisions of this Employee Manual should be addressed to the principal.

You are entitled to express your point of view on work-related matters in a constructive manner, as well as to make any productive suggestions in any of the communication avenues available within ACSW.

8.0. Arbitration; Choice of Law

Any controversy or claim arising out of or relating to the employment relationship created between the employer ACSW and employee (you), including all topics covered in this Employee Manual, and the interpretation of this Manual, or any alleged breach of it, shall be settled by arbitration in accordance with the Arbitration Rules of the American Arbitration Association, with such arbitration to take place in the County of Dade, State of Florida with an agreed upon arbitrator. If the parties cannot agree on an arbitrator, a court of competent jurisdiction shall appoint an arbitrator at the request of either Party. Although the parties shall initially bear the cost of arbitration equally, the prevailing party, if any as determined by the arbitrator at the request of the parties which is hereby deemed made, shall be entitled to reimbursement for its share of costs and reasonable attorneys' fees, as well as interest at the statutory rate. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. The determination of the arbitrator in such proceeding shall be final, binding, and non-appealable.

This Manual shall be interpreted, construed, and enforced in all respects in accordance with the laws of the State of Florida.

We have supplied a separate copy of the Acknowledgement Form below.

Please be sure to sign, date, and return this form to your supervisor after reading this Employee Manual; doing so is a prerequisite for employment with AcadeMir.

Also attached is an Employee Checklist for you to complete and return along with your Acknowledgement Form.

Thank you and we look forward to having you as an employee!

ACH Corporation of America

SECTION 1

EMPLOYEE HANDBOOK

&

SAFETY AND

HEALTH

HANDBOOK

YOUR LINK TO THE FUTURE

ACH Corporation of America

EMPLOYEE HANDBOOK

This employee handbook contains a general outline of ACH's policies and procedures and its contents do not give rise to any enforceable contractual rights relating to continuing employment or receipt of benefits between ACH and its employees. Employment at ACH does not mean you are guaranteed a job for a specific period of time or until you retire. Likewise, you do not commit yourself to ACH for any specific length of time. You and ACH reserve the right to discontinue employment with the Company at any time, for any reason, and without notice or cause. This flexibility lets you adapt to changing personal circumstances or other employment opportunities, and it allows the Company to effectively administer its human resource policies.

Please read the handbook carefully and keep it handy for future reference. One thing we ask as an ACH employee is to become familiar with this handbook. We encourage you to ask any questions you may have, to either your supervisor or our Human Resource representative.

EMPLOYMENT POLICIES

Equal Opportunity

Our policy is to treat all employees and applicants for employment fairly. Employment with ACH will be determined on the basis of merit, competence, and qualifications and not by race, color, religion, sex, age, national origin, handicap, or veteran status. The administration of all personnel matters, such as employee communications, compensation, benefits, transfers, education, and social/recreational programs will be free from any discriminatory practices.

Definitions of Employment Status

The following terms describe the classification of employees and your employment status:

EXEMPT:

Employees whose positions meet specific test of the **FAIR LABOR STANDARDS ACT (FLSA)** and are exempt from minimum wage and overtime pay requirements. (See following charts)

NON-EXEMPT:

Employees whose positions do not meet **FLSA** exemption tests and are paid one and one-half times their regular rate of pay for more than forty (40) hours worked per week.

Introductory Period for New Employees

Upon satisfactory completion of an introductory period that may last up to 180 days, you will become a regular employee. All employees, regardless of classification, status, or length of service are expected to meet and maintain company standards for performance and behavior.

Personnel Records

Inform your supervisor of any status change such as:

- Marital Status
- Change of Name
- Change of Residence Address

WAGE AND SALARY POLICIES

Overtime Pay:

Non-exempt employees are paid one and one-half times their regular rate of pay for working overtime. Overtime is more than forty (40) hours in one week. Overtime should be authorized by your supervisor.

Hours of work:

Your supervisor will discuss hours of work with you in more detail for your location and function. Whatever the established hours, your responsibility is to be on time and comply with the established hours of work.

Paydays:

Your supervisor will inform you of the day and time that payroll checks will be distributed for your location.

Lunch & Rest Periods:

Lunch and rest periods (if any) for your location will be communicated to you by your supervisor.

EMPLOYEE BENEFITS

ACH offers a comprehensive package of Health, Welfare, Retirement, and other benefit programs for its' employees. The details of our group benefit programs can be obtained by contacting the ACH Employee Benefits Department @ (800) 215-7112.

Workers' Compensation:

This insurance protects you against economic loss caused by work-related accidents or illnesses. No compensation may be expected for work-related accidents that are related to alcohol or drug use. ACH pays the entire cost of the program. Your coverage depends upon your prompt reporting of work-related accidents/illnesses, filing claims, and submission to a drug test **within 24 Hours** of the accident or illness. Failure to have a drug test **within 24 Hours** may result in a workers' compensation claim being denied.

Process for Work-related Injuries:

A. If an injury occurs during normal business hours:

Step 1. Employee contacts supervisor or foreman per your company policy.

Step 2. Supervisor/Foreman should contact ACH @ (800) 215-7112 or (407) 788-7112.

B. If the injury or treatment occurs OUTSIDE normal working hours:

Step 1. Injured employee should seek treatment from Genex Managed Care network emergency room. (Please Note: if injured employee is unsure where to go for treatment, he/she should call Genex Managed Care @ (800) 477-3502 from 8:00 a.m. to 5:00 p.m.)

TIME OFF AND EXCUSED ABSENCES

These benefits may vary according to location:

Vacation
Holidays
Sick Leave
Bereavement Leaves
Jury Duty
Leaves of Absence without pay
Compliance with the Family Leave Act

Benefits coverage may be affected while on leave and when re-instated to work from a leave. Please see your supervisor well in advance to discuss these matters.

RESOLVING EMPLOYEE COMPLAINTS

When you have a job-related problem, question, or complaint, talk with your supervisor. The simplest, quickest, and most satisfactory solution will often be reached at this level.

Your supervisor should be able to answer your question or resolve the matter to your satisfaction. If not, contact the manager of your department or the ACH Human Resources Department at (800) 215-7112. If the matter is still not resolved to your satisfaction, you may document your complaint in writing to the President of ACH.

Difficulties in using this complaint procedure should be brought to the attention of the ACH Human Resources Department.

ATTENDANCE STANDARDS

Your regular attendance and punctuality is a requirement of your employment with ACH. If you must be absent from work due to illness or personal reasons, notify your supervisor or department head before work begins. When reporting your absence provide your supervisor with your expected date of return.

ABSENCE WITHOUT NOTICE

Absence without notice to the company is basis for immediate termination.

RETURN FROM INJURY

Employees shall report for work upon approval by a physician after a work-related injury. Failure to return to work after the doctor's approval shall be considered a voluntary separation from employment.

A WORK DAY...

is any day that work has been assigned to you by your supervisor.

COMPANY RULES & STANDARDS OF CONDUCT

Groups of people working together for any purpose require guidelines related to conduct and relationships. You should be aware of your responsibilities to ACH and your fellow employees. We have a responsibility to ensure that employee actions do not compromise the client's operations or the work of other employees.

Failure of employees to comply with our standards will result in one of the following disciplinary actions (that should be followed in order): **Verbal Warning, Written Warning, Disciplinary Leave, Discharge**. The seriousness of the infraction, past record of the employee, and circumstances surrounding the matter will be considered in determining the appropriate action.

It is impossible to identify every possible violation of standards of conduct. But the following is a partial list of infractions for disciplinary action:

- Falsifying employment application.
- Revealing confidential information.
- Theft, Fraud, Embezzlement, or Industrial Espionage.
- Using company Equipment, Material, Time, or Information for unauthorized purposes or personal use.
- Abusing, Destroying, or Wasting company property or equipment.
- Carrying concealed weapons or explosives.
- Violating criminal laws on company premises.
- Working under the influence of Drugs or Alcohol.
- Bringing unauthorized alcohol or drugs into the workplace.
- Indecent Conduct, including Insubordination or Fighting.
- Verbal, Visual, or Physical Sexual Harassment.
- Willful or Repeated violation of Safety Rules.
- Excessive absenteeism or tardiness, as well as time clock or time reporting violations.

EMPLOYEE SAFETY & HEALTH

It is our responsibility to ensure that employees are working in a safe environment. We must comply with Federal and State Safety Laws. No employee will knowingly be required to work in unsafe conditions. But, safety is every employee's business and responsibility... Therefore, all employees must point out potential hazards to other employees and supervisors. Do everything within your power to maintain a safe work environment.

You will be trained in any safety procedures related to your work including, but not limited to, safe clothing or specific personal protection to be worn. You will receive an "Employee Safety and Health Handbook" which outlines our safety policies and actions for working safely.

SEAT BELTS

ACH has a mandatory policy for wearing seat belts while driving your auto for work. We encourage this practice of "buckling up for life" off the job as well.

DRIVING DEFENSIVELY

In addition to the required wearing of auto or truck seat belts when driving in the employ of ACH, here are some defensive driving guidelines:

ACH ENCOURAGES EVERY DRIVER TO:

- Stay within the posted speed limits.
- Check your rear-view mirrors often.
- Keep both hands on the wheel when driving.
- Reduce distractions in your car/truck.
- Do not let your emotions drive your vehicle.
- Allow plenty of driving time to avoid having to rush.
- DO NOT DRINK AND DRIVE... OR USE DRUGS AND DRIVE... NOT EVER...!!

ACCIDENTS

Immediately report an injury on the job, no matter how slight, to your supervisor or department head. Failure to report an injury could affect a Worker's Compensation claim that you may be entitled to.

DRUG TESTING

ACH may, at its discretion, perform periodic random drug testing of employees. Certain positions may require mandatory pre-employment and post-employment drug testing. Employees must submit to a drug test within 24 hours of any work-related accident. Failure to do so may result in denial of Workers' Compensation Benefits.

FIRST AID

First aid kits are located in strategic areas of your work location and are available for your use. You should make yourself aware of the locations of the first aid kits and supplies contained.

GENERAL EMERGENCIES

Fire in work areas is an ever-present hazard, especially with electrical equipment. You should know fire extinguisher locations and building exits in an emergency.

ACH CORPORATION of AMERICA, INC BELIEVES IN SAFETY!!

ACH Corporation of America

EMPLOYEE SAFETY & HEALTH HANDBOOK

SAFETY AND YOU

ACH Corporation, Inc. (ACH) is committed to ensuring that each employee has a safe and healthy work environment. This handbook covers many of our policies to ensure a safe healthy workplace.

You are expected to comply with all Client Company and ACH policies and rules, including those pertaining to safety & health. Failure to do so may result in disciplinary action, including termination.

Please read all the information presented by the Client Company and ACH. If you have any questions about this handbook, the policies we have posted, or the safety of your job, please ask your supervisor.

REMEMBER: Safety is a top priority!! You should report any unsafe conditions or practices to your supervisor.

SAFE CONDUCT

As an employee of ACH, you are expected to act in a manner that promotes a safe workplace for you and other employees. The following actions by you are prohibited and may be cause for immediate disciplinary action or termination:

- Any conduct endangering the life, safety, or health of yourself, other employees, or the general public.
- Use of, possession of, or being under the influence of illegal drugs at any time, whether or not on company premises or while performing duties for the company.
- Performance of duties in a careless or unsafe manner.
- Failure to follow and obey company rules, regulations, policies and procedures.
- Use of or possession of firearms or any weapons on company premises or while performing duties for the company.
- Theft of company or another employee's property.

SAFETY RULES

In order to do your job in the safest way, always observe the following guidelines:

- Report any unsafe acts, conditions, incidents, machinery, or equipment to your supervisor.
- Obey all equipment safety regulations, and heed all warning signs.
- Arrive at work rested and in good health so you can give full attention to your job.
- Learn where safety equipment is stored and how to use it.
- Pre-plan and practice what to do in case of a fire.
- Maintain good housekeeping.
- Avoid horseplay and practical jokes.
- Report any illness, injury, or infections to your supervisor.
- Attend to injuries immediately.
- Get medical attention for any injury.

PROTECTIVE GEAR

Employees must wear clothing and protective gear appropriate for their job. Additional precautions must be taken with certain work, such as:

- Wear gloves when handling rough or sharp materials, chemicals, and hot objects.
- Wear respirators when spray painting or when exposed to toxic vapors, gasses, mists, or dusts.
- Wear proper eye protection when exposed to flying particles, chemicals, or hot splashing metal.

CHEMICALS

Chemicals pose special dangers. When dealing with them, take the following precautions:

- Store fuel and Chemicals in appropriate covered containers & use properly.
- Read labels carefully and follow all instructions before using.

MACHINERY & EQUIPMENT

All machinery and equipment must be operated with care. Always follow these rules:

- Do not use unsafe equipment. Report any unsafe conditions or defective equipment to your supervisor.
- Only operate equipment which you have been trained and authorized to use.
- Do not touch or talk to an employee while operating a machine or power tool.
- Inspect power equipment for defects prior to use.
- After using water or solvents to clean equipment, be sure the surrounding area is dry.
- Never attempt to perform, maintain or repair work on equipment without authorization.
- Never adjust or repair machinery while it is in use or motion.
- Do not ride on moving vehicles or mobile equipment such as forklifts, if you are not the driver.
- Always secure and never leave keys in unattended vehicles.
- Observe all safety procedures and manufacturer's recommendations. When in doubt, consult your supervisor.
- Never remove or inactivate protective guards or safety devices.

REPORTING ACCIDENTS

Any accident that causes or could cause injury and/or property damage must be reported immediately. You should call ACH @ (800) 215-7112 or (407) 788-7112. Failure to or delay in reporting an accident may result in possible loss of Workers' Compensation Benefits or Disciplinary action.

HANDLING MATERIALS

Handling materials properly is necessary to avoid injury and maintain a safe workplace. Always keep these guidelines in mind:

LIFTING

- Bend the knees and keep the back as straight as possible. Grasp the object firmly and pull it toward your chin.
- Never attempt to lift more than you feel comfortable with. Get Help!
- Never lift more than 20 pounds over your head.

CARRYING LOADS

- Be sure you can safely handle the load and see clearly ahead. Keep in step.
- When carrying a load with other employees, give adequate warning of any direction change.

PILING MATERIALS

- Build a solid, sturdy pile. Crosstie bagged material.
- Pile material on a solid, firm foundation in a manner that is not too high.
- Do not pile or store materials in areas such as walkways or aisles that would block access to fire or safety materials, eyewashes, electrical circuits, and exits.

ELECTRICITY

Electricity is another hazard that requires special precautions. Misuse of electricity can lead to serious injury or even death.

- Keep water and electricity apart. Keep hands dry and prevent dampness near electrical equipment.
- Properly insulate and guard current-carrying parts of electrically operated equipment.
- Never remove the third prong of a three-prong plug.
- Prevent contact between metal objects and electrical lines.

OPERATION OF COMPANY MOTOR VEHICLES

- Only authorized employees may operate company vehicles.
- Obey all traffic regulations.
- Traffic citations are the responsibility of the operator.
- Drivers and passengers must wear seat belts at all times. IT'S THE LAW!!
- Inspect vehicles for operating safety and notify your supervisor if problems are found.
- Any criminal drug and/or alcohol conviction must be reported to the company no later than 5 calendar days after such conviction.

This policy is important for the safety and well being of all our employees. Please follow these procedures in reporting accidents:

1. Report the accident to your supervisor or another authorized person immediately.
2. Fill out an accident report immediately.
3. If involved in or a witness to an accident, provide full information for the report. The supervisor is responsible for completing an accident report and obtaining the signatures of the employees and any witnesses as soon as possible. Delays, even by a few hours, may permit information to be forgotten and items to be removed or destroyed. Prompt reporting is essential in initiating proper corrective actions. Ask your supervisor for an accident report.
4. A drug and/or alcohol test is required for all employees involved in an accident, which results in a Workers' Compensation Claim.

DRUG AND ALCOHOL TESTING

Alcohol and drug abuse in the workplace will not be tolerated. Employees who use alcohol or drugs in the workplace endanger the safety of the workplace and the health of themselves and of the other employees. Our policy must be read and signed by each new employee.

In line with our policy on drug and alcohol abuse we may use drug testing in the following circumstances:

- **Pre-Employment Testing**
All applicants will be required to be tested for drug use prior to employment. The company will not discriminate against applicants because of past drug and/or alcohol abuse.
- **Random Testing**
Each year a percentage of the company's work force may be tested at random.
- **Post-accident Testing**
Any employee involved in an accident must submit to a drug and/or alcohol test within 24 hours of the work-related injury.
- **Reasonable Cause Testing**
If an employee's behavior provides reasonable cause to believe that he/she is "under the influence", the employee will be tested.
- **Refusal To Test**
Any employee who refuses to cooperate with the terms of this policy, including refusal to submit to a drug and/or alcohol test, is in violation of the company's drug and alcohol testing policy and could be subject to discharge.
- **Right To Privacy**
All drug and alcohol test results are reported to the company and will remain confidential. Results will be retained in a secure location with controlled access. The release of an individual's test results will only be provided in accordance with an individual's written authorization or as required by the federal or state law.

EMPLOYEE SAFETY & HEALTH HANDBOOK

ACKNOWLEDGEMENT

The company recognizes that alcohol and drug abuse in the workplace has become a major concern. Therefore, the company adopted a policy toward alcohol and drug abuse that provides a safe and healthy workplace for all employees.

While on company premises or company business, employees are strictly prohibited from the use, possession, sale transfer, or offer for sale, or purchase of intoxicants of any kind. The illegal use of any controlled substance is also strictly prohibited, whether or not on company business or property.

Employees must not report for duty or be on company property while under the influence of or have in their possession while on company property, any:

- Intoxicating liquor
- Marijuana or illegally obtained drug
- Narcotic or other illegal substance
- Any guns or weapons of any kind

However, nothing in this policy precluded the appropriate use of legally prescribed medications that do not effect the ability to work safely.

I have read and understand this policy. I agree to conduct my actions so as not to violate this policy. I understand that violation of this policy is grounds for immediate dismissal from employment. I further grant the company the right to conduct drug/or alcohol tests to determine whether I have violated this policy. In the event of a post-accident test result, the test result may also be provided to my workers' compensation insurance carrier.

Signed

Date

Witness

Date

DRUGS DO NOT WORK AT ACH CORPORATION OF AMERICA

cc: Employee File

Please fax a copy to ACH Human Resources Department
407-788-0180

SAFETY POLICY

ACH Corporation of America management is committed to the safety of all our employees. It is the responsibility of management and supervisors to see that every employee is provided with a safe work environment and observe all safety regulations. No management policy can be effective, however, if each employee does not also have a commitment to the safety policies of ACH Corporation of America. To ensure the safety and health of ACH's employees, ACH has developed, and shall implement, the following disciplinary policies:

Any infraction of ACH safety policies and/or Federal, State, or Local Regulations by an ACH employee will result in disciplinary actions.

1. A first infraction will result in a verbal warning and the infraction will be documented and become part of the employee's work record. If, during the investigation, it is determined that the employee's first infraction causes or could cause serious harm to themselves and/or another employee, the result may be other disciplinary actions, including dismissal.
2. A second infraction may result in suspension from work. The duration of the suspension will be determined on a case-by-case basis and will be commensurate with the seriousness of the infraction, and may result in dismissal. The infraction will be documented and become part of the employee's work record.
3. A third infraction may result in dismissal. This will be documented and become part of the employee's work record, and the employee's name shall be placed on a "not to rehire" list maintained by the company. All information and documentation will be retained by ACH and will not be available to other employers.

ACH Corporation of America safety policies and regulations were developed to protect each employee, however, it is every employee's responsibility to observe and follow the company's safety policies.

I have been notified of, received, and understand ACH's safety policies and acknowledge the disciplinary actions, which may be taken as a result of non-compliance with such policies.

APPENDIX D:

ASC GOVERNING BOARD BYLAWS

BOARD MEMBER RESUMES

ACS ARTICLES OF INCORPORATION



FLORIDA DEPARTMENT OF STATE
Division of Corporations

September 4, 2008

ACADEMIR CHARTER SCHOOLS, INC.
4300 N. UNIVERSITY DR.
SUITE C-201
SUNRISE, FL 33071

The Articles of Incorporation for ACADEMIR CHARTER SCHOOLS, INC. were filed on September 2, 2008, effective August 31, 2008 and assigned document number N08000008250. Please refer to this number whenever corresponding with this office regarding the above corporation. The certification you requested is enclosed.

PLEASE NOTE: Compliance with the following procedures is essential to maintaining your corporate status. Failure to do so may result in dissolution of your corporation.

A corporation annual report must be filed with this office between January 1 and May 1 of each year beginning with the calendar year following the year of the filing/effective date noted above and each year thereafter. Failure to file the annual report on time may result in administrative dissolution of your corporation.

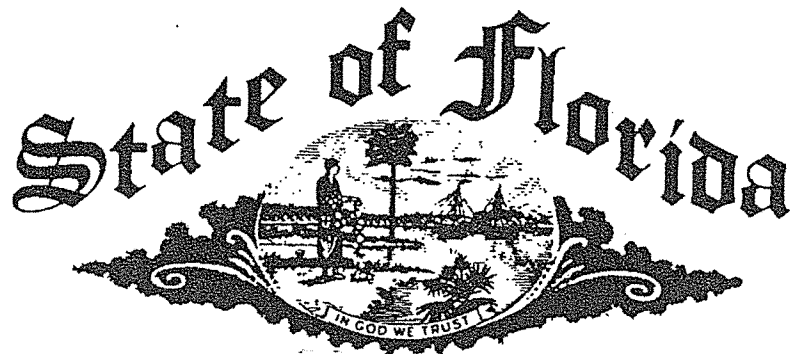
A federal employer identification (FEI) number must be shown on the annual report form prior to its filing with this office. Contact the Internal Revenue Service to insure that you receive the FEI number in time to file the annual report. To obtain a FEI number, contact the IRS at 1-800-829-4933 and request form SS-4 or by going to their website at www.irs.ustreas.gov.

Should your corporate mailing address change, you must notify this office in writing, to insure important mailings such as the annual report notices reach you.

Should you have any questions regarding corporations, please contact this office at (850) 245-6921.

Maryanne Dickey, Document Specialist Supervisor
New Filing Section

Letter Number: 308A00048708



Department of State

I certify from the records of this office that ACADEMIR CHARTER SCHOOLS, INC. is a corporation organized under the laws of the State of Florida, filed on September 2, 2008, effective August 31, 2008.

The document number of this corporation is N08000008250.

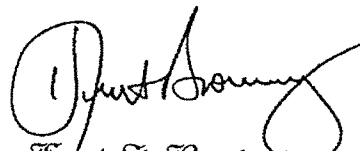
I further certify that said corporation has paid all fees due this office through December 31, 2008, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capitol, this the
Fourth day of September, 2008



CR2EO22 (01-07)


Kurt S. Browning
Secretary of State

EFFECTIVE DATE 8/31/2008

ARTICLES OF INCORPORATION
ACADEMIR CHARTER SCHOOLS, INC.

The undersigned, desiring to form a corporation not-for-profit under Chapter 617, Florida Statutes, hereby adopts the following Articles of Incorporation.

FILED
SECRETARY OF STATE
DIVISION OF CORPORATIONS
08 SEP -2 AM 11:04

Article I

Name

The name of this corporation is **ACADEMIR CHARTER SCHOOLS, INC.**, with an initial office at **4300 N. University Drive, Suite C-201; Sunrise, FL 33351.**

Article II

Purposes

The general nature of the objectives and purposes of this corporation shall be:

- a) This corporation is organized and shall be operated exclusively as a corporation not-for-profit and for charitable purposes under section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations issued there under, or the corresponding provisions of any future United States Internal Revenue Law (the "Code").
- b) The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of the South Florida Autism Charter School(s), and the education of students.

Article III

Powers

The Corporation shall have the general power to do all lawful acts, as conferred upon corporations not-for-profit by Section 617.0302, Florida Statutes, including all those things necessary or expedient in the prosecution of the corporation's purposes, which are necessary and desirable to carry out the purposes and responsibilities of the corporation.

Notwithstanding the generality of the foregoing, the powers of the corporation shall be subject to the following limitations and restrictions:

- a) The corporation shall have no power to do any act inconsistent with the provisions of Section 501(c)(3) and Section 170(c)(2) of the Code;
- b) No part of the income, profit or assets of the corporation shall inure to the benefit of, or be distributable to, directly or indirectly, its members, directors, officers, or other private persons: provided however, that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III of these Articles; and
- c) No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Article IV

Officers

- a) The offices of the corporation shall be a Chairman, a Treasurer and a Secretary, and such other officers as may be provided in the Bylaws.
- b) The Officers shall be elected by a majority vote of the Board of Trustees at its first organizational meeting and thereafter at its annual meeting.

Article V

Board of Trustees

- a) All corporate powers shall be exercised under the authority of, and the affairs of this corporation shall be managed under the direction of, the Board of Trustees, except as otherwise provided by law or in these Articles or the Bylaws of the Corporation.
- b) The corporation shall have three (3) trustees initially. The number of Trustees may be increased or decreased from time to time according to the bylaws, but shall never be less than three (3).
- c) Each member of the Board of Trustees shall serve an initial term of one (1) year unless stated differently in the Corporate Bylaws. The Initial trustees of the Corporation are:

Chairman – Armando Mayoli; 1937 SW 123 Ave.; Miami, FL 33175

Vice-Chairman/Treasurer – Oscar Aguilar; 12666 76th Road North; West Palm Beach, FL 33412

Secretary – Lissette Gell; 12101 SW 133 Terrace; Miami, FL 33186

- d) Trustees shall be elected pursuant to the provisions of the Corporation's By-Laws.

Article VI

Initial Registered Office and Agent

The street address of the initial registered office of this corporation is 4300 N. University Drive, Suite C-201; Sunrise, Florida 33351, and the name of the initial registered agent of this corporation at that address is Michael G. Strader.

Article VII

Effective Date of Corporation

The Effective Date of this Corporation shall be 8-31-2008

Article VIII

Incorporator/Subscriber

The name and address of the subscriber to these Articles is:

<u>NAME</u>	<u>ADDRESS</u>
Michael G. Strader	4300 N. University Drive, Suite C-201 Sunrise, Florida 33351

Article IX

Duration

This corporation shall exist perpetually.

Article X

By-Laws

- a) The Board of Trustees, by majority vote, may provide such Bylaws for the conduct of the business of the corporation and the carrying out of its purposes

as they may deem necessary from time to time, including, but not limited to, provisions for the quorum and voting requirements for meetings and activities of the Board of Trustees; provided, however, that such Bylaws shall not conflict with any of the provisions of these Articles of Incorporation.

- b) Upon proper notice, the Bylaws may be amended, altered or rescinded by the majority vote of the members of the Board of Trustees who are present at any regular meeting, or any special meeting for this purpose.

Article XI

Amendments

These Articles of Incorporation may be amended, altered, changed or repealed solely by a majority vote of the Board of Trustees.

Article XII

Corporate Liquidation and Dissolution

No person, firm or corporation shall ever receive any dividends or profits from the undertaking of this corporation. In the event of the dissolution of the corporation, the Board of Trustees ("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 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 in which the principal office of

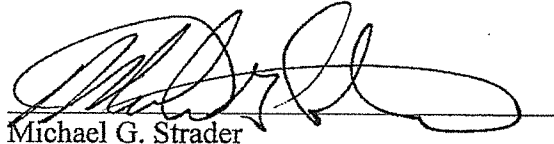
the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Article XIII

Indemnification

The corporation shall indemnify officers, trustees, employees, and agents to the full extent permitted by the Florida Not-For-Profit Corporation Act, provided, however that no such indemnification shall be permitted if such indemnification would violate the purposes of the corporation as specified in Article II herein or would be inconsistent with the provisions of Section 501(c)(3) and Section 170(c)(2) of the Code.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 30th day of July, 2008.

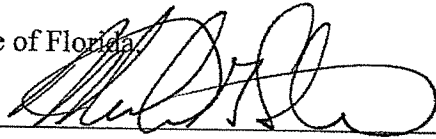

Michael G. Strader

CERTIFICATE DESIGNATING REGISTERED OFFICE
FOR THE SERVICE OF PROCESS WITHIN FLORIDA,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED

FILED
SECRETARY OF STATE
DIVISION OF CORPORATIONS
08 SEP -2 AM 11:04

In compliance with Section 48.091, Florida Statutes, the following is submitted:

That Academir Charter Schools, Inc., desiring to organize or qualify as a Corporation Not for Profit under the laws of the State of Florida, with its initial registered offices at 4300 N. University Drive, Suite C-201; Sunrise, Florida 33351, has named Michael G. Strader located at 4300 N. University Drive, Suite C-201; Sunrise, Florida 33351, as its registered agent to accept service of process for the Corporation within the State of Florida.



Michael G. Strader, Incorporator

July 30, 2008

Date

ACKNOWLEDGEMENT

Having been named to accept service of process for the above-stated Corporation, at the place designated in this Certificate, I hereby accept the responsibility to act in this capacity, and agree to comply with the provisions of Florida Statutes relative to keeping open said office and further accept the duties and obligations of Section 617.0503, Florida Statutes.

Dated this 30th day of July, 2008.

By: 

Michael G. Strader, Registered Agent

2013 FLORIDA NON PROFIT CORPORATION ANNUAL REPORT

DOCUMENT# N08000008250

Entity Name: ACADEMIR CHARTER SCHOOLS, INC.

Current Principal Place of Business:

14880 SW 26 STREET
SUITE 206
MIAMI, FL 33185

Current Mailing Address:

14850 SW 26 STREET
SUITE 206
MIAMI, FL 33185

FEI Number: 27-1986282

Certificate of Status Desired: No

Name and Address of Current Registered Agent:

GRIFFIN, MARCIA CPA
125 S. SR 7, #104-119
WELLINGTON, FL 33414 US

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

SIGNATURE:

Electronic Signature of Registered Agent

Date

Officer/Director Detail Detail :

Title VC
Name ALONSO, TIRSO LDR.
Address 7565 SW 188TH LANE
City-State-Zip: CUTLER BAY FL 33157

Title CHAIRMAN
Name CASAS, ALEXANDER D
Address 10000 SW 142ND AVENUE
City-State-Zip: MIAMI FL 33186

Title S
Name NORIEGA, JOANNA
Address 14880 SW 26 STREET
City-State-Zip: MIAMI FL 33185

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

SIGNATURE: ALEXANDER CASAS

CHAIRMAN

02/12/2013

Electronic Signature of Signing Officer/Director Detail

Date

BYLAWS
OF
AcadeMir Charter School, Inc.
A Florida Not-for-Profit Corporation

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ARTICLE I **PROVISIONS**

Section 1.1. Authority to Adopt. These By-Laws have been adopted pursuant to authority evidenced by the Articles of Incorporation issued by the State of Florida.

Section 1.2. Name. The name of this Corporation is ACADEMIR CHARTER SCHOOLS, INC.

Section 1.3. Offices. The principal office of this Corporation shall be initially located in Miami, Florida. The Corporation may also have offices at such other places as the Board of Directors of the Corporation may from time to time appoint for the purposes of the Corporation may require.

Section 1.4. Purpose. This Corporation is organized and to be operated exclusively for educational and charitable purposes. It is not organized for profit nor shall any of its net earnings inure in whole or in part to the benefit of private stockholders, members, or individuals. Specifically, this Corporation is organized to establish and operate one or more charter schools.

Section 1.5. Prohibited. No substantial part of the activities of this Corporation shall attempt to influence legislation by propaganda or otherwise, nor participate in any political campaign on behalf of any candidates for public office.

Section 1.6. Corporate Seal. This Corporation may have a common seal being a circular seal of the following description: ACADEMIR CHARTER SCHOOLS, INC. around the circle, and the date of the organization in the inner circle. The seal shall be in the custody of the Secretary or the Secretary's designate.

ARTICLE II **ORGANIZATION**

Section 2.1. Statement of Purposes. The purpose of this Corporation, as expressed in its Articles of Incorporation, shall be to operate a Florida public charter school, and to distribute the whole or any part of the income there from and the principal thereof exclusively for such purposes, either directly or by contributions to other educational organizations that qualify as exempt organizations under Section 501 (c) (3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), 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, and after disposing of all remaining assets according to the applicable Florida Law, shall dispose of all of the remaining assets of the Corporation, exclusively for the purpose of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III **MEMBERSHIP**

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Directors of this Corporation serving from time to time.

ARTICLE IV
BOARD OF DIRECTORS

Section 4.1. Management. All Powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of majority of the Board present at a meeting at which a quorum is present.

Section 4.2. Number of Directors. The Board shall consist of no less than three (3) and no more than seven (7) members.

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 by a majority vote of the Board at any regular or special meeting where a quorum is present.

Section 4.5. Limits of Term. Board members shall be eligible to serve three (3) consecutive three (3) year terms, and shall be eligible for further reelection.

Section 4.5. Vacancies. Vacancies occurring during the term of an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. A Trustee so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.6. Resignation or Removal of Directors. A Trustee of the Corporation may resign at any time by tendering his or her 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. The Board, by a majority vote, may remove, with or without cause, any Trustee and specifically, but not by way of limitation, may remove any Trustee from the Board for failing to attend three (3) consecutive meetings of the Board.

Section 4.7. 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 reimbursement from the Corporation for expenses incurred for the Corporation, so long as such expenditure was authorized in advance by a majority of the Board.

Section 4.8. Annual Meeting of Board. The annual meeting of the Board shall be held on August 1 of each year, unless the Chairman, or the Board by resolution, provides for a different time and place for the holding of such annual meetings. All meetings of the Board of Directors and its committees are subject to the "Sunshine Law" as set forth in §286.011, Florida Statutes.

Section 4.9. Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation in accordance with the rules and regulations applicable to the Florida Sunshine Law requirements.

Section 4.10. Regular Meetings. The Board shall meet at least four (4) times each year.

Section 4.11. Quorum and Action of the Board. A majority of Directors equal to 50% of the number of directors appointed plus one (1) must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. 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 is present.

Section 4.1.12. Duties of the Board of Directors

- a. Establish and approve all policies which implement the objectives for the Corporation.
- b. Keep and maintain a membership book containing the names and addresses of each member. Termination of each member must be recorded in this book.
- c. Keep and maintain a Corporate Minute Book and Books of Accounts including any and all records of accounts including the minutes of the proceedings of its members, board of Directors, and committees having any of the authority of the Board of Directors.
- d. Submission of the annual report to the Department of State
- e. Elect the Officers of the Corporation as provided in these bylaws,
- f. Review and approve all fund-raising plans and budgets,
- g. Approve the selection of all institutions with which Corporation funds may be entrusted, including any policies for the investment of funds,
- h. Approve the selection of a certified public accountant to perform an independent annual audit of the audit funds of the Corporation.
- i. Insure that the Corporation carries out the fiduciary responsibility of a not-for-profit tax-exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws, and
- j. Consider and act on any matter presented by a Director.

ARTICLE V

OFFICERS

Section 5.1. Number. The Corporation may have a Chairman, Vice Chairman, 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. The Principal/Director, if appointed, shall serve as the Chief Executive Officer.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by vote of the Board as set forth in Section 4.4 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing August 1st, and until their earlier death, resignation or removal. All Directors shall hold office until others are chosen and qualified in their stead.

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 4.4 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by majority vote of the Board as set forth in Section 4.4 hereinabove.

Section 5.5. Chairman. The Chairman shall preside at all meetings of the Directors and shall by virtue of the office, is a member of all committees.

Section 5.6. Vice-Chairman. The Vice-Chairman shall act in the place and stead of the Chairman in the event of the Chairman's absence, inability or refusal to act, and shall exercise and discharge such other duties may be required 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 Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9. Principal. The Principal shall be appointed by the Directors and shall be an employee of the Corporation and will not constitute an officer of the Corporation. The Principal/Director shall serve as an ex-officio member without vote on the Board of Directors, and all committees appointed by the Directors and shall have direction and management of the business and affairs of the Corporation in accordance with the directions provided by the Board. With the advice and consent of the Board of Directors, the Principal shall formulate and implement matters of policy and perform such duties as may be assigned by the Board of Directors. The Principal/Director shall have the authority and power to purchase and contract on behalf of the organization on all matters deemed needful and convenient for the organization, in accordance with the budget adopted by the Board, with the exception of real property. The Principal shall be responsible to the Board of Directors and report to them at regular intervals. If the Principal's position is unfilled for any reason then the Chairman shall act in the place of the Principal until the Board shall appoint a Principal.

Section 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the corporation.

ARTICLE VI **COMMITTEES OF THE BOARD**

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairman appointments must be approved by the Board.

Section 6.2. Standing Committees. Standing committees may be created 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 may be created 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. 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 and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the chairman of the Board. The Board, by a majority vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII

INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, committee members or agents, 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 trustee, officer, or committee member against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he or she is or is threatened to be made a party because he or she is or was a trustee, officer, committee member or agent of this Corporation. He or she shall have no right to reimbursement, however, in relation to matters as to which he or she has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, Officer, committee member 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, committee member or agent of the Corporation or who is or was serving at the request of the Corporation as a Director, officer, committee member or agent against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her 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 confirmed 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 confirmed to specific instances.

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

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

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

ARTICLE IX
FISCAL YEAR

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall begin July 1 and end on June 30 of each year.

ARTICLE X
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 deposition the same in a post office box in a postpaid envelope or by electronic transmission, in either case addressed to such Director or officer at his or her address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered to the Director or officer shall be deemed to by the time of the giving of such notice.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required 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.

ARTICLE XI
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 by an election of two-thirds (2/3) of the current membership of the entire Board.

Board Signature

Tirso L. Alonso, MD, MBA

7565 SW 188 Lane
Miami, Florida 33157
(305) 234-7476 Home
(305) 234-5690 Office
(305) 234-5697 Fax
(305) 283-3283 Cell
DrTAlonso@aol.com

PROFESSIONAL PROFILE:

A dynamic leader with a comprehensive background which includes experience in medical affairs, clinical development, experience as clinical physician, administrative and marketing experience in the public and private sectors of the US Healthcare and Pharmaceutical industries. A Medical Degree with accredited post-graduate training in Pediatrics, Immunology Fellowship training experience, and a Master of Business Administration with a specialization in Health Administration that enhance comprehension of the complexities of the healthcare, pharmaceutical and biotechnology industries. 25 years experience in the medical, healthcare, and pharmaceutical fields, along with eight years teaching experience in higher education. Excellent interpersonal relationship building abilities with clear communication and presentation skills. Bilingual, fluent in English and Spanish languages with the ability to motivate others or work independently to produce positive results in an international business and scientific environment.

EXPERIENCE:**Director Medical Affairs Latin America 9/09-Present****Global Medical Affairs**

Bausch and Lomb, Madison, NJ

Reporting to the Vice President, Regulatory Affairs, Clinical and Medical Sciences, the Director Medical Affairs, Ophthalmology has responsibility for Medical Affairs in the Latin American region as well as oversight of medical compliance for US Medical Affairs. Position has close working relationships coordinating with Regional Head, Latin America, Country Commercial teams, Corporate Compliance Officer, and peers in Clinical and Medical.

Responsibilities include:

- Interpret and communicate clinical studies
- Recommend, present and defend appropriate product claims, scientific opinions and interpretations for products in prelaunch, launch and post launch phases
- Oversee large-scale business projects which include collaboration with internal stakeholders, external customers and key thought leaders to develop phase IIIb/IV research initiatives, and create clinical education and support programs
- Knowledge of Marketplace medical trends and work closely with the sales and marketing group to provide clinical input for marketing initiatives, sales materials, education and training.
- Develop for the Latin American region medical & legal regulations, procedures, and practices that impact the business
- Forge strong external relationships with KOLs, PBMs and local Regulatory Agencies
- Act as a liaison between company and clinical investigators developing credible relationships with opinion leaders, medical directors, and key regulatory officials
- Build functional excellence by maintaining strong external relationships and maintaining strong internal lines to ensure appropriate flow of medical information
- Oversee and ensure compliance of US and Latin America Medical Affairs with Pharmaceutical Guidelines and Regional regulations

- Providing editorial content and comments for phase IV clinical study reports & manuscripts. Manages Phase IV Clinical programs
- Acting as thought partner to marketing and R&D on designing clinical development projects, labeling, and communications all within compliance parameters
- Managing Phase IV clinical programs supporting both products in development as well as marketed products globally
- Developing the research agenda for B&L categories and will be a contributor to business plan
- Present scientific data to audience of professionals
- Involved with Latin American Drug Development process
- Oversee compliance with Pharmaceutical Guidelines and Regional regulations
- Managing budget

Regional Scientific Associate Director 1/05 – 9/09

US Medical Affairs / Clinical Development

Scientific Operations

Novartis Pharmaceutical Corporation, East Hanover, NJ

Neuroscience 9/06 – 9/09

US Florida and Puerto Rico

Novartis Pharmaceutical Corporation, East Hanover, NJ

Focalin

FocalinXR

Stalevo

Trileptal

Comptan

Exelon

Exelon Patch

Agomelatine phase III

Fingolamod phase III

- Area of expertise: Attention Deficit Hyperactivity Disorder, Epilepsy, Parkinson's Disease, Alzheimer's Disease, Depression, and Multiple Sclerosis
- FOCUS Group Lead Florida and Puerto Rico: 20 member Clinical Operations and Scientific Operations group
- SWOT Team member Multiple Sclerosis: FTY720 (Fingolamod)
- SWOT Team member Depression: AGO (Agomelatine)
- Neuroscience Scientific Operations Advisory Board Member
- Neuroscience Scientific Operations Liaison for Novartis Vaccines Group
- PMP 2009 Mid Year Review Results: Exceeds Expectations
- King Brown Survey 2009 Results 2009: 5.0 average score from a 0-5 possible score, 5 being the highest

Ophthalmology 1/05 – 9/06

US South East US

Novartis Pharmaceutical Corporation, East Hanover, NJ

Visudyne

- Area of expertise: Macular Degeneration
- Diversity Team Member
- PMP 2006 End Year Review Results: Exceeds Expectations 3.2 score

Scientific Manager 12/03 – 1/05

Professional Education

US South East 12 States**Neuroscience**

TEVA Neuroscience, Kansas City, MO

Copaxone

Azilect

- Area of Expertise: Multiple Sclerosis, and Parkinson's Disease

Primary Purpose

The purpose of the Professional Education Scientific Manager is to create and nurture a favorable business environment for Teva Neuroscience at the regional and national levels and to accelerate acceptance and use of the company's products and other offerings. To achieve this purpose the PE Scientific Manager develops and implements relevant scientific and clinical education programs and fosters successful interactions among key customers, organizations and the internal Teva Neuroscience team working from field location

Major Responsibilities

- Development and delivery of effective scientific educational programs involving Copaxone for Multiple Sclerosis
- Participation in Advisory Boards Local, Regional and National
- Translation of scientific findings into educational opportunities
- Discerns and reports trends in the marketplace and Competitive Intelligence gathering
- Meets objectives for educational programs as well as FDA, ACCME 5% and AMA guidelines through appropriate negotiations with program chairmen and faculty
- Identification of Key Opinion Leaders
- Key Opinion Leader development and support
- Prepare the market for new product introductions Azilect for Parkinson Disease
- Communicate with District Managers regarding the scientific activities initiated in their district
- Interacts with other functions: advocates, Professional Education Research Managers, District Managers, Managed Care Managers, community and specialty neurologists
- Understands and uses Teva Neuroscience methods and processes for leading others and managing a function
- Involved with Sales Associates scientific education including disease states education treatment and study updates
- Identifies and assesses commercially viable opportunities for TEVA Neuroscience

Clinical Science Liaison 6/03 – 12/03**Medical Affairs****US South East****Urology 12 States**

Yamanouchi Pharma America, Parsippany, NJ

Now Astelis Pharmaceutical. Chicago, IL

Vesicare

- Area of expertise: Overactive Bladder

Primary Purpose

To provide medical information services and develop relationships with medical leaders, institutions and associations through peer to peer exchange in order to stimulate interest in and provide support for investigators initiated studies using Yamanouchi products. To assist Clinical Development and Medical Affairs in identifying appropriate investigators for Phase III and IV trials.

Major Responsibilities

- Acquire, develop and maintain in-depth scientific knowledge of Yamanouchi products and related therapeutic areas
- Follow up with and assist health professionals interested in investigators initiated studies or retrospective reviews
- Establish relationships with key opinion leaders
- Maximize the dissemination of product messages and information through the development of national, regional and local opinion leaders.
- Develop appropriate Phase III and Phase IV investigators as well as potential speakers
- Provide medical information services
- Coordinate the development of medical education programs, including speaker programs, symposia and community meetings for all related healthcare professionals
- Build advocacy which supports the formulary process to ensure unrestricted access to Yamanouchi products at target accounts including MCO, PBM, hospitals, and local/state formularies (both governmental and commercial)
- Collect and communicate information concerning emerging standards of care and competitive product strategies
- Attend and participate in key Professional Society meetings to represent Yamanouchi Pharma America
- Prepare the market for new product introductions
- Communicate with District Managers regarding the scientific activities initiated in their district
- Manage projects such as organizations of preceptorship for the team, coordination of MSL presence at convention, etc...

Clinical Science Manager 6/02 – 6/03

Global Clinical Sciences

Medical Affairs

Ophthalmology

US South East and Central 15 States

Pfizer, New York, NY

Pharmacia Corporation, Peapack, NJ

BESTMED, New York, NY

Xalatan

- Area of expertise: Glaucoma

Primary Purpose

Develop and maintain professional relationships with internal and external customers to convey complex medical and scientific data to healthcare customers and identify further leveraging opportunities for Pharmacia's product line

Major Responsibilities

- Industry Appointment Chairman Therapeutic Advisory Pane (TAP)I coordinating R&D, GMA, Publications, MKT/BRAND, and MMO liaisons for Ophthalmology Clinical Science Manager Team
- Industry Appointment Therapeutic Advisory Panel (TAP) Marketing and Brand Team Liaison for Ophthalmology Clinical Science Manager group

- Medical Liaison for territory comprising Southeast and part of Southwest area of U.S which include the states of Florida, Georgia, Alabama, Tennessee, South Carolina, Mississippi, Louisiana, Arkansas and Texas
- Communicate cutting edge scientific information peer-to-peer, in order to accelerate the acceptance of Xalatan/Xalacom and other Pharmacia's products within the healthcare marketplace
- Involvement with Investigator Initiated Research activities, pre, post and current NDA Filing activities
- Expanding Opinion Leader database by developing relationships with influential formulary decision makers, GPO, HIS, MCO and other customer channels
- Identification of potential Phase IIIb/IV research sites and investigator opportunities for recruitment, investigator initiated research support, publications and abstracts
- Provide support to Brand Team, GHO and others on needs of target Opinion Leaders and decision makers aiding in the development of product positioning strategies
- Providing clinical support and information to Specialty Sales Representatives by working in cooperation with Regional Account Managers and District Sales Managers
- Provide clinical support to formulary targets and influence standards of care through information exchange
- Provide Clinical information at venues conducive to medical and scientific exchange such as Managed Market Organizations, roundtables, CME/CE programs, Advisory/Consultant meetings, Grand Rounds, Journal Clubs and department meetings

Medical/Scientific Affairs Director 12/99 – 5/02

Administrator

Integrative Mind & Health Center, Inc., Miami, FL

Major Responsibilities

- Primary liaison with thought leaders and other physicians in academic and clinical practice
- Integration of alternative medical services with conventional medical practice (CAM)
- Expand the healthcare provider network of 500 NCQA credentialed alternative medical providers
- Liaison for marketing/sales force and healthcare providers in the network
- Formalizing relationships with area hospitals, physicians, and business entities for the sale of specialized dietary supplemental products and the integration of CAM services to improve healthcare outcomes
- Providing scientific researched information, continuing medical education and training to healthcare providers and hospitals
- Develop/review nutritional protocols for distribution to the healthcare providers
- Collaborated with medical sources in the development of health intervention/prevention programs
- Instituted a sales and marketing strategy addressing frontline issues specific to Corporate America's concerns with stress, smoking and weight management, through development of Specialized Wellness Retreats
- Instituted a turnkey delivery system and distribution network for the dietary supplemental product sales consisting of virtual warehousing, utilization of electronic delivery systems and pre-approved financing arrangements
- Collaborated in the design and implementation of an Electronic Intranet Health Record Tracking System providing management and communication services between the medical centers and the healthcare network providers to improve overall patient outcomes and customer satisfaction
- Provide ethical, strategic and creative input to domestic and international proposals and projects
- Responsible for all contract negotiations and new business proposals
- Oversee general Administrative duties for specific centers in the provider network

Clinical Supervisor 12/97-12/99

University of Miami Pediatric Training Program Affiliate
Greater Miami Pediatrics, Mt. Sinai Medical Center, Miami Beach, FL

Major Responsibilities

- Perform comprehensive patient examinations and provide input in the development of treatment plans
- Engage in extensive communication with physicians concerning interpretation of laboratory and other ancillary studies and condition of the patients
- Encouraged health maintenance to HMO patients and participated in community outreach programs
- Ensure the appropriate delivery of healthcare information to patients in a customer focused manner
- Review of medical folders, retrieval of patient information, and contact with other medical providers for the timely delivery of medical treatment improving healthcare outcomes
- Assist in the coordination between physician and pharmaceutical representatives providing medical education programs and symposia on various therapeutic areas
- Assist in the development of department policy and procedures and assist the practice manager
- Participate in community outreach programs and promotional projects supporting the Medical Center

Post-Graduate Medical Education Immunology Fellow 1997 **Clinical Immunology Fellowship Training**

University of Miami School of Medicine
Jackson Memorial Hospital
Miami, FL

Post-Graduate Medical Education in Pediatrics 7/93- 7/96

Columbus Cabrini Medical Center, Chicago, IL
Northwestern University School of Medicine Affiliate
Chief Resident 1996

Major Responsibilities

- Responsible for providing direct medical services in areas that include: Hospital Pediatric Ward, Neonatal Intensive Care Unit, New Born Nursery and Intermediate Care Nursery, Labor and Delivery, Emergency Room and Outpatient Pediatric Clinic
- Participate in safe, compassionate and effective care applying cost containment measures in the provision of patient care
- Responsible for all Emergency Medical Transports (EMT) of neonatal intensive care candidates between hospitals
- Responsible for all hospital phone calls that involve pediatric medical advice
- Participate in research opportunities relating to pathogenesis of disease, clinical trials, epidemiological studies, health care assess studies, inpatient studies, bio-statistics studies, and assist investigators with other outpatient/inpatient responsibilities
- Participate as a Resident in Training in the educational activities of the Pediatrics Accredited program and frequently assume charge responsibility for teaching and supervising other medical residents and students
- Planning, developing and coordinating Medical Resident and Faculty continuing medical education (CME) programs, lectures, training, and other pharmaceutical sponsored activities
- Develop a personal program for self-studies and professional growth with guidance from the teaching staff
- Participate in institutional programs, and assist in the development of Department policy and procedures

- Participate in institutional committees and councils especially those that relate to patient care review activities, Medical Quality Assurance (MQA), Peer Review, Medical Chart Review, and collaborate in the development of Diagnostic Related Groups (DRG's), and Clinical Protocols
- Participate in the new candidate selection process, their training and orientation
- Supervisory role as Chief Resident for department medical residents and medical students in training responsible for all lectures, morning reports, and timely update of hospitalized patient progress notes

Adjunct Instructor 8/90- 8/91

Miami Dade Community College, Miami, FL

- Instructor of Behavioral Science for the School of Arts and Science
In compliance with defined College curriculum

Adjunct Instructor 8/84- 8/90

St. Thomas University, Miami, FL

- Instructor of Physical Science for the School of Arts and Science
In compliance with defined College curriculum

EDUCATION:

MBA-HA, Master of Business Administration with a ***Specialization in Health Administration*** 1999
University of Miami School of Business Administration
Coral Gables, FL

Post-Graduate Medical Education - Clinical Immunology Fellowship Training
Immunology Fellow 1997
University of Miami School of Medicine
Jackson Memorial Hospital
Miami, FL

Specialized post-graduate training in inpatient and outpatient care of patients infected with HIV/AIDS, management of tuberculosis and research including phase III antiretroviral trials and phase III opportunistic infection trials. In addition, research opportunities related to pathogenesis of HIV, epidemiological studies and health care access studies and assist faculty investigators with other outpatient and inpatient responsibilities.

Post-Graduate Medical Education - Pediatric Residency Training
Pediatric Physician Certificate -- 1996
Northwestern University Medical School Affiliate
Columbus Cabrini Medical Center
Chicago, IL

Program Chief Resident – Columbus Cabrini Medical Center
Pediatric Residency Program
Chicago, IL

Elective Rotations: * **denotes research involvement**

Surgery, Northwestern University Children's Memorial Hospital, Chicago, IL
* Cardiology, University of Chicago Children's Hospital, Chicago, IL
Pediatric Intensive Care, Loyola University Medical Center, Chicago, IL
* Hematology/Oncology, University of Chicago Children's Hospital, Chicago, IL
Emergency Medicine, Loyola University Medical Center, Chicago, IL
* Infectious Disease, Loyola University Medical Center, Chicago, IL
Chronic Illness, La Rabida Children's Medical Center, University of Chicago, Chicago, IL
Radiology, Northwestern University Children's Memorial Hospital, Chicago, IL
Nephrology, University of Illinois Hospital, Chicago, IL
* Neonatology, Columbus Hospital Northwestern University Affiliate, Chicago, IL

Specialty Clinics: * **denotes research involvement**

* Dermatology, Northwestern University Dermatology Center, Chicago, IL
* Neurology Clinic, Northwestern University Children's Memorial Hospital, Chicago, IL
Orthopedics, Northwestern University Children's Memorial Hospital, Chicago, IL
* Child Psychiatry ADHD Clinic, University of Chicago Children's Hospital, Chicago, IL
* HIV/AIDS Clinic, Northwestern University Children's Memorial Hospital, Chicago, IL
Abused and Neglected Children's Clinic, Maryville Children's Reception Center, Cook County Department of Children and Family Services (DCFS), Chicago, IL
Physical Rehabilitation Clinics, Northwestern University Hospital Rehabilitation Center, Chicago, IL
* Neonatology and Perinatology Clinic, Columbus Hospital, Chicago, IL
Adolescent Clinic, Columbus Hospital, Chicago, IL

Other Hospital Service:

Saint Cabrini Hospital, Chicago, IL
Saint Anthony Hospital, Chicago, IL

CERTIFICATES AND DEGREES:

MBA, Master of Business Administration – 1999
University of Miami
Coral Gables, FL

HA, Specialization in Health Administration – 1999
University of Miami
Coral Gables, FL

Pediatric Physician Certificate -Post-Graduate Medical Specialty – 1996
Columbus Cabrini Medical Center
Hospital Northwestern University Medical School Affiliate
Chicago, IL

US Medical Accreditation – Permanent ECFMG Certificate – 1992
Educational Commission for Foreign Medical Doctors
US Medical Examiners
Philadelphia, PN

M.D., Doctor of Medicine Degree — 1984

Universidad Central Del Este, Dominican Republic

Recognized by the World Health Organization, WHO

COMPUTER SKILLS:

Proficient in Windows, Microsoft Office, Word Perfect, Corel, Excel, Power Point, Clinical information search, SONIC, GIN, C-Files System, Extensity System, Lotus Notes, Siebel ePharma Systems, LINDO, Lexis-Nexis,

PROFESSIONAL AFFILIATION:

AMA, American Medical Association
Minority Affairs Consortium of the American Medical Association
Drug information Association
Florida International Medical Association
South Florida Healthcare Executive Forum
ARVO, Association for Research in Vision and Ophthalmology
American Academy of Neurology
Alzheimer's Association
MDS, Movement Disorder Society
Multiple Sclerosis Society
Consortium of Multiple Sclerosis Centers
Who's Who of America's Teachers
NESA, National Eagle Scout Association

LANGUAGES:

Fluent English
Fluent Spanish
Working French

REFERENCES:

Furnished upon request

Alexander D. Casas

Experience	1990–1992	Uniform Patrol	Miami Lakes District
	Uniform Patrol Officer		
	<ul style="list-style-type: none">▪ Respond to calls and conduct proactive patrol of the Miami Lakes District.		
	1992–1994	Detective	Miami Lakes District
	General Investigations Unit Detective		
	<ul style="list-style-type: none">▪ Follow-up investigation of assigned cases.▪ Monitor crime trends in assigned grids.▪ Implemented Domestic Violence Unit.		
	1994–1995	Detective	Community Affairs Bureau
	Domestic Violence Coordinator		
	<ul style="list-style-type: none">▪ Coordinated Departmental response to domestic violence.▪ Implemented groundwork for Domestic Crimes Bureau.▪ Investigated elderly/disabled adult abuse cases.		
	1995–1998	Detective	Domestic Crimes Bureau
	Domestic Violence Unit Detective		
	<ul style="list-style-type: none">▪ Follow-up investigation of assigned cases.▪ Responsible for training of newly assigned detectives.▪ Implemented state sanctioned training course for existing detectives.		
	1998–1999	Sergeant	Northside District
	Uniform Patrol Sergeant		
	<ul style="list-style-type: none">▪ Supervised squads on both midnight and days shift platoons.▪ Implemented SARA Projects to address various crime trends.		
	1999–2000	Sergeant	Carol City District
	General Investigations Unit Sergeant		
	<ul style="list-style-type: none">▪ Supervised investigative squad.▪ Implemented GIU in Carol City District.▪ Implemented EEI's to address various crime trends.▪ Coordinated various complex investigations to include search warrants and use of confidential informants.▪ Served as Acting Lieutenant for GIU and Neighborhood Resource Unit		

	2000–2002	Sergeant	Sexual Crimes Bureau
	Sexual Crimes Bureau Sergeant		
	<ul style="list-style-type: none"> ▪ Supervised investigative squad. ▪ Coordinated investigation of major cases. 		
	2002-2003	Lieutenant	Community Affairs Bureau
	Crime Prevention Unit/PAL/GREAT Lieutenant		
	<ul style="list-style-type: none"> ▪ Supervised cadre of sergeants and officers. ▪ Coordinated various programs to include summer camps, public presentations, job fairs, and youth fairs. ▪ Represented the Miami-Dade Police Department on a variety of boards and committees to include the Community Relations Board and the Juvenile Justice Board. 		
	2003-2005	Lieutenant	Northwest/Northside District GIU
	General Investigations Unit Commander		
	<ul style="list-style-type: none"> ▪ Supervised General Investigations Unit. ▪ Coordinated District Enhanced Enforcement Initiatives and response to various crime trends. ▪ Re-directed District resources to focus on historical trends as well as recent trends which led to overall reduction in targeted crimes. ▪ Coordinated District Events such as CAC, Major's Night Out, Hurricane Awareness Fair 		
	2005-Present	Captain	Homicide Bureau
	Homicide Bureau		
	<ul style="list-style-type: none"> ▪ Supervise daily operations of the Homicide Bureau. ▪ Manage the investigation of officer-involved shootings. ▪ Manage complex and on-going investigations. 		
	2007-Present	Police Major	Hammocks District
	District Commander		
	<ul style="list-style-type: none"> ▪ Supervise daily operations of the Hammocks District ▪ Manage police operations within the District boundaries to include police response, investigative response, and crime prevention outreach. 		
Education	Florida International University		Miami, FL
	<ul style="list-style-type: none"> ▪ Bachelor of Science awarded August 12, 2006. 		
	Nova Southeastern University		Davie, FL
	<ul style="list-style-type: none"> ▪ Master' of Science in Leadership awarded June 30, 2010. 		
Professional	<ul style="list-style-type: none"> ▪ Police Photography (40 hours) 		

- First Line Supervision (96 hours)
- ITW Certification (40 hours)
- Injury and Death Investigations (40 hours)
- Sexual and Child Abuse Investigations (40 hours)
- Interview and Interrogations (40 hours)
- Advanced Interview and Interrogations (40 hours)
- Field Training Officer/Supervisor Workshop (40 hours)
- Felony Warrant Investigations (32 hours)
- Domestic Terrorism (40 hours)
- Undercover Tactical Operations (40 hours)
- Firm, Fair and Friendly: Police Community Relations Leadership Program (21 hours)
- Police Cycling Certification (40 hours)
- Bicycle Response Team Certification (40 hours)
- Middle Management (80 hours)

Other

Bicycle Response Team Commander: FTAA; 4th of July Detail; Presidential Debate; Organization of the Americas States; Memorial Day Weekend Detail.

Florida Department of Law Enforcement certified instructor.

Florida Department of Law Enforcement subject matter expert in domestic violence training.

Joanna Noriega

P. O. Box 14-3507, Coral Gables, Florida 33114
(305) 775-9318 ▪ joannanoriega56@gmail.com

Member of The Florida Bar and the Southern District of Florida.

EDUCATION

St. Thomas University School of Law, Miami Gardens, FL

Juris Doctor, cum laude

Dec. 2008

GPA: 3.397 (Class Rank: 10/187; Top 5% of class).

Honors: ST. THOMAS LAW REVIEW (*Articles Editor*, Fall 2008) (*Member*, Fall 2007 – Spring 2008); Dean's List (5 semesters); Book Awards: Legal Research and Writing (Fall 2006), Advanced Legal Research and Writing (Spring 2007); Cuban American Student Bar Association (*Executive Board Member*, Fall 2007 – Fall 2008).

University of Florida, Gainesville, FL

Bachelor of Science in Business Administration, cum laude

May 2006

GPA: 3.7

Honors: President's Honor Roll (Fall 2005); Dean's List (Fall 2005, Spring 2005); The National Dean's List (2002 – 2003); Alpha Kappa Psi international business fraternity (2005 – 2006).

LEGAL EXPERIENCE

Brown Sims, P.C., Miami, Florida

Aug. 2011 – Present

Associate Attorney

Specializes in defending claims arising under the Longshore Harbor Workers' Compensation Act, Defense Base Act, and Florida Workers' Compensation Act. Responsible for client communication, monitoring case status, preparing litigation pleadings, discovery, trial and settlement evaluations, attending hearings, depositions, and mediations.

Vazquez & Associates, P.A., Miami, Florida

Associate Attorney

Sept. 2010 – Aug. 2011

Handled all aspects of civil, commercial and real estate transactions and litigation. Communicated with clients, monitored case status, conducted legal research, attended hearings, depositions, arbitrations and mediations, performed discovery and settlement evaluation, and drafted court documents.

K.J. Legal, LLC, Coral Gables, Florida

Partner

July 2009 – Sept. 2010

Managed and handled commercial and family law cases from inception through completion; carried out commercial transactions and successfully negotiated corporate sales, purchases and settlements, and drafted contracts regarding same. Recommended and developed company policies and position on legal issues. Provided lender representation as a contract attorney for various local and non-local law firms; attended contested and non-contested foreclosure hearings, mediations. Performed duties and responsibilities associated with managing a law firm.

SKILLS, LICENSES & AFFILIATIONS

Fluent in Spanish. Licensed Notary Public for the State of Florida. Proficient in Westlaw and Microsoft Office. AcadeMir Charter School West (*Board Member*); and Cuban American Bar Association.

APPENDIX E:

ASC SUPERIOR CHARTER SCHOOL SERVICES, INC MANAGEMENT AGREEMENT (SAMPLE)

Charter School Management Agreement

Between

_____AcadeMir Charter School Middle_____

And

Superior Charter School Services, Inc.

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Charter School Management Agreement

This is an agreement for the management of a charter school by and between AcadeMir Charter School, Inc. ("AcadeMir Charter") and Superior Charter School Services, Inc. ("Management")

WHEREAS, AcadeMir Charter School, Inc. (the Charter) has a contract with Miami-Dade County Public Schools(the "Sponsor"), to operate a charter school, known as AcadeMir Charter School Middle (the "School");

WHEREAS, the school is governed by the Board of Directors of AcadeMir Charter School, Inc. (the Board);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, AcadeMir Charter desires to ensure that its School is professionally managed and operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local school district, municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Management is a management service provider established to provide accurate financial reports and accounting files for budgeting and accounting purposes, assist when necessary with accounts payable services including reviewing and auditing of vendor invoices, preparing check requests, monitoring financial activities, aligning monthly spending with budgets, and maintaining vendor files, prepare financial reporting, directly interface with client for inquiries and information gathering, review and audit general ledger entries for accuracy, prepare information requested by year-end auditors, perform attendance accounting function , understand and be able to discuss the financial condition of the School, assist in other business services related activities such as insurance renewals, compliance reporting, human resources, and educational services.

WHEREAS, it is the Management's mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented;

WHEREAS, Management's officials and consultants are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, regulations of all State and

Federal authorities, and the local district, municipal and/or county government which may be applicable to be operation of the School or its facilities;

WHEREAS, Management's officials and consultants are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue, and financing for charter school programs in Florida;

WHEREAS, Management's officials and consultants have attended and will continue to attend local, state and federal meetings and conferences for charter school operations and consultants;

WHEREAS, AcadeMir Charter and Management desire to enter into this agreement for the purpose of having Management provide planning, accountability, compliance, and support services;

NOW THEREFORE, the parties to this Agreement agree as follows;

Duties of Management:

1. Recitals

The foregoing recitals are true, correct, and incorporated herein.

2. Engagement

AcadeMir Charter engages Management to provide management services to the School as more fully set forth herein. Management accepts such engagement pursuant to the terms of this Agreement.

3. Management Duties

Management will coordinate its duties required to operate the business and educational functions of the School. In addition, the Management will report to the Board and advice of its ongoing process. Management will comply with all Board and School policies and procedures, and with all applicable state and federal rules and regulations. Management services will include, but is not limited to: provide accurate financial reports and accounting files for budgeting and accounting purposes, assist when necessary with accounts payable services including reviewing and auditing vendor invoices, preparing check requests, monitoring financial activities, aligning monthly spending with budgets, and maintaining vendor files, prepare financial reporting directly interface with client for inquiries and information

gathering, review and audit general ledger entries for accuracy, prepare information requested by year-end auditors, perform attendance accounting function, understand and be able to discuss the financial condition of the School, assist in other business services related activities such as insurance renewals, compliance reporting, and educational services.

4. Board of Directors Meeting

Management will assist in the coordination of and attend the meetings of the Board of the School.

Unless otherwise instructed by the Board, Management shall maintain the minutes and records of those meetings on behalf of the Board and ensure that the School complies with the requirements of State law and the Charter regarding such meetings and record keeping.

5. Record Keeping

Management will maintain the records of the School on behalf of the School as required by the Board at the location designated by the Board. Management will ensure compliance with the State and Charter requirements for record keeping. In addition, Management will ensure that designated on site staff receives proper training by the Sponsor's appropriate departments for student school record keeping through its designated programs.

In order to comply with Florida's public records laws, the Management shall:

- a. Keep and maintain such records that ordinarily and necessarily would be required by the Board in order to perform the services under the Agreement and the Charter agreement.
- b. Provide the public with access to public records on the same terms and conditions that the Board would provide the records and at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes or as otherwise provided by law.
- c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law.

- d. Meet all requirements for retaining public records and transfer, at no cost, to the Board all public records in possession of the Management upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the Board in a format that is compatible with the information technology systems of the School.

6. Bookkeeping

Management will assist the Board by ensuring the accuracy and timeliness of financial reporting, record keeping, and audits as may be required by the Charter State Law.

7. Staff Administration

Management will identify and propose for employment by or on behalf of AcadeMir Charter qualified principals, teachers, paraprofessionals, administrators, and other staff members and education professionals for positions in the School. The teachers employed at the School will be certified as required by Section 1002.31, Florida Statutes. AcadeMir Charter may employ or contract with skilled, selected, non-certified personnel to assist instructional staff members as teachers' aides in the same manner as provided in Section 1002.33, Florida Statutes, and Florida Charter School Legislation. Management will coordinate, identify, recruit, and select individuals for School-based positions. All employees selected shall be AcadeMir Charter employees or leased to AcadeMir Charter through an employee leasing arrangement, and will not be employees of the Management. Management will prepare employment offer letters for approval by the Board that are to be used for the purpose of hiring or retaining employees. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Management will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting Reporting for Florida Schools, or shall utilize GAAP Accounting at the direction of the Board, as means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by its certified public accounting firm, will adopt accounting policies and procedures. Management will prepare,

with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the Sponsor, which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline submission of such reports to the Sponsor. AcadeMir Charter will provide the Sponsor with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm retained by AcadeMir Charter. Management will provide the regular unaudited financial statements, books, and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion in the School's financial statement, formatted by revenue, source, and expenditures and detailed by function and object, no later than September 20th of each year, or such in compliance with such other time frame as may be established by the Sponsor.

9. Designated Contact Person

The designated contact persons of Management shall be the Managing Member of Superior Charter School Services, Inc.

10. Grant Solicitation

In consultation with and in accordance with Board direction and approval, Management will solicit grants available for the funding of the School from the various governmental, private, and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

Management will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

Management will coordinate the solicitation for capital outlay funds, if available, from the appropriate state or local agencies. Similarly, Management will coordinate the solicitation of other state, federal or local government funds earned for School facilities development, improvement, or acquisition as well as other sources of funding that may become available to the School from time to time.

13. Annual Reporting

Management will coordinate the preparation of the Annual Report required pursuant to the Charter School Legislation for the School.

The Report will be submitted to the Board for input, consideration and approval, and Management will coordinate the delivery and review process established by the Sponsor and AcadeMir Charter for the Annual Report.

14. Student Assessment

Management will recommend a student assessment methodology and coordinate, implement and retain such professionals to administer and evaluate such results on behalf of and pursuant to the direction and approval of AcadeMir Charter. Management will provide the Board with proposals from the professional(s) offering to provide assessment and student services for the Board either to approve or reject.

15. School Board Representation

Management will serve as primary liaison with the Miami-Dade County Public School Board and its officials on behalf of the School for the day-to-day operations. In connection therewith, Management's representatives will attend required meetings and public hearings.

16. Governmental Compliance

Management will ensure compliance with state regulations and reporting requirements of AcadeMir Charter. Management will also ensure the School's compliance with its Charter with the Sponsor which is incorporated herein by reference.

17. Charter Renewal Coordination

Management will assist AcadeMir Charter in its coordination with the Sponsor for the renewal of the School's Charter on a timely basis. On behalf of and in accordance with the direction of the Board, Management will negotiate the terms of the renewal Charter with the Sponsor and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the Sponsor.

18. Curriculum Development

Management, shall identify and develop curricula for presentation to and approval by Academir Charter in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state, and local laws and regulations. All curricula utilized in the School shall be approved by the Board prior to its implementation by Management.

19. Before Care and After Care

Management shall identify and or develop Before-Care and After-Care to be offered as services ancillary to the School operations but separate from the operations of the School. These are programs that are not encompassed by the Charter School Agreement between the School and the Sponsor. Accordingly, the School may elect not to offer these programs directly, but rather to authorize Management to do so. In such event, Management will retain the necessary operators to provide the underlying services to the parents and students desiring them. Management will coordinate the provision of those services directly where applicable and establish the necessary agreements to reimburse the School for the use of its facilities, utilities, cleaning services, and other costs consumed or incurred by those uses. Management and/or the selected service provider shall be the direct primary supplier to parents and students of those ancillary services and will indemnify and hold harmless the School for any liability resulting from them. The terms and conditions for these programs, including financial terms, operating procedures, and ownership, shall be subject to Board review and approval. In exchange for its services, The Management shall receive a fee equal to 10% of the before and after care revenue generated.

20. Facility Identification Expansion, Design and Development

Management shall coordinate with the Board for the purpose of identifying the facility's needs of the School from year to year in connection therewith. Management shall assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Management may identify and solicit investors with which the Board may engage in order to acquire and develop facilities for lease or use by the School. In the event such investors may be related to Management or its principals, the relationship shall be disclosed to the Board. Further, Management shall recommend and retain on behalf of the School subject to Board authorization and approval professionals qualified in the field of school design and architecture and engineering as well as in the area of

development and construction for the expansion, design, development, and construction of new or existing facilities as the Board deems necessary.

21. Systems Development

Pursuant to the Board's oversight and direction, Management will identify and develop a school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to an accounting system, documentation filing system, student record systems, computer systems, and telecommunication services.

Terms of Agreement

22. Initial Term

The term of this Agreement shall commence on the start of the 2013-2014 school year. The commencement date shall be deemed to be June 22, 2013, although the parties recognize that Management has provided services to the Board in connection with the School and Charter before this date. The initial term of this agreement shall be for four (4) years unless the Board for cause terminates this agreement pursuant to Section 24 of this Agreement. At the conclusion of the term of this Agreement, AcadeMir Charter shall have the option to renew this contract with Management pursuant to the terms and conditions upon which the parties shall mutually agree.

23. Renewal

Unless terminated by the Board, the terms of this Agreement may be renewed along with any renewals to the Charter agreement. Management agrees to renew this Agreement at AcadeMir Charter's option on the then-current terms and conditions unless there has been an uncured material breach hereunder by AcadeMir Charter, after 60 days written notice of such breach and demand for cure.

24. Termination

In the event of a breach of this Agreement by Management, AcadeMir Charter shall give Management written notice of such breach and sixty (60) days' notice to cure such breach from the date of such notice to Management. "Breach" shall be defined as a material breach of this Agreement by Management, the failure of Management to provide educational support and management services sufficient to operate the school in a manner that complies with the standards of the Sponsor,

any debarment of a similar action against Management by any governmental entity or any action or conduct by Management or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of moral turpitude or any felony) or that may endanger or materially lessen the safety of students. If the Sponsor terminates or materially changes its Charter agreement with the Board for the operation of the School, the Board and Manager may upon thirty (30) days' written notice terminate this Agreement without penalty or liability of any kind to either party.

Compensation

25. Base Compensation

AcadeMir Charter shall pay Management a managing fee of 12% of the full time equivalent (FTE) revenue per annum during the term of this Agreement, unless terminated, provided AcadeMir Charter receives such funds. The fee shall be payable in equal monthly installments, provided that AcadeMir Charter shall have no obligation to pay such fee before receiving its FTE funding from the Sponsor or the State of Florida, in which event the monthly installments shall accrue until funding is received. The management fee set forth in this Section is in addition to the 10% fee that Management shall be paid for before and after care services rendered as set forth in Section 19 above..

26. Additional Services

Management will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to the Board and subject to separate Board approval. This may include services that are not within the regular course and scope of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of AcadeMir Charter, of other professionals or consultants who may be independent from consultant or part of consultants' network of consulting professionals.

27. Reimbursement of Costs

Management shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such expenses.

28. Incurred Expenses

Pursuant to this Agreement of the Board and Management, Management may defer some or all of the Management fees or costs for additional services or reimbursement due hereunder from one physical year to the next, which will be duly noted in the school's financial record. Any such deferral will be done in accordance with any and all applicable accounting regulations and requirements.

Other Matters

29. Conflict of Interest

No officer, chair holder, employee or director of Management shall serve on the Board. Management will comply with the conflicts of interest rules set out in the Charter, established by the Board or as otherwise may be required by law.

30. Insurance and Indemnification

Management shall be added as an additional named insured in any liability and error and omission insurance policy of the School. Management agrees to provide, upon request of the Board, certificate of insurance with carriers, in amounts and for terms reasonably acceptable to the Board and the Landlord, and further add the Board as an additional insured on such policies. Management agrees to procure on behalf of the School all necessary liability and error and omission insurance for the protection of the School and its Board, or as may otherwise be required pursuant to the Charter agreement.

31. Miscellaneous

- (1) Neither party shall be considered in default in this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered, or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either parties control, and which cannot be overcome by reasonable diligence and without unusual expense.
- (2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and Agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said

- written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.
- (3) Neither party shall assign this Agreement without the prior written consent of the other party.
 - (4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing. Failure to enforce any obligation under this Agreement by either party shall not constitute a waiver of any other obligation that may arise under this Agreement.
 - (5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.
 - (6) This Agreement is not intended to create any rights in any third party beneficiary.
 - (7) This Agreement is made and entered into in the State of Florida and shall be interpreted according to and governed by the laws of the State. Any action arising from this agreement shall be brought in a court in Miami-Dade County, Florida.
 - (8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorney's fees and costs.
 - (9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States Mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

Superior Charter School Services, Inc.
14850 SW 26 Street #206
Miami, Florida 33185
Attn: Managing Manager

AcadeMir Charter School Middle
14880 SW 26 Street
Miami, Florida 33185
Attn: Chair Person

With a copy to:
Julie F. Klahr, Esq.
Goren Cherof Doody & Ezrol, PA
3099 E. Commercial Blvd, Ste 200
Fort Lauderdale, FL 33308

- (10). The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any other provision hereof.
- (11). This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.
- (12). Each of the persons executing this Agreement warrants that such person has the full power and authority to execute this Agreement on behalf of the party for whom he or she signs.

This Agreement was approved at a meeting of the Board of Directors of AcadeMir Charter School, Inc. held on the _____ day of _____ 2013. At that meeting, the undersigned Board Chair executed this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this contract as of the day and year first above written.

AcadeMir Charter School, Inc,

Superior Charter School Services, Inc.

By:_____

By:_____

Board Chair

Esther Mir (Managing Manager)

Date:_____

Date:_____

APPENDIX F:

SBBC 2013-2014 CODE OF CONDUCT

SBBC STUDENT PROGRESSIO PLAN

POLICY 6000.1: STUDENT PROGRESSION PLAN

THE SCHOOL BOARD'S MISSION IS TO PROVIDE EVERY STUDENT WITH A QUALITY EDUCATION IN A SAFE AND SECURE LEARNING ENVIRONMENT. THIS POLICY AND THE RELATED POLICIES THAT ARE REFERENCED IN THIS POLICY CONSTITUTE THE STUDENT PROGRESSION PLAN FOR THE DISTRICT. THE PURPOSE OF THE STUDENT PROGRESSION PLAN IS TO ESTABLISH THE STANDARDS FOR QUALITY INSTRUCTION, DELINEATE THE CRITERIA FOR PROMOTION, AND PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES TO ALL STUDENTS, ENSURING NO CHILD IS LEFT BEHIND.

Rules:

I. ELEMENTARY SCHOOLS (PREK-5)

A. ENTRANCE AND ATTENDANCE REQUIREMENTS (F.S. 1003.21)

- 1. Initial entry requirements** for prekindergarten, kindergarten and first grade are included in Policy 5.1: Enrollment, Entrance, and Withdrawal Procedures.
- 2. Health requirements for initial entry**, including immunization requirements, are included in Policy 5.1: Enrollment, Entrance and Withdrawal.
- 3. Placement of transfer students for initial entry** from out-of-state and out-of-country schools and home education programs is included in Policy 5.1: Enrollment, Entrance and Withdrawal.
- 4. Attendance requirements**, including absences for religious reasons, are included in Policy 5.5: Attendance.
- 5. Student withdrawal** information is included in Policy 5.1: Enrollment, Entrance and Withdrawal.
- 6. Dependent children of active military personnel** who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation. (FS 1003.05)

B. ELEMENTARY CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Prekindergarten curriculum

Students will receive an integrated curriculum that emphasizes instruction in language development and mathematical concepts. Students will be provided with opportunities for art, music and physical education activities. Instructional approaches will be research-based and will include the active participation of students. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards.

2. Elementary curriculum

a. Regularly scheduled instruction: Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards. (F.S. 1003.41)

b. Character education: The character education traits that shall be integrated into the PreK – 12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation. (F.S. 1003.42)

c. Holocaust, African and African American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week: Students shall receive instruction in:

- the Holocaust
- African and African American History
- Hispanic Contributions
- Women's Contributions
- Veterans' Contributions
- the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life
- "Celebrate Freedom Week"

Instruction shall be in accordance with Florida Statutes and district guidelines.

d. Suspension of curriculum: Students who are identified as having academic deficiencies may have the regular curriculum suspended in areas other than reading, writing, mathematics and science in order to receive intensive academic instruction.

e. To meet the Reading Enhancement and Acceleration Development (READ) Initiative's focus to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:

- Assessment of K-3 students in phonemic awareness, phonics, fluency, vocabulary and comprehension

- Reading instruction from programs on the district's Struggling Reader chart that identifies reading curriculum reviewed by the Florida Center for Reading Research at Florida State University, which meet the following specifications:
 - Assists students identified with a reading deficiency in developing the ability to read at grade level
 - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - Provides scientifically based and reliable assessment
 - Provides initial and ongoing analysis of each student's reading progress
 - Is implemented during regular school hours
 - Curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
- f. **Outside activities:** Outside activities, such as contests and fairs, that use instructional time must be aligned with the Sunshine State Standards. See Policy 6303 for additional field trip information.
 - g. **Family life/human sexuality instruction:** Materials, resources, and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice. Provisions must be made to allow parents to make a written request for their child to be exempt from this component.
 - h. **HIV and sexually transmitted diseases instruction:** Materials, resources, and speakers used in the HIV/sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice. Provisions must be made to allow parents to make a written request for their child to be exempt from this component. (F.S. 1003.46)
 - i. **Gifted education:** See Policy 6000.5.
 - j. **Assessment:** Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. For students with disabilities and/or students who are English Language Learners who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process. (F.S. 1008.25)
 - k. **Recess:** Elementary students shall have 15 minutes of recess on days they do not have physical education.

C. ELEMENTARY STUDENTS' RIGHT TO INSTRUCTION

Remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required for promotion. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met.

D. ELEMENTARY PROMOTION

1. Student Performance Levels for Reading, Writing, Mathematics and Science:

In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account student's proficiency in writing (3.5 or higher on the FCAT Writing Assessment or the district equivalent) and science (based on proficiency levels to be determined by the district and/or the State Department of Education). The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

Promotion Criteria: Reading and Mathematics:

Grade & Subject	Criteria #1:	or	Criteria #2:
K	48 out of 52 Letter Names and 20 of 26 letter sounds and 15 out of 21 Concepts of Print	or	Scores 90% or greater accuracy and 75% or greater in Comprehension on the Rigby PM Benchmark Assessment OR scores at Level 3 or above on the Developmental Reading Assessment (DRA)
1 and 2	At or above the 30 percentile on the current version of the Stanford Achievement Test in reading comprehension	or	At or above the 30 th percentile on the Stanford Diagnostic Test in reading comprehension
3	At a level 2 or higher on the FCAT-SSS in Reading	or	At the percentile or higher specified by the DOE on FCAT- NRT in reading comprehension
4 and 5 Reading and Math	At a level 2 or higher on FCAT- SSS Reading At a level 2 or higher on FCAT- SSS Mathematics	or or	At or above the 25 th percentile on the FCAT-NRT At or above the 25 th percentile on the FCAT-NRT

Note: No single assessment is the sole determiner of promotion.

2. Alternative Promotion Criteria: Good Cause (F.S. 1008.25)

Any student who does not meet the reading and/or mathematics promotion criteria in the previous matrix may be promoted if the student meets one of the following Good Cause options and documentation submitted from the student's teacher to the school principal indicates that the promotion is appropriate and based upon the student's academic record. All good cause decisions must be made and recorded by the end of the school year or the end of 3rd grade reading camp for 3rd graders, except in extenuating circumstances.

In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan, individual educational plan, if applicable, report card or portfolio as indicated below:

Targeted Students:	Grade 3: Alternative Promotion Criteria: Good Cause (State)	Grades K, 1, 2: Alternative Promotion Criteria: Good Cause	Grades 4 and 5: Alternative Promotion Criteria: Good Cause
For all students	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the district	Student demonstrates an acceptable level of performance on an alternative standardized reading and/or math assessment approved by the district
For all students *	Student demonstrates, through a student portfolio**** prepared in accordance with district guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards at a level equal to or above level 2 performance on FCAT-SSS*	Student demonstrates, through a student portfolio**** prepared in accordance with district guidelines, that the student is performing on grade level*	Student demonstrates, through a student portfolio**** prepared in accordance with district guidelines, that the student is performing on grade level*
For all students	Student has received intensive remediation in reading for 2 or more years but still has a deficiency in reading and was previously retained in K, 1, 2, or 3 for a total of 2 years. **	Same as 3 rd grade **	Student has received intensive remediation in reading and/or mathematics for 2 or more years but still has a deficiency in reading and/or mathematics and was previously retained for a total of 2 years. ***

- * The portfolio option is to be used only when all other Good Cause options have been exhausted.
- ** If promoted under this criteria, intensive reading instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading strategies.
- *** If promoted under this criteria, intensive reading and/or mathematics instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading and/or mathematics strategies.
- **** The Division of Curriculum & Instruction/Student Support establishes the type of documentation required for portfolios. Required portfolio documentation is specified for each grade level. Documentation may include, but is not limited to, end-of-book grade-level tests, district-developed assessments, and district-selected assessments. Documentation requirements will take into account that not all students are using the adopted basal text.

Targeted Students:	Grade 3: Alternative Promotion Criteria: Good Cause (State)	Grades K, 1, 2: Alternative Promotion Criteria: Good Cause	Grades 4 and 5: Alternative Promotion Criteria: Good Cause
For ELL students only	English Language Learner students who have had less than 2 years of instruction in an English for Speakers of Other Languages program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For selected students with disabilities only	Student is a student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate , consistent with the requirements of State Board of Education rules.	Same as 3 rd grade	Same as 3 rd grade
For selected students	Student is a third grade student with	Student is a student with disabilities who	Student is a student with disabilities who participates

with disabilities only *	disabilities who participates in FCAT and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	participates in district assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained.	in district assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years but still demonstrates a deficiency in reading and was previously retained for a total of one year.
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* There shall be a maximum of two retentions in kindergarten through eighth grade for students with disabilities unless an additional retention is requested by the parent. With the exception of a single mandatory retention in third grade, parents may determine at which grade level(s) retentions occur, K-8,, as long as one retention is at the elementary level. Only one retention at middle school is required.

3. Recommendations for promotion based on good cause shall be reviewed by the principal and discussed with the teacher for the determination as to whether the student should be retained or promoted.
4. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the Superintendent/designee.
5. **Promotion in Extraordinary Circumstances:** The Superintendent, upon the recommendation by the area superintendent and the principal, may promote a student based upon extraordinary circumstances which impacted the student's performance (e.g., student with a terminal illness, student for whom the district has requested an assessment accommodation and the state has indicated they are unable to provide the district-requested accommodation, student whose assessment results are clearly not indicative of their classroom grade-level performance.) This does not apply to students in 3rd grade.

E. MID-YEAR PROMOTION CRITERIA FOR THIRD GRADE STUDENTS WHO HAVE BEEN RETAINED IN THIRD GRADE

Third grade students who have been retained may be promoted to the fourth grade immediately after the administration of the first benchmark assessment of the school year, prior to November 1st, if the student achieves the score equivalent to FCAT Level 2.

F. ELEMENTARY PROGRESS MONITORING PLAN PROCESS

Any student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional state or district approved diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's

parent, a Progress Monitoring Plan (PMP) to assist the student in meeting state and district expectations for proficiency. Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

1. Specific PMP reading requirements for elementary students Grades

K-5: If a student in grades K-2 exhibits a substantial deficiency in reading based upon district criteria or if a student in grades 3 through 5 scores at level 2 or below on FCAT-SSS in reading or a substantial deficiency is identified through teacher observation, the PMP must identify the following:

The student's specific areas of deficiency identified by a valid and reliable diagnostic assessment in:

- Phonemic awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary
- The desired levels of performance in these areas
- The intensive reading instruction and support services to be provided to help the student achieve the desired levels of performance. Students will be required to receive intensive remediation through a PMP.

The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated.

2. Specific PMP mathematics requirements for elementary students in grades K through 5:

K-2 students who meet the district criteria for a PMP must receive intensive instruction. If a student in grades 3-5 scores at level 2 or below on the FCAT-SSS in mathematics, the student will be required to receive remediation through a intensive intervention for students retained in third grade will include effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level.

3. Specific PMP writing requirements for elementary students in grade

K-5: Students in K, 1, 2, 3, and 5 who meet the district criteria for a PMP, must receive

intensive instruction. If a student in grade 4 scores lower than a 3 on the FCAT Writing Test, the student will be required to receive remediation through a PMP.

4. **PMP Reviews:** Progress Monitoring Plans in reading will be reviewed at least annually to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with district requirements.

G. ELEMENTARY RETENTION

Students who are retained will receive an intensive program that is different from the previous year's program. Students who have been retained and are not making progress in the current program must undergo additional state or district approved assessment to determine an appropriate intervention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and district policy. Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance. Parents must be notified no later than a week after test scores are received when it appears that a student may be retained. The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemptions. The notice will comply with F.S. 1002.20 (14) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. Parents of ELL students must be notified in the native language. (F.S. 1008.25)

ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee.

For students retained two or more years, appropriate alternative placements will be made.

Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

H. THIRD GRADE MANDATORY RETENTION

Third grade students who are retained will be provided with a minimum of ninety minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but are not limited to:

- Small group instruction
- Reduced teacher-student ratios
- More frequent progress monitoring
- tutoring or mentoring
- Transition classes, containing third and fourth grade students

- Extended school day, week, or year
 - Summer reading camp
1. Retained third grade students will be provided with a high-performing teacher as determined by student performance data and satisfactory performance appraisals.
 2. Parents of students to be retained will be provided with supplemental tutoring opportunities in scientifically research-based reading services in addition to the regular reading block.
 3. **Second Year Retention:** Students retained in third grade who have received intensive instructional services and still do not meet promotion criteria will be retained a second time in third grade (F.S. 1008.25). Second year retained third graders will have access to the following, where applicable:
 - a. A transitional instructional setting designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiencies
 - b. An Intensive Acceleration Class (IAC) to increase the student's reading level at least two grade levels in one school year. The IAC shall:
 - i. Have a reduced teacher-student ratio
 - ii. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master grade 4 Sunshine State Standards in other core subject areas
 - iii. Use a reading program from the district's Struggling Reader chart that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year

Second year retained students shall be provided with social-emotional support to address the impact of the retention.

I. ELEMENTARY EXTENDED LEARNING OPPORTUNITIES

Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.

J. REPORTING STUDENT PROGRESS (ELEMENTARY)

1. **Parent notification of reading deficiencies:** The parent of any student in grades K-3 who exhibits a substantial reading deficiency must be notified in writing of the following:
 - that the child has been identified as having a substantial reading deficiency,

- a description of the current services that are provided to the child,
 - a description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified areas of reading deficiency,
 - that, if the child's reading deficiency is not remediated by the end of grade 3, the child will be retained unless exempted from mandatory retention for good cause, (F.S. 1008.25) and
 - strategies for parents to use in helping their child succeed in reading proficiency.
2. **Progress Reports (Report cards):** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. A student must be in attendance at a Broward County public school for 25 days to receive a grade. Report cards indicate whether the child is performing on, above or below grade level. Continued below grade level performance is an indication of possible retention. Progress reports shall be signed by the parent and returned to the teacher. If a student withdraws and does not qualify for a progress report under this provision, the parent shall be issued a statement of academic achievement. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property. (F.S. 1003.33)
3. **Interim reports:** Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record-keeping and grading, interims will be provided for all students.
4. **Grading for K, Pre-first, 1 and 2:** Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:
- | | |
|----|-------------------------------------|
| 1 | Has mastered skill (independently) |
| 2 | Is learning skill (with assistance) |
| 3 | Area of concern |
| X | Not evaluated |
| NA | Not applicable |
5. **Grading for grades 3-5:** Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:
- | | | |
|---|------------------------|-------------|
| A | Superior progress | 90-100 |
| B | Above average progress | 80-89 |
| C | Average progress | 70-79 |
| D | Below average progress | 60-69 |
| F | Failure | 59 or below |

Progress in other areas will be reported using the following symbols:

1	Has mastered skill (independently)
2	Is learning skill (with assistance)
3	Area of concern
NA	Not applicable

6. **Alternative progress report:** A district approved alternative progress report may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress report.
7. **Conferences with parents:** Conferences with parents are a required part of the reporting system. Teachers will request two conferences per year per student. For each student being considered for retention, the school shall provide written notification to the parent within one week of receiving test results. Parents of ELL students must be notified in their native language.
8. **Grade placement:** Principals shall have final authority for appropriate grade placement of students, within the limitations of Board Policy and Florida Statute 1003.02.
9. **The IEP Annual Goal(s) Progress Report** must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

K. ELEMENTARY GUIDANCE SERVICES

All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the Division of Curriculum and Instruction/Student Support. The plan will support the School Improvement Plan and be based upon national counseling standards.

L. ELEMENTARY STUDENT DAY

The length of the student day shall be a minimum of:

Prekindergarten	As determined by program
Elementary	360 minutes
ESE centers	360 minutes

The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

II. MIDDLE SCHOOLS (GRADES 6-8)

A. MIDDLE SCHOOL ENTRANCE AND ATTENDANCE

REQUIREMENTS Placement of transfer students is addressed in Policy 5.1. (F.S. 1003.21)

1. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation. (FS 1003.05)

B. MIDDLE SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

Middle school curriculum

1. Students shall receive instruction in language arts, reading, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards. (F.S. 1003.41)
2. **Character education:** Same as elementary
3. **Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week:** Same as elementary requirement
4. **Suspension of curriculum:** Same as elementary
5. **Outside activities:** Same as elementary
6. **Family life/human sexuality:** Same as elementary
7. **HIV and sexually transmitted diseases instruction:** Same as elementary
8. **Gifted education:** See Policy 6000.5.
9. **Assessment:** Same as elementary
10. **All middle schools** shall offer at least one foreign language.
11. **All middle schools** shall offer Algebra I, its equivalent, or at least one high school level mathematics course for which students may earn high school credit, in addition to coursework offered in the GEM program.
12. All middle schools shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities.
13. On an annual basis, students in grades six through nine and their parents must be provided with information concerning the three-year and four-year high school graduation options, including the respective curriculum requirements for those options so that the students and their parents may select the program that best fits their needs. Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select

a graduation option, the student shall be considered to have selected the general requirements for the four-year high school graduation option (FS1003.429 (1) 6 (2)). Information to parents of students with disabilities must also be provided with information about the FCAT waiver.

C. MIDDLE SCHOOL STUDENTS' RIGHT TO INSTRUCTION

Same as elementary

D. MIDDLE SCHOOL PROMOTION

1. Student Performance Levels for Reading, Writing, Mathematics and Science:

In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account student's proficiency in writing (3.0 or higher on the FCAT Writing Assessment or the district equivalent) and science (based on proficiency levels to be provided by the district and/or the State Department of Education). The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

Promotion criteria: Reading and Math:

Grade & Subject	Passing Classes	Criteria #1:	Or	Criteria #2:
6 - 8 Reading	Pass a minimum of *four subjects plus meet criteria #1	Level 2 or higher on FCAT-SSS Reading	or	At or above the 25 th percentile on the FCAT-NRT
and	or	and		At or above the 25 th percentile on the FCAT-NRT
6 - 8 Math	criteria #2	Level 2 or higher on FCAT-SSS Mathematics	or	

- To be promoted, students in grades six, seven and eight must meet FCAT Promotion Criteria and pass a minimum of four subjects. To receive a passing grade for a full year, a minimum of four points must be earned. Starting with the 2007-08 school year, a passing grade for a full year will be computed based on grades received for the year and not points. In addition to the specific promotion criteria for reading and mathematics, promotion decisions must take into account student's proficiency in writing and science. The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

*3. For students entering 6th grade in 2006-07, promotion to 9th grade will require passing:

- 3 middle school or higher, year-long courses in English,
- 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, and
- 1 course in career and education planning to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses.

Starting with the 2007-08 school year, two of the four subjects required to meet this criteria must be English, Mathematics, Science, or Social Studies. Students who are failing and/or fail up to two of the 4 core courses (i.e., English, Mathematics, Science, Social Studies) will be given the opportunity to meet the requirements of the course(s) through school day or extended learning opportunities. In addition, students must demonstrate that they have met the National Education Technology Standards (NETS) in basic operations, social and ethical issues, productivity tools, communication tools, research tools and problem-solving tools as measured by competency based assessment or student portfolios.

4. **Alternative promotion criteria: Good Cause: (F.S. 1008.25)** Any student who does not meet the reading and/or mathematics promotion criteria in the previous matrix may be promoted if the student meets one of the following Good Cause criteria, passes a minimum of four subjects*, and the Superintendent/Designee approves in writing. All good cause decisions must be made and recorded by the end of the school year, except in extenuating circumstances.

- (a) **English Language Learner** students who have had less than two years of instruction in an English for Speakers of Other Languages program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
- (b) Student is a **student with a disability** whose IEP indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules (*does not have to meet this criteria).
- (c) Student is a **student with a disability** who participates in FCAT and who has an IEP or Section 504 Plan that reflects that the student has received intensive remediation for more than two years but still demonstrates a deficiency in reading and was previously retained one year in middle school or two years in elementary. For students who have not been retained twice in elementary, the parent may determine at which middle school grade level the retention will occur. Retention of students with

disabilities shall be limited to two in kindergarten through eighth grade unless an additional retention is requested by the parent.

- (d) Student demonstrates an acceptable level of performance on an **alternative standardized reading and/or mathematics assessment** approved by the district.
- (e) Student demonstrates, through a **portfolio** prepared in accordance with district guidelines, that the student is performing on grade level. The portfolio option is only to be used when all other Good Cause options have been exhausted. The Division of Curriculum & Instruction/Student Support establishes the type of documentation required for portfolios. Required portfolio documentation is specified for each grade level. Documentation may include, but is not limited to, end-of-book grade-level tests, district-developed assessments, and district-selected assessments. Documentation requirements will take into account that not all students are using the adopted basal text.
- (f) **Promotion in Extraordinary Circumstances:** The Superintendent, upon the recommendation by the area superintendent and the principal, may promote a student based upon extraordinary circumstances which impacted the student's performance (e.g., student with a terminal illness, student for whom the district has requested an assessment accommodation and the state has indicated they are unable to provide the district-requested accommodation, student whose assessment results are clearly not indicative of their classroom grade-level performance.)

- 5. **Promotion of students previously retained in middle school:** A student who does not meet the course requirements or the testing criteria for promotion may be promoted if the student has received intensive remediation in reading and/or mathematics for two or more years but still has a deficiency in reading and/or mathematics and was **previously retained for at least one year in middle school**. If promoted under this option, intensive reading and/or mathematics instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and special reading and/or mathematics strategies.

E. PROGRESS MONITORING PLAN PROCESS

Any student who does not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a Progress Monitoring Plan (PMP) to assist the student that includes the components of the middle school success plan (F.S. 1003.415). Schools must provide

frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

1. Specific PMP reading requirements for middle school students: If a middle school student scores at level 2 or below on FCAT-SSS in reading, the PMP must identify the following:

- The student's specific areas of deficiency in:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Comprehension
 - Vocabulary
 - The desired level of performance in these areas
 - The instructional and support services to be provided to help the student achieve the desired levels of performance, including an intensive reading course for student's who score at Level 1.

2. Specific PMP mathematics requirements for middle school students: If a student scores at level 2 or below on FCAT-SSS in mathematics, the student will be required to receive remediation through a PMP.

3. Specific PMP writing requirements for middle school students: If a student scores lower than a 3 on the FCAT Writing Test, the student will be required to receive remediation through a PMP.

4. PMP Review: Same as elementary

F. MIDDLE SCHOOL RETENTION: Same as elementary

G. MIDDLE SCHOOL EXTENDED LEARNING OPPORTUNITIES: Same as elementary

H. REPORTING STUDENT PROGRESS (MIDDLE)

1. Progress reports (Report cards): Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Progress may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

2. Interim Reports: Same as elementary

3. Grading for Grades 6, 7 and 8: Student performance will be evaluated and reported based upon mastery of standards. The symbols to be used are:

A	Superior progress	90-100
B+	Outstanding progress	87-89
B	Commendable progress	80-86
C+	Above average progress	77-79

C	Average progress	70-76
D+	Below average progress	67-69
D	Lowest acceptable progress	60-66
F	Failure	0-59
I	Incomplete	

4. **Grading students who earn high school credit in grades 6-8:** High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Students may also receive credit for courses successfully completed in a virtual environment. Starting in 2007-08, grades will be assigned for any high school course taken by a middle school student and will be counted towards the student's high school grade point average.
5. **Taking courses on a high school campus:** A middle school student whose unique academic needs cannot be met at the middle school level, as determined by the principal, may take the courses in an accredited virtual environment or, upon approval of the area superintendent, be permitted to attend a high school for the necessary course. However, no middle school student may attend a high school campus when a course is available through the middle school level or when the course sought at the high school requires successful completion of the middle school curriculum. Transportation must be provided by the parents and will be reimbursed at the standard rate.
6. **Alternative report card:** Same as elementary
7. **Grade placement:** Same as elementary
8. **IEP Annual Goals Progress report:** Same as elementary
- I. **MIDDLE SCHOOL GUIDANCE SERVICES:** Same as elementary
- J. **MIDDLE SCHOOL STUDENT DAY:** A student day shall consist of a minimum of:
Middle school: 348 minutes
ESE center: 360 minutes
The IEP committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

III. HIGH SCHOOLS (GRADES 9-12)

A. HIGH SCHOOL ENROLLMENT AND WITHDRAWAL REQUIREMENTS

Placement of transfer students is addressed in Policy 5.1. (F.S. 1003.21)

Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as advanced placement, dual enrollment, magnets, Advanced International Certificate of Education, and International Baccalaureate) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation. (FS 1003.05)

B. HIGH SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

1. **High school curriculum:** Instruction shall be based upon the Sunshine State Standards in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages.
2. **Character education:** Same as elementary
3. **Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week:** Same as elementary
4. **Outside activities:** Same as elementary
5. **Family life/human sexuality:** Same as elementary
6. **HIV and sexually transmitted diseases instruction:** Same as elementary
7. **Gifted education:** See Policy 6000.5
8. **Assessment:** Same as elementary
9. All high school students will have a personal education plan, as of 2007-08, that reflects their course of study with revisions made annually, as needed.
10. Beginning with students entering 9th grade in 2007-08, a major area of interest must be selected by the student from those provided by the District and approved by the DOE as part of the personal education plan. Students may revise major areas of interest each year as part of annual course registration processes and should update their personal education plan to reflect these revisions.

C. HIGH SCHOOL STUDENTS' RIGHT TO INSTRUCTION

Remedial and supplemental instructional resources will be allocated first to students who fail to meet achievement

performance levels required for promotion. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance. Remedial instruction will include an intensive program different from the previous year's program.

D. HIGH SCHOOL PROMOTION

1. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
2. The number of credits required to progress from one grade to another in high school follows:
 - a. To be in grade nine, a student must be promoted from grade eight.
 - b. To be in grade ten, a student must have earned a minimum of five credits. To be promoted mid-year to grade 10, the student must have earned a minimum of 7.5 credits.
 - c. To be in grade 11, a student must have earned a minimum of 11 credits. To be promoted mid year to grade 11, a student must have earned a minimum of 13.5 credits.
 - d. To be in grade 12, a student must have earned a minimum of 17 credits. To be promoted to grade 12 mid-year, a student who is working toward the 24-credit diploma option must have earned a minimum of 20.5 credits.
 - e. Students enrolled in and attending the Alternative Secondary Schools (Dave Thomas, Drew Family Resource, Hallandale Adult, Seagull and Whiddon Rogers) participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Therefore, promotion occurs on the date the student meets the promotion criteria as prescribed by School Board policy.
 - f. Students who must travel to other vocational centers or programs pursuant to the provisions of School Board Policy will be allowed a period to do so.
3. **Definition and Transfer of Credits**
 - a. **Definition of Credit**

One full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance

standards for purposes of meeting high school graduation requirements in a school that has been authorized to implement block scheduling. (1003.436 (1)(a)) One-half credit is defined to be one-half of the requirement for a full credit. The Florida Articulation Coordinating Committee defines those select semester-length (three credit hours) post-secondary courses completed through dual enrollment as receiving one (1) full high school credit (FS 1003.436). All other courses taken through dual enrollment shall have six (6) post-secondary semester credit hours equal to one (1) high school credit. Any school that uses alternative scheduling must employ a district-approved mechanism to determine successful mastery of student performance standards.

(1) Credit Hour Requirements

High school students are not exempted from the 135-hour or 120-hour bona fide instruction rule except as in allowable acceleration mechanisms (Credit by Exam, Dual Enrollment, Early Admission, Adult Education and approved alternative education programs featuring competency based curriculum or in schools that have alternative scheduling).

(2) Transfer Students

The requirements of the School Board shall not be retroactive for transfer students from out of state, private schools or students in Broward School Board-operated or approved Youth Services programs provided the student has met all requirements of the district, private school, and state from which he or she is transferring.

(3) Transfer of Credit from Accredited Schools

The school shall accept and classify transfer credits for the purpose of credits which meet specific graduation requirements without further validation from schools that are accredited by a regional accrediting agency or from schools accredited through their state's Department of Education. Accrediting agencies are as follows:

1. Southern Association of Colleges and Schools (SACS)
2. Middle States Association of Colleges and Schools (MSACS)
3. New England Association of Colleges and Schools (NEACS)
4. North Central Association of Colleges and Schools (NCACS)
5. Northwestern Association of Colleges and Schools (NACS)

6. Western Association of Colleges and Schools (WACS)
7. National Council on Private School Accreditation (NCPSA) member agencies
8. Florida Council on Independent Schools (FCIS)
9. Florida Association of Christian Colleges and Schools (FACCS)

(4) Transfer of Credit from Non-accredited Schools and Home Education

Students who transfer from home education or non-accredited private or public schools must have completed transfer work or earned credits validated through demonstration of mastery of course content determined through earning a grade of C or higher at the end of the first marking period in a sequential course or, failing this, passing an end-of-course exam administered by the enrolling school.

Native language assistance may be provided for English Language Learner students (State Board Rule 6-1.099). When the Credit by Examination tests are used in non-traditional high school courses or as part of a credit validation process, the grades which the student has earned or has had validated will be recorded on the official transcript.

(5) Transfer of Credit from Foreign Countries

Students who come from foreign countries with transcripts will have those transcripts evaluated by guidance staff for validation of course credit. Final placement shall be made on the basis of transcript evaluation, course/credit validation, and consideration as to the welfare of both the student and the school.

(6) Transfer of Credit from Virtual Education

High schools will award high school credit(s) for courses successfully completed through virtual education. Grades received for coursework will be accepted for credit when the instructional entity is part of Broward County Schools or one that is approved by the district to serve Broward County students. Providers other than the school district or other than those affiliated with the district through an official School Board approved agreement must have a regional accreditation in order for students to receive high school credit for grades earned.

E. PROGRESS MONITORING PLAN PROCESS

Any student including those with disabilities who does not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a Progress Monitoring Plan (PMP) to assist the student. Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

- 1. Specific PMP reading requirement for high school students:** If a high school student scores at level 2 or below on FCAT-SSS in reading, the PMP must identify the following:
 - (a) The student's specific areas of deficiency in:
 - Phonemic awareness
 - Phonics
 - Fluency
 - Comprehension
 - Vocabulary
 - (b) The desired level of performance in these areas
 - (c) The instructional and support services to be provided to help the student achieve the desired levels of performance
- 2. Specific PMP mathematics requirements for high school students in grades 9 and 10:** If a student scores at level 2 or below on FCAT-SSS in mathematics, the student will be required to receive remediation through a PMP.
- 3. Specific PMP writing requirements for high school students in grade 10:** If a student scores lower than a 3 on the FCAT Writing Test, the student will be required to receive remediation through a PMP.
- 4. PMPs and Learning Contracts:** For students attending Schools of Choice, the learning contract will serve as the student's PMP.
- 5. PMP Review:** Same as elementary

F. HIGH SCHOOL EXTENDED LEARNING OPPORTUNITIES

Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.

G. REPORTING STUDENT PROGRESS (HIGH)

The reporting of student progress to parents shall follow procedures established by The Division of Curriculum & Instruction/Student Support and be in accordance with Florida Statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (FS 1008.25/1003.33)

1. Progress Reports (Report Cards)

Progress reports are issued at the end of each marking period. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

2. Interim Reports

Not later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record-keeping and grading, interims will be provided for all students.

3. Grading

The grading system used in the high schools will be as follows: (FS 1003.437)

Numerical	Letter	Quality Points
90 – 100	“A”	4.0
87 – 89	“B+”	3.5
80 – 86	“B”	3.0
77 – 79	“C+”	2.5
70 – 76	“C”	2.0
67 – 69	“D+”	1.5
60 – 66	“D”	1.0
0 – 59	“F”	0.0
INCOMPLETE	“I”	0.0

Plus (+) Grades

Letter grades displaying plus signs shall be used in the calculation of the local (district) weighted grade point average for the purpose of determining class rank and will not be used for determining athletic eligibility or in meeting the graduation requirements (FS 1003.437). Plus grades are not recognized by the Bright Future Scholarship Program.

4. Incomplete Grade

An “I” is given as an opportunity for students to make up incomplete class work or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the 40th day of the next marking period. If the work remains incomplete or unsatisfactory at the end of this period, the “I” will convert to an “F”. The principal may extend the deadline.

5. Semester Grades

At the high school level, credit is granted on the semester basis. One-half credit is given for passing a semester’s work in a course. The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination. For schools implementing a “4x4” block schedule, one semester is equivalent to a nine-week period of time. For schools on a rotator schedule, one semester is equivalent to an 18 week period of time.

To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:

- a. both quarter grading periods, or
- b. one quarter grading period and the semester examination.

The weight of each quarter grade is 37.50% of the final semester grade. The weight of the final examination is 25% of the final semester grade. Any student with a GPA below 2.5 shall have their parent or guardian notified that good work is necessary to ensure that high school graduation requirements are met. Students will be assisted in meeting these requirements through a variety of options which may include, but are not limited to:

- a. forgiveness policy,
- b. extended learning,
- c. special counseling,
- d. volunteer and/or peer tutors,
- e. school-sponsored help sessions,
- f. homework hotlines,
- g. study skills classes,
- h. co-enrollment.

6. Honors Courses to Receive Quality Points

- a. All courses which are clearly labeled as “honors,” and/or “advanced,” and/or “gifted,” consistent with State Frameworks and/or district guidelines and coded as such in

Broward Course Code Dictionary, shall carry one quality point.

- b. Academic foreign languages above the second year are included in this category, (classes labeled “conversational” are not included in this category.)
- c. Dual Enrollment: For 2006-07 students enrolled in college courses at the 2000 level and above shall receive two quality points for courses completed with a grade of “C” or above. Dual Enrollment courses below the 2000 level will receive one quality point. Effective 2007-08, all college level courses completed with a grade of “C” or better shall receive two quality points. College level courses are defined by approved articulation agreements between the School Board of Broward County and area colleges and universities. Credit earned shall be recorded in the student’s academic record using the course number and title used by the post-secondary institution.
- d. An additional point may not be earned in honors class if the grade received is below a “C.”

7. Advanced Placement Courses, Advanced International Certificate of Education, And International Baccalaureate to Receive Quality Points

- a. All classes that are clearly labeled “Pre-Advanced International Certificate of Education” or “ Pre-International Baccalaureate” shall receive one quality point if the grade received is “C” or above.
- b. All classes that are clearly labeled “Advanced Placement” , Advanced International Certificate of Education (AICE) or “International Baccalaureate” shall receive two quality points if ,the grade received is “C” or above.
- c. Students will be required to take the Advanced Placement examination (cost of examination to be paid by the district) in order to receive two quality points. If a student elects not to take the Advanced Placement examination, he/she will receive one quality point for a grade of “C” or higher.

8. Forgiveness Rule:

For students entering the ninth grade in 2000-2001 and each year thereafter, forgiveness for **required** courses shall be limited to replacing a grade of “D,” “F,” or “I” with a grade of “C” or higher, earned subsequently in the same or comparable course. Forgiveness for **elective** courses shall be limited to replacing a grade of “D,” “F,” or “I” with a grade of “C” or higher earned subsequently by retaking the same or comparable course or different course. The student's record, however, will show all

courses taken. For students whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of "D" (1.0) may be retaken through an extended learning opportunity or through co-enrollment in order to maintain continuous progress toward graduation. The Forgiveness Rule shall be applied only one time per course. (FS 1003.43)

9. Alternative Report Card:

A district approved alternative progress report may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress report.

10. IEP Annual Goals Progress Report:

The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.

H. DUAL ENROLLMENT/EARLY ADMISSIONS ENROLLMENT OPPORTUNITIES

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses (FS 1003.02 (1) (i)). Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as advanced placement, dual enrollment and International Baccalaureate) shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned.

To be eligible for dual enrollment, students must have accrued a minimum of 11 high school credits and a 3.0 unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise. Students must also meet minimum scores on the College Placement Test (CPT) or equivalent assessments (SAT or ACT). To continue in dual enrollment, students must continue to maintain the 3.0 unweighted high school grade point average and maintain at least a 2.0 college grade point average.

To be eligible for early admissions, students must have a 3.0 unweighted high school grade point average. Students must also meet minimum scores on the College Placement Test (CPT) or equivalent assessments (SAT or ACT). Once a student is eligible for early admissions, the eligibility continues through the end of the current school year.

(6A.1.095, FS 1001.46, FS 1003.436)

1. Dual Enrollment

High school students who meet the rules and regulations listed above may dually enroll in coursework, not to exceed 11 credits per term (term 1 & 2) and in any combination of the summer term III sessions (1, 2, 3) **and** not to exceed 6 credit hours in sessions 2 or 3 (6 week sessions). This coursework cannot be remedial in nature and must be provided by either the community college or university with whom the School Board has an approved agreement. The purpose of dual enrollment is to shorten the time necessary to complete requirements for a diploma, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area. Students who elect to participate in dual enrollment (which includes technical coursework) coursework may do so during regular school hours, after regular school hours, and during the college/university summer terms. Said instruction shall not include physical education. Any student so enrolled in a state supported post-secondary institution with whom the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees. (FS 1001.46) Dual enrollment will be open to students in grades 9-12 as specified and agreed on in the approved inter-institutional articulation agreement.

2. BCC College Academy

Students who attend the College Academy at Broward Community College are not limited to 11 semester hours each term/session due to the singular nature of this high school program.

3. Credit in Escrow

High school students who meet the rules and regulations listed above may enroll in college coursework for which only college credit will be awarded to add depth and breadth to their academic program. This coursework cannot exceed 11 credits per term (terms 1 and 2) and in any combination of the summer term III sessions (1, 2, 3) **and** not to exceed 6 credit hours in sessions 2 or 3 (6 week sessions). College credits earned under this program will be held in “escrow” by the participating college/university. Earned credit will not be reflected on the high school academic transcript and will not be used to satisfy high school diploma requirements. Under this program, students and their parents will be responsible for all appropriate college fees and textbooks. (FS 1001.46)

4. Early Admission

Early admission is a form of dual enrollment through which eligible high school students enroll in a post-secondary institution on a full-time basis in courses for which both high school and post-secondary/college credit will be awarded in order to shorten the time necessary to complete requirements for a diploma, associate, or baccalaureate degree. Early admission may take place at accredited post-secondary institutions with or without the existence of an articulation agreement. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and be calculated into the student's cumulative grade point average. Any student so enrolled in a state supported post-secondary institution with whom the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees. Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses (FS 1001.65).

5. Credit from Other Post-secondary Institutions

Students may receive high school elective credit for completion of college coursework offered through programs at accredited post-secondary institutions that do not have inter-institutional articulation agreements with the School Board of Broward County, Florida. In order to receive elective high school credit, students must complete the following requirements: (1) be enrolled as a high school student; (2) have a 3.0 unweighted grade point average; (3) obtain approval from the school administrator; (4) provide a description of the course to be taken. The course must be included in a specific degree program (as opposed to a special interest session offered by a college/university which does not meet the criteria of a credit-granting course); 5) provide the school administrator with an official transcript delineating course title/number of college credit hours earned. For purposes of this policy, three semester hours of college credit will be equated to one-half high school elective credit. Honor points will be awarded in accordance with established School Board Policy which stipulates rigor and for 2006-07, awards one quality point for a level 1000 college course (or its equivalent) and two quality points for a level 2000 or higher college course (or its equivalent) (FS 1003.436). Effective 2007-08, all college courses completed with a "C" or better will earn two quality points.

I. CREDIT BY EXAMINATION

Examinations in individual subject areas required for high school graduation will be provided for the following purposes:

1. To award credit by examination and exempt high school students from enrolling in and meeting normal course requirements.
2. To serve as a minimum level of demonstrated competency for awarding credit in any non-traditional high school program and in other unusual circumstances when minimum attendance requirements cannot be met (e.g., out of district transfer students).
3. As needed, credit by examination will be offered to high school students (including incoming ninth graders) who are seeking exemption from high school courses.
4. Credit may not be granted unless the student passes the test. For non-traditional high school programs which offer less than 135 hours (or 120 hours for schools authorized to implement block schedules) of instruction, this is a minimum requirement and additional course requirements may apply as well.
5. Students may not be awarded credit by examination for a course which is equivalent to, or below, a course in which they have already received credit or a course in which they are currently enrolled.
6. Students who accelerate graduation due to credit by examination are not eligible to be valedictorian or salutatorian of the graduating class, nor shall they displace any of the top ten percent honor students in class ranking.
7. For the purpose of exempting students from regular high school courses, credit by examination attempts shown as "pass" (P) will be recorded on the official transcript. These attempts are not calculated in the grade point average (G.P.A.), nor shall honors points be awarded.

J. HIGH SCHOOL CREDIT EARNED IN GRADES 6 - 8

High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Credit may be earned in courses which include, but are not limited to, Algebra I, Geometry, Spanish I and II, Japanese I and II, and French I and II. Students may also receive credit for courses successfully completed in a virtual environment.

Starting in 2007-08, grades will be assigned for any high school course taken by a middle school student and will be counted towards the student's high school grade point average.

K. FINAL EXAMINATIONS

Examinations shall be scheduled and administered in accordance with the guidelines provided in the district's Procedural Manual

for this policy. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (F.S. 1003.33)

GRADUATION REQUIREMENTS

A. GRADUATION REQUIREMENTS

The following charts summarize the graduation requirements (and, in some cases, the prerequisites) for each diploma option/program. The charts include references to "notes" that are applicable to specific diploma options. The section with the notes follows the charts. The notes include additional requirements as well as options for meeting some of the requirements. The notes are an essential component of the graduation requirements.

SEE NEXT PAGE

DIPLOMA OPTIONS (2006-07 AND THEREAFTER)			
Graduation Requirements	STANDARD FOUR YEAR (24 CREDIT) DIPLOMA (College or Career Preparatory)	COLLEGE PREPARATORY THREE YEAR (18 CREDIT) DIPLOMA	CAREER PREPARATORY THREE YEAR (18 CREDIT) DIPLOMA
Prerequisites:		Parent consent Select diploma option by end of 9 th grade	Parent consent Select diploma option by end of 9 th grade
English	4 credits	4 credits with a minimum weighted grade point of 3.0 in each course	4 credits with minimum weighted grade point of 2.0 in each course
Mathematics	Prior to 2007-08, 3 credits Including 1 credit required in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. For 9th graders entering in 2007-08 and thereafter, 4 credits including 1 credit required in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course	3 credits (The 3 credits must be in Algebra I or higher with a minimum weighted grade point of 3.0 in each course)	3 credits Including 1 credit required in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course with a minimum weighted grade point of 2.0 in each course
Science	3 credits Including 2 credits with a laboratory component	3 credits with a minimum weighted grade point of 3.0 in each course Including 2 credits with a laboratory component	3 credits with a minimum weighted grade point of 2.0 in each course Including 2 credits with a laboratory component

Social Studies	3 credits 1 credit in World History 1 credit in American History 1/2 credit in Economics and 1/2 credit in American Government	1 credit in World History 1 credit in American History 1/2 credit in Economics and 1/2 credit in American Government (All three credits must earn a minimum weighted grade point of 3.0 for each course)	1 credit in World History 1 credit in American History 1/2 credit in Economics and 1/2 credit in American Government (All three credits must earn a minimum weighted grade point of 2.0 for each course)
Fine Arts/Practical Arts/Performing Arts	1/2 credit Practical Vocational Arts 1/2 credit Performing Fine Arts (1 full credit in either area may be substituted for 1/2 credit in both)	0	0
Health/Life Management Skills	For students in high school prior to 2007-08 1/2 credit	0	0
Physical Education	For students in high school prior to 2007-08 1/2 credit in Personal Fitness 1/2 credit in Physical Education	0	0
Physical Education with the integration of Health	For 9 th graders entering in 2007-08 (Option 1) 1/2 credit in Personal Fitness 1/2 credit in Physical Education 1/2 credit in	0	0

	Health/Life Management OR (Option 2) 1 credit HOPE Core Course OR (Option 3) 1 credit HOPE Physical Education Variation Course		
Declared Major Area of Interest	For 9th graders entering in 2007-08 and thereafter, 4 credits (can be in a career/technical program, fine and performing arts, or in an academic content area as defined by the district)	N/A	N/A
Foreign Language	0 (2 credits of the same foreign language are recommended for college entrance)	2 credits in same foreign language with a minimum weighted grade point of 3.0 in each course (or demonstrate competency on a district-designated test)	0
Vocational/Career	0	0	3 or 5 with a minimum weighted grade point of 2.0 in each course See Note 14
Elective credits	Prior to 2007-08, 8.5 For 9th graders entering in 2007-08 and thereafter, 3.5 (if Option 1 selected for PE with Health	3 credits with a minimum weighted grade point of 3.0 in each course	0 or 2 with a minimum weighted grade point of 2.0 in each course See Note 14

	integration) or 4 credits (may be combined for a second Major Area of Interest, a minor area of interest individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses)		
Total Credits	24	18	18

DIPLOMA OPTIONS (2006-07 AND THEREAFTER)			
Graduation Requirements	STANDARD FOUR YEAR (24 CREDIT) DIPLOMA (College or Career Preparatory)	COLLEGE PREPARATORY THREE YEAR (18 CREDIT) DIPLOMA	CAREER PREPARATORY THREE YEAR (18 CREDIT) DIPLOMA
Computer Competency	Completion of one course taken in grades 6-12 or demonstration of competency on a computer test	No requirement	No requirement
Minimum Cumulative Grade Point Average	2.0 cumulative unweighted GPA	Cumulative weighted 3.0 GPA in the 18 credits required for graduation for students who entered grade 9 prior to 2006-07. Cumulative weighted 3.5 GPA for students who enter grade 9 in 2006-07 and thereafter.	Cumulative weighted 3.0 GPA in the 18 credits required for graduation for students who entered grade 9 prior to 2006-07. Cumulative weighted 3.5 GPA for students who enter grade 9 in 2006-07 and thereafter.
FCAT	Passing score on the FCAT (reading, mathematics) or concordant scores, provided by DOE, on the SAT/ACT or other alternative assessment as allowed by the State of Florida For 9 th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.	Passing score on the FCAT (reading, mathematics) or concordant scores, provided by DOE, on the SAT/ACT, or other alternative assessment as allowed by the State of Florida For 9 th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.	Passing score on the FCAT (reading, mathematics) or concordant scores, provided by DOE, on the SAT/ACT or other alternative assessment as allowed by the State of Florida For 9 th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.
Service Learning Hours	40 hours required	None	None

Additional requirements and options as indicated in numbered notes at the end of this section	Applicable Notes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15 19	Applicable Notes: 1, 2, 6, 7, 9, 12, 13, 15, 17, 18 Six of the 18 credits must be earned in courses that are rigorous – see Note #13	Applicable Notes: 1, 2, 3, 4, 5, 6, 7, 9, 12, 14, 15, 17
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GRADUATION REQUIREMENTS	BROWARD DIPLOMA OF DISTINCTION FOUR YEAR (24 CREDIT) DIPLOMA	INTERNATIONAL BACCALAUREATE CURRICULUM FOUR YEAR (24 CREDIT) DIPLOMA	EARLY ADMISSIONS PROGRAM 24 CREDIT or 18 CREDIT DIPLOMA
Prerequisites:			<p>Entering last year of high school based upon declared graduation date</p> <p>Completed all graduation requirements with the exception of those that can be met in the student's last year of high school</p> <p>Earned passing score on 10th grade FCAT or alternative assessment if allowed by State of Florida</p> <p>Accepted by a post-secondary institution authorized by Florida Law or by an accredited post-secondary institution</p> <p>Have been enrolled in a Broward County public school at least one semester prior to seeking early admission</p> <p>3.0 unweighted high school GPA</p> <p>Obtained minimum score on College Placement Test or equivalent (SAT or ACT)</p>
English	4 credits with a minimum weighted grade	4 credits of Language A (student's native language)	Meet requirements for any 18 or 24 credit diploma

	point of 3.0 in each course		
Mathematics	<p>Prior to 2007-08, 3 credits Entering 9th graders, 2007-08 4 credits</p> <p>(The credits must be in Algebra I or higher with a minimum weighted grade point of 3.0 in each course)</p>	4 credits	Meet requirements for any 18 or 24 credit diploma
Science	<p>3 credits with a minimum weighted grade point of 3.0 in each course Including 2 credits with a laboratory component</p>	4 credits of experimental sciences	Meet requirements for any 18 or 24 credit diploma
Social Studies	<p>1 credit in World History 1 credit in American History 1/2 credit in Economics and 1/2 credit in American Government (All three credits with a minimum weighted grade point of 3.0 in each course)</p>	4 credits of Study of Individuals in Societies	Meet requirements for any 18 or 24 credit diploma
Practical Arts/Performing Arts	<p>1/2 credit Practical Vocational Arts 1/2 credit Vocational Performing Fine Arts</p>		Meet requirements for any 18 or 24 credit diploma

	(1 full credit in either area may be substituted for 1/2 credit in both)		
Health/Life Management Skills	For students in high school prior to 2007-08 1/2 credit		Meet requirements for any 18 or 24 credit diploma
Physical Education	For students in high school prior to 2007-08 1/2 credit in Personal Fitness 1/2 credit in Physical Education		Meet requirements for any 18 or 24 credit diploma
Physical Education with the integration of Health	For 9 th graders entering in 2007-08 (Option 1) 1/2 credit in Personal Fitness 1/2 credit in Physical Education 1/2 credit in Health/Life Management OR (Option 2) 1 credit HOPE Core Course OR (Option 3) 1 credit HOPE Physical Education Variation Course		
Declared Major Area of Interest	For 9th graders entering in 2007-08 and thereafter, 4 credits (can be in a		

	career/technical program, fine and performing arts, or in an academic content area as defined by the district)		
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Foreign Language	2 credits in same foreign language with a minimum weighted grade point of 3.0 in each course (or demonstrate competency on a district-designated test)	4 credits of Language B (foreign language)	Meet requirements for any 18 or 24 credit diploma
Vocational/ Career	0		Meet requirements for any 18 or 24 credit diploma
Elective credits	Prior to 2007-08, 6.5 For 9th graders entering in 2007-08 and thereafter, 1.5 (if Option 1 selected for PE with Health integration) or 2 credits (may be combined for a second Major Area of Interest, a minor area of interest individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses)	3 credits of IB sixth subject 1 credit (100 hours) Theory of Knowledge	Meet requirements for any 18 or 24 credit diploma
Total Credits	24	24	Meet requirements for any 18 or 24 credit diploma
Computer Competency	Completion of one course taken in grades 6-12 or demonstration of competency on a computer test		Meet requirements for any 18 or 24 credit diploma
Minimum Cumulative GPA	3.0 Cumulative weighted GPA	2.0 Cumulative unweighted GPA	Meet requirements for any 18 or 24 credit diploma

FCAT	<p>Passing score on the FCAT or concordant scores, provided by DOE, on the SAT/ACT or other alternative assessment as allowed by the Florida Department of Education</p> <p>For 9th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.</p>	<p>Passing score on the FCAT or concordant scores, provided by DOE, on the SAT/ACT or other alternative assessment as allowed by the Florida Department of Education</p> <p>For 9th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.</p>	<p>Passing score on the FCAT or concordant scores, provided by DOE, on the SAT/ACT or other alternative assessment as allowed by the Florida Department of Education</p> <p>For 9th graders entering 2006-07, passing score on the FCAT Writing+ in addition to reading and mathematics.</p>
Service Learning Hours	40 hours required	150 Creativity / Activity / Service hours	Meet requirements for any 18 or 24 credit diploma
Additional requirements and options as indicated in numbered notes at the end of this section	<p>Applicable Notes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15 19</p> <p>Six of the 24 credits must be earned in courses that are rigorous – see Note #13</p>	<p>Applicable Notes: 1, 15</p>	<p>Applicable Notes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16</p>

NUMBERED NOTES

(Notes are applicable to specific diploma options – see related diploma options chart)

Note #1: Florida Statute 1003.43 indicates that **Level I courses** may only be used to meet graduation requirements for English and mathematics when assessment data indicates that a more rigorous course of study would be inappropriate. For an ESE student with a disability, this determination is made by the IEP team using assessment data to support the decision. Level I courses cannot be used to meet the Algebra I requirement.

Note # 2: The **algebra graduation requirement** can be satisfied in the following ways:

- a. 1 credit in Algebra I or Algebra I Honors
- b. 2 credits in Applied Mathematics
- c. 1 credit in Integrated Mathematics I and 1 credit in Integrated Mathematics II
- d. 1 credit in Algebra I A and 1 credit in Algebra I B
- e. 1 credit in Algebra II or Integrated Mathematics III or any Level III mathematics course
- f. Demonstrated competency on the district criterion-referenced test in Algebra I

Note #3: Any student in grades 9-12 who enrolls in and satisfactorily completes a career and technical job preparatory program may **substitute credit** for a portion of the required credits in English, mathematics or science. The credit substituted for English, mathematics and science shall be on a curriculum equivalency basis. Substitutions shall not exceed two credits in each subject area. In addition, a program that has been used to substitute in one subject area may not be used to substitute for any other subject area.

Note #4: Students cannot use more than **9 credits in compensatory or remedial programs** to meet graduation requirements.

Note #5: Students cannot use more than **1 credit in exploratory vocational courses** to meet graduation requirements.

Note #6: High school students who are deficient in credits needed to graduate or who need to improve their cumulative grade point average in order to meet graduation requirements may earn a **lifetime maximum of two credits while co-enrolled in adult secondary education** programs under the following conditions:

- a. The student must be deficient in the credits required for graduation.
- b. The student must be attempting a full load of required credits during the co-enrollment period.

- c. The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal or designee.
- d. The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal or designee.

Note #7: The requirement for a passing score on the FCAT **may be waived for student with disabilities** for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all reasonable accommodations. The IEP committee must provide supporting documentation that the student has mastered the 10th grade Sunshine State Standards.

Note #8: Students are required to complete a minimum of **40 documented hours of service learning** in order to graduate. In cases of extreme hardship or senior out-of-district transfers, the service learning requirement may be waived by the school principal.

Note #9: All courses shall be counted as attempts for credit when **calculating all grade point averages** except when the forgiveness rule has been applied or when a grade of "P" has been earned.

Note #10: Health/Life Management Skills curriculum must include marriage preparation and preservation, substance abuse, human sexuality, acquired immune deficiency syndrome and other sexually transmitted diseases.

Note #11: Other ways to satisfy the **physical education** requirement include:

- a. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND the passing of the personal fitness competency test with a score of "C" or better. (This will satisfy the PE requirement even though no credit is earned.)
- b. Completion, with a grade of C or better, of one semester in marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity or in an R.O.T.C. class with a significant component of drills. This will satisfy the 1/2 credit of PE but not the personal fitness requirement. (F.S. 1003-43 (1)(j))

Note #12: Deadline for selection of the 18-credit diploma option will be extended to the end of the first semester of grade 10 for a student who entered a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9.

Note #13: 6 of the 18 credits for an 18-credit accelerated college preparatory diploma must be earned in courses that are honors, dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education or identified by the Florida Department of Education as rigorous. This

same requirement applies to 6 of the 24 credits required for the Broward Diploma of Distinction. For the Broward diploma, grades earned in rigorous courses in middle school may be used to meet the rigorous course requirement. For students who enter grade 9 in 2006-07 and thereafter, 6 of the 18 credits for an 18 credit accelerated college preparatory diploma must be earned in courses that are dual enrollment, advanced placement, IB or AICE: honors courses may not be used as part of the six hours.

Note #14: Student must earn 3 credits in a single **vocational or career** education program OR 3 credits in career and technical certificate dual enrollment courses OR 5 credits in vocational or career education courses. If 5 vocational/career credits are earned, 0 elective credits are required. If 3 vocational/career credits are earned, 2 elective credits are required.

Note #15: **Class rank** shall be computed based upon the declared year of graduation. All attempted high school credits shall be calculated for class rank including dual enrollment, early admission, adult education, and transfer credit. Students transferring from one Broward County high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking purposes, any other student.

Note #16: In order to graduate from a public high school under the **Early Admissions Program**, be awarded a high school diploma, and participate in graduation ceremonies, the student must be degree seeking and must qualify on an approved placement examination and enroll in non-remedial, credit-earning coursework. The student must have completed two consecutive semesters of college coursework or the equivalent, with a full-time class load of 24 credit hours or the equivalent. This must include coursework that satisfies the remaining high school graduation requirements and the student must maintain a minimum college 2.0 GPA as shown by grade transcripts. A student who does not meet all requirements by the time his/her class graduates, may receive a standard diploma when all requirements are met. Students participating in early admissions programs at post-secondary institutions with which the district does not have an inter-institutional articulation agreement are responsible for all fees and expenses.

Note #17: Students who select this 18 credit college preparatory or career preparatory diploma option shall automatically move to the 24 credit diploma if the student: (a) exercises the right to change to the 4-year, 24 credit diploma, or (b) fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10, or (c) does not achieve a score of 3 or higher on the grade 10 FCAT writing assessment, or (d) by the end of grade 11, does not meet the diploma/graduation requirements.

Note #18: All 18 credits must be designated as State University System core courses.

Note #19: The courses taken for computer competency must be selected from one of the computer education or business education computer courses

identified in the State Course Code Directory with the intent to demonstrate that they have met the National Education Technology Standards (NETS) in basic operations, social and ethical issues, productivity tools, communication tools, research tools and problem-solving tools.

B. ADDITIONAL GRADUATION-RELATED INFORMATION

1. Each year the school district must provide students in grades six through nine and their parents with information concerning the three-year and four-year high school graduation options, including the respective curriculum requirements for those options so that the students and their parents may select the program that best fits their needs. Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the four-year high school graduation option (FS1003.429 (1) 6 (2)). Information to parents of students with disabilities must also be provided with information about the FCAT waiver.
2. Valedictorian/Salutatorian: To be selected as Valedictorian or Salutatorian, a high school senior shall have completed at least the last two full years of high school in any Broward County public school.
3. Honors for Graduates:
 - a. Gold honor cords shall be issued to those students who graduate with standard diplomas under the following conditions:
 - 1) Graduating students shall be in the top ten percent (10%) of the entire senior class by rank order established by the district (weighted) grade point average. Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top ten percent (10%) shall also receive gold honor cords.
 - 2) Graduating students utilizing credit by examination shall not displace any of the top ten percent (10%) honor students in rank order listing.
 - b. Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:

- 1) Graduating students must earn a total of 250 documented volunteer hours beyond the school day.
 - 2) Students must obtain prior approval from the school principal or designee.
 - 3) Students may earn up to five hours per week in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.
4. Students who are not in attendance at a regular high school (grades 9-12), but who attend alternative programs that have been approved and identified as alternative by the Division of Curriculum & Instruction/Student Support may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to 6A.6.014 F. A. C., if approved by the appropriate area superintendent prior to placement.
5. Students who are enrolled in an approved alternative education program may earn a standard high school diploma and graduate with their high school class under the conditions of the GED/ or FCAT exit option which include:
 - a. Beginning with the incoming ninth grade class of 2001-2002, students must earn a passing score on the tenth grade Florida Comprehensive Assessment Test (FCAT) (6A.1.09422, FS 1003.43).
 - b. Completing an employability and post secondary portfolio as prescribed by the Division of Curriculum and Instruction/Student Support.
 - c. Achieving a minimum score of 2250 on the GED.
6. When transfer students, or others who are not deficient in credits at the time of entry, desire to graduate from a Broward County public high school but cannot complete the requirements specified without undue hardship, the area superintendent shall consider the case and may appoint an evaluation committee to make final recommendations to him/her. The superintendent (designee) shall then render a decision.
7. Exceptional students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard

diploma or until the end of the school year in which they turn 22 years of age.

8. A student may receive a standard certificate of completion and participate in the graduation ceremonies with his/her high school class when the student completes the minimum number of required credits as defined under Graduation Requirements and other requirements of the School Board but is unable to meet one or more of the following:

- Passing score on the 10th grade FCAT or alternative as allowed by the Florida Department of Education
- Cumulative unweighted grade point average of 2.0

A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full time or part time student for up to one additional year in order to receive continued instruction for the purpose of meeting state graduation requirements. (FS 1003.43)

C. **GRADUATION REQUIREMENTS - SPECIAL DIPLOMA FOR STUDENTS WITH DISABILITIES**

Two options are provided for earning a special diploma. Option I is based primarily upon mastering state standards and earning credits. Option II is based primarily on demonstrating competency in employment. Exceptional students eligible under IDEA may graduate with a special diploma and return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age. Service learning hours are not required for a special diploma.

The following charts summarize the graduation prerequisites and requirements for each special diploma option. The charts include references to “notes” that are applicable to specific diploma options. The notes include additional requirements as well as options for meeting some of the requirements. The notes are an essential component of the graduation requirements.

HIGH SCHOOL GRADUATION REQUIREMENTS: SPECIAL DIPLOMAS

Graduation requirements	Special Diploma – Option I	Special Diploma – Option II
Prerequisites:	Have eligibility in one of the following disability categories: educable mentally handicapped; deaf and hard of	Have eligibility in one of the following disability categories: educable mentally handicapped; deaf and hard of hearing; dual sensory

	hearing; dual sensory impaired; autistic; severely emotionally disturbed; specific learning disabled; trainable mentally handicapped; emotionally handicapped; physically impaired; profoundly mentally handicapped; or language impaired	impaired; autistic; severely emotionally disturbed; specific learning disabled; trainable mentally handicapped; emotionally handicapped; physically impaired; profoundly mentally handicapped; or language impaired At least 16 years of age Completed 2 semesters in a high school level program prior to selecting Special Diploma –Option II Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills OR 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated Have a Graduation Training Plan that specifies employment /community competencies to be mastered
English	2 credits	None
Reading	2 credits	None
Mathematics	3 credits	None
Graduation requirements	Special Diploma – Option I	Special Diploma – Option II
Science	2 credits	None
Social Studies	2 credits	None
Practical Arts/Performing Arts	None	None
Life Management Skills/Transition	1 credit (must include unit on substance abuse)	None
Physical Education	1/2 credit in Personal Fitness 1/2 credit in Physical Education	None
Foreign Language	None	None
Vocational/Career	Prior to 2007-08, 6 credits For 9th graders entering	Documented mastery of 100% of the employment/community competencies specified on the

	in 2007-08, 4 of the 6 credits must be from a Declared Major Area of Interest in a career/technical program, fine and performing arts, or in an academic content area as defined by the district.	student's Graduation Training Plan Paid (at or above minimum wage) full-time (based upon industry standards) employment for 200 days
Elective credits	5 credits	None
Total Credits	24 credits	3 credits
Computer Competency	None	None
FCAT		
Sunshine State Standards for Special Diploma	Documented Mastery at the level of functioning (Independent, Supported, Participatory) established by the transition IEP committee	None
Service Learning Hours	None	None
Additional requirements and options as indicated in notes at the end of this section	Applicable Notes: a, b, c, d, e	Applicable Notes: f, g, h, i, j

Notes relating to Special Diploma Options:

- a. The following vocational courses may be used in lieu of **social studies** courses: any regular education career and technical courses or one of the following ESE courses: Career Preparation; Career Experiences; Career Placement; Marketing Education; Supported Employment; Diversified Education; Business Education
- b. The following vocational courses may be used in lieu of **science** courses: any regular education career and technical course or one of the following ESE courses: Career Preparation; Career Experiences; Career Placement; Agriculture Education; Health Science Education; Family and Consumer Science; Supported Employment; Industrial Education
- c. **Levels of functioning** are determined by the transition IEP committee. The levels are Independent, Supported, and Participatory.
- d. Other ways to satisfy the **physical education** requirement include:
 - (1) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND the passing of the personal fitness competency test with a score of "C" or better. (This will satisfy the PE requirement even though no credit is earned.)
 - (2) Completion, with a grade of C or better, of one semester in marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular

- activity or in an R.O.T.C. class with a significant component of drills. This will satisfy the 1/2 credit of PE but not the personal fitness requirement. (F.S. 1003.43 (1)(j))
- e. The **total credits** required for graduation may be reduced 1 credit per year when necessary (maximum of 2 credits total) to accommodate travel time to vocational centers or programs. Credit reduction may not be used for travel to any on-the-job training program/site.
 - f. The **Graduation Training Plan** is developed by the employer, student, parent, and instructor. The plan specifies the employment/community competencies the student is expected to master in order to graduate with a Special Diploma – Option II.
 - g. Documented mastery of **employment/community competencies in the Graduation Training Plan must be verified** by the student's employer, job coach and/or instructor in order to earn a Special Diploma – Option II.
 - h. Student must be employed in the community at a site where the **employer:**
 - (1) has a Federal Employer Identification number;
 - (2) provides opportunities for the student to interact with non-disabled co-workers;
 - (3) adheres to child labor laws; and
 - (4) provides an opportunity for advancement.
 - i. The Transition IEP committee may modify the **full-time employment standard** by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Transition IEP.
 - j. Transition IEP committee members must verify that the student has met all criteria outlined in the student's Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student a special diploma under Option II. (FS 1003.438)

D. ADDITIONAL GRADUATION-RELATED INFORMATION FOR STUDENTS WITH DISABILITIES

1. Students with disabilities, eligible through IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which the student turns 22 years of age.
2. A student with disabilities who was working towards a Special Diploma – Option I may receive a special certificate of completion and participate in the graduation ceremonies of his/her school if the student completes the minimum number of credits and other requirements of the School Board but is unable to demonstrate mastery of the Sunshine State Standards for a Special Diploma

E. GRADUATION REQUIREMENTS – ADULT STANDARD DIPLOMA

1. The requirements for an adult standard diploma are the same as for a standard high school diploma with the following exceptions: Physical education is not required; computer competency is not required; and service learning is not required. The following chart summarizes the graduation requirements. The chart includes notes that are applicable to this diploma option. The notes are an essential component of the graduation requirements.

GRADUATION REQUIREMENTS: ADULT STANDARD DIPLOMA

Graduation Requirements:	ADULT STANDARD DIPLOMA
Prerequisites:	
English	4
Reading	
Mathematics	3 Including 1 credit required in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course
Science	3 Including 2 credits with a laboratory component
Social Studies	1 credit in World History 1 credit in American History 1/2 credit in Economics and 1/2 credit in American Government
Practical Arts/Performing Arts	1/2 credit Practical Vocational Arts 1/2 credit Vocational Performing Fine Arts (1 full credit in either area may be substituted for 1/2 credit in both)
Health/Life Management Skills/Transition	1/2 credit
Physical Education	None
Foreign Language	0
Vocational/Career	0
Elective credits	9.5
Total Credits	24
Computer Competency	None
Minimum Cumulative Grade Point Average	2.0 cumulative unweighted GPA

FCAT	Passing score on the FCAT or alternative assessment if allowed by the State of Florida
Service Learning Hours	None
Notes:	See applicable list below

Notes for Adult Standard Diploma:

- No student shall be awarded a standard high school diploma earlier than he/she would have normally graduated from high school except when that student has been assigned to adult high school for the purposes of acceleration pursuant to Policy 6.7.
- Successful performance on an examination for high school credit may be substituted only as outlined in this policy.
- Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by 6A-6.020 F.A.C.

F. GRADUATION REQUIREMENTS – SPECIAL DIPLOMA FOR ADULT STUDENTS WITH DISABILITIES

1. Any adult student who is twenty-one (21) or older and classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Emotionally Handicapped, Severely Emotionally Disturbed, Specific Learning Disabled, Physically Impaired, Autistic, or Language Impaired may be awarded an Adult Special Diploma either by completing requirements from Adult Special Diploma - Option I or Adult Special Diploma - Option II.
2. Adult Special Diploma - Option I
 - a. Complete the course requirements as outlined below:

Language Arts/English	2
Reading	2
Mathematics	3
Social Studies	2
Science	2
Life Management/Transition	1
Vocational (must include course Career Preparation)	6
Electives	6

- b. Students must meet adult attendance requirements.

3. Adult Special Diploma - Option II

Adult exceptional students who demonstrate mastery of specified employment and community competencies may graduate by meeting the following requirements:

- a. The student shall satisfactorily complete the equivalent of five (5) credits, which must include one (1) credit of Mathematics, one (1) credit of Language Arts/English, one (1) credit in Career Preparation, one (1) credit of Social/Personal Skills, and one (1) credit of Life Management/Transition.
- b. The student shall satisfactorily demonstrate employment and community-based competencies while employed full-time for at least a twenty-five (25) hours per week in a community-based job for a minimum of 100 days.
- c. The student's Adult Individualized Education Plan (AIEP) shall include annual goals and short-term objectives related to employment and community experiences as well as a description of the supervision to be provided by the school district and any special considerations.
- d. A graduation training plan shall be developed and signed by the adult student, teacher and employer. The graduation training plan shall identify the job-specific and related community competencies, the criteria for determining and certifying mastery of the competencies. The graduation training plan shall include the documentation of the hours worked per week by including copies of either time-cards or pay check stubs that indicate hours worked per week.
- e. A graduation training plan shall be developed and signed by the adult student, teacher and employer. The graduation training plan shall identify the job-specific and related community competencies, the criteria for determining and certifying mastery of the competencies. The graduation training plan shall include the documentation of the hours worked per week by including copies of either time-cards or pay check stubs that indicate hours worked per week.

G. GRADUATION REQUIREMENTS - ADULT CERTIFICATE OF COMPLETION

A student may receive an adult certificate of completion and participate in the graduation ceremonies with his/her adult high school class when the student completes the minimum number of credits and other requirements of the School Board but is unable to meet one or more of the state requirements.

H. DIPLOMAS AND GRADUATION EXERCISES

High schools, centers, and adult centers within the district shall issue only the types of diplomas authorized by the State and by the Board's rules. Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the district.

Graduation exercises for the public high schools of the district shall be scheduled by the Student Activities and Athletics Department and approved by the Superintendent. There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.

I. HIGH SCHOOL GUIDANCE SERVICES

All schools shall assure access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the Division of Curriculum and Instruction/Student Support. The plan will support the School Improvement Plan and be based upon national counseling standards. The high school plan will include a plan for ensuring that every 8th and 10th grader is given an opportunity to participate in a face-to-face activity with a guidance counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and/or post-secondary plans.

J. EXIT INTERVIEWS

An exit interview shall be conducted with any student who drops out of school. The interview shall be conducted by the student's guidance counselor or other school personnel to determine the reasons for the student's decision to drop out of school and to determine what actions could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. The student will complete a survey in the format prescribed by the DOE to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

K. STUDENT DAY

A student day shall consist of a minimum of:

1. High School - 360 minutes
2. ESE Centers - 360 minutes
(6A.1.09512)

IV. STATE REPORTING REQUIREMENTS

THE SCHOOL BOARD WILL ANNUALLY PUBLISH IN THE LOCAL NEWSPAPER, AND REPORT IN WRITING TO THE STATE BOARD OF EDUCATION BY SEPTEMBER 1ST OF EACH YEAR, THE FOLLOWING INFORMATION ON THE PRIOR SCHOOL YEAR:

- 1. THE PROVISIONS OF THIS SECTION RELATING TO PUBLIC SCHOOL STUDENT PROGRESSION AND THE DISTRICT SCHOOL BOARD'S POLICIES AND PROCEDURES ON STUDENT RETENTION AND PROMOTION.**
- 2. BY GRADE, THE NUMBER AND PERCENTAGE OF ALL STUDENTS IN GRADES 3 THROUGH 10 PERFORMING AT LEVELS 1 AND 2 ON THE READING PORTION OF THE FCAT.**
- 3. BY GRADE, THE NUMBER AND PERCENTAGE OF ALL STUDENTS RETAINED IN GRADES 3 THROUGH 10.**
- 4. INFORMATION ON THE TOTAL NUMBER OF STUDENTS WHO WERE PROMOTED FOR GOOD CAUSE, BY EACH CATEGORY OF GOOD CAUSE AS SPECIFIED IN PARAGRAPH (6)(b).**
- 5. ANY REVISIONS TO THE DISTRICT SCHOOL BOARD'S POLICY ON STUDENT RETENTION AND PROMOTION FROM THE PRIOR YEAR.**

AUTHORITY: F.S. 1001.41; F.S. 1008.25

RULES ADOPTED: 2/12/70

RULES AMENDED: 5/30/73; 9/5/74; 7/21/77; 10/1/96; 7/6/78; 12/11/79;
4/2/81; 5/6/82;

EMERGENCY RULE #82-13, 10/21/82; 11/18/82; 4/20/83; 5/17/84

EMERGENCY RULE #84-10 - 10/4/84; 11/1/84;

EMERGENCY RULE #84-17 - 3/12/85; 4/18/85; 5/16/85; 5/15/86

EMERGENCY RULE 85-86-24; 8/7/86;

EMERGENCY RULE 86-87-13 - 4/14/87; 6/3/87; 9/3/87; 4/12/88; 3/14/89;
6/22/89; 2/20/90; 6/19/90; 7/23/91; 1/19/93; 8/17/93; 12/7/93; 5/2/95;

AMENDED RULES APPROVED: 09/02/97

AUTHORITY: F.S. 1001.41; F.S. 1008.25

RULES ADOPTED: 7/8/76

RULES AMENDED: 4/14/77; 3/16/78; 3/1/79; 4/19/79; 3/6/80; 4/23/81;
5/17/83; 8/4/83; 6/21/84; 5/16/85; 8/7/86; 6/3/87; 8/20/87; 4/12/88; 3/14/89
9/19/89; 2/20/90; 10/2/90; 2/23/91; 8/4/92; 9/15/92; 9/21/93; 12/7/93; 7/18/95;
5/7/96; 8/20/96; 9/2/97; 8/18/98

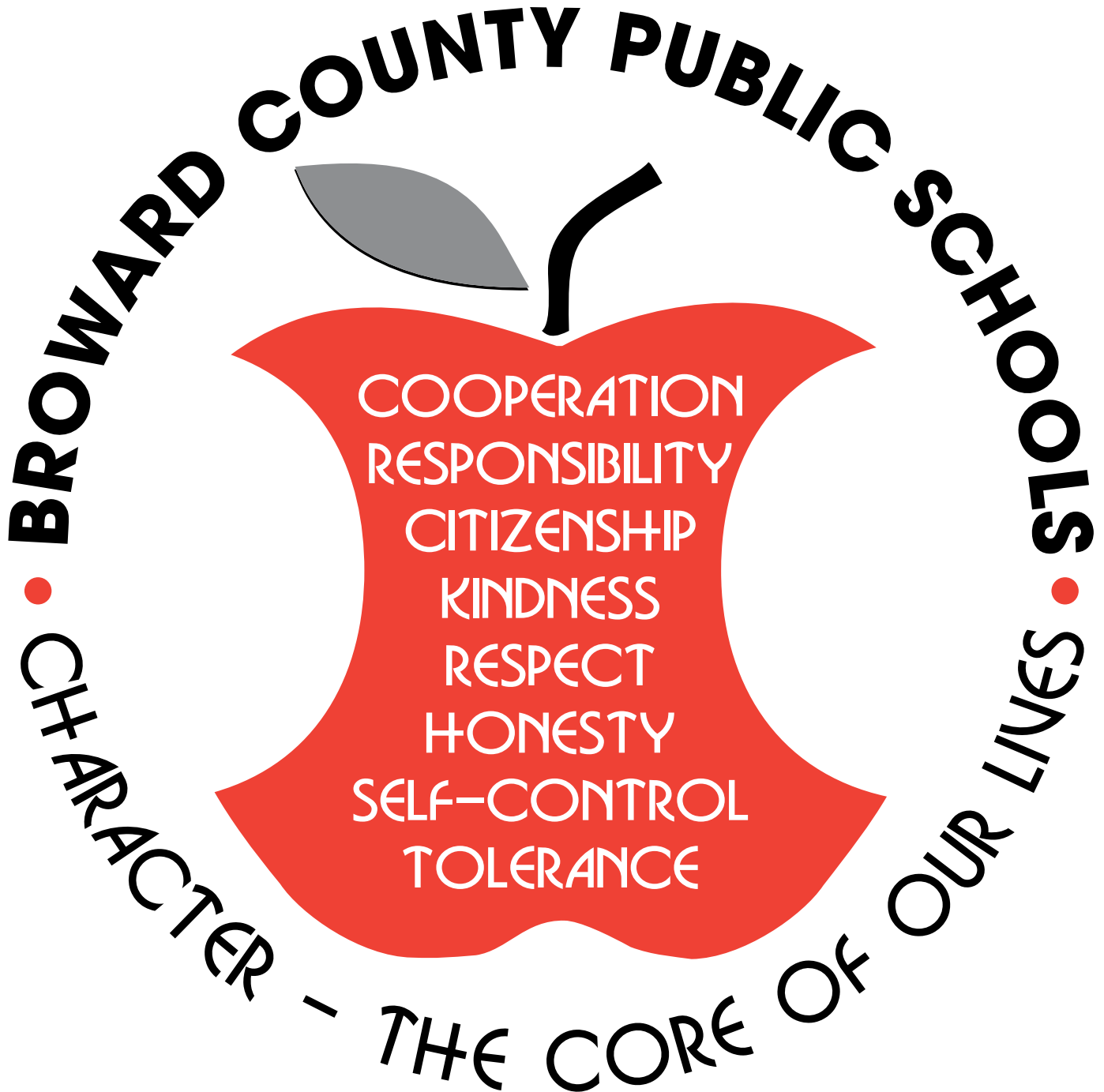
POLICY ADOPTED: 03/16/99; 06/15/99, 10/05/99, 05/07/00, 09/12/2000, 6/18/2002,
8/20/2002, 10/15/2002, 6/17/2003, 9/16/03, 11/17/2003, 4/20/04, 8/17/04, 12/21/04,
4/12/05, 1/17/06, 11/14/06, 06/05/07

FORMERLY POLICY 5104



Broward County
Public Schools

CODE OF STUDENT CONDUCT



2012 2013

FALSE ADDRESS CAN LEAD TO ARREST

IMPORTANT NOTICE TO PARENTS

SUBJECT: RESIDENCY

Your child has the right to attend school in the boundary in which you, the parent, reside. It is the responsibility of the parent to provide proper and accurate documentation to the school to prove residency. **The school shall have the right to verify any information that is provided to them.**

Submission of Fraudulent Documentation

In accordance with School Board Policy 5.1, any parent who submits fraudulent documentation to register a student gives cause for such student ***to be withdrawn immediately*** and referred for enrollment in the appropriate boundaried school.

False Information

Florida Statute 837.06 states: “whoever knowingly makes a false statement in writing with intent to mislead a public servant in the performance of his or her official duty **shall be guilty of a misdemeanor of the second degree, punishable by law.**” Additionally, a person who knowingly makes a false declaration under penalties of perjury is **guilty of the crime of perjury by false written declaration, a felony of the third degree** under Florida Statute 92.525 and will be reported to the State’s Attorney’s office.

Renting Homestead Exemption Property

Florida Statute 196.061 prohibits the rental of an entire dwelling previously claimed to be a homestead for tax purposes. Such action shall constitute abandonment of said dwelling for homestead exemption purposes and will be reported to the Broward Property Appraiser. **Homestead Exemption may be lost.**

IMPORTANT THINGS TO DO

PLEASE REVIEW THIS BOOK
WITH YOUR STUDENT SO
THAT YOUR FAMILY IS
AWARE OF WHAT IS AND
IS NOT APPROPRIATE IN
SCHOOL, DURING SCHOOL-
SPONSORED ACTIVITIES,
AND ON SCHOOL BUS
TRANSPORTATION.

Since *parent(s) can be held responsible for the actions of their children, it is important that they are aware of the rules and the consequences if their students break the rules. However, parents also have the right to advocate for their children. Therefore, the school system must have proof that every student and every parent has had a chance to read this Code of Student Conduct.

1. Sign and return the Acknowledgement Form on page 7 to the school within 3 days of receipt of the Code of Student Conduct 2012/2013 to confirm that you have received the book and you know the rules. Your signature does not mean that you agree or disagree with the rules, but rather that you have received a copy of these rules. A copy of the Acknowledgement Form is provided on page 11 of this booklet and should be retained for your records.
2. Choose your options for Media Release on page 8. You must select one option in Section A and another option in Section B. If you do not choose an option in either section, you will default to allow the school to photograph your child, videotape your child, or for your child to be interviewed by the news media or the School District for school and district purposes.
3. Parents of students in any grade level (or students 18 or over) may opt out of (prevent) having any or all directory information provided to certain outside agencies as well as for certain uses within their child's school or school district (for example, information published in yearbooks and school programs).

To request that directory information is not disclosed to specific entities, please complete the Opt Out Notification Form on page 9 and return it to your school.

4. For 11th and 12th grade students who do not wish to share Directory Information with armed services/military recruiters and/or postsecondary educational institutions, complete the opt-out section on page 10 and submit the form to the principal within 10 days from the date of enrollment.
5. The District's Discipline Matrix assigns specific consequences for violating the rules of the Code of Student Conduct and is part of the school's discipline plan. A copy is now located on pages 52-60 of this booklet. Please review the Discipline Matrix with your child. For more information on the matrix, talk with a school administrator.
6. Parents/guardians of dependent majority age students (18 years or older) have certain rights with respect to the student's education records per the Family Educational Rights and Privacy Act (FERPA) Notice on p. 33-34 of this book. Parents/guardians of a majority age student may voluntarily waive those parental rights to access the educational information of a dependent majority age student by completing the Declaration of Parental Intent Form. For more information, talk with a school administrator.

**Whenever the term "parent" is used, it also refers to either or both parents, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of a parent.*



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301 • TEL 754-321-2600 • FAX 754-321-2701

ROBERT W. RUNCIE
Superintendent of Schools

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August 2012

Welcome to the New School Year!

Dear Students and Parents:

As your Superintendent, I am dedicated to working with the staff, parents, and community to meeting the educational needs of all students in a safe learning environment.

The *Code of Student Conduct*, Policy 5.8, provides specific information regarding the rules that all students are expected to adhere to, as well as consequences for violations of the policy set forth in this document. The *Code of Student Conduct* policy addresses expectations for all students in terms of consistent and timely attendance, respect for people and property, appropriate dress, technology usage, student publications, student activities, student records, and the right to appeal, including grievance procedures. Please review all information in the *Code of Student Conduct* policy carefully and together discuss the consequences of violating the rules.

For the second year, the *Code of Student Conduct*, Policy 5.8 will be distributed electronically through a variety of methods. Students and parents are required to sign a statement indicating that they have received their *Code of Student Conduct* booklet, are aware of the explanation of rules it provides in policy, and have selected their options for media and directory information release. Students and parents will have the opportunity to acknowledge receipt of the booklet electronically as well.

It is important for you to review, the *Code of Student Conduct*, Policy 5.8 because it incorporates changes from previous versions. A list of substantive changes can be found on page 6. You may view the *Code of Student Conduct* under School Board Policies on the District website (www.browardschools.com). You may also view the *Code of Student Conduct* video on BECON television and on the District's website. Schools will provide parents and students with the program schedule.

I hope you experience a fulfilling, engaging, and safe school year as we strive to continue educating today's students for tomorrow's world.

Sincerely,

Robert W. Runcie
Superintendent

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Haitian-Creole	Règleman sou Kondwit Elèv disponib an kreyòl nan lekò-la.	
Spanish	El Código de Conducta de Estudiantes está a su disposición en español, en la escuela.	
Portuguese	O Código de Conduta do Estudante encontra-se disponível em português, em sua escola.	



SUMMARY OF CHANGES

- Establishing the Discipline Matrix as a component of Policy 5.8 – Student Code of Conduct.
- Clarifying language regarding student use of wireless communication devices.
- Added language to clarify possession or use of unauthorized prescription medication.
- Added language to clarify sale and/or transmittal of prescription medications.
- Clarifying language regarding off campus bullying, cyberbullying, harassment or discrimination.
- Definition of “sexting” revised to better align with Florida Statute.
- Aligning policy language with the Family Educational Rights and Privacy Act Notice (FERPA).
- Further delineate procedures for Authorization for Medication/Treatment Form.
- Outline appeals process for District and Charter School students.



ACKNOWLEDGEMENT

This booklet lists the District's rules in Policy 5.8 for students in Broward County Public Schools on pages 13-51. The rules apply to all activities occurring on school grounds, on other sites being used for school activities, and on any vehicles authorized to transport students. Your signature below does not indicate that you agree or disagree with the rules, **but rather that you have received a hard copy or electronic copy of these rules.** Return this form to school within 3 days of receipt of the Code booklet.

Parents need to be involved in the education of their children and have the responsibility to:

- Know that for school safety, schools are not required to provide supervision more than 30 minutes prior to the official starting time, nor are they required to provide supervision for more than 30 minutes after the official closing time (F.S. 1003.31 (2)).
- Know that for school safety, for students who ride a school bus, drivers are NOT permitted to let students off the bus except at the designated stop.
- Provide the school with the names of current emergency contact person(s) and/or telephone numbers on an annual basis and when there are changes.
- Notify the school of anything that may affect their child's ability to learn, to attend school regularly, or to take part in school activities.
- Be aware that medicine must be administered in accordance with SB Policy 6305, as may be amended, and that consequences for transmittal and/or sale or attempted sale of over-the-counter medications and possession and/or use of unauthorized medications can be found in SB Policy 5006. SB Policy 6305 outlines the rules regarding over-the-counter and prescription drugs and SB Policy 5006 outlines the consequences for violating those rules. You may view the complete health and suspension and/or expulsion policies, as well as all School Board policies, on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.
- Be aware that parents have rights with regard to the privacy and confidentiality of student records that are maintained by schools as defined in Section VIII of this booklet.
- Neither the School Board of Broward County nor its employees will be held liable for items that are prohibited and are lost, stolen, or confiscated; or for wireless communication devices or other personal technology that is lost, stolen, or confiscated.
- Be aware that confiscated items not claimed by the end of the school year will be donated to local charities.
- Recognize that they are responsible for their student's behavior on the way to and from school and at the bus stop. A safe and respectful learning environment is key to academic achievement; therefore any student's off campus actions that seriously affect a student's ability to learn or a staff member's ability to teach may be handled as a disciplinary infraction. For serious incidents that occur at bus stops and/or that are not on School Board property, parents should contact law enforcement directly. For bullying incidents (see bullying definition, pp. 21-22), school officials should be notified and will investigate and/or provide assistance and intervention, as the principal/designee deems appropriate, which may include the use of the School Resource Officer.
- Ensure their child demonstrates legal, ethical and responsible use of technology including networks, digital tools, the Internet, and software, as defined in Section IV of this booklet.
- Parents will continue to maintain responsibility for students who reach the age of majority, with exceptions as provided by statute.
- Continue to perform the role of parent when the child turns 18 years of age for all educational and discipline purposes.

Student Name (PRINT)

Student Signature

Parent Signature

Date

As a parent of a student in Broward County Public Schools, I understand that my student may be photographed, videotaped or interviewed by the news media or by the School District to promote Broward County Public Schools. I understand that pictures and interviews may be used on the District's Web site, in School District publications, external publications and electronic media, as indicated below.

You Must Mark a Choice in Both Section A and Section B



Section A

Please Check Choice #1 or Choice #2
(If no choice is marked, then it will default to Choice #1.)

1. ☐ I WILL permit my student to be photographed, filmed or interviewed by the news media or by the School District to promote Broward County Public Schools.
2. ☐ I WILL NOT permit my student to be photographed, filmed or interviewed by the news media or by the School District to promote Broward County Public Schools.

Section B

Please Check Choice #1 or Choice #2
(If no choice is marked, then it will default to Choice #1.)

1. ☐ I WILL permit my student to be photographed, videotaped or interviewed for school publications, such as school yearbooks, school newspapers, class pictures, or other school communications tools. I understand the District is required to release this information if requested by the media or other members of the public (i.e., public records requests).
2. ☐ I WILL NOT permit my student to be photographed, videotaped or interviewed for school publications, such as school yearbooks, school newspapers, class pictures, or other school communications tools. I understand my student will not be included in school publications, such as school yearbooks, school newspapers, class pictures or other school communications tools.

Student Name (PRINT)

Student Signature

Date

Parent Name (PRINT)

Parent Signature

Date

Directory information is personally identifiable information that would not generally be considered harmful or an invasion of privacy if disclosed. The School Board of Broward County, Florida designates the following as "directory information": student's name, residential address, telephone number, date and place of birth, major field of study, participation in school-sponsored activities and sports, height and weight of athletic team members, dates of school attendance, degrees received, awards received, and the name of the most recent previous school or program attended.



Pursuant to the Family Educational Rights and Privacy Act (FERPA), the School Board of Broward County, Florida may disclose in its discretion directory information of a student in any grade level, without prior consent to (a) colleges, universities or other educational institutions in which the student is enrolled, may seek enrollment or may be recruited, or (b) for school publications and other school communication tools (including, but not limited to, yearbooks, athletic programs, graduation programs, and theatrical programs). Parents/guardians of students in any grade level, or eligible students (those over the age of 18 or attending a postsecondary institution), may opt out of having any or all of the following types of directory information disclosed by indicating, with a check mark (✓), those items NOT TO BE DISCLOSED:

____ Student's Name	____ Residential Address	____ Awards Received
____ Telephone Number	____ Date Of Birth	____ Place Of Birth
____ Major Field Of Study	____ School-Sponsored Activities And Sports *	____ Height and Weight Of Athletic Team Members
____ Dates Of School Attendance	____ Degrees Received	____ Name Of The Most Recent School Or Program Attended

* School-Sponsored Activities include the yearbook. Checking this item will prevent student information from appearing in the yearbook.

NOTE: This form must be completed and submitted to the principal on an annual basis regardless of whether any of the above items were checked or not, WITHIN 10 DAYS FROM THE FIRST DAY OF SCHOOL or from the date of enrollment if a student enrolls after the start of each school year.

Student Name _____

School _____

Parent/Guardian/Eligible Student's Name (Print) _____

Parent/Guardian/Eligible Student's Signature _____

Date _____

Pursuant to the No Child Left Behind Act (NCLB), the School Board of Broward County, Florida may disclose student name, address, and telephone number without prior consent to armed services/military institutions for recruitment purposes and to postsecondary educational institutions (colleges, universities, and institutions of higher education), when requested.

However, parents/guardians and eligible students (those over the age of 18) may opt out of having this information disclosed by indicating their choice below.

Information disclosed to armed services/military recruiters:

1. _____ I WILL permit the limited directory information listed above to be disclosed to armed services/military recruiters.
2. _____ I WILL NOT permit the limited directory information listed above to be disclosed to armed services/military recruiters without my prior permission.

Information disclosed to postsecondary institutions:

1. _____ I WILL permit the limited directory information listed above to be disclosed to postsecondary institutions.
2. _____ I WILL NOT permit the limited directory information listed above to be disclosed to postsecondary institutions without my prior permission.

NOTE: This form must be completed and submitted to the principal on an annual basis, regardless of the chosen option, **WITHIN 10 DAYS FROM THE FIRST DAY OF SCHOOL** or from the date of enrollment if a student enrolls after the start of each school year.

In addition to this form, all 11th and 12th grade students must also complete the FERPA Opt Out Notification Form/All Grades provided in the Code of Student Conduct.

Student Name _____

High School _____

Parent/Guardian/Eligible Student's Name (Print) _____

Parent/Guardian/Eligible Student's Signature _____

Date _____



ACKNOWLEDGEMENT

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- Parents will continue to maintain responsibility for students who reach the age of majority, with exceptions as provided by statute.
- Continue to perform the role of parent when the child turns 18 years of age for all educational and discipline purposes.

Student Name (PRINT)

Student Signature

Parent Signature

Date



Need Help?

2-1-1 offers:

- Information about services
- Referrals
- Live help in any language, 24 hours a day
- Free, confidential, anonymous services
- Every call answered by a trained, degreed counselor
- Emotional support
- Crisis/suicide intervention

Dial 2-1-1 for help with:

- Food/Shelter
- Job Assistance
- Healthcare
- Childcare
- Substance Abuse
- Special Needs
- Teen issues
- Domestic Violence
- Depression
- Disaster-related issues

2-1-1: Your First Call for Help!

2-1-1 Speciality Service Helplines

Homeless Helpline 954-563-HELP (4357)

Gateway to accessing homeless services in Broward County.

Special Needs Connections 2-1-1 or 954-537-0211

Helps parents, caregivers, and professionals who serve children with disabilities.
www.211specialneeds.org

TeenSpace 211 2-1-1 or 954-567-TEEN (8336)

Safe, anonymous helpline for youth. Help provided by live counselors, audio tapes at 954-390-0490 and an interactive website at www.teenspace211.org

Behavioral Health INFOLine 954-396-INFO (4636)

Frontdoor entry to child and adolescent mental health services or substance abuse.

Touchline for Seniors 954-390-0485

Free, daily reassurance calls to seniors age 60 or over who live alone.

TTY 954-390-0942



www.211-broward.org

Dial 2-1-1 or (954) 537-0211

Policy 5.8: Code of Student Conduct

Adopted as amended 3/20/12

PREFACE

Section A

In order for teaching and learning to take place, a safe and secure school environment is essential. This policy provides specific information on the rules that all students are expected to adhere to, as well as consequences for violations of these rules. The rules apply to all activities occurring on the grounds or other sites being used for such activities and on any vehicle authorized to transport students to and from school, and other activities and various school functions. The School Board is not responsible for students, their conduct and activities, when attending non-school sponsored activities.

Section B

Florida law supports the active involvement of parents until the student graduates from school (F.S. 743.07, 1003.26, 1003.21). For purposes of all areas of this policy, it is expected that parents of students who have reached the age of majority, (i.e.18 years of age), will continue to perform the parental functions of a dependent student except under the following circumstances:

- (1) The student has been emancipated in compliance with Florida laws (F.S. 743.015) which provides the procedures for a court to remove the “disabilities of nonage” upon the filing of the appropriate papers and making the appropriate showing to the court.
- (2) When the student has no parent and this fact is verified by the school administrator (e.g., by communications with relatives, the Homeless Education Program, or the Florida Department of Children and Families, as is appropriate).

SECTION I - ATTENDANCE

The parent of a child of compulsory school age is responsible for the child's daily school attendance (F.S. 1003.24). School staff, parents, students, and appropriate state agencies are expected to work together to ensure that laws are obeyed including, but not limited to, referral to the state designated agency for possible court action for extended absence or truancy (F.S. 1003.27). SB Policy 5.5 outlines the rules that apply to attendance and attendance procedures. You may view this policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>. Florida law supports the active involvement of parents until the student graduates from school (F.S. 743.07, 1003.26, 1003.21). This serves as notice to the parent, that when a student reaches the age of majority (18 years of age) the parent shall continue to perform the parental functions of a dependent student, including, but not limited to, provide reasons for absences and tardiness, permission slips for early release, field trips, other activities, as necessary, and to register or terminate (withdraw) school enrollment, until the student graduates.

A student's presence in class is required to maximize the attainment of instructional objectives. For students who demonstrate patterns of non-attendance, interventions may be recommended.

Rights

Students have a right to know how the District defines and handles excused absences, unexcused absences, and tardiness. The District's Discipline Matrix that assigns specific consequences for misbehavior is part of the school's discipline plan. The Discipline Matrix, attached hereto as Appendix A, is hereby made part of this Code of Student Conduct. The Discipline Matrix sets forth the guidelines for assessing consequences for violations of School Board policies. School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the Matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances.

Students have a right to make-up work they missed during an excused absence or suspension.

Students who are married, are parents, or are expectant mothers have a right to remain in the regular school program or to attend a special program designed to meet their needs.

Students have a right to be protected from exposure to communicable diseases and infestations when in school.

Rule

The School Board of Broward County, Florida stresses the importance that all students attend school regularly and remain in school until they graduate from high school. However, "a child who attains the age of 16 years [or age specified by state statute, whichever is older] during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the child files a formal declaration of intent to terminate school enrollment with the District's School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce earning potential and must be signed by the child and the child's parent. The school district must notify the child's parent of receipt of the child's declaration of intent to terminate school enrollment" (F.S. 1003.21). Declaration of Intent Forms are available at each school's administration office. Also be aware that students who drop out of school are not eligible to receive a driver's license or driver's permit or will have their license or permit revoked (p. 16).

Responsibilities

Students have a responsibility to attend all classes.

Students have a responsibility to be on time for school and all classes.

Students have a responsibility to ask their parents to notify the school when they are absent.

Students have a responsibility to ask teachers for, and to complete, make-up assignments.

Students have a responsibility to get medical advice and/or counseling about how to adjust their schooling for marriage, pregnancy, and parenthood.

Students having or suspected of having a communicable disease are not allowed to attend school. In order to return to school, parents must obtain a doctor's note stating that the student is no longer contagious. Chickenpox is the only infectious disease that does not require a doctor's note.

NON-ATTENDANCE AND EARLY SIGNS OF TRUANCY

IT IS IMPORTANT TO BE IN SCHOOL EVERY DAY. If your child is not in school, he or she MAY BE showing early signs of truancy through a pattern of non-attendance (SB Policy 5.5).

WHAT IS A PATTERN OF NON-ATTENDANCE?

A student may be establishing a pattern of non-attendance when:

- 1) He or she has an accumulation of tardiness, early sign outs, and/or absences (excused and unexcused) that exceed 5 days in one marking period or 10 days in 2 marking periods; or
- 2) He or she is absent and unexcused 5 days in 30 calendar days or 10 days in 90 calendar days (F.S. 1003.26 (b)).

However, a student does establish a pattern of non-attendance when he or she has an accumulation of 15 unexcused absences within 90 calendar days, with or without a parent's knowledge (habitual truant) (F.S. 1003.01 (8)).

Parents and students may verify absences at any time at school or at home by contacting the school or by accessing electronic attendance records through Virtual Counselor.

If after an accumulation of absences as noted above, the principal and/or his designee determines that the reasons for time out of school are invalid, the principal/designee shall refer the student to the Collaborative Problem Solving Team to determine if early patterns of truancy are developing and provide appropriate interventions (F.S. 1003.26 (1)(b)), and/or the State Attorney's Office will be notified due to non-compliance with compulsory school attendance laws. However, if the principal and/or his designee determine that the reasons for the absences are valid and there are no early signs of truancy, the parent must provide a note (to be kept on file at the school) that provides the reasons for those absences. No further action will be taken.

ABSENCE REPORTS

Absences may be reported by telephone or written note. The report must come from a parent and give the date(s) of the absence(s) and the reason for the absence(s). Parents **MUST** report these absences within two (2) days, although school principals **MAY** make exceptions in cases of need. School staff members have a legal right to ask for a written medical excuse.

For High School Only, absences for shared-time students must be reported to both schools.

For Elementary Only, the Broward Truancy Intervention Program (BTIP) is a joint partnership program of the Broward State Attorney's Office and the School Board of Broward County. The program is designed to prevent excessive absences through parent notification and accountability, school interventions, and daily monitoring of attendance. Parents are expected to communicate with school personnel regarding absences. Parents who do not comply are referred to the State Attorney's Office for failure to comply with F.S. 1003.27 which provides that a parent commits a misdemeanor of the second degree, punishable as provided by law, if the parent refuses or fails to have a child attend school regularly or refuses to participate in meetings concerning the child's truancy.

EXCUSED ABSENCES

Students must be in school. However, when it is necessary to be out of school, absences may be excused for one of the reasons listed below. (Students on field trips, in internal in-school suspension, or attending alternative-to-suspension programs are not considered absent.) **For reasons 1-5, parents must report the absence the day before, the day of, or within 2 school days following the absence, or the absence will be considered unexcused.** Any absence is unexcused until the school receives a telephone call or a note to excuse the absence. **A reason for the absence must be provided and absences can only be excused for one of the eight School Board allowed reasons for absences.** Some situations will require written documentation from a private physician or public health unit. Excused absences include:

1. Illness. Students who expect to miss at least 15 consecutive school days due to illness, a medical condition, or for social/emotional reasons, or who would miss excessive days intermittently throughout the school year for the same reasons and could benefit from instruction, should obtain a copy of the Hospital/Homebound referral packet from the Hospital/Homebound contact person at their school.
2. Illness of an immediate family member.
3. Death in the family.
4. Religious holidays of the student's specific faith.

5. Required court appearance or subpoena by a law enforcement agency.
6. Special event. Examples of special events include important public functions, conferences, state/national competitions, as well as exceptional cases of family need. Students must get permission from the principal/designee at least five (5) days in advance.
7. Scheduled doctor or dentist appointments.
8. Students having or suspected of having a communicable disease or infestation that can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (F.S. 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies. Students are allowed a maximum of five (5) days excused absence for each infestation of head lice.

UNEXCUSED ABSENCES

It is the responsibility of the school principal to ensure that parents are contacted after each unexcused absence and to ensure that there are specific, appropriate consequences/interventions as a result of each unexcused absence. Parents may receive letters to inform them of their student's unexcused absences. These letters are generated from official attendance records.

1. Absences are excused only for the reasons previously listed. If absences are not excused, as defined in the previous section, the absences are considered unexcused. This does not apply to suspensions.
2. Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until the certificate is provided or a waiver is obtained. Students who receive the first shot in a series of immunizations but who are late obtaining subsequent shots will be given 3 days grace period after which they will be excluded from school and the resulting absences will be considered unexcused.
3. **For Secondary Only**, students 14-18 years of age who drop out of school or who have 15 unexcused absences within 90 calendar days and have a driver's license or driver's

permit will have their driving privileges suspended by the Division of Highway Safety and Motor Vehicles or will not be issued a license or permit if they apply for one. Additional information about procedures and waivers is available from school administration or guidance offices.

SUSPENSIONS

1. Students who have been assigned an out-of-school suspension and choose not to participate at the alternative-to-suspension site will be considered suspended.
2. Students who have been assigned an out-of-school suspension and do not attend all of the assigned days in the alternative-to-suspension site, those days that they do not attend will be considered suspended.

MAKE-UP WORK

1. Make-up work for credit and grade is allowed for all excused absences.
2. Students have two (2) class days to make-up the work for each class day of an excused absence, **not including the day of return**. However, previously assigned work is due the day of return. These deadlines may be extended by the principal for extenuating circumstances.
3. **Middle School Students:** Make-up work for credit and grade is allowed for all absences due to the statutory promotion requirements to high school and the impact on course recovery.
4. **For Secondary Only**, when class work is not completed for a marking period due to excused absences, a grade of "I" may be given. Students must complete the work prior to the end of the next marking period and may earn a grade to replace the "I." In extenuating circumstances, the principal has the authority to extend the deadline. But in most cases, when these deadlines are not met, the "I" changes to an "F" and may cause a semester course failure. If and when the class is repeated and students earn a grade, the "I" or the "F" will not be counted in computing grade point averages.
5. **For Secondary Only**, when a semester exam is not completed, a grade of "I" is given. If students are absent on an exam day, the exam must be made up in order for credit to be given.

For each semester exam day students are absent, they will have two (2) days to make-up the exam, not including the day of return. These deadlines may be extended by the principal for extenuating circumstances.

6. **Suspensions:** Make-up work for credit and grade is allowed. It is the student's responsibility to get the missed work. All work is due on the day of return from the suspension. Student is NOT allowed to participate in any school activities during the suspension period. Students who are assigned in-school suspension are expected to be in school. These students must complete assignments and turn in work daily.

For students who are not offered the option to attend an alternative-to-suspension site, specific homework assignments will be provided (F.S. 1003.01). These absences will be considered suspensions.

TARDINESS

Tardiness is disruptive to the learning environment and can have a negative impact on student achievement. Tardiness may also count toward establishing a pattern of non-attendance that may indicate early signs of truancy (p. 15). A pattern of non-attendance may be established by an accumulation of tardiness, absences (excused and unexcused), and early sign outs that exceed five (5) days in a marking period or ten (10) days in two (2) marking periods.

1. A tardy is excused for the same reasons that an absence is excused. Excused absences/tardiness include: illness, illness of an immediate family member, death in the family, religious holidays of the student's faith, required court appearance or subpoena by a law enforcement agency, special event, scheduled doctor or dentist appointments, or communicable disease. In extenuating circumstances, principals and/or their designee may also excuse a tardy for reasons other than those stated if documentation is provided. Parents must follow the same process to excuse a tardy as they do to excuse an absence.
2. Tardiness is defined as a student not being in the classroom when classes are scheduled to begin. A student who has an excused tardy (note or telephone call) should report directly to class after first checking in at the designated check-in area of the school.

3. Excessive tardiness will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.
4. Tardiness to any class without documentation may be considered unexcused.

EARLY SIGN OUTS

When students are signed out early on an ongoing basis, their academic performance may be negatively impacted. The school system strongly encourages parents to ensure their student is in school for the full school day every day. Signing out early may count toward establishing a pattern of non-attendance that may indicate early signs of truancy (p. 15). A pattern of non-attendance may be established by an accumulation of tardiness, absences (excused and unexcused), and early sign outs that exceeds five (5) days in a marking period or ten (10) days in two (2) marking periods.

1. All schools will establish procedures for early release that ensure that all students are treated consistently.
2. Students shall not be released within the final 30 minutes of the school day unless the principal/designee determines that it is an emergency or the student has a medical/dental appointment that cannot be reasonably scheduled at another time.
3. Excessive early sign outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.

SECTION II – RESPECT FOR PERSONS AND PROPERTY

Character education is woven into the policies and procedures of Broward County Public Schools. Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control, Tolerance, and Cooperation are the foundation of this Code of Student Conduct.

Rights

Students have the right to be treated with respect and honesty.

Students have the right to privacy.

Students have the right to a safe and orderly school.

Responsibilities

Students have the responsibility to demonstrate the character education traits.

Students have the responsibility to treat others with respect and honesty.

Students have the responsibility to respect the rights of others.

Students have the responsibility to treat school property and the property of others with respect and to act in a way that does not interfere with the rights of others and is not harmful to the health and safety of others.

Students have the responsibility to provide information on any potentially dangerous situations to a staff member or through one of the anonymous tip lines provided by the school system (see the browardschools.com website).

Rule

It is important for students to know their rights and responsibilities, which include obeying teachers and all other school employees, obeying each individual rule as defined by the school, and obeying bus drivers. Students are expected to honor their responsibilities and behave in ways that respect the rights of all. Consequences for unacceptable behaviors are found in the Discipline Matrix - see Appendix A.

EXPECTED BEHAVIORS

- Treat others with respect and honesty
- Prepare for class by bringing paper, pencil, pen, books, and other needed supplies
- Complete all class work and homework
- Use class time properly
- Take home and return necessary forms
- Follow rules and regulations, including those for field trips
- Take care of and return all textbooks, library books, or other school-owned materials loaned to them
- Act responsibly on campus, on buses, on field trips, and at all school-sponsored events, regardless of location
- Wear properly fitted safety-rated helmets when riding a bicycle. Law enforcement officers may issue traffic citations and assess fines to riders under age 16 who do not comply (F.S. 316.2065)
- Secondary students must wear identification (ID) badges, if the school has the infrastructure and/or funding in place to require ID badges and the school's handbook specifies the rules and consequences for ID badges

UNACCEPTABLE BEHAVIORS LEADING TO DISCIPLINARY ACTION

ATTENDANCE INCIDENTS

- Leaving class or school without permission
- Not attending school (truancy)
- Being tardy excessively
- Skipping class
- Out of assigned area

RULE VIOLATION INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Violating the dress code
- Taking, possessing, displaying, distributing, and/or transmitting pictures using a camera telephone during the school day. Note: Use of a camera telephone may result in additional consequences (beyond confiscation) if used to take pictures that are pornographic or obscene or to break rules or laws
- Littering

DISRUPTIVE INCIDENTS (INCLUDING BUT NOT LIMITED TO)

- Disturbing the class or school by: being disrespectful or rude, refusing to obey any staff member, failing to follow classroom rules, running in the halls, throwing objects, possessing or igniting fireworks or firearms, fighting, gambling, or bringing distracting items to school. Examples of distracting items include, but are not limited to: skateboards, scooters, in-line skates/roller blades/heelies (sneakers with wheels), toys, playing cards, games, cigarette lighters, radios, audio recorders, or laser pointers/pens and other laser devices
- Sole possession of a wireless communication device is not a violation of the Code of Student Conduct. However, the possession of a wireless communication device which disrupts the educational process; the use of a wireless communication device during school hours; except as indicated below; the use of a wireless communication device on school buses in the absence of an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay); and the possession or use of a cellular telephone (other than text messaging that does not disrupt the bus driver), would be a violation of the Code of Student Conduct, subjecting violators to progressive discipline.

[Note: School Board employees will not be held liable for wireless communication devices that are lost, stolen, or confiscated. Violations of this policy will result in confiscation, and the device will only be released to the parent. F.S. 1006.07(2)(e) requires school districts to notify parents that students who use wireless communication devices in the commission of a criminal act may face school disciplinary action and/or criminal penalties.]

- Students will not be subject to disciplinary action for the use of their cell phones or other personal technology used to report a potentially dangerous situation.
- Sole possession of personal technology is not a violation of the Code of Student Conduct. Personal technology, should be turned off and kept out-of-sight during all instructional and class time activities. No cell phones or other personal technology may be used **for communication purposes** except under the direction of a teacher or administrator for instructional purposes. Using personal technology during all non-instructional or non-class time activities or during class time at the direction of a teacher will not be subject to discipline under this policy. Time before or

after school, passing time between classes, or during lunch is not considered instructional time for secondary students. For elementary students, instructional time is defined as time from the beginning bell until the end of the school day bell: non-instructional time is time prior to the first bell or the bell at the end of the school day. When personal technology is used, headphones, ear buds or other accessories must be used so that it can not be heard by others. Violations of this policy will result in confiscation, and the device will only be released to the parent. Progressive discipline will apply for repeated violations.

- Using scooters and inline skates/rollerblades/heelies in the school building
- Behaving inappropriately on field trips
- Possessing pornographic/obscene material or drug paraphernalia at school
- Misrepresenting oneself by cheating, copying, plagiarizing, counterfeiting, using false identification, or making false reports by posing as a parent to excuse absences or tardiness, sign a report card, etc.
- Unauthorized possession or use of school/county documents or forms
- Abusing another student or staff member including, but not limited to, verbal abuse, actual or threatened physical harm, extortion, destruction of personal property, intentionally making a false accusation, or **intentionally** providing misinformation
- Conducting, recruiting, or participating in youth gang activities on campus
- Using gang-related or cult-related gestures, language, and/or signs
- Unauthorized presence on school property
- For Secondary Students Only, parking a motorized vehicle on school grounds without an official permit or in unauthorized areas
- Endangering the lives of students and staff by setting off unfounded fire alarms
- Gambling

SUBSTANCE ABUSE/DRUG INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Possessing or using drugs, alcohol, and/or tobacco products, including unauthorized over-the-counter medications or unauthorized prescription medications
- Sale or attempted sale and/or transmittal of drugs, alcohol, and/or tobacco products, including authorized or unauthorized over-the-counter medications or prescription medications

- Possessing drug paraphernalia

ACTS AGAINST PERSONS (INCLUDING, BUT NOT LIMITED TO)

- Bullying and/or harassment
- Cyberbullying
- Taking part in physical acts of a sexual nature, engaging in sexual harassment, or offending others by indecent exposure
- Using insulting, abusive, profane, racially or sexually offensive written or oral language, or making obscene remarks or gestures
- Harassing others because of age, color, gender, national origin, marital status, race, religion, or sexual orientation
- Harassing others because of a disability
- Harassing others because of ethnicity, socio-economic background, or linguistic differences
- Harassing others because of physical appearance or for any other reason
- Hazing
- Threatening, stalking, hitting, or hurting a teacher or other school personnel
- Intentionally making a false accusation that jeopardizes the professional reputation, employment, or certification of a teacher or other member of a school staff
- Committing a hate crime

See definitions section

PROPERTY INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Damaging, destroying, or vandalizing school property
- Misusing technology
- Starting a fire (arson)
- Committing petty theft
- Breaking and entering/burglary

OTHER CRIMINAL INCIDENTS (INCLUDING, BUT NOT LIMITED TO)

- Having and/or hiding a weapon (see definitions of weapons)
- Threatening or hurting a person with a weapon
- Committing robbery
- Forcing someone to give money, possessions, or other things of value to another or oneself (extortion)
- Endangering the lives of students and staff by failing to report a threat of violence against others
- Making a bomb threat
- Sexual battery

- Kidnapping or abduction
- Homicide
- Committing other criminal acts

DEFINITIONS

Hazing means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student regardless of: 1) the student's willingness to participate or; 2) that the conduct or activity was not sanctioned by the organization or; 3) that the activity was not done as a condition of membership to an organization (F.S. 1006.63).

Hate crime refers to an attack or offense against an individual or his/her property in which the individual is intentionally selected because of his/her race, color, religion, national origin, gender, disability, or sexual orientation. The attack or offense may range from racial remarks or graffiti on school walls to threats of physical harm, intimidation, hate mail and hate e-mail, vandalism, arson, physical assault, etc. Students who believe they have been victims of a hate crime must immediately report the act to a teacher and/or school administrator. **The District's Special Investigative Unit conducts hate crime investigations.**

National origin pertains to, but is not limited to, an individual's or his/her ancestor's place of origin, as well as, physical, cultural, or linguistic characteristics.

"Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted purposeful written, verbal, nonverbal or physical behavior, including, but not limited to, any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power. Bullying may involve, but is not limited to:

1. Unwanted teasing
2. Threatening
3. Intimidating
4. Stalking
5. Cyberbullying
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public humiliation

10. Destruction of school or personal property
11. Social exclusion, including incitement and/or coercion
12. Rumor or spreading of falsehoods

"Sexting" the use of a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another, any photograph or video of any person, which depicts nudity as defined in F.S. 847.0141 (1) (a).

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's educational performance, and employee's work performance, either's opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

"Cyberstalking" as defined in F.S. 784.048(d) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

"Cyberbullying" is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, e-mail, blogs, texting on cell phones, social websites (e.g., MySpace, Facebook, Twitter, etc.), chat rooms, sexting, instant messaging, or video voyeurism.

Note: Per F.S. 810.145, voyeurism, which may be utilized in cyberbullying, in and of itself, is a criminal offense.

“Bullying,” “Cyberbullying,” and/or “Harassment” also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination.
2. Retaliation also includes reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.
3. Perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system; or
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

“Bullying,” “Cyberbullying,” “Harassment,” and “Discrimination” also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socioeconomic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, parent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored activities or events, on school buses, and at training facilities or training programs sponsored by the District.

Disciplinary sanctions may be imposed when the alleged bullying, cyberbullying, harassment or discrimination takes place off campus provided that a nexus exists between the off campus conduct and conduct at a school or during a school sponsored event. This is determined on a case-by-case basis after reviewing the facts and circumstances unique to each situation.

If a sufficient nexus exists, appropriate discipline shall be issued in accordance with this policy and as provided for in current law.

“Nothing in this section shall be construed to abridge the rights of students or school board employees that are protected by the First Amendment” to the state or federal constitutions. (1006.147)(10).

Note: Suspected acts of persistent bullying encompassing “Discrimination” relating to any “Protected Category” by any student, Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored activities or events, on school buses, and at training facilities or training programs sponsored by the District (refer to the School Board of Broward County (SBBC) Policy 4001.1, Nondiscrimination Policy Statement) shall be reported to the school based administration, but the complaint shall also be filed with, and investigated by, the EEO/Title IX Coordinator (754) 321-2150.

SCHOOL BUS BEHAVIOR

Misconduct by any student while riding a school bus represents a serious threat to the safety of all occupants of the bus as well as other motorists, pedestrians, and members of the community. All rules that apply to the school grounds and school activities also apply to the school bus. Parents are responsible for their student’s behavior on the way to and from school and at the bus stop. While the District does not assume any liability for incidents that occur at a bus stop or en route to and from school, a student, parent, or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.

Unacceptable Behaviors on a School Bus Leading to Disciplinary Action

Level One Violations

- Eating or drinking on the bus
- Failing to sit in the seat assigned by the bus operator

Level One Consequences

First Offense	Verbal or written reprimand from the school principal or designee.
Second Offense	Parent Conference.
Third Offense	3-day suspension from school bus transportation.
Repeated Offenses	Repeated Level One unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

Level Two Violations

- Disrupting, distracting, or disobeying a bus operator
- Failing to utilize required safety equipment on the bus
- Getting out of the seat while the bus is in motion
- Loud talking, inappropriate remarks, or spitting out of the bus window at other students, pedestrians, or motorists

Level Two Consequences

First Offense	Verbal or written reprimand from the school principal or designee.
Second Offense	1-day to 10-days suspension from school bus transportation.
Repeated Offenses	Repeated Level Two unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

Level Three Violations

- Placing head, arms, or legs outside the window of the bus
- Opening a school bus emergency door and/or exiting the bus when the bus is stopped, unless directed by the school bus operator in an emergency or during an evacuation drill
- Threats against the bus operator, bus attendant, or passengers on the bus
- Use of profanity
- Fighting on the bus
- Smoking on the bus
- Opening a school bus emergency exit door while the bus is in motion
- Throwing objects out of the window of the bus, which may or may not cause injury to persons or physical damage

- Throwing objects at a bus after leaving the bus, which may or may not cause injury to persons or physical damage
- Vandalism of seats or other bus equipment
- Boarding or attempting to board a bus route other than the student's assigned bus route or attempting to leave the school bus at other than the student's assigned bus stop without permission of the school principal or designee

Level Three Consequences

First Offense	1-day to 10-days suspension from school bus transportation and/or school.
Second Offense	10-days suspension from school bus transportation and/or school.
Third Offense	Repeated Level Three unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

*For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.

The principal or designee may review individual cases before assigning consequences.

Discrimination and/or Harassment

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex or sexual orientation.

If any **student feels that he or she has been discriminated against or harassed, there are specific procedures to report such offenses. See pp. 49-51 for further information.

**Whenever the word "student" appears, parents may become involved.

FORMS OF DISCRIMINATION

Harassment is a form of discrimination. Harassment based on age, color, disability, ethnicity, gender, linguistic differences, *national origin, marital status, race, religion, or sexual orientation are violations of School Board policies, civil rights laws and statutes and should be addressed in a similar manner as detailed above.

*National origin pertains to, but is not limited to, an individual's or his/her ancestor's place of origin, as well as physical, cultural, or linguistic characteristics.

SEXUAL HARASSMENT AND SEXUAL VIOLATIONS

Sexual harassment is a form of sex discrimination that violates the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and SB Policy 4001.1. Sexual violence is a physical act of aggression that includes a sexual act of sexual purpose. Sexual violence is also a violation of these same statutes and may also represent a criminal law violation. The school district prohibits any form of sexual harassment and sexual violence.

Sexual harassment and sexual violence are unlawful and will be grounds for disciplinary action. Students who believe they have been victims of sexual harassment or sexual violence should report the alleged act immediately to a teacher and/or school administrator. Because sexual harassment can take on many forms, the following are some examples of sexual harassment/violence.

SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or communication of a sexual nature. Sexual harassment includes, but is not limited to, the following behaviors:

- Unwelcome statements of a sexual nature
- Unwelcome solicitation or pressure for sexual activity
- Intentional brushing against, patting, or pinching of another's body
- Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, unwanted physical contact, and blocking movements
- Leering with sexual overtones, gestures, display of sexually suggestive objects, posters, or cartoons
- Indecent exposure

NOTE: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) SB Policy 4001.1, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against any students with regard to access to programs, services, and activities on the basis of disability. If any student feels he or she has been discriminated against because of such disabilities or perception of a disability, there are specific procedures to report such offenses located in Section X.



SECTION III - DRESS CODE

Appropriate dress and grooming can help to create a positive learning environment. Other attire may be allowed for special school activities with approval of the school administration. Possible consequences for violating the dress code are found in the Discipline Matrix. **Changes in clothing trends will not override the dress code policy.**

Rights	Responsibilities
Students have a right to wear stylish clothes of their choice as long as those clothes are appropriate for school, are not dangerous to health and safety, and do not create a substantial and material disruption of the school.	Students have a responsibility to dress neatly appropriately, to be clean and well groomed.

Rule

All students are expected to honor their responsibilities and dress in a way that respects the rights of others.

1. Footwear must be worn at all times. For grades K-12, bedroom slippers are not allowed, and for elementary students, backless footwear is not allowed. Additionally, elementary students may not wear backless, sling-backs, or open-toed footwear. Socks may not be worn with backless shoes as a substitute back for backless shoes.
2. Special clothing, including footwear, may be required for safety reasons in certain programs or activities such as physical education, home economics, career/technical education, and science.
3. Revealing clothing or clothing that exposes the torso is not allowed. Examples include, but are not limited to: tank tops or spaghetti straps without overblouses (long shirts) or jackets; see-through garments; mini-skirts or mini-dresses; halters; backless dresses; jackets, shirts, or blouses tied at the midriff; and bare midriff outfits.
4. Clothing which is not worn appropriately, is not properly fastened, or has tears that are *indecent will not be permitted. All trousers, including oversized or low-hanging trousers, must be worn and secured at waist level.
5. Garments including, but not limited to, pajamas, boxer shorts, bloomers, and bustiers, which were traditionally designed as undergarments, sleepwear, or beachwear, may not be worn as outer garments. Other clothing not allowed are: leggings without overblouses (long shirts) that reach mid-thigh, tights, bodysuits, or hosiery, including those with lace trim, and bicycle racing attire unless they are worn underneath dresses, skirts, or shorts of appropriate length. Appropriate T-shirts may be worn as outer garments.
6. Clothing that exposes the upper thigh is not allowed. Shorts that are not shorter than mid-thigh, including walking shorts, Bermuda shorts, and split skirts (culottes), are allowed. **For Pre-K through 3**, shorter shorts may be worn since these are standard attire for these ages.
7. Clothing, jewelry, buttons, haircuts, or other items or markings which are, *suggestive, *revealing, or *indecent, associated with gangs or cults, encourage the use of drugs, alcohol, or violence, or support discrimination on the basis of age, color, disability, ethnicity, gender, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis are not allowed.

8. Head coverings including, but not limited to, caps and hats are not allowed unless they are necessary for safety in programs such as home economics, technology education, vocational education, and athletics or are worn for religious or medical reasons. Bandannas are not allowed. Hats, that do not violate #7 above, are allowed to be worn outdoors for physical education and recess as a safety precaution from sun damage.
9. Curlers and other hair grooming aids are not allowed. Personal grooming including, but not limited to, combing, brushing, and/or spraying hair, and applying cosmetics is allowed only in restrooms and/or designated areas.
10. Sunglasses may not be worn indoors unless a doctor's authorization is on file. Sunglasses are allowed to be worn outdoors for physical education and recess as a safety precaution from sun damage.
11. Any articles of clothing or jewelry that may cause injury including, but not limited to: items with spikes or sharp objects, wallet chains, and heavy link chains are not allowed.
12. Parents/guardians may request exemptions for their students from participation in the mandatory unified dress program, and shall be informed by the principal, in writing, of the following procedure in this regard:
 - a. Parents/guardians may request an application for exemption from the current school.
 - b. An application for exemption must be made annually.
 - c. The application for exemption must be completed in full and must be submitted to the school principal within the first ten (10) school days of a student's initial attendance.
 - d. The school principal (or a designated school administrator) shall communicate with the parents to discuss the unified dress policy and the nature of the request for the exemption. The purpose of this communication shall include:
 - (1) Ensuring that the parents/guardians understand the unified dress policy and its intent.
 - (2) Verifying the accuracy of the information on the application for an exemption.
 - e. The principal's response in this regard shall be transmitted to the parents/guardians in writing via the Application For Exemption form within ten (10) school days of submission.

Principal may only deny an application if the application is received on or after the 11th school day after enrollment.

13. Violators of the uniform policy (SB Policy 5309) shall be subject to the same penalties as violators of the dress code policy. For further clarification, see the District's Discipline Matrix that assigns specific consequences and is part of the attached school's discipline plan. You may view the complete uniform policy and all School Board policies on the Web at:
<http://www.broward.k12.fl.us/sbbcpolicies>.

*Indecent, suggestive, and revealing refer to exposure of private body parts and/or pictures or words with a sexual connotation.

SECTION IV - TECHNOLOGY USAGE

Computers, networks, and online communications and information systems such as the Internet and e-mail are becoming more commonplace in our classrooms and media centers every year. Digital Curriculum and Resources for students provided by SBBC are becoming commonplace via the Broward Enterprise Education Portal (BEEP) and accessible via the Internet. While these systems deliver a huge number of resources to our classrooms, their ability to serve students and teachers depends on the responsible and ethical use of every device and system.

Use of the school district’s technology and/or software for any unauthorized purpose is prohibited. This includes the unauthorized use of a computer/technology, including, but not limited to, accessing or breaking into restricted accounts or networks, creating, modifying or destroying files/records without permission, copying software, entering, distributing or printing unauthorized files/records, uploading to the Internet and/or sharing or distributing, offensive or inappropriate material, including video, and any other misuse or violation of the School Board of Broward County Technology-Acceptable Use Policy 5306, Section 6.

Rights

Students have a right to use appropriate online communications and information systems, the Internet and networks to increase their access to information and resources.

Students have a right to use appropriate online communications and information systems, the Internet and networks to obtain information, create intellectual products, collaborate and communicate for educational purposes.

Students have a right to use appropriate online communications and information systems, the Internet and networks without the fear that their products or their personal reputation will be violated, misrepresented, tampered with, destroyed, or stolen.

Responsibilities

Students have a responsibility to understand the difference between appropriate and unacceptable uses of online communications and information systems, the Internet and networks.

Students have a responsibility to use online communications and information systems, the Internet and networks in a responsible, efficient, ethical, and legal manner in accordance with their educational mission.

Students have a responsibility to recognize that the use of online communications and information systems, the Internet and networks is a privilege that can be withdrawn if they engage in unacceptable or illegal use of this resource.

Rule

Students are expected to use technology responsibly.

SB Policy 5306 defines the appropriate use of technology throughout the District. This policy describes how computers and networks must be used to support research and instructional activities in our classrooms, labs, and media centers. It also includes the use of the digital resources provided by SBBC and made available through the Broward Education Enterprise Portal (BEEP) for students. First, it promotes the use of technology as a powerful educational tool that is increasingly becoming a common part of every student’s day. Second, it provides those students who use these computers, and the networks to which they are connected, to act in accordance with prescribed rules and behavioral codes detailed in the policy. Several major provisions are noted below. The full text of SB Policy 5306 is available upon request from each school’s media center and on the School Board web site. You may view the complete technology policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

Major Policy Provisions:

- Use of computers, networks, the Internet and online communication and information systems must be related to students' educational activities
- Students must recognize that computers, networks, and equipment used to support online learning are shared devices and agree to use them in ways which will maintain their continued operability for all users
- No illegal activity may be conducted using the District's computers, networks, or online communication and information systems
- Students must not access or distribute offensive, obscene, inflammatory, or pornographic materials, or participate in "sexting" (see p. 21 for the definition)
- Students shall not intentionally spread, or attempt to spread computer viruses, vandalize data, infiltrate systems, or degrade/disrupt computer and/or network performance
- All users of computers, networks, and online communications and information systems shall adhere to laws regarding copyright

FCAT Administration Policy

- It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education for mandatory tests, such as FCAT, and knowingly and willfully fail to follow test administration directions specified in the test administration manuals (F.S. 1008.24)
- The FCAT Administration Manual states:
"During FCAT testing, possession of any electronic device that reproduces, transmits, calculates, or records is cause for invalidation. "Possession" is defined as "within arm's reach," even if the electronic device is not visible. For example, students [shall] not have cellular phones in their pockets, clipped to their belts, at their desks, or anywhere they can be easily accessed during testing."
- Schools will direct students on the appropriate storage of electronic devices during testing
- It is strongly advised that you do not bring a cell phone or any other prohibited electronic device to any testing environment including but not limited to: Advanced Placement exams, PSAT or International Baccalaureate. If your electronic device makes any noise, or you are seen using it at any time – including breaks – you may be dismissed immediately, your scores may be canceled, and the device may be confiscated

Illegally using school district technology and/or software to alter information is a felony. Misusing school district technology and/or software to transmit insulting, profane, racially or sexually offensive written language, or to make obscene remarks or gestures is unacceptable behavior that will lead to disciplinary action. Using technology including, but not limited to, computers, networks, online telecommunication systems, cellular telephones, and camera telephones to bully, extort, or libel another student or staff member is a violation of the Code of Student Conduct and will result in disciplinary action.

SECTION V - STUDENT ACTIVITIES AND ASSEMBLY

School activities give students a chance to interact in positive ways. They can learn from each other how to work together harmoniously for common goals.

Rights

Students have a right to take part in extracurricular activities, assemblies, and school-approved organizations without discrimination on the basis of age, color, disability, ethnicity, gender, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis.

Students have a right to take part in electing officers for student government.

Students have a right to consult with faculty advisors of school-approved clubs and groups.

Students have a right to seek office in student government and/or school-approved clubs and groups without discrimination on the basis of age, color, disability, ethnicity, gender, linguistic differences, marital status, national origin, race, religion, socioeconomic background, sexual orientation, physical appearance, or on any other basis.

Students have a right to attend educational field trips or educational school-sponsored activities. However, non-educational field trips are a privilege. Students on field trips will have the same rights, as it pertains to make-up work, as students with excused absences.

Rule

Many students take part in school-related activities that are extracurricular (take place outside of school hours), social, and interscholastic (engage in competition with other schools). Students must attend half of the classes on the day of an activity in which they want to take part unless they have been excused or exempted from class by the school administration in advance. Students are expected to have prior approval from the school administration for many activities related to school-approved and school-sponsored clubs and groups. They need approval to:

- Present a program or an assembly
- Collect funds. Items cannot be sold for personal gain such as food, jewelry, T-shirts, etc.
- Have a fundraising project on or off school grounds. Fundraising drives among students initiated by outside organizations such as the Salvation Army, United Way, Girl Scouts, etc., are not permitted in the schools
- Hold a demonstration

Responsibilities

Students have a responsibility to keep their extracurricular activities from interfering with their academic work and to know and follow the rules for the activities they choose.

Students have a responsibility to ensure that their actions as members of school clubs and groups meet the standards that have been set by the school administration.

Students have a responsibility to educate themselves as to the qualities needed for leadership and choose officers who have those qualities.

Students who hold office have a responsibility to learn how to do their jobs, support the goals of the group that elected them, and to treat other members of the group fairly.

Students who participate in field trips, social and/or extra curricular activities that are school-approved and/or sponsored by school clubs or groups, have a responsibility to follow the rules set forth in the Code of Student Conduct, and where applicable, by the conferences, conventions or contests they may attend. (See SB Policy 6303.) You may view the complete field trip policy and all School Board policies on the Web: <http://www.broward.k12.fl.us/sbbcpolicies>.

FIELD TRIPS

Under special conditions, students may be denied participation in educational or non-educational field trips and educational school-sponsored activities (See SB Policy 6303).

INTERSCHOLASTIC EXTRA CURRICULAR ACTIVITIES

RULE - Students must maintain satisfactory conduct in school and in the community to participate in interscholastic, extra curricular activities (See SB Policy 6201). This policy outlines the requirements to participate in these activities. You may view the complete student eligibility policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

MIDDLE SCHOOL ELIGIBILITY (Based on each 9-week marking period)

To participate in interscholastic extracurricular athletics, middle school students must meet the following requirements:

1. Students must have been regularly promoted and must maintain a quarterly grade point average of 2.0 or above on a 4.0 scale. Middle school students must pass 5 of 6, or 4 of 5 classes, depending on the schedule.
2. Middle school students may receive no more than one unsatisfactory "U" in conduct.
3. Failure to meet requirements makes the student/athlete ineligible for contests for the entire next nine weeks. This will take effect as of report card issue date.
4. Requirements are subject to the principal's appeal based on extreme circumstances. A copy of the principal's appeal must be filed with the County Athletic Department.

HIGH SCHOOL ELIGIBILITY (Based on an 18-week semester regardless of class scheduling format, i.e., block and rotator)

To participate in interscholastic extracurricular athletics, high school students must meet the following requirements:

1. Students shall be progressing satisfactorily toward graduation as provided for in the District's approved pupil progression plan.
2. Students must have been regularly promoted from the 8th grade and must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale or its equivalent in the courses required for high school graduation. The cumulative grade point average and courses for graduation include all attempted credits in high school.
3. Student participation will be disallowed if the student is convicted of, or found to have committed, a felony or a delinquent act that would have been a felony if committed by an adult, regardless of whether adjudication is withheld.
4. Since representing a school either as an elected school officer or in extracurricular activities is both an honor and a privilege, only students meeting requirements established by their club, school, instructional services, and/or the Board shall be eligible to serve as representatives of their school.

SECTION VI – STUDENT FREE SPEECH AND DISTRIBUTION OF MATERIALS

The Constitution of the United States guarantees to its citizens the right to express ideas freely. A basic education should prepare students to do that in responsible ways.

Rights

Students have a right to hear all sides of subjects about which people disagree.

Students have a right to give their opinions and points of view.

Students have a right to be free of censorship within a framework of mutual respect.

Students have a right to expect that materials listed under Section 1 below will not be allowed in the schools.

Responsibilities

Students have a responsibility to be informed about all sides of controversial issues.

Students have a responsibility to listen politely to the viewpoints of others.

Students have a responsibility to use good judgment in developing student publications.

Students have a responsibility to use good judgment in selecting sources of information.

1. No printed or written materials or electronic or electro-magnetic media (hereafter “material”) may be distributed in the schools or on school grounds unless the principal or his/her designee has granted permission. A principal or designee may deny permission to distribute if the material can reasonably be interpreted as:
 - a. Obscene or pornographic;
 - b. Libelous or slanderous;
 - c. Likely to create a substantial disruption of, or material interference with, normal school activity or appropriate discipline in the operation of the school. Material will not be deemed to fall within this subsection only because students, faculty or staff may disagree with or find the contents of the material offensive;
 - d. Profane, vulgar, or lewd language;
 - e. Selling a commercial product or attempting to make a commercial profit from the sale of products. (For rules governing student/school fundraisers, refer to Section V. Student Activities and Assembly, pp. 29-30).
2. If material is denied distribution, the principal or designee must state to the student the specific reasons why such material was denied distribution.
3. If the material is denied distribution under Subsection (1)(c) as likely to cause a substantial disruption or material interference, the principal or designee must state to the student the specific reasons why a disruption is likely to occur as a result of the distribution and why such disruption would be substantial.
4. Notices of student non-curricular group meetings posted on general purpose student bulletin boards do not represent the viewpoint of the School Board and/or the administration. The Board is only offering physical space to such groups and does not promote, endorse, or otherwise sponsor such materials. Students are encouraged to be sensitive to other viewpoints and beliefs when posting such notices.
5. Students may not hand out petitions or surveys during class time unless curriculum-based.

6. A principal or designee must either approve or reject a request from a student to distribute materials within 24 hours of the request by the student. Any request to distribute materials not acted upon within 24 hours by the principal or designee is deemed approved.
 - a. For approved materials, the principal or designee may assign reasonable restrictions with regard to time, place, and manner of distribution.
 - b. For approved materials, the publication shall contain this phrase: "THE OPINIONS AND/OR ACTIVITIES ARE NOT ENDORSED OR SPONSORED BY THE SCHOOL BOARD."
7. Any student aggrieved by a decision made under this section has the right to appeal such decision as specified in Section X of this policy on p. 50.

SECTION VII – SCHOOL SPONSORED PUBLICATIONS

School sponsored publications are important components of school-based instructional programs. All school publications shall be consistent with the educational curriculum and the cultural values of the school community and appropriate for the school setting. In this regard, considerable latitude shall be provided to individual school leadership to plan and develop school publications.

The contents of all school publications must meet the district's journalism standards, which prohibit obscenity, profanity, libelous or slanderous material, vulgar or lewd language, or material that may cause substantial disruption of normal school activities. All school sponsored publications must include the following statement: The opinions expressed in this publication are not necessarily those of [insert name of school] or Broward County Public Schools.

Approval for publication shall be based on:

1. Consistency with the educational curriculum of the School Board;
2. Reasonable school community standards and cultural values; and
3. The overall purpose of the publication in relation to the academic curriculum and school setting.

The principal or designee(s) shall retain final authority to approve the design and content of all school publications prior to publication or posting. Any advertisements in school-sponsored publications must adhere to School Board Policy 6300-Advertising. Publications include, but are not limited to, items such as school newspapers, yearbooks, student newspapers, and publications put out by the PTA, Booster Clubs, and the like.



SECTION VIII - PRIVACY OF STUDENT RECORDS

Rights

Students have the right to expect that schools will keep student records safe, secure, and private. Students who are eighteen (18) years or older have the right to see their own school records.

Students have a right to expect that others will respect personal belongings.

Responsibilities

Students have a responsibility to learn how the information in their school records is gathered, how it is used, and what it means.

Collection, Use and Disclosure of Social Security Numbers of Students:

Social Security numbers of students are requested as required by F.S. § 1008.386 for reporting to DOE, for the student’s permanent record, for assessment matching, for processing of student scholarships as necessary [42 U.S.C. § 1758, 7 C.F.R. 245.6 (a) et seq.]; and as otherwise authorized in writing by the parent or adult student. Students are not required to provide their social security number as a condition of enrollment or graduation. Social security numbers are kept confidential and are exempt from public inspection in accordance with Florida Statutes.

Rule

Students have the right to personal privacy and have the responsibility of respecting the rights of others.

1. Information about another person must be treated with respect and privacy.
2. Student aides may not be in areas where they would be able to read student records and files that are private.

Family Educational Rights and Privacy Act (FERPA) Notice

The Family Educational Rights and Privacy Act is a federal law that protects the accuracy and privacy of students’ educational records.

The Family Educational Rights and Privacy Act (FERPA), F.S. 1002.22, and SB Policy 5100.1 afford parents, guardians or eligible students (students over 18 years of age or attending a postsecondary institution) certain rights with respect to the student’s education records. These rights are:

- (1) *The right to inspect and review a student’s education records within 30 days of the day the District receives a request for access.* Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements

for access and notify the parent or eligible student of the time and place where the records may be inspected. When the educational records contain information about more than one student, parents may review the information related only to his or her child.

- (2) *The right to request the amendment of a student’s education records.* Parents or eligible students may ask the Broward County School District to amend a record that they believe is inaccurate, misleading, or in violation of the student’s privacy rights. They should write the school principal, clearly identify the part of the record they want changed, and specify the reasons for the request.

If the District decides not to amend the record as requested, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing within 45 calendar days regarding the request for amendment. Additional information regarding the hearing procedures will be provided when the parent or eligible student is notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without consent in many situations, including, to a school official¹ with a legitimate educational interest², pursuant to a court order or a subpoena, and if disclosure is made in response to a court order or subpoena, you will be notified, except where the law prohibits said notification. In addition, FERPA permits several other types of nonconsensual disclosures, including to appropriate parties in connection with an emergency if necessary to protect the health or safety of the student or other individuals, and governmental agencies.

"Directory Information" is personally identifiable information that would not generally be considered harmful or an invasion of privacy if disclosed. The School Board of Broward County designates the following as "directory information": student's name, residential address, telephone number, date and place of birth, major field of study, participation in school-sponsored activities and sports, height and weight of athletic team members, dates of school attendance, degrees and awards received, and the name of the most recent previous school or program attended. The School Board reserves the right to release Directory Information to (a) colleges, universities or other educational institutions in which the student is enrolled, may seek enrollment or may be recruited, or (b) for

school publications and other school communication tools (including, but not limited to, yearbooks, athletic programs, graduation programs, and theatrical programs).

Parents/guardians of students in any grade level (or students age 18 or students attending postsecondary institutions) may opt out of (refuse to permit) the release of any or all of the above Directory Information. On the FERPA Opt Out Form provided in this Code of Student Conduct, parents/guardians or eligible student must indicate the types of Directory Information they do not want disclosed. The FERPA Opt Out Form must be submitted to the school principal annually.

The School Board of Broward County may also release student name, address, and telephone number of 11th and 12th grade students to the armed services, military recruiters, and/or postsecondary institutions. Parents/guardians of students or eligible students in 11th and 12th grade may opt out of having Directory Information provided to the armed services, military recruiters, and/or postsecondary institutions. On the No Child Left Behind (NCLB) Opt Out Form provided in this Code of Student Conduct, parents/guardians must indicate the categories they wish not be disclosed. The NCLB Opt Out Form must be submitted to the school principal annually.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is **Family Policy Compliance Office • U. S. Department of Education • 400 Maryland Avenue, S.W. • Washington, DC 20202-4605.**

If you wish to discuss and try to resolve any FERPA concerns before contacting the Family Policy Compliance Office, you may contact the SBBC Privacy Officer at 754-321-1914.

1 School official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health and medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special function that would normally be performed by SBBC personnel (such as an attorney, auditor, medical consultant or therapist); a clerical or paraprofessional staff member assisting another school official in performing his or her professional duties.

2 Legitimate educational interest exists when a school official needs to review an educational record in order to fulfill his or her professional responsibility.

For additional information refer to SB Policy 5100.1. This policy outlines the privacy rights of parents and students with respect to students' educational records. You may view the complete student records policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

THE SCHOOL BOARD OF
BROWARD COUNTY'S
NOTICE OF PRIVACY
PRACTICES RELATED
TO STUDENTS & FAMILY
MEDICAL/MENTAL
HEALTH RECORDS
PROTECTED BY HIPAA

This notice describes
how protected health
information about you and/
or your child may be used
and disclosed and how
you can get access to this
information.

HIPAA NOTICE

Effective Date of Notice: 3/20/12

The School Board of Broward County (SBBC) Duties Under HIPAA

All medical and health records are protected by Florida Statute, FERPA or HIPAA depending on who the health care provider is who created the records and the age of the student. Medical records of a student received from health care providers who are not acting on behalf of the School District are protected by the HIPAA. This HIPAA notice pertains only to the information that is protected by HIPAA.

HIPAA, a Federal law, requires entities covered by this law, including school districts in some limited situations, to maintain the privacy of all mental and physical health records. These records are referred to as “protected health information” (PHI).

HOW THE SCHOOL DISTRICT USES AND SHARES YOUR AND YOUR CHILD’S PROTECTED HEALTH INFORMATION

PHI includes demographic and medical information about the past, present, or future physical or mental health of an individual. Demographic information may include your and your child’s name, address, telephone number, social security number, and any other means of identifying you and/or your child as a specific person.

PHI is information the school district has received from outside health care providers, such as a report from your child’s doctor.

Your or your child’s PHI may be used or shared by the school district for purposes of medical and/or mental health treatment and/or payment for services. Health care professionals may use this information in the clinics, schools, and/or hospitals to take care of you or your child.

It is important for you to be aware that this law allows the school district to share your and your child’s PHI without your consent under the following circumstances:

- With another health care provider for purposes of your or your child’s treatment;
- With insurance companies, Medicaid, or local, state, or federal agencies to pay for the services provided to you or your child;
- Reporting abuse of children, adults, or disabled persons;
- Investigations related to a missing child;
- Internal investigations and audits by the school district or any grant funding body;
- Investigations and audits by the State’s Inspector General, Department of Education, and Auditor General;
- Public health purposes including vital statistics, disease reporting, and regulation of health professionals;
- Medical examiner investigations;
- Research approved by the school district;
- Court orders and/or subpoenas; and,
- Judicial and administrative proceedings.

HIPAA NOTICE

The school district may share your and/or your child's PHI at other times with your written authorization. This authorization will have an expiration date; additionally, you may revoke the authorization in writing at any time. Certain uses and sharing of psychotherapy (counseling) notes may also require your written authorization, except when required by a subpoena or court order.

INDIVIDUAL RIGHTS

- **You have the right to request the school district to restrict the use and with whom you and/or your child's PHI may be shared.** The school district will consider any of your requests, but is not required to agree to them.
- You have the right to request confidential communications. The school district may mail or call you with appointment reminders or regarding your responsibility to pay for services. We will make contact with you in the manner and at the address or telephone number you select. You may provide an address other than your residence where you can receive mail and where you may be contacted. You will be asked to put your contact information in writing.
- You have the right to review and receive a copy of your PHI. Your review of the PHI will be supervised and will be at a time and place that is convenient to you and a representative of the school district. You may be denied access as specified by law. This might occur if your child consented to care and the parent's consent was not required by law or if your child is receiving care at the direction of a court or a person appointed by the court. If access is denied, you have the right to request a review by a licensed health care professional who is not involved in the decision to deny access. The licensed health care professional will be designated by the school district.
- You have the right to correct your PHI. Your request to correct your or your child's PHI must be in writing and provide a reason to support your requested correction. If your correction is accepted, the school district will make the correction and tell you and others who need to know about the correction. The school district may deny your request, in whole or part, if it finds the PHI:
 - Was not created by school district;
 - Does not qualify as PHI;
 - Is by law not available for your review; or,
 - Is accurate and complete.

If your request is denied, the school district will place your request for corrections with your PHI. You may also send a letter detailing the reason you disagree with the decision. The school district will respond to your letter in writing. You may also file a complaint, as described in the section entitled Complaints.

HIPAA NOTICE

You have the right to receive a list of the individuals and/or agencies with which the school district has shared your PHI within six years from the date of the request, except for those listed below:

- Information shared with you;
- Information shared with individuals involved with your care;
- Information you authorized to be shared;
- Information shared to carry out treatment and/or payment;
- Information shared for public health purposes;
- Information shared for the purposes of research, other than those you authorized in writing;
- Information shared for health professional regulatory purposes;
- Information shared to report abuse of children, adults, or disabled persons;
- Information shared in response to court orders and/or subpoenas; and
- Information shared prior to April 14, 2003.

This notice tells you how your and your child's PHI may be used and how the school district keeps this information private and confidential. The school district has always kept this information confidential; this notice simply explains the school district's legal responsibilities, with regard to PHI.

The law requires the school district to give this Notice of Privacy Practices to you. The school district is required to do what this notice says it will do. If the school district changes how it handles your or your child's PHI records, you will be informed. The most current notice will be posted on the SBBC website, www.browardschools.com.

FOR FURTHER INFORMATION

Requests for further information about the matters covered in this notice may be directed to the SBBC Privacy Officer, Risk Management Department, who can be reached at 754-321-1914.

COMPLAINTS

If you believe your HIPAA privacy rights have been violated, you may file a complaint with the SBBC Privacy Officer at 600 S.E. 3rd Avenue, 11th Floor, Fort Lauderdale, FL 33301/Telephone (754) 321-1914 and/or Region IV, Office for Civil Rights, U.S. Department of Health and Human Services, Atlanta Federal Center, Suite 3B70 61 Forsyth Street, SW, Atlanta, GA 30303-8909/ HIPAA Privacy Hotline (404) 562-7886; Fax: (404) 562-7881; TDD: (404) 331-2867. Please be advised the SBBC will not retaliate against you or your child for filing a complaint.

When students do not follow the rules and expectations outlined in this Code of Student Conduct policy, one or more of the following actions may be taken until the problem is resolved.

SECTION IX – INTERVENTION and/or CONSEQUENCES

Possible Interventions and/or Consequences of Misbehavior

The district will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior. The vast majority of disciplinary issues should be addressed at the classroom level by teachers. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. Any disciplinary or prosecutorial action taken against a student who violates this policy must be based on particular circumstances of the student's misconduct.

It will not be necessary to use each consequence or to use consequences in the order listed below. However, as provided in the Discipline Matrix, certain rule violations do require specific consequences. The District's Discipline Matrix is attached and also available on the District's website at www.browardschools.com/schools/discipline_matrix.htm.

- Guidance Counselor intervention
- Social Worker intervention
- Family Counselor intervention
- Timeout for students
- Teacher/student conference, including record review
- Disciplinary action initiated by teacher
- Restitution, work detail, etc.
- Before or after school detention (parent responsible for transportation).
- Saturday School (parent responsible for transportation)
- Referral to administrator
- School/parent contact
- School/parent conference
- Conflict mediation
- Alternative probationary contract
- Confiscation
- Principal involvement
- Guidance/administration referral to school Social Worker
- Removal from class by teacher
- Suspension from the bus. Students must attend school and the parent(s) must provide transportation
- For Secondary Only, warning, notification, or towing for motor vehicle violations:
 - a. First offense: Warning
 - b. Second offense: Parent notification
 - c. Third offense: Tow vehicle
- Administrative referral to student services, outside agencies, counseling programs, alternative education programs, and/or placement in other special programs, such as a state-licensed drug rehabilitation program

SECTION IX – INTERVENTION and/or CONSEQUENCES

- Out-of-school suspension from classes and all school activities in accordance with SB Policy 5006. This policy outlines the violations and the procedures for out-of-school suspension and expulsion. You may view the complete suspension/expulsion policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>
- Recommendation for expulsion in accordance with SB Policy 5006
- Referral to Special Investigative Unit/police
- Full restitution by parent(s) for damage done by student in accordance with SB Policy 2303. This policy presents the School Board's position on financial responsibility for children's acts. You may view this complete policy and all School board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>

Notice of a suspension shall be sent within twenty-four (24) hours by certified mail or hand-delivered to the parent/guardian or to the student, if the student is age 18 or older or has been emancipated per Florida Statute, Section 743.015 or whose parent is unknown as per Policy 5.5: Attendance.

**For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.*

Consequences of Serious Misbehavior Leading to Suspension and/or Expulsion (Sections II-V of SB Policy 5006: Discipline Policy: Suspensions and/or Expulsion)

The Code also includes provisions for action that MUST be taken if there are serious problems involving weapons, drugs (including alcohol), mood-altering substances, steroids, and criminal acts. Specific action, outlined in SB Policy 5006, will be taken as a result of these violations. However, if the principal determines that the student uses an instrument or object in self-defense, the student will not be suspended or expelled. Self-defense is an attempt to "ward off" an attack or stop the process of confrontation. It is not self-defense when an object is used in retaliation or when the student uses an object to become an aggressor. SB Policy 5006 outlines all the violations that result in out-of-school suspension and expulsion and/or the consequences. You may view the complete suspension/expulsion policy and all School Board policies on the Web at <http://www.broward.k12.fl.us/sbbcpolicies>.

All violations under SB Policy 5006 will involve the following steps:

- Principal involvement
- Immediate parent contact
- Suspension from school grounds, all classes, and all school activities
- Referral to Special Investigative Unit and police, as specified in Policy 5006, Section VI

OUT-OF-SCHOOL SUSPENSION

When, by the school's administration, a student is removed from school and school-related activities on or off school grounds.

EXPULSION

When, by action of the School Board, a student is removed from school and school-related activities on or off school grounds.

Medications: Use, Possession, Sale, and/or Transmittal Leading to Suspension and Possible Expulsion

School Board Policy 6305 (Administration of Medications/Treatments), provides the guidelines for the administration of medication and/or treatment for students receiving prescription and over-the-counter (OTC) medication.

A new Authorization for Medication/Treatment Form must be completed and signed by the healthcare provider and parent for any new medication(s), changes in dosage, or changes in current medication(s).

As per Policy 6305, students with special health conditions, e.g., asthma, diabetes and hypersensitivity, regardless of grade, may carry medication on self, only if approved by their physician and noted on the Medication/Treatment Authorization form.

All other medications, including over-the-counter, must be transported by the parents/guardians. Therefore students are prohibited from possessing any medication while on school grounds except as indicated above.

Students found to be in violation of School Board Policy 6305 shall be subject to the disciplinary action identified below.

Use and/or possession of unauthorized over-the-counter medications and sale or attempted sale and/or transmittal of authorized or unauthorized over-the-counter medications is prohibited.

First Offense Procedures:

The first time occurrence for the use and/or possession of over-the-counter medications and sale or attempted sale and/or transmittal of authorized or unauthorized over-the-counter medications shall be counted at any time while the student is enrolled in a Broward County Public School. (1) If the student has been suspended or expelled for a prior drug offense by any in-state or out-of-state public, private, charter, or research school, then the disposition of this offense shall constitute a second offense and the procedures for second offenses shall apply. (2) Upon committing the first offense, a student may be referred to the area substance abuse case manager who shall refer the student to an appropriate counseling program.

Second Offense Procedures:

(1) The student shall be suspended from the regular school program for one to two (1-2) days. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action. (2) The student may be referred to the area substance abuse counselor.

Third and Subsequent Offense Procedures:

(1) The student shall be suspended for a ten (10) day out-of-school suspension. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action. (2) The student shall be referred to the area substance abuse counselor. (3) The incident shall be considered a FIRST OFFENSE under Section III (A or C) of SB Policy 5006.

Drug and Substance Abuse Offenses Leading to Suspension and Possible Expulsion

Each principal shall post, in a place readily seen by students, a notice stating that a student's locker or other storage area may be subject to search based upon reasonable suspicion of possession of prohibited, unauthorized or illegal materials, or substances and may also result in a search of person, possessions, locker and/or vehicle. School personnel shall report to the principal/designee the suspected unlawful use, possession, sale or attempted sale by a student of any drugs, over-the-counter or prescription substances except those authorized under Policy 6305 (Administration of Medication/Treatments), alcoholic beverage or inhalant, and shall be exempt from the civil liability when making such reports.

However, any personal property brought on school grounds may be inspected by drug-sniffing dogs for alcohol, drugs, or other prohibited substances. Personal property that may be inspected includes, but is not limited to, cars parked on school grounds, desks, backpacks, lockers, book bags, and gym bags. Reasonable suspicion of improper conduct is not required to use drug-sniffing dogs to inspect personal property. Drug-sniffing dogs will not be used to inspect students for alcohol, drugs, or other prohibited substances.

The following section addresses: (A) USE, POSSESSION, OR BEING UNDER THE INFLUENCE OF MOOD-ALTERING SUBSTANCES, (B) POSSESSION OF UNAUTHORIZED OR MOOD-ALTERING SUBSTANCES IS PROHIBITED AND (C) SALE, ATTEMPTED SALE, OR TRANSMITTAL.

(A) USE, POSSESSION, OR BEING UNDER THE INFLUENCE OF MOOD-ALTERING SUBSTANCES

Use, possession, or being under the influence of mood-altering substances, including alcohol and alcoholic beverages, is prohibited.

First Offense Procedures: (1) The first-time occurrence for the use, possession, or being under the influence of mood-altering substances, including alcohol and alcoholic beverages, shall be counted at any time during which the student is enrolled in a Broward County Public School. If the student has been suspended or expelled for a prior drug offense by any in-state or out-of-state public, private, charter, or research school, then the disposition of this offense shall constitute a second offense, and the procedures for second offenses shall apply. (2) The student shall be suspended from the regular school program for ten (10) days and referred to the area substance abuse case manager who shall refer the student to an appropriate counseling program. Up to seven (7) days of the suspension may be waived if the student attends and completes a counseling program authorized by the principal/designee in conjunction with the area substance abuse case manager. If the student does not complete the recommended counseling program, the remaining days of the full ten (10) days suspension shall be imposed. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action.

Second Offense Procedures: (1) The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. In the case of a student with a disability, expulsion would constitute a change in placement and would require action by the IEP/504 Team. (2) The student shall be placed in an expulsion abeyance program, and the expulsion shall be held in abeyance if the student completes a state certified drug/alcohol rehabilitation program or a treatment program with a certified addiction professional. (3) If the student fails to complete the state certified drug/alcohol rehabilitation program, the full term of the expulsion shall be implemented. (4) The student may return to the regular school program upon successful completion of the prescribed rehabilitation program. The area substance abuse case manager shall monitor/verify that the student has completed the program.

Third and Subsequent Offense(s) Procedures: (1) The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. In the case of a student with a disability, expulsion would constitute a change in placement and would require action by the IEP/504 Team. (2) The student shall be placed in an Expulsion Abeyance Program for a period of one calendar year, with no Workback allowed, commencing with the date of the offense and shall complete a state certified drug/alcohol rehabilitation program. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action.

(B) POSSESSION OF UNAUTHORIZED OR MOOD ALTERING SUBSTANCES IS PROHIBITED

First Offense Procedures: (1) The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. (2) The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year commencing with the date of the offense. Workback is allowed. In the case of a student with a disability, expulsion would constitute a change in placement and would require action by the IEP/504 Team.

Second and Subsequent Offense Procedures: (1) The student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. In the case of a student with a disability, expulsion would constitute a change in placement and would require action by the IEP/504 team. (2) The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year commencing with the date of the offense, with no Workback allowed. In the case of a student with a disability, the IEP/504 team should convene as soon as possible to address the student's program and to determine appropriate action. (3) The student must complete a state certified drug rehabilitation program.

(C) SALE, ATTEMPTED SALE, OR TRANSMITTAL of drugs or mood-altering substances, unauthorized substances, or other substances held out or represented to be drugs or mood-altering substances, including alcohol or alcoholic beverages is prohibited.

Procedures for Sale, Attempted Sale, or Transmittal: (1) Student shall be suspended from the regular school program for ten (10) days and expulsion shall be mandatory. In the case of a student with a disability, expulsion would constitute a change in placement and would require action by the IEP/504 Team. (2) The student shall be placed in the Expulsion Abeyance Program for a period of one (1) calendar year, commencing with the date of the offense, with no Workback allowed. In the case of a student with a disability, the IEP/504 Team should convene as soon as possible to address the student's program and to determine appropriate action.

**Other Offenses (Non-Drug and Non-Substance Abuse Offenses) Leading to Suspension
and Possible Expulsion**

Students shall be suspended and may be recommended for expulsion when they:

- Repeatedly commit a serious breach of conduct including, but not limited to, willful disobedience and/or open defiance of authority or violations of Policy 5.9: Anti-Bullying.
- Commit assault
- Commit battery
- Commit or threaten to commit damage to property
- Commit any act on campus or off campus that substantially disrupts the orderly conduct of the classroom or school activities
- Commit grand theft
- Possess and/or display or transmit a Class B weapon
- Possess, display, transmit, or handle laser pens/pointers and other laser devices in a manner that could potentially harm or injure another individual
- Make an internet/electronic transmission of a threat to do harm to person(s) on school grounds, or to school property that results in a substantial disruption (see Definitions – Section IX) to the school climate
- Conduct, recruit, or participate on campus in a formal or informal manner in order to foster youth gang activity. This activity may include an association or group of three (3) or more persons who are gang-related individually or collectively who engage in a pattern of youth or street gang activity and have a common name or common identifying clothing, jewelry, buttons, colors, signs, symbols, or markings with the intent to threaten and/or present a danger to public order and safety
- Transmit or distribute any video voyeurism or sexting information or images as defined in Section II of this policy
- Commit other criminal actions on School Board property, or during school events or activities not already set forth in Policy 5006, including, but not limited to, when the student is found by a court to have committed a delinquent act which would be a felony, if committed by an adult; the student has had adjudication withheld for a delinquent act which, if committed by an adult, would be a felony; or the student has been found guilty of a felony
- Use the school district's technology and/or software for any unauthorized purpose. This includes the unauthorized use of a computer/technology, including, but not limited to, accessing or breaking into restricted accounts or networks, creating, modifying or destroying files/records without permission, copying software, entering, distributing or printing unauthorized files/records, uploading to the Internet and/or sharing or distributing, offensive or inappropriate material, including video, and any other misuse or violation of the School Board of Broward County Technology-Acceptable Use Policy 5306, Section 6

Mandatory Expulsion

Students shall not be subject to mandatory suspension and expulsion proceedings when the principal determines that an instrument or object was used solely for the purpose of defense against an aggressor. A student shall not be subject to mandatory expulsion proceedings if it is determined that the student immediately* returned a firearm to the person who gave it to

her or him, or if the student took a firearm to a staff member or was in the process of taking it to a staff member. (*The term “immediately” means without delay.)

Offenses Leading to Mandatory Expulsion

Students found to have committed one of the following offenses will be expelled, with or without continuing educational services, from the student’s regular school for a period not less than 1 full year, and will be referred to the criminal justice or juvenile justice system:

- (1) Bringing a firearm or weapon, as defined in Chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing, displaying, using, selling or transmitting a firearm at school.
- (2) Making a threat or false report, as defined by F.S. 790.162 and 790.163, respectively, involving school or school personnel’s property, school transportation, or a school-sponsored activity, including:
 - a. Threatening to throw, project, place, or discharge a destructive device with intent to do bodily harm to any person or with intent to damage any property of any person.
 - b. Making a false report, with intent to deceive, mislead, or otherwise misinform a person concerning the placing or planting of any bomb, dynamite, or other deadly explosive, or weapon of mass destruction.

In addition, students found to have committed the following offenses on school property, school-sponsored transportation, or during a school-sponsored activity shall receive the most severe consequences provided in this policy which shall be mandatory suspension and expulsion, referral to appropriate counseling services, and may be referred to the local law enforcement agency for criminal prosecution. (See section on Workback, pg 46. This provision is not available for some of the following offenses.) These acts pose a serious threat to school safety and include:

- Serious assault
- Arson or attempted arson
- Sexual battery (rape) or attempted sexual battery (rape)
- Possessing, displaying, using, selling or transmitting of a Class A weapon
- Homicide
- Kidnapping or abduction
- Bringing, possessing using, or selling of any explosive propellant or destructive device
- Robbery or attempted robbery
- Armed robbery or attempted armed robbery
- Serious battery
- *Battery on School Board of Broward County employee, sports official, or other specified officials as listed in F.S. 784.081
- *Battery on a law enforcement officer, firefighter, emergency medical care provider, and others as listed in F.S. 784.07 (g)
- *Found, by a court, to have committed an assault on specified officials, or School Board employees or sports official. (F.S. 784.081)
- *Found, by a court, to have committed an assault on a law enforcement officer, firefighter, emergency medical care provider, etc., (F.S. 784.07)
- Extortion

SECTION IX – INTERVENTION and/or CONSEQUENCES

- Threatening to throw, project, place, or discharge a destructive device that may cause bodily harm to any person or damage any property of any person
- Making a false report concerning the placing or planting of any bomb, dynamite, or other deadly explosive

*When charged with these acts, the student shall be immediately removed from the classroom and placed in an alternative school setting pending disposition.

AT NO TIME is it appropriate for any student to possess or bring a weapon of any kind onto a school campus. Federal and state laws require local school districts to notify parents, through the Code of Student Conduct, that any student who is determined to have brought a firearm, projectile device, electric weapon or device, or flare gun to school, to any school function, or on any school-sponsored transportation will be recommended for expulsion, with or without continuing educational services, from the student's regular school for a period of not less than one full year and referred for criminal prosecution.

Possession of a firearm, projectile device, electric weapon or device, or flare gun shall be defined as knowingly, intentionally, deliberately, or inadvertently (without meaning to do it) bringing a firearm on school property, school-sponsored transportation, or to a school-sponsored activity.

**Elementary students, Grades K-5, (at the time of infraction) in possession of a projectile device on campus or any school sponsored event, will be eligible for Workback.*

Expulsion / Expulsion Abeyance

1. The expulsion shall commence with the date of the School Board's final order or, in the case of a student with a disability, the date established by the IEP/504 Team. However, the term of exclusion from the regular school shall not exceed one calendar year from the date of the offense. If the expulsion shall be held in abeyance, the student shall be given the opportunity to participate in an established Expulsion Abeyance Program. In the case of a student with a disability, movement to such a program would constitute a change in placement and would require action by the IEP/504 Team.
2. If a student enrolls in an Expulsion Abeyance Program or in a program designated by the Superintendent and successfully completes the program, the expulsion shall be expunged from the student's official transcript. The area student services substance abuse/expulsion case manager will facilitate the student's re-entry into the regular school program, except where indicated otherwise in this policy. In the case of a student with a disability, return to a school placement would require action by the IEP/504 Team.
3. Refusal or failure to meet conditions specified in the Expulsion Abeyance Agreement may result in the removal of the abeyance option, and the student may be expelled from all programs and schools in the Broward County Schools until the duration of the original expulsion has lapsed. In the case of a student with a disability, expulsion would constitute a change in placement and would require action by the IEP/504 Team.

**SECTION IX – INTERVENTION
and/or CONSEQUENCES**

4. The appropriate expulsion code shall be entered into the student's permanent record. This record shall be forwarded to any school requesting that record for the purpose of student admission.
5. The area student services case manager shall monitor/verify that the student has completed the program.
6. All steps necessary to protect the victim, of any acts set forth in this policy, from further victimization will be taken. With infractions that require mandatory expulsion (See Section V) or involve serious repeated acts of bullying, such actions may include assignment of the student (perpetrator) to a different school from that where the offense occurred. Only the Superintendent/designee may assign a student to another school after completion of the mandatory requirements for expulsion abeyance or after compliance with the bullying complaint procedures. Should the district make such a reassignment, transportation will be provided by the District. All "no contact orders" entered by a court shall be enforced. Transportation is not provided by the district when there is a court order for no contact requiring reassignment of the student to another school, unless there is transportation available at no additional cost to the District.

Workback

The Workback Program is designed to allow a student who has been recommended for expulsion to reduce the one-year period of expulsion by no more than ninety (90) school attendance days, except where otherwise indicated in this policy. Workback requirements are reviewed with the student by the area case manager and include specific responsibilities the student must comply with to be considered for Workback. However, students are not eligible for the Workback Program if they commit any of the following offenses:

- Arson or attempted arson
- Sexual battery (rape) or attempted sexual battery (rape)
- Possession, use, sale, or transmittal of a firearm, projectile device*, electric weapon or device, or flare gun
- Homicide
- Kidnapping or abduction
- Armed robbery or attempted armed robbery
- Second and subsequent offenses for possession or use of an unauthorized substance
- Third and subsequent offenses for use, or being under the influence of mood-altering substances including alcohol and alcoholic beverages
- Sale or transmittal of mood altering substances including alcohol and alcoholic beverages
- Sale or transmittal of unauthorized substances or the sale or transmittal of the student's own prescription medication
- Battery on a School Board of Broward County employee
- Battery on a Law Enforcement Officer

*Elementary students, Grades K-5, (at the time of infraction) in possession of a projectile device on campus or any school sponsored event, will be eligible for Workback.

SECTION IX – INTERVENTION and/or CONSEQUENCES

For all other offenses, the principal, with approval of the area superintendent, may recommend that a student not participate in the Workback Program due to the circumstances of the expellable offense. Upon successful completion of the Workback Program, the student shall transition back to the regular school program, except when indicated otherwise in this policy. In the case of a student with a disability, return to a school placement, is a change in placement and will require action by the IEP/504 Team.

Out-of-District Expulsions

Expulsion or dismissal of a student from any in-state or out-of-state public, private, charter, or research school will be honored by the Broward County School Board if the act committed is one that would be grounds for expulsion under this policy.

If a student who has been expelled or dismissed from another district wishes admission, he/she shall be placed in an appropriate Expulsion Abeyance Program or a program designated by the Superintendent for a period of time commensurate with the terms of the original expulsion.

Definition of Weapons

Weapons are defined in two categories, Class “A” or Class “B.” An object which can be defined as a Class “A” weapon pursuant to this policy shall be conclusively determined to be a Class “A” weapon and further classifications shall not be considered.

Class A weapons include:

- Firearms, (whether operable or inoperable, loaded or unloaded) including, but not limited to, hand, zip, pistol, rifle, shotgun, and starter gun
- Projectile devices including, but not limited to BB guns, pellet (hard and soft) guns, and paintball guns, and slingshots
- Explosive propellants or destructive devices (operable or inoperable)
- Dirks
- Brass knuckles and/or metallic knuckles
- Billy clubs
- Tear gas
- Electric weapon or device including, but not limited to, stun guns and taser guns
- Slungshot
- Chemical weapon or devices
- Flare guns

Class B weapons include:

- Possession of a toy guns
- Toys which resemble weapons, when used in a threatening manner
- Knives - any kind of knife, including, but not limited to, pen, switchblade or hunting knife
- Chains, including any chain not being used for the purpose for which it was normally intended that is capable of harming an individual
- Pipe - any length of metal or other hard substance not being used for the purpose for which it was normally intended
- Razorblades of any kind or similar instruments with a sharp cutting edge
- Ice picks and other pointed instruments
- Nunchakus, Chinese stars

SECTION IX – INTERVENTION and/or CONSEQUENCES

- Pepper spray, a mace device with the capacity to hold two (2) ounces or less of the chemical
- Any tool or instrument when used in a threatening manner, including, but not limited to, scissors, compass, or similar items
- Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips

Other Definitions for this Policy

Assault is defined as an intentional threat by words or action to do harm to another person, coupled with an apparent ability to carry out the threat, and/or committing an act that creates a well-founded fear in such person that such violence is imminent.

Days shall be construed to be school days (as determined by the applicable school calendar) whenever mentioned in this policy.

Serious Assault is defined as an assault in which a Class A or Class B weapon is used to commit the assault.

Battery is defined as an intentional touching or striking another person without their consent or against their will or causing bodily injury to another person. In the case of “battery on a School Board employee” or “Law Enforcement Officer” there must be evidence of an unprovoked, deliberate act with intent to cause physical harm to the person.

Serious Battery is defined as committing battery (1) using a Class A or Class B weapon or (2) causing serious injury.

Minor Injury is defined as an injury which solely requires treatment by a professional medical personnel.

Serious Injury is defined as an injury which requires treatment by professional medical personnel.

Petty Theft is defined as taking property of another that is less than \$300.

Grand Theft is defined as taking property of another worth \$300 or more.

Mood-Altering Substance is any substance that is or may be detrimental to the user or to others, including, but not limited to, alcohol or alcoholic beverages, cocaine, marijuana (less than 20 grams), hallucinogens, inhalants, narcotics (such as hydrocodone and oxycodone), stimulants (such as Ritalin, Adderall, and Ecstasy), depressants (such as Xanax and benzoids), and steroids.

Unauthorized Substances include any substances deemed to be illegal, any prescription drugs not prescribed for the student who is in possession of the medication, and any medication that is not authorized as part of Policy 6305.

Disruptive Behavior is that which causes confusion or disorder or interrupts, interferes, or impedes normal classroom or school activity.

Violent Behavior is that using physical force that causes damage or injury or violates or abuses another person or property.

Substantial Disruption is defined as an incident which results in the temporary suspension of the educational process due to a school evacuation, interference with learning activities/ educational process, and/or requires the intervention of outside agencies such as the police or fire department.

Possession is the knowing, intentional, deliberate or inadvertent control of any article, object, asset, or property.

Transmittal is the transfer of an object, thing, electronic message or image, or substance from one person to another. Transmittal does not occur when the person immediately* returns the item back to the person who gave it to them or if it is immediately delivered to a teacher or school administrator. *The term “immediately” means without delay.

SECTION X - RIGHT TO APPEAL UNFAIR PENALTIES, GRIEVANCE PROCEDURES for DISCRIMINATION, BULLYING and/or HARASSMENT OFFENSES, including SECTION 504 DISCRIMINATION

RIGHT TO AN APPEAL

There may be times when students feel they have been unfairly penalized. Most problems can be solved if students speak with the teacher or staff member who was involved. If students feel uncomfortable with this person, they may request a conference with the next level of authority. Students may also request the presence of a third party, such as a counselor, assistant principal, other staff person, translator, interpreter, or attorney. Parents also have the right to be included. If talking things over does not solve the problem, the following steps may be taken:

1. A written statement must be presented to the principal within five (5) school days after the last conference. The statement must tell what happened, when it happened, who was involved, and how the student would like the problem resolved. A copy of the statement should be filed and maintained as an educational record. The principal or the administrator with the most knowledge of the incident has 5 school days to respond in writing.
2. If the problem still has not been resolved within five (5) school days from receipt of the written response, the student may request in writing, an appointment with the area superintendent/designee. The letter asking for the appointment must include a copy of the first written statement and the response.

In the case of Charter Schools: If the problem still has not been resolved within five (5) school days from receipt of the written response, the charter school student may request, in writing, a meeting with the Governing Board.

Items 3-5 below do not apply to Charter School students.

3. Upon receipt of the letter, the area superintendent/designee will schedule a meeting within five (5) school days with the district student and his or her parent. This meeting will include the person(s) involved in the appeal process, the principal, the district student, the parent(s) and anyone else he or she wishes to attend. An attorney may be present to represent either the district student and/or the school. The area superintendent/designee has five (5) school days after the date of the meeting to send a written response to the district student.
4. If district students still are not satisfied, they may take the problem to the Superintendent following the above procedures.
5. The Superintendent will schedule another meeting to see how the matter can be resolved. After the date of this meeting, the Superintendent has five (5) school days to send a written response. The decision of the Superintendent shall be final for the appeal of any penalties fewer than ten (10) days. For appeals of ten (10) days, district students have the right to appeal to the School Board.

6. A student shall serve his or her suspension during the pendency of any appeals. If the student is successful in his or her appeal, the student's record shall be corrected to remove all indications of the suspension and the absences shall be reflected as "excused," for the period in question. Refer to page 16, regarding make-up work.

GRIEVANCE PROCEDURES for DISCRIMINATION, BULLYING and/or HARASSMENT OFFENSES, including SECTION 504 DISCRIMINATION

REPORTING DISCRIMINATION, BULLYING and/or HARASSMENT OFFENSES

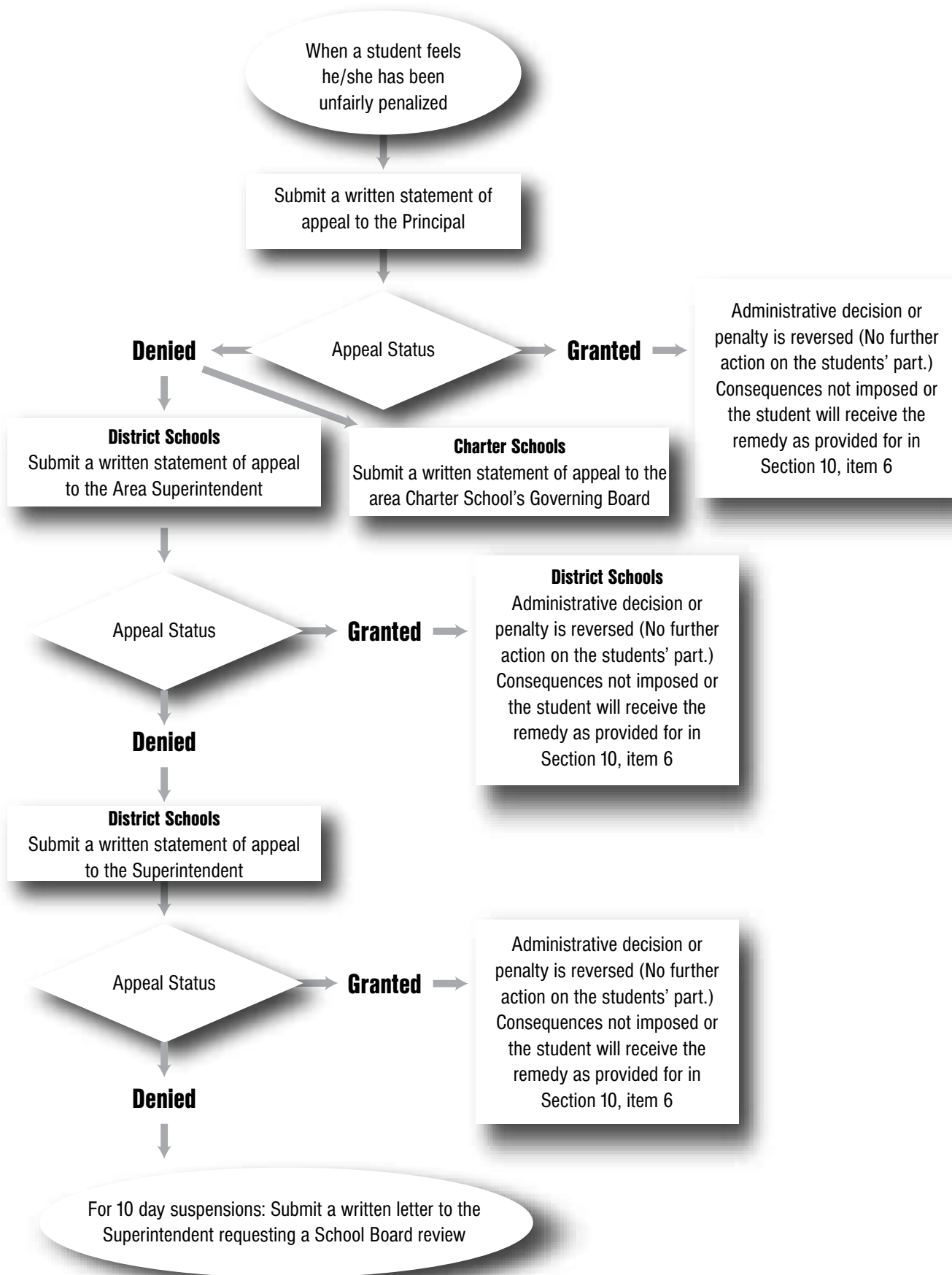
If any district school student feels that he or she has been discriminated against or harassed, he or she may contact the Executive Director of Benefits and EEO Compliance in the Department of Equal Educational Opportunities, 600 Southeast Third Avenue, 14th Floor, Fort Lauderdale, Florida 33301, Phone: 754-321-2150. Teletype Machine (TTY): 754-321-2158. Email: EEO@Browardschools.com. Complaints relating to discrimination may also be addressed to the Office for Civil Rights, 61 Forsyth Street, S.W., Suite 19T70, Atlanta, GA 30303, or the state or federal Office for Civil Rights.

REPORTING SECTION 504 DISCRIMINATION

The steps below have been developed to comply with the law for resolution of individual complaints under Section 504/ADA. Persons aggrieved by district school actions are not required by law to exhaust the District's grievance procedures before filing a complaint at the federal or state level.

The following steps should be followed if resolution on Section 504/ADA issues through informal discussion with appropriate district school personnel is not achieved. All meetings, discussions, etc., should be documented. Appropriate district school personnel could include teachers, the Section 504 liaison, counselors, school administrator, etc.

1. If informal discussions do not resolve the issue, the district school student/parent/guardian may obtain a Grievance Filing Form from the principal. The completed form should be submitted to the district school principal within 15 school days.
2. Within 15 school days of receipt of the written grievance, the district school principal shall provide the grievant with a Grievance Resolution Notice that upholds, modifies, or denies the resolution sought.
3. If the district school student/parent/guardian is not satisfied with the response issued in Step 2, he/she may file a complaint with the Director of Benefits and EEO Compliance in the Department of Equal Educational Opportunities at 754-321-2150, who will inform the district school student of his or her rights under Section 504/ADA, including an impartial hearing pursuant to federal and state regulations. The Department of Equal Educational Opportunities will conduct an investigation, convene pertinent parties, including legal counsel, and make a determination as to whether probable cause exists to believe that the district student was, in fact, discriminated against. A determination of probable cause will include specific recommendations for corrective behavior.



The Discipline Matrix: A Tool For Administrators To Assign Consequences For Serious Misbehavior

The Discipline Matrix is a tool for administrators to respond appropriately when students have committed serious violations, per the *Code of Student Conduct*. This tool is designed to offer consistency at all levels across the District so that students are disciplined fairly from school to school when their behavior requires punishment beyond the classroom. There are two different versions of the Matrix: One to assign consequences to elementary students (grades K-5) and one to assign consequences to secondary students (grades 6-12).

A copy of the Matrix is included in the *Code of Student Conduct* to assist you and your child in understanding the consequences of seriously violating school rules. While most parents will have no need to be familiar with the Matrix, the School Board and the District want to ensure that parents are knowledgeable about the actions of its school administrators when students misbehave. The Matrix enables administrators to assign consequences consistently, regardless of the school your child attends.

HOW DO I READ THE MATRIX?

The Matrix outlines the violations in the same way as the *Code of Student Conduct*. When a student has multiple violations in one incident, e.g. fight; using a weapon, the administrator will impose the more severe consequences.

The first “X” in any row indicates the initial action when a student has been referred to his/her administrator for disciplinary action. In each row, an “A” to the left of the “X”, indicates a “possible” action; an “A” to the right of the “X” indicates a subsequent action.

IS THERE ANYTHING ELSE I NEED TO KNOW?

Yes. The Discipline Matrix does not apply to classroom management as assigned by the teacher but rather as a progressive step when a student has broken the rules requiring a principal and/or designee to assign consequences. While continuous disregard for classroom rules will almost always be referred to an administrator, certain violations of the rules, e.g. weapon possession, assault, sexual harassment, require initial administrative action.

Like the *Code of Student Conduct*, the Matrix is reviewed annually by District stakeholders, including parents, teachers, administrators, counselors, and other community representatives.

WHERE DO I GO IF I WANT FURTHER EXPLANATION OF THIS DOCUMENT?

Should you require further explanation of the Discipline Matrix, please call your school administrator.

Appendix - A
Administrative Discipline Matrix
Elementary - 2012/2013

Reported to State	Incident Code	Incident	Prevention/Intervention (Re-entry parent conference)/Consequence (Record on TERMS C26 Panel) - Minimum of Two	Collaborative Problem Solving Team (RD)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	School Specific Consequences	Loss of Privilege	Removal From Class (Less than 1 day)	Detention	Verbal Warning (dress code violation only)	Loss of Extra Curricular Activities (1-5 days)(dress code violation only)	In-school Suspension 1-3 Days & Loss of Extra curricular Activities 1-30 days (dress code violation only)	In-School Suspension: 1-5 days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-5 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days	Recommendation for Emergency Behavior Change	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local Law Enforcement required
		<div>Documentation on TERMS C26 panel is required for all violations requiring administrative action.</div> <div>Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.</div> <div> LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State B= Recommendation for emergency behavior change </div>																					
		Attendance Incidents																					
	ZL	Class Cut (Skipping)	M	A				X	A	A	A				A	A							
	ZM	Tardiness, Habitual	M	M				X	A	A	A				A	A							
	ZV	Truancy	M	M					X	A	A				A	A							
	ZG	Leaving Campus Without Permission	M	A											X	A	A						
	ZU	Out of Assigned Area	M	A				X	A	A					A	A							
		Rule Violation Incidents																					
	ZE	Dress Code Violation	M	A								X	A	A									
		<i>Dress Code Violation Only-1st Offense-must include verbal parent notification, 2nd Offense must include parent conference, 3rd Offense includes parent conference, letter to parent regarding the student's in-school suspension AND ineligibility to participate in extra curricular activities.</i>																					
	ZB	Cheating- Major	M	A											X	A							
	ZF	School Rules violation (Includes Classroom Rules)	M	A				X	A	A					A								
	ZP	Detention - Unserved	M	A					X	A	A				A								
S	ED	Electronic devices - offensive or unlawful use or publication				M											X	A	A			M	A
	ZY	Cell Phone Violation. Punitive action begins on the 2nd offense	M			M			X	A	A				A	A	A						
		Disruptive Incidents																					
	SB	Disruptive (Unruly) Behavior or Play	M	A				X	A	A	A				A	A	A						
	01	Disobedience/Insubordination	M	A				X	A	A	A				A	A	A						
	ZW	Defiance of Authority (See Definition)	M	M											X	A	A	A	A				
	SM	Cumulative Administrative Referrals (5 or more)	M	M											X	A	A	A	A				
	02	Profanity - use of insulting/Obscene Language	M	A				X	A	A	A				A	A	A						
	ZX	Profanity Directed Towards a Staff Member	M	M											X	A	A	A	A				
S	SG	Gambling	M	A		M									X	A	A					M	A
	Z1	Inciting a Disturbance	M	A											X	A	A						
S	SF	Passing and / or Producing Counterfeit Money	M	A											X	A	A					M	A
	ZH	Falsification/Misrepresentation (Lying, Forgery of signature)	M	A						X	A				A	A							
	ZC	Prohibited/Distracting Items - Possession/Use	M	A		M		X		A	A				A	A							
	ZJ	Distribution/Sale of unauthorized Materials (Non-Criminal)	M	A		M		X		A	A				A	A							
S	Z2	Laser Device - Inappropriate Use	M	A		M											X	A	A	B		M	
S	G1	Gang Activity	M	M													X	A	A	B		M	
	XA	Disruption on Campus (Minor)	M	A											X	A	A						
S	D0	Disruption on Campus (Major)	M	A													X	A	A			M	A
S	66	Trespassing	M	A											X	A	A					M	A
S	F9	False Fire Alarm/911 Call	M	A													X	A	A			M	A
		B- A Recommendation for Emergency Behavior Change: This applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006. Since the policy does not contemplate the expulsion of elementary students (except where noted), other disciplinary action may be taken (i.e., administrative placement into the Behavior Change program).																					

Appendix - A
Administrative Discipline Matrix
Elementary - 2012/2013

Reported to State	Incident Code	Incident	Prevention/Intervention (Re-entry parent conference)/Consequence (Record on TERMS C26 Panel) - Minimum of Two	Collaborative Problem Solving Team (CPT)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	School Specific Consequences	Loss of Privilege	Removal From Class (Less than 1 day)	Detention	Verbal Warning (dress code violation only)	Loss of Extra Curricular Activities (1-5 days)(dress code violation only)	In-school Suspension 1-3 Days & Loss of Extra curricular Activities 1-30 days (dress code violation only)	In-School Suspension: 1-5 days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-5 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days	Recommendation for Emergency Behavior Change	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local Law Enforcement required
		Documentation on TERMS C26 panel is required for all violations requiring administrative action.																					
		Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.																					
		LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State B= Recommendation for emergency behavior change																					
		Substance Abuse/Drug Incidents																					
		X* 1st Offense																					
		X* 2nd and 3rd Offense																					
	Z4	Medication - Over-the-Counter (Possession/Unauthorized use)	M	A		M		X	A	A					A	A	A					M	
S	TU	Tobacco - Possession/Use/Sale/Transmittal	M	A		M									X	A	A	A				M	
S	A1	Alcohol - Possession/Use/Under the Influence	M	M		M												X*				M	A
S	A3	Alcohol Sale/Attempted Sale/Transmittal	M	M		M												X*				M	A
S	D5	Drug - Possession/Use/Under the Influence	M	M		M												X*				M	A
S	D7	Drug or Imitation Drug Sale/Attempted Sale/Transmittal	M	M		M												X*				M	A
S	DF	Drug - Possession of unauthorized substances	M	M		M												X*				M	A
	DP	Drug Paraphernalia - Possession	M	A		M											X	A	A	A		M	A
		Acts Against Persons																					
		X* - When deciding what disciplinary action should be taken, the Principal or designee shall consider the severity of the offense and may impose a more severe consequence up to and including a ten day out of school suspension.																					
	Z1	Fight - Minor/Altercation/Confrontation	M	A				X	A	A	A				A	A							
S	F1	Fighting	M	M											X*	A	A	A				M	A
	ZA	Bullying	M	A	M										X	A	A	A				M	
S	HA	Harassment	M	M	M										X	A	A	A				M	
	ZT	Hazing	M	M	M										X	A	A	A					
S	SS	False Accusation Against School Staff	M	A											X	A	A	A				M	A
S	56	Sexual Misconduct/Indecent Exposure	M	M											X	A	A	A				M	A
S	50	Sexual Harassment	M	M											X	A	A	A				M	A
	ZN	Assault/Threat (Low Level-Non-Criminal)	M	A	M				X	A	A				A								
S	A5	Assault/Threat (Medium Level)	M	M	M										X	A	A	A				M	A
S	A6	Assault/Threat (High Level)	M	M	M												X	A	A	B		M	A
S	A7	Assault/Threat -Serious	M	A	M												X	A	B			M	A
S	22	Battery	M	A													X	A				M	A
S	26	Battery on a SBBC Employee/Law Enforcement Officer	M	A														X	B			M	A
S	23	Battery - Serious	M	A														X	B			M	A
		B- A Recommendation for Emergency Behavior Change: This applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006. Since the policy does not contemplate the expulsion of elementary students (except where noted), other disciplinary action may be taken (i.e., administrative placement into the Behavior Change program).																					

Appendix - A
Administrative Discipline Matrix
Elementary - 2012/2013

Reported to State	Incident Code	Incident	Documentation on TERMS C26 panel is required for all violations requiring administrative action.												Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.												LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State B= Recommendation for emergency behavior change												Prevention/Intervention (Re-entry parent conference)/Consequence (Record on TERMS C26 Panel) - Minimum of Two	Collaborative Problem Solving Team (Rd)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	School Specific Consequences	Loss of Privilege	Removal From Class (Less than 1 day)	Detention	Verbal Warning (dress code violation only)	Loss of Extra Curricular Activities (1-5 days)(dress code violation only)	In-school Suspension 1-3 Days & Loss of Extra curricular Activities 1-30 days (dress code violation only)	In-School Suspension: 1-5 days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-5 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days	Recommendation for Emergency Behavior Change	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local Law Enforcement required																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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	T5	Theft - Petty < \$300	M	A			M	A	X	A	A																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		

Appendix - A
Administrative Discipline Matrix
Elementary - 2012/2013

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		<div>Documentation on TERMS C26 panel is required for all violations requiring administrative action.</div> <div>Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.</div> <div> LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State B= Recommendation for emergency behavior change </div>																					
		Bus Behavior Incidents																					
	Z7	Level One Violations: Eating/drinking on the bus. Failure to sit as assigned by bus operator.	M																				
		1st Offense																					
		2nd Offense																					
		3rd Offense																					
		Repeated Offenses																					
	Z8	Level Two Violations: Disrupting, distracting, disobeying the bus operator. Failure to utilize required safety equipment on the bus. Getting out of seat while bus is in motion. Loud talking, inappropriate remarks, or spitting out of bus window at students, pedestrians, motorists.	M																				
		1st Offense																					
		2nd Offense																					
		3rd Offense																					
	Z9	Level Three Violations: Placing head, arms, and legs outside of window. Opening the emergency door while the bus is in motion. Opening or exiting emergency door when the bus is stopped unless directed by the bus operator. Threats against the bus operator, attendant or passengers on the bus. Profanity directed at the bus operator or bus attendant. Fighting or smoking on the bus. Throwing objects out of the bus window or at the bus. Vandalism of seats or other bus equipment. Boarding or attempting to board (also attempting to leave) a bus other than the student's assigned route or stop without permission.	M																				A
		1st Offense																					
		2nd Offense																					
		3rd Offense																					

Appendix - A
Administrative Discipline Matrix
Secondary - 2012/2013

Reported to State	Incident Code	Incident	Prevention/Intervention (Re-entry parent conference) Consequence (Record on TERMS C26 Panel) - Minimum of Two	Collaborative Problem Solving Team (RtU)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	Detention	Detention (Extended/Multiple)	Saturday School	Verbal Warning (dress code violation only)	Loss of Extra Curricular Activities (1-5 days)(dress code violation only)	In-School Suspension: 1-3 Days & Loss of Extra Curricular Activities 1-30 days (dress code violation only)	In-School Suspension: Less Than One Day	In-School Suspension: 1-5 Days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-2 Days (Offer AES)	Out-of-School Suspension: 3-10 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days	Alternative Probationary Contract	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local law Enforcement required	
		<div>Documentation on TERMS C26 panel is required for all violations requiring administrative action.</div> <div>Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.</div> <div>LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State</div>																							
		Attendance Incidents																							
	ZL	Class Cut (Skipping)	M	A										X	A	A									
	ZM	Tardiness, Habitual (5 in a marking period)	M	M						X				A	A										
	ZV	Truancy	M	A				X	A	A				A	A										
	ZG	Leaving Campus Without Permission	M	A													X	A							
	ZU	Out of Assigned Area	M	A				X	A	A				A	A	A									
		Rule Violation Incidents																							
	ZE	Dress Code Violation	M*	A							X	A	A												
		Dress Code Violation Only-1st Offense-must include verbal parent notification, 2nd Offense must include parent conference, 3rd Offense includes parent conference, letter to parent regarding the student's in-school suspension AND ineligibility to participate in extra curricular activities.																							
	ZB	Cheating Major	M	A														X	A	A					
	ZF	School Rules violation (Includes Classroom Rules)	M	A		A		X	A	A				A											
	ZP	Detention - Unserved	M	A						X					A	A									
	ZS	Detention - Saturday - Unserved	M	A													X	A	A						
S	ED	Electronic Devices - Offensive or unlawful use or publication				M													X	A		M	A		
	ZY	Cell Phone Violation Punitive action begins on the 2nd offense	M			M		X	A					A	A		A	A							
		Disruptive Incidents																							
	SB	Disruptive (Unruly) Behavior or Play	M	A											X	A	A	A							
	01	Disobedience/Insubordination	M	A						X					A	A	A								
	ZW	Defiance of Authority (See Definition)	M	M													X	A	A	A	A				
	SM	Cumulative Administrative Referrals (5 or more)	M	M													X	A	A		A	A			
	02	Profanity - use of insulting/Obscene Language	M	A						X					A	A	A	A							
	ZX	Profanity Directed Towards a Staff Member	M	A													X	A							
S	SG	Gambling	M	A		M									X	A	A	A	A				M	A	
	Z1	Inciting a Disturbance	M	A											X	A	A	A	A						
S	SF	Passing and / or Producing Counterfeit Money	M	A		M									X	A	A	A					M	A	
	ZH	Falsification/Misrepresentation (Lying, Forgery of signature)	M	A											X	A	A	A							
	ZC	Prohibited/Distracting Items - Possession/Use	M	A		M		X	A	A				A	A	A	A	A							
	ZJ	Distribution/Sale of unauthorized Materials (Non-Criminal)	M	A		M		X	A	A															
S	Z2	Laser Device - Inappropriate Use	M	A		M												X	A	A	A	A	M		
S	G1	Gang Activity	M	M													X	A	A	A	A	A	M		
	XA	Disruption on Campus (Minor)															X	A	A						
S	D0	Disruption on Campus (Major)	M	A														X	A	A	A	A	M	A	
S	66	Trespassing	M	A													X	A	A				M	A	
S	F9	False Fire Alarm/911 Call	M	A														X			A	M	A		

Appendix - A
Administrative Discipline Matrix
Secondary - 2012/2013

Reported to State	Incident Code	Incident	Documentation on TERMS C26 panel is required for all violations requiring administrative action.										Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies.										LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State										Prevention/Intervention (Re-entry parent conference) Consequence (Record on TERMS C26 Panel) - Minimum of Two	Collaborative Problem Solving Team (RtI)	Threat Assessment Protocol	Confiscation (When Applicable)	Restitution (When Applicable)	Detention	Detention (Extended/Multiple)	Saturday School	Verbal Warning (dress code violation only)	Loss of Extra Curricular Activities (1-5 days)(dress code violation only)	In-School Suspension: 1-3 Days & Loss of Extra Curricular Activities 1-30 days (dress code violation only)	In-School Suspension: Less Than One Day	In-School Suspension: 1-5 Days	In-School Suspension: 6-10 Days	Out-of-School Suspension: 1-2 Days (Offer AES)	Out-of-School Suspension: 3-10 Days (Offer AES)	Out-of-School Suspension: 6-10 Days (Offer AES)	Mandatory Out-of-School Suspension: 10 Days	Alternative Probationary Contract	Recommendation for Expulsion	Complete Immediate Notification Form (SIU)	Report to local law Enforcement required																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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	LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State																										
	Property Incidents																										
	T5	Theft - Petty < \$300	M	A		M	A									X	A	A	A	A				M			
S	T6	Theft - Grand ≥ \$300	M	A		M															X	A*	A	M	A		
S	80	Theft - Motor Vehicle				M															X		M	M	A		
S	V4	Vandalism/Damage to Property < \$1000	M	A			A												X	A	A	A	A	M			
S	V5	Vandalism/Damage to Property ≥ \$1000	M	A			A												X	A	A	A	A	M	A		
	Z3	Technology - Inappropriate use (Computers or Networks)	M	A												X	A	A	A	A							
S	ST	Technology - Illegal use (Computers or Networks)	M	A																	X		A	M	A		
S	13	Arson	M	A			A														X		M	M	A		
	FS	Fire - Starting a fire on campus	M	A															X	A	A	A	A	M	A		
S	36	Burglary - Unlawful Breaking/ Entering into a school facility	M	A			A													X	A	A	A	M	A		
	A* - When deciding what disciplinary action should be taken, the Principal or designee shall consider the severity of the offense and may impose an Alternative Probationary Contract along with the initial punitive action.																										
	Other Criminal Incidents																										
S	OS	Other Serious Incident/Delinquent Act	M	A																	X	A	A	M	A		
	XX	Delinquent Act/Felony Off-Campus	M	A																	X	A	A				
S	WA	Weapons - Class A (Possession)	M	A		M															X		M	M	M		
S	WB	Weapons - Class B (Possession)	M	A		M													X	A	A	M	A	M	A		
S	R2	Robbery or Attempted Robbery	M	A		M															X		M	M	A		
S	R4	Robbery (Armed) or Attempted Armed Robbery	M	A		M															X		M	M	A		
S	S1	Sexual Battery/Rape (Actual or Attempted)	M	A																	X		M	M	A		
S	K1	Kidnapping or Abduction	M	A																	X		M	M	A		
S	42	Homicide	M	A																	X		M	M	M		
S	SE	Extortion	M	A		M															X		M	M	A		
S	B3	Bomb Threat (Placing)	M	M																	X		M	M	M		
S	B4	Bomb Threat (False Reporting)	M	M																	X		M	M	M		

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		Bus Behavior Incidents																								
	Z7	Level One Violations: Eating/drinking on the bus. Failure to sit as assigned by bus operator.	M																							
		1st Offense	Verbal or written reprimand from school principal or designee																							
		2nd Offense	Parent Conference																							
		3rd Offense	3 day suspension from school bus transportation																							
		Repeated Offenses	Expulsion from school bus for remainder of the school year and/or possible suspension or expulsion from school																							
	Z8	Level Two Violations: Disrupting, distracting, disobeying the bus operator. Failure to utilize required safety equipment on the bus. Getting out of seat while bus is in motion. Loud talking, inappropriate remarks, or spitting out of bus window at students, pedestrians, motorists.	M																							
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		1st Offense	1-10 day suspension from school bus transportation and/or from school																							
		2nd Offense	10 day suspension from school bus transportation and/or from school																							
		3rd Offense	Expulsion from school bus for remainder of the school year and/or possible suspension or expulsion from school																							

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David Greenfield, Coral Springs Middle School
Scott Jarvis, North Area Office
Frank DeRusso, Fort Lauderdale High School
Saemone Hollingsworth, Silver Ridge Elementary
Taina Sierra, New River Middle
Beth Williams, Student Support Services, ESE
Nordia Sappleton, Diversity, Cultural Outreach & Prevention
Amalio Nieves, Diversity, Cultural Outreach & Prevention
Denise Mancini, Sheridan Technical Center
Yva Dieudonne, Social Work and Attendance
Todd Sussman, Risk Management

STUDENT GOVERNMENT

Luciano Arango, McFatter High School
Pablo Lapetina, McFatter High School

**600 Southeast Third Avenue • Fort Lauderdale, Florida 33301 •
754-321-2568**

“Educating Today’s Students For Tomorrow’s World.”
Broward County Public Schools Is an Equal Opportunity/Equal Access Employer

WE ALL DESERVE TO FEEL SAFE AND RESPECTED!



Did you know?

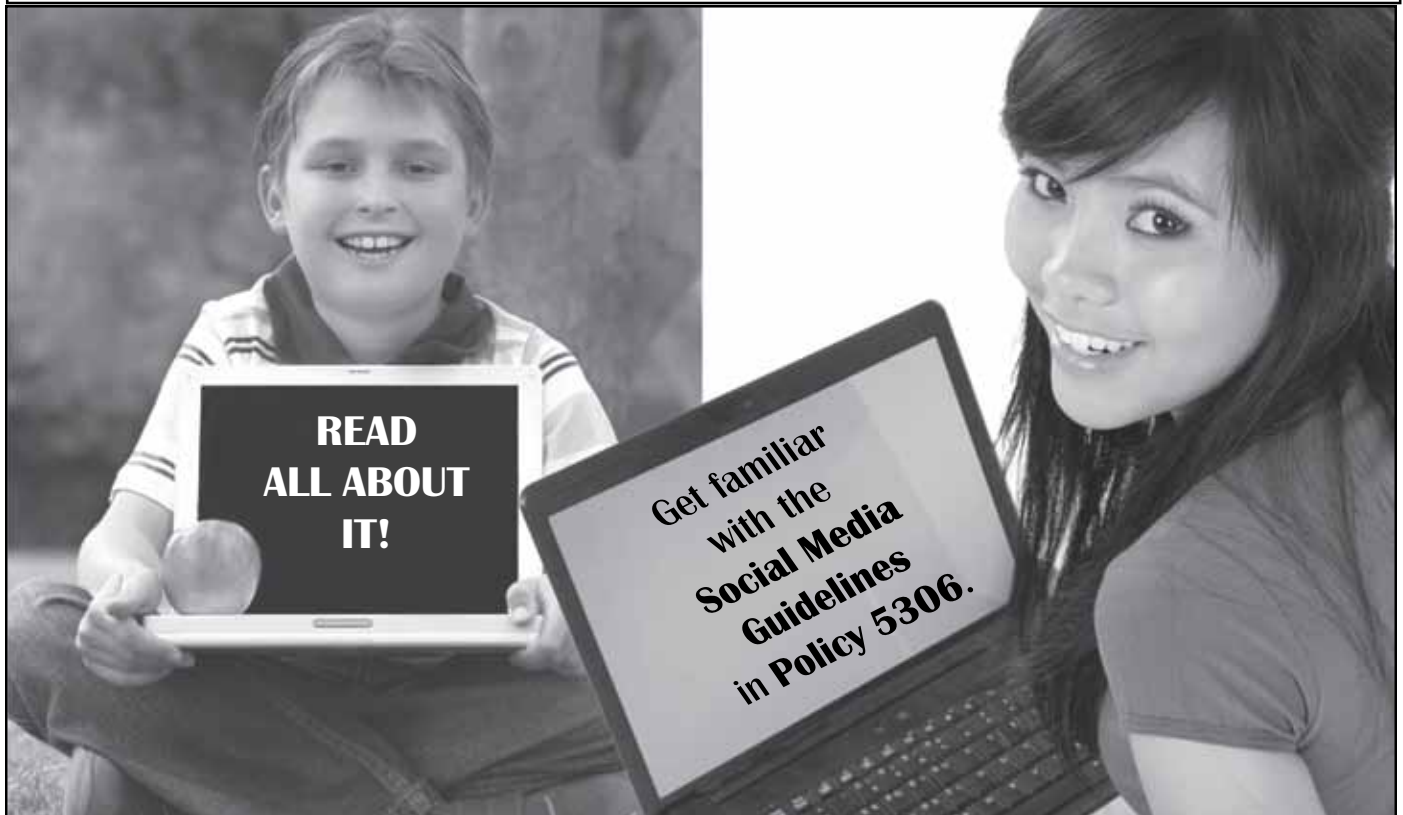
- Each year 1 in 4 adolescents reports verbal, physical, emotional or sexual abuse by their dating partner *
- Dating violence is when one person uses their power to control and/or abuse another person in a dating relationship
- Dating violence is unacceptable and against the law in: ✓ School ✓ Home ✓ Community
EVERYWHERE!



Who can you talk to for help?

- SIU's Anonymous Tip Hotline 754-321-0911, your school administrators, or other trusted adults
- 211 First Call for Help 24-hour Info. & Referral, Dial 211 or 954-537-0211
- Women In Distress 24-hour Crisis Line 954-761-1133
- Florida Domestic Violence Hotline 1-800-500-1119

* Foshee VA, Linder GF, Bauman KE, et al. The safe dates project: theoretical basis, evaluation design, and selected baseline findings. American Journal of Preventive Medicine 1996;12(2):39-47. Avery-Leaf S, Cascardi M, O'Leary KD, Cano A. Efficacy of a dating violence prevention program on attitudes justifying aggression. Journal of Adolescent Health 1997; 21:11-17.



YOU HAVE THE **POWER** TO MAKE A DIFFERENCE... **USE IT!**

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Subject:

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